



New Trends
in Psychology

Talent Vs. Work in School Success and Failure

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Abstract: Through the chosen topic, I want to capture the changes made by individuals during education, even after the completion of education, so that I can see the concordance between performance and personal skills. A first hypothesis that came to my mind for this theme was “How important is talent in today's society?” to which I added questions such as “Why is talent considered a hobby?” or “Why don't you want quantity and not quality?”. Referring to different definitions, education represents the ability of man to get everything he wants in this world, but not to disturb the moral balance. In addition to talent, we need to talk a little about work as an influential factor. Work refines talent and to measure this we can only do it in first quantitative terms (time, goals achieved, quantity, etc.). Generalized global success represents ensuring the relationship between factors of internal and external origin. Those of an internal nature characterized by (self-image, affectivity, emotional development, etc.), and the factors of an external nature more precisely (surroundings, social environment, etc.), representing the main vectors that are responsible for guiding the learner in the universe full of opportunities. Ultimately preparing the individual to create a career is a challenge for all parties involved in supporting development (parents, teachers, the child himself). Counseling children for the formation of their talents must be based on a positive vision and a constructive approach, so as to integrate the child into careers that can bring him multiple roles in his social and personal life. For these reasons, the labor field wants a set of skills, not just one, to make the talent management in the company hierarchy more efficient and satisfying. In conclusion, work and talent include a problem in child development, because they help them to take on roles in society and to assume them throughout life.

Keywords: education; talent; counseling; motivation; work; yield; performance; success; natural abilities; environment; development; career

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1. Introduction

I chose this topic, because it is a point of interest for most people at the student level, even those of pedagogy, and I want to offer my own view, of course with the help of information obtained from different parts, later consolidating my concepts and the principles on this field.

Through the chosen topic, I want to capture the changes made by individuals during education, even after the completion of education, so that I can see the concordance between performance and personal skills.

I have always wondered why some people become successful right after graduation, regardless of whether they had high grades in their educational cycles. I wondered why some people, even through their poor situation, made it far, even if they struggled in school, later being role models for other people. For this reason I started to search, to study certain aspects and what would be the main causes for these unexpected things.

A first hypothesis that came to my mind for this theme was “How important is talent in today's society?” to which I added questions such as “Why is talent considered a hobby?” or “Why don't you want quantity and not quality?”. And so I thought in the following way: If the man has talent, how can we recognize it? People don't think about certain things until they are faced with the fact. For this reason I analyzed and compared different ideas and concepts that made me determine the importance of talent in everyday society.

However, one should not fool himself that only from the circumstances in which he registers he can achieve success, there are a lot of factors that can speed up or slow down the achievement of success. Especially man can have talent, can have predispositions to become good at what he does and to have an impact in the field of activity.

But is talent a true indicator of success? In the process of highlighting the seemingly innate “natural” gifts of the successful, the virtues of hard work can get lost in the shuffle. The result is that many “talents” aspire that they need only rely on their innate abilities to produce notable work. Inevitably this can lead to disappointment, frustration and even mental health issues when the reality hits home that talent alone is not enough.

2. Achievement and Non-achievement in the School Domain, Conceptions and Definitions

Looking at this topic as a whole, we as people ask ourselves some questions related to the performances that an individual can acquire within the educational process. As main definitions we can say that school success represents the yield or performance of an individual, he being seen as a pupil/student with high educational training, in other words the opposite part of the previous concept is called school failure or failure.

The yield represents the ratio obtained between the effects had and the effort made by an individual/entity, etc., following a process, a competition, in a certain field of activity. In our case, it refers to the student's final schooling status in terms of grades. This yield is highlighted through theoretical and practical evaluations of the learnable as a ratio between the content of the education (curriculum), reflected in the official school documents (curriculum) and the acquired knowledge of a theoretical and practical nature of the pupils/students.

Performance means the final result achieved by someone in a competition. In this situation we reflect on the fruits of the individual's work, which are then reported to a standard level or certain classification criteria. Another definition would be: “

For potential to turn into performance, a student needs adequate resources both at school and outside it; the family and the support provided by it play a very important role, especially in the first years of the child's life; a community where learning is promoted is one of the key factors that enable performance to be achieved.”

Talent highlighting this term, represents a set of skills, which are innate, hereditary or sometimes even acquired and which are inclined towards a certain field, favoring the individual towards a creative side.

Referring to different definitions, education represents the ability of man to get everything he wants in this world, but not to disturb the moral balance. Of course, in addition to this definition, we bring behaviors such as those of a conscious manner, morality, knowledge, beliefs and many others. A famous quote that I can attribute here would be that “education is what remains, when what has been learned is forgotten”

How Talent manifests itself in a World of Education

Success does not depend on performance in one area, other skills such as social skills and self-control are needed here. Success and failure have a variety of classifications and so we can fit them into several registers. A first classification we find related to the degree of difficulty and here we have:

- **Generalized failure**, in which the learner encounters difficulties in meeting the minimum level criteria required by the teachers, as well as his/her maladjustment to the collective, to the social group. Here we find situations where individuals want changes, to be transferred to another class/school/specialization depending on the study cycle they are following.

- **Limited failure**, here the vision is drastically reduced, the learner encounters fewer difficulties in adapting to the social environment and the imposed criteria. The degree of re-profiling or changing the school “path” is much lower than in the first case.

As for talent, according to François Gagné he introduced different factors in a scheme to provide an increasingly diverse picture:

	The intrapersonal centralize	
Endowments (natural abilities)	The development process	Talent Aptitude developed systematically
Chance	The environmental centralizer	

Figure 1. The Scheme of Differentiation between Talent and Work in the Vision of François Gagné

In the scheme presented above we have elements dependent on each other and they leave a very large imprint on the development of the individual in the evolutionary process. In the first instance we have endowment as an untrained and spontaneously expressed ability, this needs the two catalysts presented in the scheme. The intrapersonal catalyst refers to the motivation, self-esteem, perseverance that the learner can possess. As for the environmental catalyst, it is reflected in the external, social environment where it can leave its mark on the development of the pupil/student through the environment. Chance can be crucial in the evolution of talent because it holds those unpredictable events in the individual's life that cannot be controlled and can influence the recognition and promotion of talent. The

developmental process is the channel through which untrained skills are transformed into controlled and trained skills.

However, to cultivate a talent requires recognition, and this can be done through two elements: knowledge and skills. Knowledge can be personal or from another person. The acquisition of knowledge comes from activities such as: self-observation, psychological assessment, study, training, etc. Skills consist of individual capacities to make decisions and self-regulate in relation to the social environment.

Here the credit goes to contemporary pedagogy to be valued, because it mostly dealt with the ideas of training, so to achieve the goal of an individual, education gives him all kinds of tools such as: presenting information in small steps, the unit where it can be checked through feedback, which later helps build the final goal.

Indeed the Marland Report specifies that there is a methodology by which tutors can more easily discover children capable of performance in order to stimulate them individually:

1. General intellectual capacity and leadership;
2. Creative thinking and talent in artistic fields;
3. General academic and psychomotor skills developed;

In addition to talent, we need to talk a little about work as an influential factor. Work refines talent and to measure this we can only do it in first quantitative terms (time, goals achieved, quantity, etc.). From what we can see in the everyday world, more and more emphasis is placed on quantity and less on quality, for this reason we can see an increasing eclipse of talent in favor of continuous and hard work. The investment in talent is a huge one and above all it can be effective, but the process of discovering the necessary resources to obtain returns is difficult and expensive.

2.1. Investment in Talent

Speaking about the promotion of talent, the educational model is forced to invest in human resources. It is important to highlight the difference between objective and normative tests. The first ones are based on a norm that is built on a learning ensemble, the others are based on the performance of the individual in relation to those of the group (class, school, high school, college, etc.). From these types of tests, incentives can also be made for individuals, if innate talents or certain

endowments towards certain fields are observed. Sometimes in order for the learner to exploit his gift it is necessary to benefit from an intrinsic or extrinsic incentive, speaking of evaluation, the extrinsic stimulation can come from the teaching staff and more precisely we are talking about the recognition and promotion of one's own talent.

Evaluation against the objectives helps to highlight several aspects such as:

- a) To discover the talent that an individual has;
- b) To discover the objective of the learner;
- c) To identify and diagnose failure and assist the individual in acquiring capabilities and knowledge recovery;
- d) To highlight the areas in which pupils/students do not achieve unsatisfactory performance for the purpose of reviewing and dosing the subject matter and perfecting the teaching methodology and technology;
- e) To establish the extent to which a human capacity was formed as a result of training.

The role of these tests is not to classify members of a group, but to inform each staff member and teacher of their own progress. In terms of talent cultivation, it can be achieved through several methods such as: management, differentiation and individualization regarding the curriculum.

Another important factor that contributes to the development of talent is emotional investment. The family, for example, plays an extremely important role in education, because there is a directly proportional relationship between what the parents give and what the child takes. Research shows that performance has a very close relationship with the family environment, as the individual evolves in age (Wilson 1983). Let's also not neglect the relationship between the tutor and the learner because it is he who manages him and launches him further into the hierarchy of talented people. To conclude this chapter, I believe that the emotional investment far exceeds the material one in the evolutionary process.

Motivation as a sustainable engine for work and talent

Man has desires and goals, but he does not differentiate between them. And the same thing is reflected in the school field, the road can be linear, but it can also be winding.

For this reason, we have the following statement: “Motivation is what induces action or determines choice. It is what provides reason. And the reason is the “inner urge” that appears only in the heart of the individual, inciting him to action. It can be an instinct, a passion, an emotion, a habit, an affective mood, a desire or an idea.” Considering these aspects we have the following scheme that determines the motivation:

	Choice (goal, paths)	
Trust (self-esteem)	Student motivation	Relevance (choice, utility)
	Satisfacție (rezultate, căștiguri)	

Figure 2. The Scheme of Motivation Divided into the 4 Component Elements

Research methods in approaching the chosen theme

Based on the theme, I made a six-question questionnaire that I distributed to people in society. Based on this questionnaire I was able to make a sample of 40 people. The participating individuals were not informed of anything, they were just distributed the questionnaires without having a detail. The design of the questionnaire was as follows:

- I. I wanted to draw a collective perspective on work and talent;
- II. What would be the main reasons for school failure?;
- III. What value do higher education and grades have in the evolution of the individual?

We can deduce that the goal is the essence for which the work is continuous, for which this engine ceases only when the goal is completed. Even in the case of talent, if we have a purpose revolving around it, then we can achieve the desired results.

Generalized global success represents ensuring the relationship between factors of internal and external origin. Those of an internal nature characterized by (self-image, affectivity, emotional development, etc.), and the factors of an external nature more precisely (surroundings, social environment, etc.), representing the main vectors that are responsible for guiding the learner in the universe full of opportunities. However, emotional intelligence, to which motivation is added, can confer the energy balance necessary for the development activity of the individual.

In the conclusion of this chapter, I believe that there is a need for continuous optimization through permanent learning strategies so that the evolutionary process of talent is prosperous and sustainable.

3. Concepts Based on Questions

For each individual question I followed some aspects that helped me in the current research:

1) For the 2nd question I asked the problem of grades in the evolution of the individual in the school field. In the light of the answers, we observed a high degree of indifference towards grades (50%), meaning that the motivation is not necessarily and predominantly extrinsic to stimulate the individual in the school field to exercise their talent/work. After the majority's indifference, we have an approval of the grades, with a percentage of (32.5%), and finally disapproval in proportion of (15%).

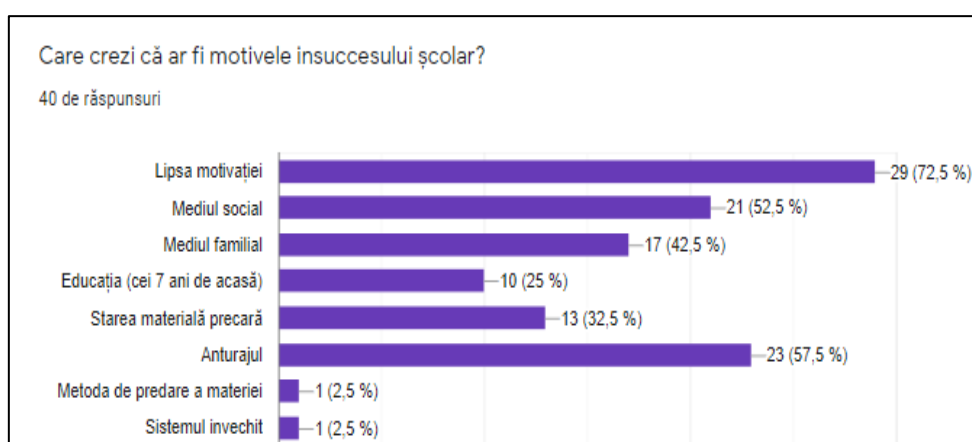


In addition to this question, I also did some investigations in order to see a more detailed vision, to understand why there is a greater degree of indifference and why it is not to be disapproved: “I study in the subjects that really matter to me, so that I can focus on what I like”, “grades do not reflect intelligence, only up to a certain point, for this reason they are indifferent to me”, “I like to get high marks only in the subjects I like”.

From these answers, I reflected and concluded that grades represent incentives only in the situation where we have an interest in a particular field and no longer represent an attribute to guide yourself, to work for or to find your talent, I also noticed that

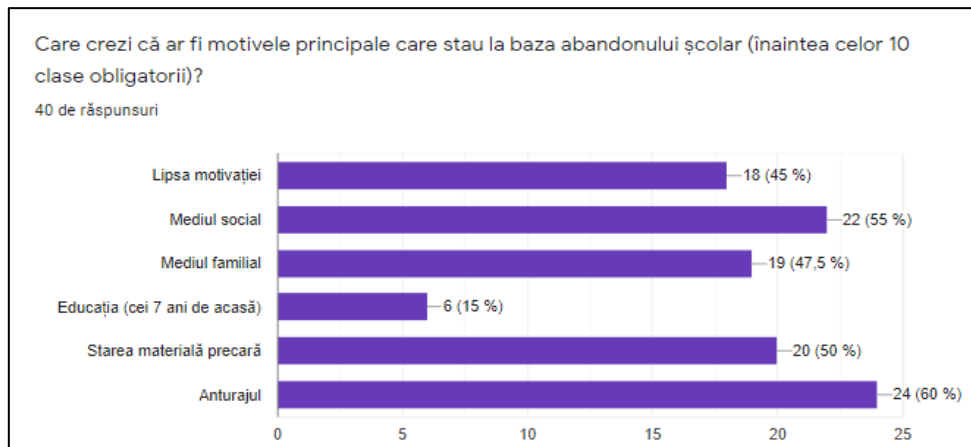
the grades no longer create the atmosphere of competitiveness between people, due to the increased degree of indifference.

2) For the second question, I highlighted the topic of school failure, to observe what are the main factors that determine the individual to be unsuccessful in the school environment. The lack of motivation is predominant (72.5%), followed by the environment (57.5%), and in last place was the teaching method (2.5%), the outdated educational system (2.5%) and education (25%) (the 7 years at home).



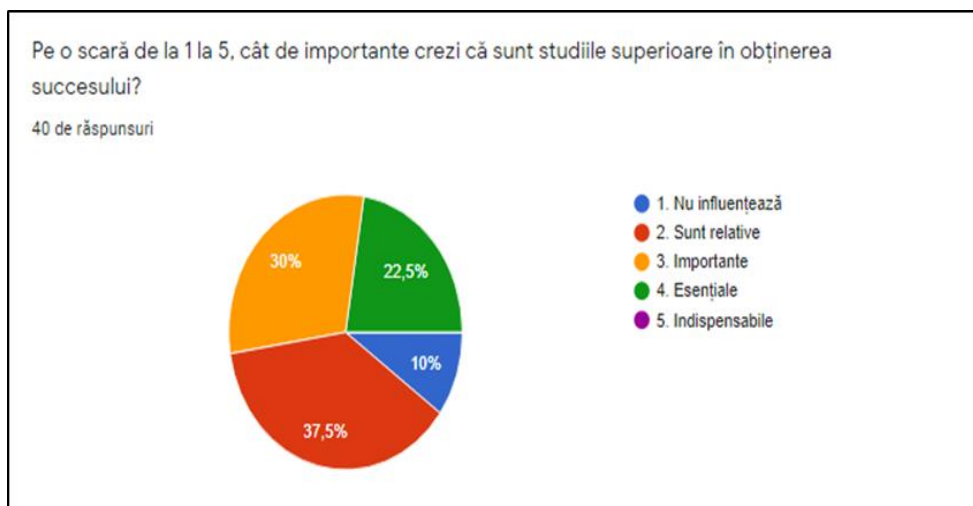
I received answers that were contradictory, such as: “You create a different view of the needs of success through education, no matter what the education is, the environment can take you on a different path.”, “It doesn't matter the seven years at home, the environment matters a lot”, “You can't be a successful person if you don't know how to behave with others, you won't get anywhere”.

3) The next question is closely related to the second one, because I wanted to observe the degree of attention of individuals to the questions and especially to see if there are similar answers. I constructed the question in the perspective that school dropout represents school failure.



In question three we have the lack of motivation in the first place followed by the entourage, in this question the entourage comes in first place with a percentage of (60%). Indeed, the environment represents a very important aspect regarding the evolution of the individual.

4) The last question is based on how much the continuity of studies matters in terms of school success, because in work, the individual aims to complete the whole process so that his objective is met. They are relative;



Looking carefully at the graph, no individual considered the absolute degree on the importance of higher education in achieving success, on the contrary, they went towards the fact that it is relative, also developing an indifference towards it.

Conclusions

Through this theme, I emphasized some aspects related to work and talent, and from which I extracted that the two have a rather strong relationship, but I also observed the fact that one is dependent on the other but from different points of view. In light of this relationship, more precisely talent requires work to create it, but work does not require talent. Work is the creative factor and the one that reinforces talent for achieving performance over a long period of time, but talent is only a spark that ignites the motivation to work. New talents and abilities grow and become perceived later as natural talent, but in reality they are the result of complex and exhausting work. From born and untrained aptitude Many influential people in the world who, of course, were not born talented and worked hard, so that the work they did to achieve their goals can be considered a “own” talent.

Hard work has the ability to develop, build and grow talent to unimaginable levels. If one has a talent and does not work on it, it remains at the endowment level and is wasted, becomes useless and fades away as naturally as it arose. Talent gives you a head start, a certain boost of encouragement, but it also takes work.

Ultimately preparing the individual to create a career is a challenge for all parties involved in supporting development (parents, teachers, the child himself). Even the recognition process is cumbersome because there is quite a lot of confusion among untrained teachers. The challenge is represented by the multiple qualities possessed by the learner, internal factors (pressure from self-interest), external factors (social pressure) represented by certain harmful stereotypes indoctrinated by society and parents.

Counseling children for the formation of their talents must be based on a positive vision and a constructive approach, so as to integrate the child into careers that can bring him multiple roles in his social and personal life. For these reasons, the labor field wants a set of skills, not just one, to make the talent management in the company hierarchy more efficient and satisfying.

In conclusion, work and talent include a problem in child development, because they help them to take on roles in society and to assume them throughout life.

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