

Relationship between Color Code Personality and Depression of Freshman Students at Royal University of Phnom Penh

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Objective of the study

This study attempts to address the following objectives:

- To identify types of personality using color code and to examine whether the color code varies by student background characteristics of freshmen students at Royal University of Phnom Penh.
- To identify level of anxiety among freshmen and to examine whether students' anxiety level differ by their background.
- To identify level of depression among these students and to examine whether students' depression level differs by their background.
- To explore the relationship between the color code personality and depression among these freshman students, with several background factors controlled.

Significance of the study

The study of color code personality and depression would be as asset as follow:

- It is the first study of personality using color code in Cambodian context
- To help the university students to identify their primary color code personality and discover the primary motives behind their personalities.
- To help the university students developing their relationship with themselves and others as well.
- To use as guideline for some organizations that want to hire employees, the four primary color are necessary to identify.
- To use as information in the counselling session. It would serve as a guideline to assist counsellors help their clients to identify their primary color, natural strength and weakness.

Scope and Limitation

- The study focuses on the freshmen students at RUPP, who were enrolled for the first semester in 2015-2016 academic year. Thus, other university students are not included in the study.
- Only RUPP freshmen are surveyed, as the study pioneers in using color code for future reference
- The study attempt to examine the relationship between color code personality and depression among these freshmen students at Rupp.

Literature Review

- Personality is a code of behavior that mean the core of thoughts and feelings inside us that tell us how to conduct ourselves (Hartman, 1998)
- Hartman (1998) developed this kind of personality test in order to identify one's own personality type or one's own primary color; he grouped the various aspects of personality and behavior patterns into four color categories: Red, Blue, White, and Yellow.

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- The color code can give us gain insight into our own primary motivations, identify and develop our natural strengths and transform our weaknesses.
- We then have the ability to utilize that knowledge to improve workplace and personal relationships.

Red color code personality

- These people are motivated by power and they need to be right and to be respected, productivity, leadership, and challenging adventure are shown in their personality.
- They are very active in doing things.
- These people are competitive and bold
- Be resourceful and self-reliant
- Be disagreeable and impatient
- Lack of intimacy orientation

Blue color code personality

- These people are motivated by altruism, and they need to be understood, to be appreciated, and accepted as he / she is.
- They need the things done well.
- They are committed with any kind of works
- Be committed and loyal
- Be self-discipline, stable and perfectionistic
- Be unforgiving and resentful

White color code personality

- These people peace is the principal of their lives, they are kind, and high tolerance, and like to be independence.
- They are very friendly to everyone.
- They are calm and quiet in their manner
- Be unmotivated and unproductive dreams
- Be accepting, boring and lazy.
- Be doubtful and dependent.
- Be timid and emotionally unsure.

Yellow color code personality

- These people are fun loving, they want to be noticed, to be praised, and seek adventure in their lives.
- Self-centered and uncommitted.
- They think about themselves before others.
- Be irresponsible and carefree.
- Be disorganized and in competitive
- Be charismatic and popular
- Be playful and exciting.
- **Anxiety** is characterized a diffuse, unpleasant, vague sense of apprehension, often accompanied by automatic symptoms such as headache, perspiration, palpitation, tightness in chest, an mild stomach discomfort (Kaplan & Sadock, 2006)
- **Anxiety** is considered to be a normal reaction to a stressor. It may help someone to deal with a difficult situation by prompting them to cope with it.
- When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

(<http://en.wikipedia.org/wiki/Anxiety>)

- **Depression:** Is a common disorder that presents with depressed mood, loss of interest or pleasure, feelings or guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration(WHO 2001)

Hypothesis

- **Hypothesis One:** Freshman students are likely to differ in term of their personality, level of anxiety, and level of depression.
- **Hypothesis Two:** Personality, anxiety, and depression tend to vary by students' background
- **Hypothesis Three:** Depression among freshman students is expected to be different by students' type of personality.

Methodology

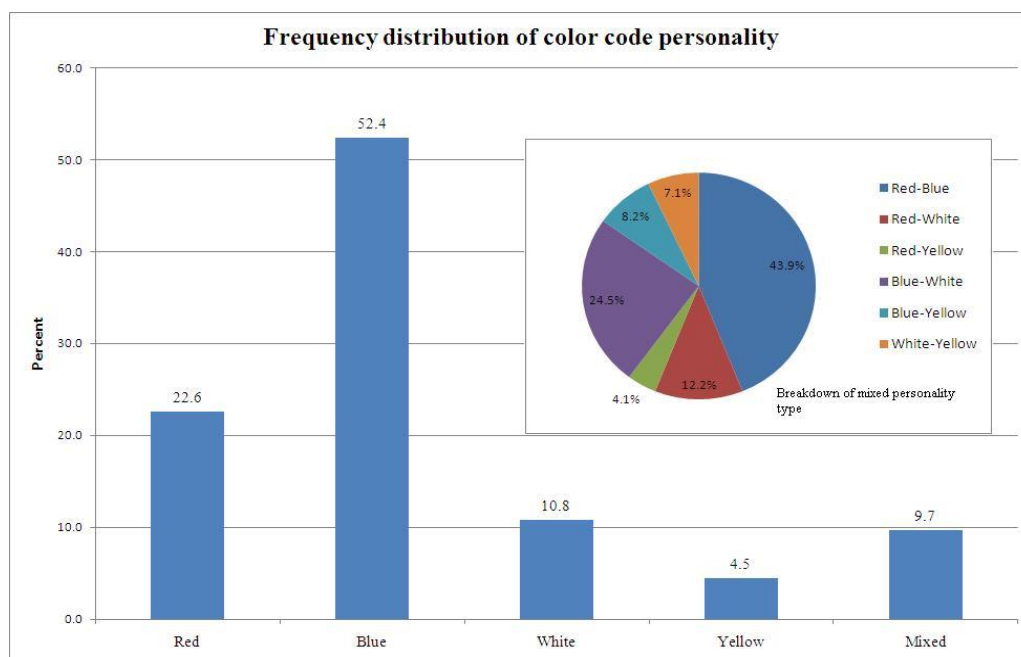
- **Quantitative design**
- **Population, sample and sampling**
 - Population of the study: freshman university students who enrolled for the first semester at RUPP in 2010-2011 academic year, from 16 departments
 - Sample: All freshmen students enrolled in 6 selected departments (a total of 1009 students available)
 - Selection of departments: 6 departments out of 16 departments were randomly selected (Mathematics, Geography, Philosophy, Khmer Literature, Sociology and Psychology)
- **Instruments**
 - The Hopkins Symptom Checklist (HSCL)-A self-report symptom inventory to measure anxiety (10 questions) and depression (15 questions)
 - Color Code Personality questionnaire consists of 45 questions (Taylor Hartman, 1998):
 - Personality strengths and limitations: 30
 - Situations: 15
 - Student background questionnaire.
- **Data collection:**
 - Pretest the questionnaire to check whether the questions are understood or not (60 students)
 - Ask permission from the teachers for interview with their students and explain them how to complete the questionnaire by themselves (self-administered questionnaire).
- **Data analysis using SPSS 16**
 - Frequency to describe students' background factors, personality, anxiety, and depression
 - Chi-square test and ANOVA to compare anxiety and depression by personality types and background factors
 - Regression analysis to analyze the impact of personality on depression using other factors as controlled variables

Background of students

Number of respondents	1009	Percentage by:	
Percentage by:		Scholarship Status	
Gender		Scholarship	21.1
Male	49.3	Private	78.9
Female	50.7	Intact family	
Religiosity		Non-intact family	15.2
Below average	5.5	Intact family	84.8
Average	31.4	Region	
About average	63.1	Phnom Penh	6.55
Economic status		Plain	50.61
Poor	19.96	Tonle Sap	19.20
Average	70.12	Coastal	9.77
Above average	9.92	Mountain	13.87

There are 1,009 students interviewed for the study. Among these students, 50.7% are females, 21.1% receive scholarship, 84.8% are from intact families, 94.5% report to have at least the average level of religiosity, and 19.7% are from poor families, In addition, 93.3% are not Phnom Penh native-born. Most of them are from plain region (50.6%) and from Tonle Sap region (18.3%).

Percentage distribution of color code personality



Among RUPP freshmen, 22.6% have red code personality, 52.4% have blue code personality, 10.8% have white code personality, 4.5% have yellow code personality, and 9.75 have mixed color code personality. Judging by Hartman's standard, Cambodian freshmen tend to display blue personality more than the standard (52.4% versus 35%). In addition, the proportion of RUPP freshmen with white and yellow personality types are much lower than the standard (10.8% versus 20% and 4.5% versus 20%, respectively).

This indicates that RUPP freshmen are more likely to be blue personality, characterized with do-gooders, honest, intimacy, empathy, self-sacrifice, loyalty, sincerity, commitment, and self-discipline. These are the most powerful strengths in this kind of personality. In the relationship with friends, they are often willingly to sacrifices personal gain in order to share intimate relationship. In class, both male and female students with blues code personality are hard-working students for every subject and like helping other friends who have study problems.

They never miss a single class or homework that their teachers assign to them. They generally want things done well and on time. They are very satisfied for the sake of their academic achievement because they are very good at time-management and commitment. Self-discipline is the core strength for this type of personality that brings stability, and order to his/her life.

Normally, their verbal communication with friends are very friendly, politely and have a good-manner, never making friends disappointed or hurt, because of their moral principle. They are very thoughtful, opinion-oriented, and like seeking opportunity for improving their own talent. Because of their creativities that make them become good producers, and contributors to class and the society as well. They always think of others before themselves in any given time in their life.

RUPP freshmen are found to be minor in number regarding white and yellow personality types. With white personality, students are likely to be difficult to read or understand easily in classroom environment or elsewhere even though we are friends. Normally, the students have white color code personality can appear to be very peaceful and calm in their way. During class, they rarely are asking any questions to teachers or friends, and always are quiet and passive way. They do not want friends to get into their heart, means they want to hide the real feelings and emotion inside themselves.

Leadership positions never have in their mind, they never want to lead a group discussion among friends in class, and they just follow. They never want to get better scores than other friends in class, because they are lacking of motivation, so their plans and dreams never come true. But they always are the best friends to all friends in class, and easy to get along well with theirs. They cannot have an effective time-management for their own because of the laziness.

In contrast, the students have yellow code personality seemingly, have an innate ability to be happy, they prefer whatever scores they have for their own homework or exams in class rather than miserable what they are lack of doing it. Their works and studies that they have done not completely so successful, and dissatisfied because they are inability to commit.

Being students, they enjoy playing time, and talking with friends. They seem less attention to their teachers during studying, but they are very popular and attractive among their friends because of their own personality style. The students have yellow color code

personality seem to be very low rate among these freshman students in this study. Up to this point for discussion section.

Regarding the mixed color personality, the majority of mixed color personality students have red-blue combination (43.9%), followed by blue-white combination (24.5%) and red-white combination (12.2%). According to Hartman personality profile (Hartman, 1998), it is possible that a person is characterized by a mixed color personality.

Mode from here to discussion: Students have red-white combination code personality seem to be respected by other friends in class. Often, they need a direct communication among friends and teachers, while they are learning in class. They like asking question immediately to friends or teachers about the subject that they do not understand well, they don't want to keep that problem for next time. They are patient listening to whatever friends' expressing experiences that the best way we can learn from each other. Further more, these students like helping friends in learning or good at advice giving due to their logical thinking.

The second combination, students have blue-white seem to see everyone as a good friend, and make friend peacefully. They like to make a group-discussion among friends about the topics that they have learned from class. They prefer self direction for their own, and good vision for the future, They want to have the work done well, and sacrifice their energy into their study in order to get success. They always have good sense toward others, and want them to be as they are. They like confronting with the complex problem in order to explore the new experience in their lives. They like homeworks and new problem to solve.

Lastly, students have red-blue code personality to be controlled on other with empathy. These students are respected and appreciated by friends in group because of their smart capacity. They like expressing, sharing knowledge, experiences in front of class. They are very active both mentally, and physically. They do not stay at one place without doing anything. For example, searching new ideas from the book or doing the assignment. In class they pay much attention to the teachers' explanation about the difficult lesson, because they want to get the good mark from any subjects. These kind of color code personality, they want to be right and perfect in their work.

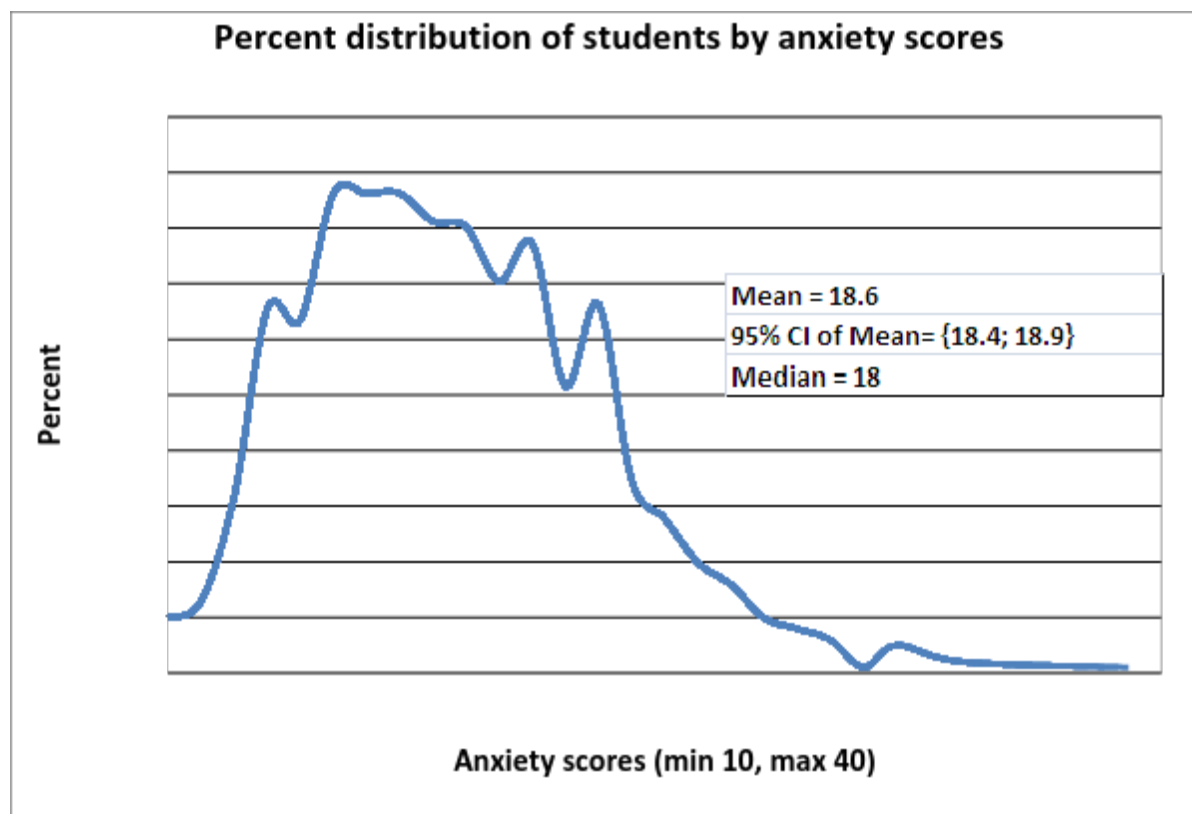
Table2 Type of color code personality by students' background characteristics

Background of students	Type of color code personality					Total
	Red	Blue	White	Yellow	Mixed	
Gender (Chi-square = 16.9, df = 4, p = 0.002)						
Female	17.7	56.3	12.1	5.0	8.9	100.0
Male	27.6	48.8	9.1	4.0	10.5	100.0
Scholarship status (Chi-square = 4.5, df = 4, p = 0.345)						
Scholarship	23.5	56.8	8.5	4.2	7.0	100.0
Private	22.4	51.3	11.4	4.5	10.4	100.0
Family living arrangement (Chi-square = 3.6, df = 4, p = 0.461)						
Non-intact family	17.6	52.9	13.1	4.6	11.8	100.0
Intact family	23.5	52.3	10.4	4.4	9.3	100.0
Family economic status (Chi-square = 6.8, df = 8, p = 0.559)						
Poor	23.6	56.3	9.0	2.0	9.0	100.0
About average	21.7	51.7	11.5	5.2	9.9	100.0
Above average	27.0	49.0	10.0	4.0	10.0	100.0
Religiosity (Chi-square = 8.5, df = 8, p = 0.388)						
Below average	36.4	43.6	10.9	1.8	7.3	100.0
About average	20.8	54.6	11.4	4.7	8.5	100.0
Above average	22.3	52.1	10.5	4.6	10.5	100.0
Region (Chi-square = 15.4, df = 16, p = 0.498)						
Phnom Penh	29.4	44.1	7.4	5.9	13.2	100.0

Table 2 presents the bivariate analysis of color code personality by background characteristics of students. The results based on chi-square tests show that the color code personality of students varies significantly by gender. Specifically, male students are more likely than female students to have red code personality (27.6% versus 17.7%, respectively), but less likely to have blue code personality than their female counterparts (48.8% versus 56.3%, respectively). In other words, more male students are characterized by red code personality, so they are hard working in class for every subject they learn, for example, the questions are mostly asking by male students in classroom, sharing .explaining more active than female students. Generally, in every department male students are appointed to be class monitor, because they are strong, dynamic and more active than the female students. So it is proved that male students are more courage, dynamic, effectively leading in group. In each department, the smartest students are rarely seen to be female. To make a group subject-discussion male students are the group leader, they help explaining the difficult things to group members. In contrast, We see that female students are slow, less strong than the male describe red and blue among men and women.

However, the distribution of students' color code personality does not significantly vary by other background factors, including scholarship status, family living arrangement, family economic status, religiosity or region of origin.

Percent distribution of students by anxiety scores



Anxiety

In this study, anxiety is measured as a composite index by summing the 4-points scale of 10 items from Hopkins Symptom Checklist. The scores of the created anxiety index ranges from 10 points (indicating the absence of anxiety) to 40 points (indicating the maximum level of anxiety, with the midpoint score being 25). The Cronbach's Alpha coefficient of these 10 items is 0.807, indicating a high reliability of these measures among Cambodian freshman students at RUPP.

Percentage distribution of anxiety scores

The result presented in Figure 2 shows that RUPP freshman students do have anxiety (the average anxiety score is 18.6). While the majority of students do not experience substantial anxiety, about 10% of the freshmen reported having the anxiety at least at the midpoint level of the Hopkins Symptom Checklist (25 points at least).

Table3 Level of anxiety by background factors of students

Background Factors	Mean	St. Deviation	F-test	p-value
Gender				
Female	18.5	4.3	0.351	0.554
Male	18.7	4.5		
Scholarship status				
Scholarship	18.6	4.4	0.005	0.944
Private	18.6	4.4		
Family living arrangement				
Non-intact family	19.0	4.6	1.318	0.251
Intact family	18.6	4.4		
Family economic status				
Poor	19.7	4.9	7.544	0.001
About average	18.4	4.2		
Above average	18.4	4.6		
Religiosity				
Below average	16.9	4.0	4.674	0.010
About average	18.7	4.1		
Above average	18.8	4.6		
Region				
Phnom Penh	17.8	3.9	2.261	0.061
Plain	18.6	4.2		
Tonle Sap	19.4	4.8		
Coastal	18.4	4.9		
Mountain	18.6	4.4		

The bivariate analysis of anxiety shows that the level of students' anxiety varies significantly by their family economic status (significant at $p < 0.01$) and by their religiosity (significant at $p < 0.05$); but not by other factors. Specifically, anxiety is high among students from poor families but low among those with average or high income. In other words, students from poor families are found to have higher level of anxiety than those from non-poor families.

Furthermore, anxiety varies significantly by level of religiosity of students. Those with lowest level of religiosity tend to have the lowest level of anxiety, while higher religiosity students tend to have higher level of anxiety..

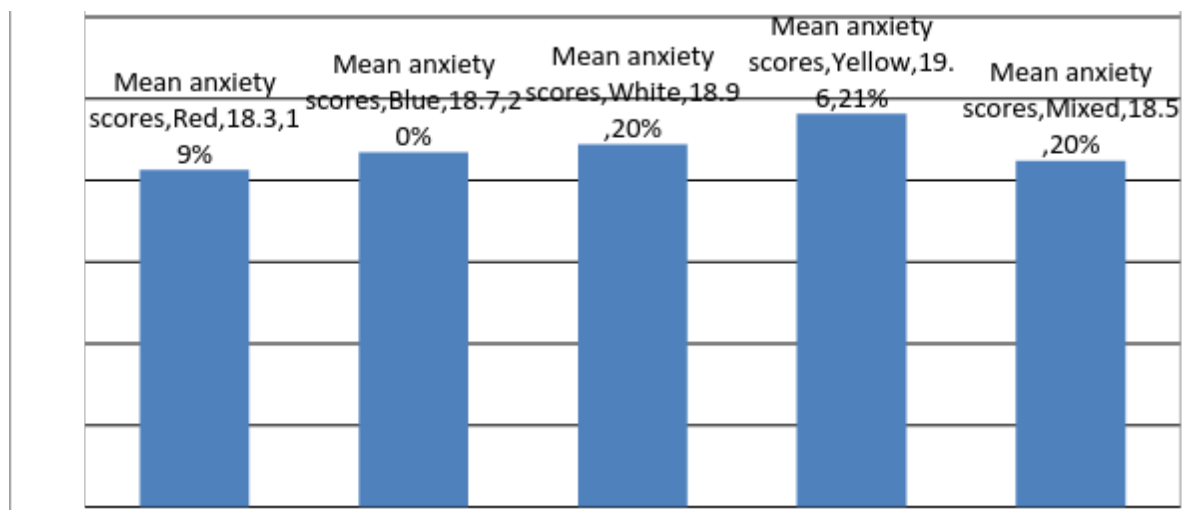
However, anxiety does not vary by sex, scholarship status, living arrangement, and region, meaning that men and women, scholarship and private students, living in intact and in non-intact families, and being migrant or non-migrants have similar level of anxiety.

Table 4 Test of mean differences in anxiety between types of color code personality

	Mean difference	St. Errors	P-value	95% Confidence Interval	
				Lower Limit	Upper Limit
Red Versus Blue	-0.43	0.35	0.219	-1.12	0.26
Red Versus White	-0.63	0.51	0.223	-1.63	0.38
Red Versus Yellow	-1.37	0.72	0.058	-2.78	0.04
Red Versus Mixed	-0.22	0.53	0.687	-1.26	0.83
Blue Versus White	-0.20	0.46	0.672	-1.11	0.71
Blue Versus Yellow	-0.94	0.69	0.171	-2.28	0.41
Blue Versus Mixed	0.21	0.49	0.658	-0.74	1.17
White Versus Yellow	-0.74	0.78	0.343	-2.28	0.79
White Versus Mixed	0.41	0.61	0.503	-0.79	1.62
Yellow Versus Mixed	1.15	0.79	0.147	-0.41	2.71

One-Way ANOVA was used to compare the level of anxiety across different types of color code personality. The result shows that all pairwise differences are not statistically significant at $p < 0.05$ level (Table 4), although yellow color personality tends to have highest level of anxiety and red color personality tends to have the lowest level of anxiety (Figure 3). The finding suggests that anxiety is a mild psychological distress that does not differ by personality of freshman students.

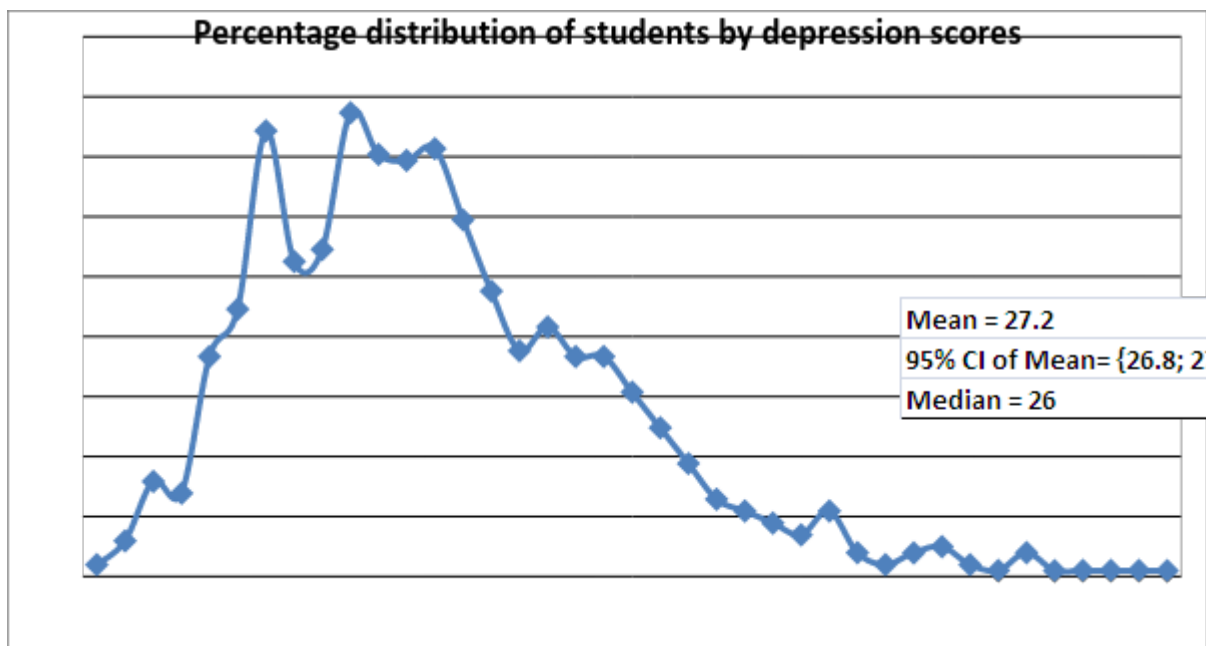
Mean anxiety scores by types of personality



Percentage distribution of depression scores

As aforementioned, depression is measured as a sum of 15 items, with possible value of each item ranging from 1 (not at all) to 4 (extremely). Therefore, the calculated index of depression ranges from 15 indicating no depression to 60 indicating maximum level of depression and the midpoint score of 37.5. The Cronbach's Alpha coefficient of these 15 items is 0.845, indicating a high reliability of these measures among Cambodian freshman students at RUPP.

Percentage distribution of students by depression scores



The study found that the average score of depression among freshman students interviewed is 27.2 (with the 95% confidence interval from 26.8 to 27.6), about 10 points below the index midpoint score. While only few students reported having depression greater than the midpoint (Figure 4), the survey result suggests that depression does exist among RUPP freshman students.

Table 5 Level of depression by background factors of respondents

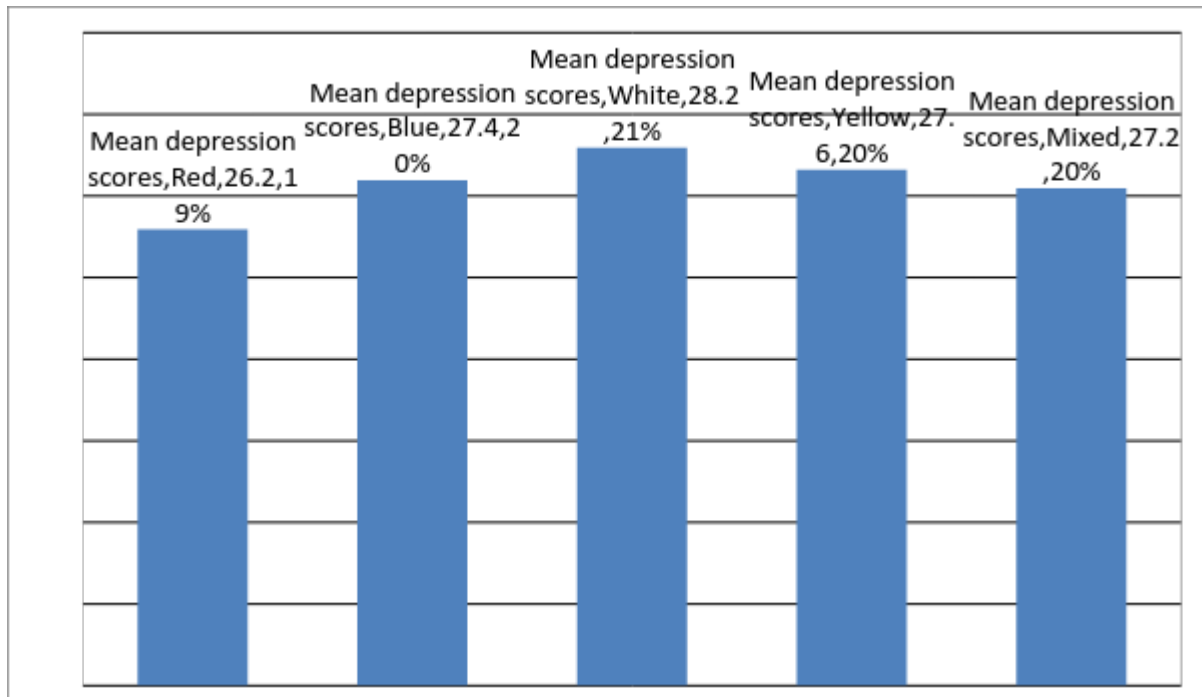
	Mean	St. Deviation	F-test	p- value
Gender				
Female	27.1	6.3	0.403	0.526
Male	27.3	6.4		
Scholarship status				
Scholarship	27.2	6.2	0.010	0.910
Private	27.2	6.3		
Family living arrangement				
Non-intact family	28.3	6.9	5.720	0.010
Intact family	27.0	6.2		
Family economic status				
Poor	28.6	7.1	7.470	0.000
About average	27.0	6.1		
Above average	25.8	6.0		
Religiosity				
Below average	26.4	6.3	0.442	0.643
About average	27.2	6.4		
Above average	27.3	6.3		
Region				
Phnom Penh	27.0	6.5	0.310	0.870
Plain	27.1	5.9		
Tonle Sep	27.4	6.4		
Coastal	27.7	8.5		
Mountain	27.5	5.9		

Variation of level of depression by background characteristics

Levels of depression of freshman students vary significantly by living arrangement and family economic status of students. Students from non-intact families reported to have higher level of depression than their counterparts from intact families (28.3 points versus 27.0 points, respectively, and the difference is statistically significant at $p < 0.05$). Students from poor families are found to have the highest level of depression among these freshmen (28.6 points), while those from better off families tend to have the lowest level of depression (25.8 points). The differences are statistically significant at $p < 0.001$ level.

However, the study did not find any difference in level of depression by students' gender, scholarship status, religiosity, and region of origin. This finding indicates that students' depression might be attributed to by family background, rather than by gender and schooling.

Mean depression scores by types of personality



. Bivariate relationship between personality and depression

The relationship between color code personality and level of depression among freshmen was examined via one-way ANOVA technique. Figure below compares the depression levels among different types of personality and Table below presents the results of statistical test for the mean differences in depression scores.

Overall, red color personality is found to have the lowest level of depression (mean scores = 26.2), while white color personality is found to have the highest level of depression (mean scores = 28.2). Blue, yellow, and mixed color personality types do not display any difference in the level of depression (Figure 5). These two kinds of personality (red and white) are significantly different, but it does not mean that Red is the best and White is the worst personality type. The students categorized in red are motivated by power and leadership. They are very active, power, and leadership oriented. They do not like to stay still in one place, without doing anything. Moving and experiencing things are the most great strength., They are sociable, talkative, friendly, and easy to express their own feeling, ideas to the public place, and they want others to listen to them.

Whereas, students who categorize in white color personality types are motivated by peace or a peacekeeper. They are not easily to express their own feelings or opinions with others in the public places, so it is a reason to make them more depressed. They are patient with themselves and others, and never have a single idea to seek leadership position, because they are afraid of responsibility, making mistake due to their own decision-making, and avoid of confrontation.

Table 6. Test of mean differences in depression between types of color code personality

	Mean difference	St. Error	P-value	95% Confidence Interval	
				Lower Limit	Upper Limit
Red Versus Blue	-1.20	0.50	0.016	-2.18	-0.22
Red Versus White	-2.00	0.73	0.006	-3.44	-0.56
Red Versus Yellow	-1.46	1.03	0.155	-3.48	0.55
Red Versus Mixed	-1.00	0.76	0.188	-2.50	0.49
Blue Versus White	-0.80	0.66	0.228	-2.10	0.50
Blue Versus Yellow	-0.26	0.98	0.790	-2.18	1.66
Blue Versus Mixed	0.20	0.69	0.773	-1.16	1.56
White Versus Yellow	0.54	1.12	0.629	-1.65	2.73
White Versus Mixed	1.00	0.88	0.255	-0.72	2.72
Yellow Versus Mixed	-0.46	1.13	0.685	-2.69	1.77

The result of post-hoc pair-wise comparison test shows that the level of depression is statistically different between Reds and Blues (significant at $p < 0.05$) and between Reds and Whites (significant at $p < 0.01$) (Table 6).

Unstandardized regression coefficients of depression

	<u>Model 1</u>		<u>Model 2</u>		<u>Model 3</u>	
Constant	8.75		9.80		11.03	
Personality						
Red (reference)						
Blue	0.79	*	0.77	*	0.81	*
White	1.41	*	1.37	*	1.41	*
Yellow	0.16		0.16		0.23	
Mixed	0.80		0.76		0.79	
Anxiety (continuous measure)	0.95	***	0.95	***	0.96	***
Living arrangement						
Non-intact family (reference)						
Intact family	-		-0.78	+	-0.75	+
Family economic status						
Poor (reference)						
Average	-		-0.22		-0.26	
Above average	-		-1.39	*	-1.43	*
Gender						

Female (reference)						
Male	-		-		0.10	
Scholarship status						
Scholarship (reference)						
Private	-		-		-0.21	
Religiosity						
Low (reference)						
Average	-		-		-0.82	
High	-		-		-0.83	
Region of origin						
Phnom Penh (reference)						
Plain	-		-		-0.63	
Tonlesap	-		-		-1.14	+
Coastal	-		-		0.17	
Mountain	-		-		-0.23	
Model summary						
Adj R-squared	0.449		0.454		0.451	
df	5; 1,003		8; 996		16; 980	
F-test statistics	165.31	***	105.30	***	52.22	***

Multiple regression analysis of depression

The relationship between personality and depression is analyzed in several models using OLS regression technique in order to see whether the impact of personality on depression remains after controlling for anxiety and background factors of students and their families (Table 7). Model 1 replicates the above ANOVA analysis of the bivariate relationship between color code personality and depression, with anxiety controlled; while in Model 2 living arrangement and economic status of the family, the two factors found to have significant impact on depression, are added. In Model 3, all variables in the analysis are added.

The results of these models indicate that the impact of color code personality remain statistically significant, after controlling for the effects of living arrangement and family economic status in Model 2 and the effects of living arrangement, family economic status, gender, scholarship status, religiosity, and place of origin in Model 3. In other words, red personality exhibits a lower level of depression than do blue and white personalities. Furthermore, anxiety is found to be positively correlated with depression, meaning that students reporting high level of anxiety tend to report high level of depression as well. The effect of living arrangement is no longer statistically significant as the average depression score of students living in intact families is no long statistically different from that of those living in non-intact families, after other factors in Models 2 and 3 are held constant. Finally, the effect of family economic status on depression remains statistically significant (Models 2 and 3), indicating that students from better off families are less likely to have depression than those from poor families (Models 2 and 3).

The model fit statistics of these three models show that anxiety and personality combined explain the variation in depression by about 45% (Adjusted R-squared of Model 1 is 0.449). Adding other variables in the models increases little the expandability of the models (Adjusted R-squared of Model 2 is 0.454 and Adjusted R-squared of Model 3 is 0.451).

The finding suggests that color code personality, anxiety, and family economic status are factors explaining students' depression. It is important to note that, anxiety is more powerful explanatory factor of depression than color code personality type and family economic status.

SUMMARY, DISCUSSION AND CONCLUSION

Summary and discussion

The purpose of this research was to examine the relationship between color code personality and anxiety and depression of freshman students at RUPP. There were 1009 students interviewed for the study. Gender distribution of students is almost similar, 49.3% are male and 50.7% are female. The Hopkins Symptom Checklist and Hartman's Color Code Personality Profile were used.

The study found that the majority of students possess blue color personality (52.4% of students), followed by 22.6% of red code personality, 18.8% of white code personality, 4.5% of yellow code personality, and 9.75% of mixed code personality. So, the finding is not consistent to the Hartman personality profile suggesting that the percentage distribution of color code personality of a given population should be by the standard of 25% red, 35% blue, 20% white, and 20% yellow. This means that Cambodian students are reported to be associated with blue code personality much greater than other populations. In addition, about 10% of the students have mixed color code personality. Such difference may be due to different social context, cultural value, and believed system in Cambodia.

In class, both male and female students with blues code personality are hard working students for every subject and like helping other friends who have study problems. They never miss a single class or homework that their teachers assign to them. They generally want things done well and on time. They are very satisfied for the sake of their academic achievement because they are very good at time-management and commitment. Self-discipline is the core strength for this type of personality that brings stability and order to his/her life. Normally, their verbal communication with friends are very friendly, politely and have a good-manner, never making friends disappointed or hurt, because of their moral principle. They are very thoughtful, opinion-oriented, and like seeking opportunity for improving their own talent. Because of their creativities that make them become good producers, and contributors to class and the society as well. They always think of others before themselves in any given time.

While fewer Cambodian freshmen are found to be white and yellow personality types, their personality traits also deserve attention. These students are likely to be difficult to read or understand easily in classroom environment. Students with white color code personality can appear to be very peaceful and calm in their way. During class, they rarely

are asking any questions to teachers or friends, and are always quiet and passive. They do not want friends to get into their heart, meaning they want to hide the real feelings and emotion inside themselves. Leadership positions have never been in their mind. They never want to lead a group discussion among friends in class, rather they just follow. They never want to get better scores than other friends because they are lacking of motivation. But, they always are the best friends to all friends and easy to get along well with others. They cannot have an effective time-management for their own because of the laziness.

In contrast, students with yellow code personality seemingly have an innate ability to be happy of what they are or they are capable of. For instance, they are usually satisfied with whatever scores they have for their own homework or exams in class; and they rarely get themselves miserable because of what they have done. Being students, nevertheless, students with yellow code personality enjoy playing and talking with friends. They seem to pay less attention to their teachers during studying, but they are very popular and attractive among their friends because of their own personality style.

About 10 percent of students have mixed color code personality. The majority of them have red-white and blue-white combinations. Students with red-white combination code of personality seem to be respected by other friends in class. Often, they need a direct communication among friends and teachers, while they are learning in class. They like asking question immediatly to frineds or teachers about things that they do not understnad well as they never want to keep that problem for next time. They are patient listening to whatever friends' expressing experiences that the best way we can learn from each other. Furthermore, these students like helping frineds in learning or good at advice giving due to their logical thinking.

The second combination, blue-white combination, differs slightly for the previous combination. Students with this conbination of color code personality seem to see evryone as a good friend and make friend peacefully. They like to make group-discussion among frineds about the topics that hey have learned from class. They prefer self direction for their own, and good vision for the future. They want to have the work done well and sacrifice their energy into their study in order to get success. They always have good sense toward others and want them to be as they are. They like confronting with complex problems in order to explore new experience in their lives. They like homeworks and new problems to solve.

Lastly, students with red-blue code personality, although few in number, are equally likely to control or to be controlled by others with empathy. These students are respected and apprecited by friends in groups because of their smart capacity. They like expressing and sharing knowledge and experiences in front of class. They are very active both mentally and physically. They do not stay at one place without doing anything. For example, searching new ideas from the book or doing the assignment is their hoppy. In class they pay much attetion to the teachers because they want to get good marks.

Depression levels of freshman students do have something to do with students' color code personality. Red code personality students tend to be less depressed than are blue and white color code students because they like doing things fastly and happily. They do not want to remember or keep bad memories in their mind as blue and white do. They are productive and active, but perfectionism are not in their memory. For example, while class exams take place, these students like to show other friends that they are smart by oferring

exam papers to the teacher may be 20 or 30 minutes earlier than others. Generally, they do not want to spend more time go over the exam answers that they just completed, even though the exam time is still remaining. All students with red color code personality like competition among friends in class with school works. They strongly believe and rely on their knowledge and capacity to work or study by themselves. They react immediately to all things happened, without keeping for next time at all. They are careless and insensitive to the feelings of other friends, during class or working hours. They can easily express their own emotion or feelings in the face to all others, especially among friends. This is the way red personality students are less likely to be depressed.

Blue students are more likely to be depressed than are red personality students. This kind of students is very difficult to forgive for themselves for whatever they have not done well. For instance, when they did something wrong with thier exams or answers they feel sorry for long time and keep all these negative emotions in their memory due to their strong sense of perfection. In class, they feel sorry even for their friends in the case of their frineds get lower grades for the exams than they do. They are worried and so sensitive to the friends' feelings. When teachers raise up the questions to the class, they do not want to put the hand up or answer, unless they are sure about the right answer. Generally, Blue personallity students do not want to break the intimate relationship among friends either in their study or in their social life. They are easy depressed when they know that their frineds are hurt. On the other hand, they seem to worry about everything happening in their social lives, including studying, family members, health, and friends.

The students characterized by white color code personality are always calm and quiet in class. They learn something slowly and always the good followers. During class, they are rarely put up the questions, though they do not understand well. They cannot be able to stand comfortable in front of the class in order for expressing and sharing any ideas, as the reds do because of their fearfulness. This is the point that teachers should be considered. Otherwise, students with white code personality are talkless and passive in manner. They have less intention to join in any group discuss or brainstorming session because they lack of ideas. This kind of students is associated with very gentle and kind characteristics. They do not want to have war with others. They are not smart at decision-making, because of their inability and are afraid of mistake-making afterward. Due to their directionless, it is possible to make them boring and frustrating with any difficult subjects. They do not want to compete with others in learning or doing things, they just accept everything and agree with everyone. Students with white code persoanity are easy to get depressed with everything happened and they do not know how to remove all the irrational things from thier memory. For instance, when they have lower score exams, they do not know how to improve the way of learning in order to get better scores. Another example, when they have a conflict with friend in class, they do not know how to cope with it. They just keep worrying for themselves, because it is difficut for them to speak something out of their mind, so that students to have white color code personality are more prone to depressive disorder.

The result also showed that the color code personality varies by gender. The male students found to be higher than the female students to have red color code personality (27.6% versus 17.7%), while male students are less likely than female students to have blue and yellow color code personality. Gender differences in color code personality

suggest that Cambodian male and female students are likely to be characterized differently.

Regarding students' anxiety and depression, Cambodian freshmen scored 18.6 on average on the 10-to-40 point anxiety scale and scored 27.2 on average from the 15-to-60 depression scale. Thus, Cambodian students do experience anxiety and depression to certain level. In addition, levels of anxiety and depression do vary by some background characteristics of students. Specifically, the study found that students from non-poor families tend to be less depressed and less anxious than those from poor families students. Financial situation may be one important factor for these psychological disturbances because, being freshmen and the majority of them were from other provinces; students do not have yet work experience to look for a part-time job in order to earn some living. Instead, they wholly depend on their family financial support for their study and living. The amount of financial support is another explanation. As they are from poor families from other provinces and live in the biggest city of Cambodia, low or insufficient support would become a psychological issue as they may not be able to afford cost of living and studying comparable to those of non-poor students. Consequently, they may have poor-concentration in study and are worried, unhappy, uncertain, or dissatisfied about their situations. As aforementioned, all these problems may lead to anxiety, then depressive symptoms.

None of the other controlled factors have significant effect on depression in the model. While students living in non-intact families display greater level of depression than the students from intact families, such difference is not statistically significant at 95% level (significant at 90% level). Normally, we would think that living altogether with mother and father would bring us happiness because of support, love, encouragement, warmth, and assistance within the family cycle, then psychological issues would be minimized. In contrast, divorce, separation, or broken families would make children become disturbed. Students from non-intact families are often confronting with those happened problems in their lives, everything else being equal. Even though how much love and support they may get from friends or other people around them, this is not the same as what they have get from their own family members, including from siblings and parents. Indeed, the emotional support from parents is touching deeply into the children's heart. Parents-children attachment is the best growing bond among those students, that makes them healthy both intellectually and physically.

Conclusion

The current study examining the relationship between color code personality and depression among freshman students at RUPP is the first study that uses the color code personality developed by Hartman as a measurement to explore various type of personality in Cambodian context. According to its results, the students at RUPP are more likely to be characterized with Blue, followed by Red, White, , and mixed. Furthermore, the study found that there is significant relationship between color code personality and depression, as well as anxiety, controlling for selected background factors of students and their families. Specifically, students characterized by white color code personality are the most depressed compared to students with red code personality and students with blue code personality are also more depressed than their counterparts of red color.

This study is valuable as it adds to our knowledge and understanding about personality and depression in Cambodian context. In addition, this study would be a benefit for not only teachers because of its empirical and theoretical materials on personality, depression, and anxiety; but also for other concerned people, such as counselors and researchers as well. Being aware of our color code personality is very significant in our social life because it would help us improve our trait expressions, understand other people's traits needed in our daily social interaction, and provide support for those who are in need of psychological counseling.

It is important to note that the study bears limitations in terms of coverage and its breaking new ground in psychological research in Cambodia. On the one hand, the study focused on freshmen at one university only. On the other hand, color code personality profile is new in Cambodian context. Therefore, the generalization about the findings and the validity and reliability of the color measures should be made with caution. Future study should expand its scope to cover other student populations and other general populations and verify the consistency of findings and focus more on the relationship between color code personality and other concepts, including academic achievement, subject preferences, job recruitment, career achievement, job satisfaction, and so on. Despite these limitations, the color code personality profile has been proved to be useful in psychology in Cambodia.

Appendix: Questionnaires

I. ផ្នែកទី១ ព័ត៌មានផ្ទាល់ខ្លួន

សូមកត់សំគាល់ថាក្នុងផ្នែកនេះជាញឹកញាប់មានឃើញសញ្ញា ☐ នេះ សូមជួយសរសេរនូវចំណើយរបស់អ្នក

កាលបរិច្ឆេទ :/...../...../...../...../...../ លេខកូដអ្នកឆ្លើយ :/...../...../

1. ភេទ : ១. ☐ ប្រុស ២. ☐ ស្រី
2. តើអ្នកមានអាយុប៉ុន្មានឆ្នាំហើយ? /...../
3. អាសយដ្ឋាន : ខេត្ត/ក្រុង
4. តើអ្នកមានស្ថានភាពគ្រួសារយ៉ាងដូចម្តេច?
 ១. ☐ ក្រណាស់ ២. ☐ ក្រ ៣. ☐ មធ្យម ៤. ☐ បង្អួច ៥. ☐ មាន
5. ស្ថានភាពអាពាហ៍ពិពាហ៍របស់អ្នក?
 ១. ☐ នៅលីវ ២. ☐ រួមរស់ជាមួយគ្នា ៣. ☐ រៀបការ ៤. ☐ លែងលះ/បែកបាក់
 ៥. ☐ ពោះមាយ/មេមាយ ៨៨. ☐ ផ្សេងៗ (សូមបញ្ជាក់)
6. តើអ្នកមានសញ្ញាប័ត្រអប់រំខ្ពស់បំផុតត្រឹមណា?

១. ☐ សាលាជំនាញបច្ចេកទេស ២. ☐ មធ្យមសិក្សាទុតិយភូមិ ៣. ☐ បរិញ្ញាប័ត្ររង
 ៤. ☐ បរិញ្ញាប័ត្រ ៥. ☐ បរិញ្ញាប័ត្រជាន់ខ្ពស់ ៨៨. ☐ ផ្សេងៗ (សូមបញ្ជាក់).....
7. តើអ្នកកាន់សាសនាអ្វី?
 ១. ☐ ព្រះពុទ្ធសាសនា ២. ☐ គ្រិស្ត ៣. ☐ ឥស្លាម ៤. ☐ ចិន ៥. ☐ វៀតណាម
 ៦. ☐ មិនកាន់សាសនាអ្វីទាំងអស់ ៨៨. ☐ សាសនាផ្សេងៗទៀត (សូមបញ្ជាក់).....
8. តើអ្នកមានជំនឿលើសាសនារបស់អ្នកកំរិតណា?
 ១. ☐ មិនជឿទាល់តែសោះ ២. ☐ ជឿតិចតួច ៣. ☐ ជឿល្មម ៤. ☐ ជឿបង្អួច ៥. ☐ ជឿខ្លាំងណាស់

ផ្នែកទី២ រោគសញ្ញានៃការថប់បារម្ភ និងការភ្លាក់ទឹកចិត្ត Hopkins

ការណែនាំ

តារាងខាងក្រោមនេះ គឺជាអាការៈរោគ រឺ បញ្ហាខ្លះៗ ដែលជួនកាលមានកើតឡើងដល់លោកអ្នក។ សូមអាននូវបញ្ហានីមួយៗដោយយកចិត្តទុកដាក់រួចសំរេចថា តើអាការៈនោះធ្វើទុក រឺ បង្កើតវិបត្តិផ្លូវចិត្តដល់កំរិតណាស់រាប់លោកអ្នកពីអាទិត្យមុនមកទល់នឹងពេលនេះ (ក្នុងរយៈពេលមួយសប្តាហ៍កន្លងមក)។ សូមគូសអោយចំជួរ រឺ ចន្លោះខាងក្រោមនេះ។

Listed below are some symptoms or problems that people sometimes have. Please read each one carefully and decide how much the symptoms bothered or distressed you in the last week, including today. Place a check in the appropriate column.

ផ្នែកទី១ (Part 1)	គ្មាន	បន្តិចបន្តួច	ខ្លាំងបង្អួច	ខ្លាំងក្រៃលែង
រោគសញ្ញាថប់បារម្ភ (Anxiety Symptoms)	Not at all	A little	Quite a bit	Extremely
9. ភ័យខ្លាចមួយរំពេចដោយឥតហេតុផល Suddenly scared for no reason				
10. មានអារម្មណ៍ឈឺចាប់ Feeling painful				
11. ងងឹតមុខថង់ដួល វិលមុខ រឺ ខ្សោយកំលាំង Faintness, dizziness, or weakness				
12. ការបារម្ភរឺ ការញ័រនៅក្នុងខ្លួន Nervousness or shakiness inside				
13. បេះដូងលោតខ្លាំង រឺ ដើរញាប់ រឺ បុកដើមទ្រូង Heart pounding or racing				

14. ញាប់ញ័រខ្លួនប្រាណ Trembling				
15. អារម្មណ៍តឹងតែង រឺ រំជើបរំជួល Feeling tense or keyed up				
16. ឈឺក្បាល Headache				
17. រកឃើញការភិតភ័យ រឺ ស្លន់ស្លោត Spell of terror or panic				
18. អារម្មណ៍រសាប់រសល់អង្គុយមិនស្ងួត Feeling restless, can't sit still				

ផ្នែកទី២ (Part 2)	គ្មាន	បន្តិចបន្តួច	ខ្លាំងបង្អួច	ខ្លាំងក្រៃលែង
រោគសញ្ញាធ្លាក់ទឹកចិត្ត (Depression Symptoms)	Not at all	A little	Quite a bit	Extremely
19. មានអារម្មណ៍ខ្សោយកំលាំង ស្ទើរ Feeling low in energy, slowed down				
20. ស្ដីបន្ទោសខ្លួនឯងអំពីរឿងអ្វីមួយ ដែលកើតឡើង Blaming yourself for things				
21. យំសោកដោយងាយៗ Crying easily				
22. អស់កាសប្បាយក្នុងការរួជំណាក់ រឺ អស់តម្រេក Loss of sexual interest or pleasure				
23. មិនសូវខ្លាន ញ៉ាំមិនបាន Poor appetite				
24. ពិបាកគេងលក់ រឺ គេងលក់ពុំបានយូរ Difficult falling asleep, staying asleep				
25. មានអារម្មណ៍អស់សង្ឃឹមអំពីអនាគត Feeling hopeless about future				
26. មានអារម្មណ៍ស្រងូតស្រងាត់ Feeling blue				
27. មានអារម្មណ៍ដោយឡែកឯង Feeling lonely				
28. មានគំនិតចង់សម្លាប់ខ្លួន Thought of ending your life				
29. មានអារម្មណ៍ដូចជាជាប់អន្ទាក់ ចាប់ខ្លួន Feeling of being trapped or caught				

30. ព្រួយបារម្ភច្រើនពីបញ្ហាផ្សេងៗ Worrying too much about things				
31. អត់ចាប់អារម្មណ៍លើអ្វីៗទាំងអស់ Feeling no interest in things				
32. មានអារម្មណ៍ថា អ្វីៗក៏ពិបាកទាំងអស់ Feeling everything is an effort				
33. មានអារម្មណ៍ថាខ្លួនឯងឥតតម្លៃ Feeling of worthlessness				

ផ្នែកទី៣. បុគ្គលិកលក្ខណៈ

៣.១ ភាពខ្លាំងនិងទំនាក់ទំនងបុគ្គលិកលក្ខណៈរួមមាន

ចូរគូសរង្វង់ជុំវិញពាក្យ រឺ ឃ្លាណាមួយដែលសាកសមនឹងខ្លួនអ្នកបំផុត ។ សូមជ្រើសរើសយកចំណេះដឹងតែមួយ គត់ ពីសំណួរនីមួយៗដូចខាងក្រោមនេះ ៖

- | | |
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| <p>១. ក) ចម្រើនវិស័យ</p> <p>ខ) ដែលចូលចិត្តថាឱ្យគេ</p> <p>គ) ដែលចូលចិត្តថ្លៃប្រឌិត</p> <p>ឃ) ដែលរួសរាយ</p> | <p>២. ក) ដែលចូលចិត្តអំណាច</p> <p>ខ) ដែលនិយមភាពឥតខ្ចោះ</p> <p>គ) ដែលមិនរារាំងចិត្ត</p> <p>ឃ) មានចិត្តអត្តនិយម</p> |
| <p>៣. ក) ដែលអាងអំណាច</p> <p>ខ) ដែលចេះអាណិតអាសូរ</p> <p>គ) ដែលចេះអត់អោន</p> <p>ឃ) ដែលមានចិត្តអបអរ</p> | <p>៤. ក) ដែលគិតតែពីខ្លួនឯង</p> <p>ខ) ដែលចេះតែសង្ស័យ</p> <p>គ) ដែលមិនមានភាពប្រាកដក្នុងខ្លួន</p> <p>ឃ) ដែលគ្មានល្បិចកល</p> |
| <p>៥. ក) ដែលរារាំងចិត្ត</p> <p>ខ) ដែលមានភក្តីភាព</p> <p>គ) ដែលបង្ហាញនូវភាពពេញចិត្ត</p> <p>ឃ) ដែលចូលចិត្តលេងច្រើន</p> | <p>៦. ក) ដែលចូលចិត្តអត់អាង</p> <p>ខ) ដែលឆាប់ខ្វល់ចិត្ត</p> <p>គ) ដែលរឹងរូសបែបស្ងៀមស្ងាត់</p> <p>ឃ) ដែលមិនយកចិត្តទុកដាក់</p> |
| <p>៧. ក) ដែលចូលចិត្តធានាអះអាង</p> <p>ខ) ដែលអាចជឿជាក់បាន</p> <p>គ) ដែលមានចិត្តល្អ</p> <p>ឃ) ដែលរួសរាយរាក់ទាក់</p> | <p>៨. ក) ដែលចូលចិត្តត្រួតត្រា</p> <p>ខ) ដែលចូលចិត្តរិះគន់ខ្លួនឯង</p> <p>គ) ដែលស្ទាក់ស្ទើរក្នុងចិត្ត</p> <p>ឃ) ដែលចូលចិត្តចម្លែកអស់លេង</p> |

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| ៩ | ក) ដែលចូលចិត្តបង្ហាញតាមរយៈសកម្មភាព | ១០ | ក) ដែលចូលចិត្តរិះគន់គេ |
| | ខ) ដែលចូលចិត្តវិភាគវែកញែក | ខ) | ដែលឆាប់ខឹង |
| | គ) ដែលចូលចិត្តធ្វើតាមសំរួល | គ) | ដែលអៀនខ្មាស់ច្រើន |
| | ឃ) ដែលមិនចេះកើតទុក្ខ | ឃ) | ដែលឆាប់អន់ចិត្ត |
| ១១ | ក) ដែលមានការប្តេជ្ញាចិត្ត | ១២ | ក) ដែលចូលចិត្តធ្វើខ្លួនឱ្យលំបាក |
| | ខ) ដែលចូលចិត្តភាពល្អិតល្អន់ | ខ) | ដែលមិនអនុគ្រោះអោយ |
| | គ) ដែលជាអ្នកពូកែស្តាប់ | គ) | ដែលមិនចង់ធ្វើអ្វីសោះ |
| | ឃ) ដែលនិយមបក្សពួក | ឃ) | ដែលគិតថាខ្លួនល្អលើសគេ |
| ១៣ | ក) ដែលចេះទទួលខុសត្រូវ | ១៤ | ក) ដែលគ្មានភាពអំណត់ |
| | ខ) ដែលចូលចិត្តភាពជាក់ស្តែង | ខ) | ដែលមានចិត្តស្រាល |
| | គ) ដែលចេះពិចារណា | គ) | ដែលមិនចេះប្រកែកតវ៉ា |
| | ឃ) ដែលចូលចិត្តសប្បាយ | ឃ) | ដែលធ្វើទៅតាមតែសន្ទុះចិត្តខ្លួនឯង |
| ១៥ | ក) ដែលមានឆន្ទៈមោះមុត | ១៦ | ក) ដែលចូលចិត្តជជែករកខុសត្រូវ |
| | ខ) ដែលបង្ហាញនូវការគោរពរាប់អាន | ខ) | ដែលមិនប្រាកដប្រជា |
| | គ) ដែលមានសេចក្តីអត់ធ្មត់ | គ) | ដែលគ្មានទិសដៅច្បាស់លាស់ |
| | ឃ) ដែលចូលចិត្តលេងសើច | ឃ) | ជាមនុស្សចូលចិត្តផ្អាក រឺ បញ្ឈប់កែ |
| ១៧ | ក) ដែលមិនចូលចិត្តពឹងពាក់គេ | ១៨ | ក) ដែលចូលចិត្តបំពាន |
| | ខ) ដែលចូលចិត្តពឹងផ្អែកលើគេ | ខ) | ដែលងាយធ្លាក់ទឹកចិត្ត |
| | គ) ដែលមិនឆេរឆាវ | គ) | ដែលចូលចិត្តមានយោបល់ផ្ទុយពីគេ |
| | ឃ) ដែលជឿជាក់ទុកចិត្តគេ | ឃ) | ដែលភ្លេចច្រើន |
| ១៩ | ក) ដែលមានអំណាច | ២០ | ក) ដែលមិនសូវមានយោបល់ |
| | ខ) ដែលមិនសូញសាញ | ខ) | ដែលចូលចិត្តវិនិច្ឆ័យ |
| | គ) ដែលទន់ភ្លន់ | គ) | ដែលចុញទ្រាន់ |
| | ឃ) ដែលមានសុទិដ្ឋិនិយម | ឃ) | ដែលគ្មានវិន័យ |
| ២១ | ក) ដែលសមហេតុផល | ២២ | ក) ដែលប្រកាន់យកភាពត្រឹមត្រូវ |
| | ខ) ដែលឆាប់រំជួលចិត្ត | ខ) | ដែលងាយធ្វើខុស |
| | គ) ដែលងាយយល់ព្រមតាម | គ) | ដែលឥតមានចិត្តអបអរសាទរ |
| | ឃ) ដែលមានប្រជាប្រិយភាព | ឃ) | ដែលគ្មានឆន្ទៈ |

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| <p>២៣ ក) ដែលផ្អែកលើការអនុវត្តផ្ទាល់</p> <p>ខ) ដែលមានទំលាប់ល្អ</p> <p>គ) ដែលចេះគួរសម</p> <p>ឃ) ដែលចូលចិត្តទុកឱ្យកើតមានឡើងដោយឯកឯង</p> | <p>២៤ ក) ដែលមិនចេះយោគយល់</p> <p>ខ) ដែលចេះគិតពិចារណា</p> <p>គ) ដែលមិនចេះអើរពើ</p> <p>ឃ) ដែលចូលចិត្តសម្លេង</p> |
| <p>២៥ ក) ដែលចូលចិត្តធ្វើការងារ</p> <p>ខ) ដែលស្មោះត្រង់</p> <p>គ) ដែលពូកែដោះស្រាយ</p> <p>ឃ) ដែលសកម្ម</p> | <p>២៦ ក) ដែលមិនប្តឹងប្រសប់</p> <p>ខ) ដែលមិនចូលចិត្តផ្លាស់ផ្លូវ</p> <p>គ) ដែលខ្ជិលច្រអូស</p> <p>ឃ) ដែលចូលចិត្តក្នុងក្បាច់</p> |
| <p>២៧ ក) ដែលចូលចិត្តត្រង់ទៅត្រង់មក</p> <p>ខ) ដែលចេះថ្លៃប្រឌិត</p> <p>គ) ដែលចេះសំរបខ្លួន</p> <p>ឃ) ដែលចូលចិត្តបង្ហាញស្នាដៃ</p> | <p>២៨ ក) ដែលចេះគិតគូរវែងឆ្ងាយ</p> <p>ខ) ដែលយកត្រូវតែខ្លួនឯង</p> <p>គ) ដែលមិនពេញចិត្តខ្លួនឯង</p> <p>ឃ) ដែលគ្មានរបៀប</p> |
| <p>២៩ ក) ដែលមានជំនឿចិត្ត</p> <p>ខ) ដែលមានសណ្តាប់ធ្នាប់</p> <p>គ) ដែលរួសរាយរាក់ទាក់</p> <p>ឃ) ដែលមានទេព្យកោសល្យ</p> | <p>៣០ ក) ដែលចូលចិត្តគំរាមកំហែងគេ</p> <p>ខ) ដែលចេះប្រយ័ត្នប្រយែង</p> <p>គ) ដែលឥតបានការ</p> <p>ឃ) ដែលភ័យខ្លាចទៅនឹងការពិត</p> |

៣.២ ស្ថានភាពនាពេលបច្ចុប្បន្ន

៣១ ប្រសិនបើខ្ញុំដាក់ពាក្យសុំការងារ និយោជកនឹងជ្រើសរើសយកខ្ញុំព្រោះខ្ញុំជាមនុស្ស៖

- ក) សកម្ម, ត្រង់ទៅត្រង់មក និង ចេះជួយគេ
- ខ) ល្អិតល្អន់, ត្រឹមត្រូវ និងអាចជឿជាក់បាន
- គ) អត់ធ្មត់, ចេះសំរបខ្លួន និងប្តឹងប្រសប់
- ឃ) ចូលចិត្តសប្បាយ, ក្លៀវក្លា និងសាមញ្ញ

៣២ បើសិនជាខ្ញុំមានអារម្មណ៍គំរាមកំហែងដោយដៃគូខ្ញុំ នៅក្នុងចំណងទាក់ទងជិតស្និទ្ធ ខ្ញុំនឹង៖

- ក) តបតជាមួយការពិត និងដោយកំហឹង
- ខ) យំ, មានអារម្មណ៍ឈឺចាប់ និងមានផែនការសងសឹក
- គ) នៅស្ងៀម, ដកថយ ហើយជារឿយៗទប់កំហឹង រហូតដល់ខ្ញុំផ្ទុះកំហឹងទៅលើសាច់រឿងតូចតាច
- ឃ) នៅអោយឆ្ងាយ និងជៀសវាងជំលោះនៅថ្ងៃក្រោយ

៣៣ សំរាប់រូបខ្ញុំជីវិតមានន័យណាស់នៅពេលដែលជីវិតរបស់ខ្ញុំ :

- ក) មានការងារធ្វើ និង ការងារមានប្រសិទ្ធភាព
- ខ) មានអ្នកដទៃនៅជុំវិញ និង គោលបំណងច្បាស់លាស់
- គ) គ្មានការក្រៀបសង្កត់ និង ភាពតានតឹងផ្លូវចិត្ត
- ឃ) អោយខ្ញុំសប្បាយរីករាយ ឥតកង្វល់ និង មានគំនិតសុទ្ធិដ្ឋិនិយម

៣៤ កាលពីក្មេងខ្ញុំជា :

- ក) ក្មេងរឹងរូស, ឆ្លាត និង/ឬ មានអាកប្បកិរិយាបំពាន
- ខ) ក្មេងមានទំលាប់ល្អ, យកចិត្តទុកដាក់ និង/ឬ ធ្លាក់ទឹកចិត្ត
- គ) ក្មេងស្ងាត់ស្ងៀម, ឥតខ្វល់ និង/ឬ អៀនខ្មាស់
- ឃ) ក្មេងនិយាយច្រើន, សប្បាយរីករាយ និង លេងច្រើន

៣៥ នៅពេលពេញវ័យ ខ្ញុំជា:

- ក) មនុស្សច្រើន, រឹងមាំ និង/ឬ ចូលចិត្តត្រួតត្រា
- ខ) មនុស្សទទួលខុសត្រូវ, ស្មោះត្រង់ និង/ឬ មិនអត់ឱន
- គ) មនុស្សចេះគួរសម, ពេញចិត្ត និង/ឬ ដែលមិនចង់ធ្វើអ្វីសោះ
- ឃ) មនុស្សមានទេពកោសល្យ គំនិតវិជ្ជមាន និង/ឬ ឆាប់អន់ចិត្ត

៣៦ ឧបមាថាខ្ញុំក្លាយជាឪពុកម្តាយគេ ខ្ញុំជាប្រភេទមនុស្ស :

- ក) ដែលចូលចិត្តធ្វើខ្លួនឱ្យលំបាក ឆាប់ខឹង និង/ឬ មិនធ្វើការសំរេចសំរួល
- ខ) ខ្វល់ខ្វាយ, ឆាប់រំភើប និង/ឬ ចូលចិត្តរិះគន់
- គ) បណ្តែតបណ្តោយ ងាយបញ្ចុះបញ្ចូល និង/ឬ ជារឿយៗឆាប់រំជួលចិត្ត
- ឃ) លេងសើច, សាមញ្ញ និង/ឬ មិនទទួលខុសត្រូវ

៣៧ ក្នុងការប្រកែកជាមួយមិត្តភក្តិ ខ្ញុំជាមនុស្សដែលតែងតែ :

- ក) ប្រើពាក្យសំដីមានដោយសំអាងលើការពិត
- ខ) ខ្វល់ខ្វាយអំពីអារម្មណ៍របស់អ្នកដទៃ និង ក្រមសីលធម៌
- គ) ច្រើនដោយស្ងៀមស្ងាត់ គ្មានជាកសុខភាព និង/ឬ ច្របូកច្របល់ក្នុងចិត្ត
- ឃ) ក្នុងក្តាំង គ្មានជាកសុខភាព និង/ឬ ចេះសំរេចសំរួល

៣៨ បើសិនជាមិត្តភក្តិរបស់ខ្ញុំមានបញ្ហា ខ្ញុំគួរតែ :

- ក) ការពារ, លែងកដោះស្រាយ និង អោយអនុសាសន៍ពីអំដោះស្រាយ
- ខ) ខ្វល់ខ្វាយ, យល់ចិត្ត និង មានភក្តីភាព
- គ) គាំទ្រ, អត់ធ្មត់ និង ជាអ្នកពូកែស្តាប់
- ឃ) មិនវិនិច្ឆ័យ មានគំនិតសុទ្ធិដ្ឋិនិយម និង មិនឱ្យតំលៃទៅលើស្ថានភាពធ្ងន់ធ្ងរជាងអ្នកមានបញ្ហានោះ

៣៩. នៅពេលធ្វើការសំរេចចិត្ត ខ្ញុំជាមនុស្ស :

- ក) ប្រាកដប្រជា ច្បាស់លាស់ និង សមហេតុសមផល
- ខ) ល្អិតល្អន់, ច្បាស់លាស់ និង ប្រយ័ត្នប្រយែង
- គ) រុញរា, ទុយមុយ និង ស្ទាក់ស្ទើរ
- ឃ) ដែលធ្វើតាមសន្ទុះចិត្ត, គ្មានឆន្ទៈ និង មិនរឹងប៉ឹង

៤០. នៅពេលដែលខ្ញុំបរាជ័យ ខ្ញុំមានអារម្មណ៍ថា :

- ក) រិះគន់ខ្លួនឯងដោយស្ងាត់ស្ងៀម, មិនតបតដោយពាក្យសំដី និង ធ្វេសប្រហែស
- ខ) សោកស្តាយ, រិះគន់ខ្លួនឯង និង ងាយរងការធ្លាក់ទឹកចិត្ត
- គ) មិនបានដោះស្រាយ និង មានការភ័យខ្លាច ប៉ុន្តែខ្ញុំរក្សាទុកក្នុងចិត្ត
- ឃ) ស្មុគស្មាញ និង ជ្រួលច្រាលក្នុងចិត្តដោយគេចចេញពីស្ថានភាព

៤១. ប្រសិនបើមាននរណាម្នាក់មិនស្មោះត្រង់នឹងខ្ញុំ :

- ក) ខ្ញុំខឹង និង មានផែនការតបតវិញភ្លាមៗ
- ខ) ខ្ញុំមានអារម្មណ៍ឈឺចាប់យ៉ាងខ្លាំង និង ខ្ញុំស្ទើរតែមិនអាចអត់អោនអោយបាន ជាទូទៅទោះបីជាខ្ញុំតបត ក៏មិនគ្រប់គ្រាន់ដែរ
- គ) ខ្ញុំឈឺចាប់ដោយខ្លួនឯងយ៉ាងស្ងាត់ស្ងៀម និង មានផែនការតបតទៅវិញ និង/ឬ គេចចេញពីអ្នកនោះ
- ឃ) ខ្ញុំមិនចង់ប្រឈមមុខជាមួយអ្នកនោះទេ ដោយគិតថាស្ថានភាពនោះមិនអាចរំខានដល់ខ្ញុំបានទេ និង/ឬ ស្វែងរកមិត្តភក្តិផ្សេងទៀតអោយជួយ

៤២. ការងារគឺជា :

- ក) វិធីដែលនរណាម្នាក់ចំណាយពេលវេលារបស់ខ្លួនដើម្បីបានផលប្រយោជន៍អ្វីមួយ
- ខ) ជាសកម្មភាពសំខាន់ដែលត្រូវធ្វើភ្លាមៗ ការងារមកមុន លេងសើចតាមក្រោយ
- គ) សកម្មភាពវិជ្ជមានដែលខ្ញុំសប្បាយចិត្តនឹងធ្វើ និង គ្មានអារម្មណ៍កៀបសង្កត់ដើម្បីសំរេចការងារនោះ
- ឃ) ខ្ញុំមិនចង់ធ្វើការងារណាដែលខ្ញុំមិនពេញចិត្ត ខ្ញុំចង់លេងច្រើនជាង

៤៣. ក្នុងស្ថានភាពសង្គម ខ្ញុំរមែងតែងតែ :

- ក) អ្នកដទៃខ្លាចខ្ញុំ
- ខ) អ្នកដទៃសរសើរខ្ញុំ
- គ) អ្នកដទៃការពារខ្ញុំ
- ឃ) អ្នកដទៃច្រណែននឹងខ្ញុំ

៤៤. ក្នុងទំនាក់ទំនងមួយ ខ្ញុំតែងតែខ្វល់ខ្វាយជាមួយនឹង :

- ក) ការយល់ព្រម និង ការកែតម្រូវ
- ខ) ការយោគយល់ ការពេញចិត្ត និង ភាពស្និទ្ធស្នាល
- គ) ការគោរព ភាពអត់ឱន និង ភាពសុខសាន្ត

- ឃ) ការសរសើរ ការសប្បាយ និង មានអារម្មណ៍ឥតមានកង្វល់
៤៥. ដើម្បីអោយមានអារម្មណ៍ថានៅមានជីវិតរស់ និង ភាពវិជ្ជមានខ្ញុំស្វែងរក :
- ក) ការផ្សេងព្រេង ភាពជាអ្នកដឹកនាំ និង សកម្មភាពជាច្រើន
- ខ) សន្តិសុខ ការថ្លៃប្រឌិត និង គោលបំណង
- គ) ការទទួលស្គាល់ និង សុវត្ថិភាព
- ឃ) ការរំភើបចិត្ត ការលេងច្រើន និង ការសេចក្តីជាមួយអ្នកដទៃ

HARTMAN PERSONALITY PROFILE

Strengths and Limitations

- | | |
|---|---|
| 1. a) — opinionated
b) — nurturing
c) — inventive
d) — outgoing | 2. a) — power-oriente
b) — perfectionist
c) — indecisive
d) — self-centered |
| 3. a) — dominant
b) — sympathetic
c) — tolerant
d) — enthusiastic | 4. a) — self-serving
b) — suspicious
c) — unsure
d) — naïve |
| 5. a) — decisive
b) — loyal
c) — contented
d) — playful | 6. a) — arrogant
b) — worry prone
c) — silent stubborn
d) — flighty |
| 7. a) — assertive
b) — reliable
c) — kind
d) — sociable | 8. a) — bossy
b) — self-critical
c) — reluctant
d) — a teaser |
| 9. a) — action-oriented
b) — analytical
c) — easygoing
d) — carefree | 10. a) — critical of others
b) — overly sensitive
c) — shy
d) — obnoxious |
| 11. a) — determined
b) — detail conscious
c) — a good listener
d) — a party person | 12. a) — demanding
b) — unforgiving
c) — unmotivated
d) — vain |
| 13. a) — responsible
b) — idealistic
c) — considerate
d) — happy | 14. a) — impatient
b) — moody
c) — passive
d) — impulsive |
| 15. a) — strong-willed
b) — respectful
c) — patient
d) — fun-loving | 16. a) — argumentative
b) — unrealistic
c) — directionless
d) — an interrupter |
| 17. a) — independent
b) — dependable
c) — even-tempered
d) — trusting | 18. a) — aggressive
b) — frequently depressed
c) — ambivalent
d) — forgetful |

- | | |
|---|---|
| 19. a) — powerful
b) — deliberate
c) — gentle
d) — optimistic | 20. a) — insensitive
b) — judgmental
c) — boring
d) — undisciplined |
| 21. a) — logical
b) — emotional
c) — agreeable
d) — popular | 22. a) — always right
b) — guilt prone
c) — unenthusiastic
d) — uncommitted |
| 23. a) — pragmatic
b) — well-behaved
c) — accepting
d) — spontaneous | 24. a) — merciless
b) — thoughtful
c) — uninvolved
d) — a show-off |
| 25. a) — task-oriented
b) — sincere
c) — diplomatic
d) — lively | 26. a) — tactless
b) — hard to please
c) — lazy
d) — loud |
| 27. a) — direct
b) — creative
c) — adaptable
d) — a performer | 28. a) — calculating
b) — self-righteous
c) — self-deprecating
d) — disorganized |
| 29. a) — confident
b) — disciplined
c) — pleasant
d) — charismatic | 30. a) — intimidating
b) — careful
c) — unproductive
d) — afraid to face facts |

Situation

31. If I applied for a job, a prospective employer would most likely hire me because I am:
1. Driven, direct, and delegating
 2. Deliberate, accurate, and reliable
 3. Patient, adaptable, and tactful
 4. Fun-loving, spirited, and casual
32. When involved in an intimate relationship, if I feel threatened by my partner, I:
1. Fight back with facts and anger
 2. Cry, feel hurt, and plan revenge
 3. Become quiet, withdrawn, and often hold anger until I blow up over some minor issue later.
 4. Distance myself and avoid further conflict.
33. For me, life is most meaningful when it:
1. Is task-oriented and protective.
 2. Is filled with people and purpose.
 3. Is free of pressure and stress.
 4. Allow me to be playful, lighthearted, and optimistic.

34. As a child, I was:
- a. Stubborn, bright, and/or aggressive.
 - b. Welled-behaved, caring, and/or depressed.
 - c. Quiet, easygoing, and/or shy.
 - d. Too talkative, happy, and/or playful.
35. As an adult, I am:
- a. Opinionated, determined, and/or bossy
 - b. Responsible, honest, and/or unforgiving.
 - c. Accepting, contented, and/or unmotivated.
 - d. Charismatic, positive, and/or obnoxious.
36. As a parent, I am:
- a. Demanding, quick-tempered, and/or uncompromising
 - b. Concerned, sensitive, and/or critical
 - c. Permissive, easy persuaded, and/or often overwhelmed
 - d. Playful, casual, and/or irresponsible
37. In an argument with a friend, I am most likely to be:
- a. Verbally stubborn about facts
 - b. Concerned about others' feelings and principles.
 - c. Silently stubborn, uncomfortable, and/or confused.
 - d. Loud, uncomfortable, and/or compromising
38. If my friend was in trouble, I would be:
- a. Protective, resourceful, and recommend solution.
 - b. Concerned, empathetic, and loyal—regardless of the problem.
 - c. Supportive, patient, and a good listener.
 - d. Nonjudgmental, optimistic, and downplaying the seriousness of the situation.
39. When making decision, I am:
- a. Assertive, articulate, and logical
 - b. Deliberate, precise, and cautions.
 - c. Indecisive, timid, and reluctant
 - d. Impulsive, uncommitted, and inconsistent.
40. When I fail, I feel:
- a. Silent self-critical, yet verbally stubborn and defensive.
 - b. Guilty, self-critical, and vulnerable to depression—I dwell on it.
 - c. Unsettled and fearful, I keep it for myself
 - d. Embarrassed nervous—seeking to escape the situation
41. If someone crosses me:
- a. I am angered, and cunningly plan ways to get even quickly.
 - b. I feel deeply hurt and find it almost impossible to forgive completely. Generally , getting it not enough.
 - c. I am silently hurt and plan to get even and/or completely avoid the other person.
 - d. I want to avoid confrontation, consider the situation not important enough to bother with and/or seek other friends.

42. Work is:
- a. A most productive way to spend one's time.
 - b. A healthy activity, which should be done right if it's to be done at all. Work should be done before one plays.
 - c. A positive activity as long as it is something I enjoy and don't feel pressured to accomplish.
 - d. A necessary evil, much less inviting than play.
43. In social situation, I am most often:
- a. Feared by others.
 - b. Admired by others.
 - c. Protected by others.
 - d. Envied by others.
44. In a relationship, I'm most concerned with being:
- a. Approved of and right.
 - b. Understood, appreciated, and intimate.
 - c. Respected, tolerant, and peaceful.
 - d. Praised, having fun, and feeling free.
45. To feel alive and positive, I seek:
- a. Adventure, leadership, and lots of action.
 - b. Security, creativity, and purpose.
 - c. Acceptance and safety.
 - d. Excitement, playful productivity, and the company of others.