

Stereotypes and Prejudices in HR Industry in Romania

Simina GHERASIM-ARDELEAN*, **Maura GORAS**

Department of Psychology, Babeş-Bolyai University, 37 Republicii, 400015 Cluj-Napoca, Romania.
E-mail(s): gherasimsimina@yahoo.com, maura_goras@yahoo.com

* Author to whom correspondence should be addressed; Tel: 650-5395645; Fax: 650-3761849.

Received: 8 December 2010 / Accepted: 1 March 2011 / Published online: 7 March 2011

Abstract

In this paper we aimed to reveal the effects of the crisis in HR area, the stereotypes and prejudices clients have about Romanian HR companies, training programs and trainers and the ideal profile of a trainer. The effects of the crisis in HR are: the stagnation of the number of clients in the company's portfolio, the decreasing in the number of contracted training, the decreasing of the training prices and project-based contracts with trainers instead of permanent job contracts. We find that two important features a trainer should have are connected with the age of the trainer and personality traits. A good trainer is expected to have an age between 30 and 50 years and a pleasant personality. Most of the correlations obtained between stereotypes and prejudices are positive. Almost all items correlated with the others. Demographic data correlated also with items. Respondent's education correlates positively with the number of the training classes attended and stereotypes on trainer's age. The more educated the respondent is, the more likely is to have attended a greater number of trainings and tend to prefer mature trainer to young trainer (under 30 years old). The more mature respondents tend to prefer foreign trainers and mature trainers. Age of the respondent and trainer's country of provenience and age are positively correlated.

Keywords: HR companies; Trainers; Stereotypes; Prejudices; Economical crisis.

Introduction

Recently, companies offering training and consultancy services in human resources management had to revise their sales strategy in order to keep up with changes brought by the current economical crisis. Sales in human resources programs have decreased as client companies have reduced training and team building costs. A study of Daedalus Millward Brown [1] revealed that 82% of the companies (former clients of the HR Companies) have adopted cost-reducing measures, such as: decreasing budget allocated to trainings, personnel dismissal, salary freezing, compensation and benefits systems modified. Not only financial hardship has determined buying companies to revise the money spent on HR activities, but also a series of objections towards trainers and training programs. Also, a newspaper article from Wall-Street [2] strengthens the conclusions presented above.

In this paper, we focus on the effects of economical crisis on the Romanian Human Resources service providers and the aim is to identify current stereotypes and prejudices about trainers/training programs.

We start with a review on the available literature on training, stereotypes and prejudices - the main lens being the social constructivism paradigm [3]. Then, we develop our hypotheses starting

from the gaps identified in the Romanian training context - large differences in income for trainers in Romania, without a unique criterion for that, for example experience in the field [4].

Then, we provide a description of the methodology used and the results obtained.

Finally, we make a discussion of the results and several recommendations for practical use in HR companies.

Literature Review

Defined as *systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in another environment* [5], training has been conceptualized initially as different from learning. Armstrong [6] considers that training refers to the content of learning and not to the process of it. Learning is believed to happen on the individual level, while training on the organizational level [7]. These two perspectives have been now integrated in a common vision: training programs that focus only on content, ignoring the adult learning style are inefficient-therefore. When designing and implementing a training program we need to consider both content and methods used and also the implication at individual and organizational level [8,9].

Trainer's competences in facilitating learning are also important. The romanian occupational standard for the occupation of "trainer" published by the National Council of Training of Adults (NCTA) indicates the following competences in areas like: training design, training implementation and participants' (skills gained) evaluation [10]. Current theories about training consider learning management a useful skill a trainer should have. The current occupational standard omits any requirements about cognitive or personality characteristic of a trainer. However, it has been proved that the cognitive style, aspirations, affective dispositions, values of the teacher has a significant impact on student's performance [11]. Although, the study cited was conducted on teachers, we expect the effect to be similar, as the two professions (teacher and trainer) are almost similar [12], based on our NCTA occupational standards comparison. Even though, the legal accepted descriptions (proposed by NCTA) about the profession of trainer fail to mention these psychological characteristics, we often observe that these elements are a criterion considered when evaluating the trainer. Besides these characteristics, level of expertise is another important key feature trainers are expected to have. This feature was mentioned in literature by Arnon & Reichel [13].

The present paper will focus on the characteristics of the trainer (in terms of cognitive style, personality traits) that the Romanian participants at training programs expect from their Romanian trainers.

However, the resulting information has a descriptive value and reflects the ideal image the respondents have about trainers and trainings. In order to better understand how the attitude in general [14] or the attitude towards trainers is formed, we will study the existing stereotypes and prejudices towards trainers/training companies/training programs.

Stereotypes and prejudices have a predictive value, guiding social attitudes and behaviors. Defined as *beliefs about the characteristics, attributes and behaviors of members of certain groups, more than just beliefs about groups, they are also theories about how and why certain attributes go together* [15], stereotypes are based on the global evaluations about the object [16] and on implicit social comparison [17].

One important distinction regards prejudices. The classical definition of social attitudes mentions it as having three components: cognitive, affective and behavioral [18,19]. Prejudices are conceptualized as *negative and general evaluations about a group and its members* [20], or as *negative opinions and judgements in the absence of any sustaining evidence* [21], or as *affective and evaluative tendencies towards a group* [22]. Both stereotypes and prejudices are inter-related, representing different components of a social attitude [23], also translate in terms of attitude developed in interactions between social actors [24]. Prejudices are the affective component of social attitudes, while stereotypes are the cognitive one [25]. Both can predict attitudes [26].

Among the explanatory theories about stereotypes development process - Social Identity Theory or Social Dominance Theory [27,28], we have chosen the Scapegoat Theory, as our research context meets most of the assumptions of the theory, according to Mbajorgu & Illoputaife [29].

The authors underline that in times of financial hardship, individuals experience less needs fulfillment and social inequality feelings. The result is frustration which facilitates the development of negative stereotypes. From the perspective of Scapegoat Theory, we expect a significant difference between the ideal (expected) and actual image of the trainer to be associated with negative stereotypes about the trainer. Therefore, we aim to reveal what are the stereotypes and prejudices about trainers. For example, the media is bombarded by negative examples - *How are trainers in thousands of dollars monthly income without specializing in college* - which strengthens the inequity that potential beneficiaries can feel about a training program or a trainer [4].

Study Objectives

Considering the arguments presented above, we propose the following study objectives:

- Objective 1. Identifying how the global economical crisis has affected the Human Resources companies in Romania.
- Objective 2. Identifying the ideal profile of the trainer.
- Objective 3. Identifying the stereotypes and prejudices of the participants/clients towards Romanian Human Resources companies and their trainers.
- Objective 4. Identifying the relation between the ideal profile of the trainer and stereotypes and/or prejudices of training participants towards HR companies and their trainers.

Material and Method

Participants

A number of 9 HR Consultant or HR Companies Managers responded to the survey sent by email. We have not collected demographic data for this group.

A number of 31 subjects (age: $m=27.87$, $min=21$, $max=49$, $SD=7.5$, gender, $M=3.2\%$, $F=96.8\%$) responded the questionnaire measuring the ideal profile of the trainer.

A number of 50 subjects (age $m=33.54$, $min=17$, $max=65$, $SD=1.6$, gender, $M=58\%$, $F=42\%$) filled in the Stereotypes-Prejudices Scale elaborated for this study.

Measurements

Effects of the economical crisis. For identifying the effects of the global economical crisis, we used a survey. The questions included in the survey refer to the measures employers have taken to handle the economical crisis.

Trainer's ideal profile. We measured this variable using the following questions included in a questionnaire: *"Define three main features of an ideal trainer"*, *"What is the right age of the ideal trainer"*, *"What is the suitable gender of the ideal trainer"*. The data resulted form the first question was analyzed using content analysis [30,31]. We took the following steps in conducting our content analysis:

- We first chose the unit of analysis- the word.
- Then, we defined the categories for establish the stereotypes and the ideal trainer's image, after consulting the available literature and analyzing our experience as junior trainers.
- The resulting categories are: trainer's age, trainer's gender, personality traits [32], cognitive abilities [33], trainer diploma (requirement of Romania law - NCTA), knowledge about training content [13], physical aspect, work experience.

The raters have operationalized each category. Using the established unit of analysis and the derived categories, we analyzed the respondents' answers. The most frequent categories identified were noted. Categories like: age, biological gender, trainer diploma, knowledge about training content and work experience as a trainer leaves no room for interpretation, that's why translation of these categories is no longer necessary.

Personality traits category includes words such as: responsibility, diplomacy, seriousness, commitment, communication, tolerance, spontaneity, capacity of understanding the others, team

spirit, adaptability. Cognitive abilities category is operationalized by: the ability to use appropriate vocabulary, syntax, text comprehension, intelligence, decision-making capacity, consistency, cognitive flexibility (ability to treat different subjects), quality of memory, quality of attention. Appearance is translated by words such as: pleasant appearance, neat, clean and presentable.

Finding relations between the general themes resulted was the next step. The values of the inter-rater fidelity coefficient is between 0.992-0.998 (alpha=0.05).

Stereotypes and prejudices. This variable is assessed using a 13-item-questionnaire. The items are grouped in 2 scales. The first scale measures stereotypes and comprises 7 items. The second one measures prejudices and includes 5 items. The last item tests the respondent's degree of involvement in the research procedure. It could be considered a proxy for how serious the subject has taken the task.

The questionnaire includes also 5 items referring to demographic variables (gender, age, current occupation, number of trainings attended). The internal consistency indicator (Alpha Cronbach) is 0.61, indicating a good consistency.

Procedure

The survey measuring effects of the global economical crisis was sent on email to a list of 20 HR consultants and managers in HR companies in Romania. Questionnaires were sent by email, to the office address or one employer address, with a request that someone from the company, which has the necessary time, to complete the attached questionnaire. The rate of response was 45%. Only 9 of 20 sent surveys returned. We have not collected demographic data for this group, because we don't want to influence negatively the study. From our previous experience we observed that is a great probability for a group not to answer the questions if they perceived just one little risk for being recognized.

Undergraduate students (N=31) form a Romanian university, filled in the questionnaire addressing the ideal profile of trainers in paper-format.

For obtaining a measure for the stereotypes and prejudices, a number of 50 subjects were randomly selected in front of a fast food restaurant in the Central Train Station in Bucharest. The interviewer explained the subjects that a study on trainers and training is conducted and it will be relevant for the research to give their honest opinion on the several issues included in the instrument. Then, the questionnaire was handled to the subject.

Results

Economical Crisis Effect on HR Companies

Using a frequency analysis, we obtained that all the respondents consider that recession has affected their business in HR services. 7 out of 9 respondents mentioned that the principal consequences were the stagnation of the number of clients in the company's portfolio. Another effect is the decrease in the number of trainings contracted this year compared to 2008-2009. Training prices are smaller compared to previous period. As concerns the effects on the HR companies employees, managers have hired on project-based contract, replacing the full-time contracts. None of the respondents mentioned cuts in the fixed salary of the employee, or cutting facilities such as laptop, employee's mobile phone. Table 1 presents a summary of the results.

Table 1. Effects of the economical crisis on the HR companies in Romania

Item	Reported answers form the total number of respondents
The economical crisis has affected the business owned	9 of 9
The usual clients bought fewer trainings this year compared to the period before recession	5 of 9
Client portofolio has stagnated	7 of 9
Training prices have decreased compared to the period before recession	4 of 9

Employee have been dismissed	3 of 9
Working hours have been reduced	2 of 9
Bonuses have been cut. (all or a part of)	3 of 9
Employees salaries have reduced	0 of 9
The company has cut facilities accorded to the employees such as: telephone, laptop, car	0 of 9
The company has hired more project-based specialist instead of full-time contract specialists	2 of 9

Ideal Profile of the Trainer

Most frequent category considered by the respondents as a feature included in the ideal profile of the trainer is the personality traits (N=31 responses). Besides this category they also mentioned: cognitive abilities (N=14), knowledge about training (N=7), physical aspect (N=4), knowledge about training area/trainer diploma (N=3) and work experience (N=2).

The ideal age of the trainer is considered by most of the respondents (80.6%) to be between 30-50 years old (N=25). 12.9% of the respondents consider an age between 20-29 years to be ideal, while 6.5% of the respondents do not value the age of the trainer as an important trait.

48.4% of respondents consider that the ideal trainer should have he masculine gender, while 45.2% appreciate that the trainer should be a woman. For 6.4% of the respondent, trainer's gender is not important.

Stereotypes and Prejudices

We have calculated a internal consistency indicator (Alpha Cronbach) and obtained a value of 0.61. The number of respondents included in the sample is 50 (F=21, M=29), the average age is 33, 54 years (SD= 1.67, min=17, max=65). The average number of trainings attended is 2 (SD=0.34, min=0, max=10). Respondents are representing all country areas. A summary of the descriptive data is included in Table 2.

Table 2. Descriptive data for the Stereotypes-Prejudices Scale

Item	N	Min	Max	Mean	StDev
Age	50	17	65	33.54	1.67
Education	50	8	20	13.78	0.45
Number of trainings	50	0	10	2.46	0.34
1 Stereotype about country	50	3	5	4.46	0.10
2 Prejudice about country	50	1	3	1.36	0.08
3 Stereotype about gender (feminin)	50	1	3	2.02	0.08
4 Prejudice about gender (feminin)	50	1	3	1.92	0.09
5 Stereotype about gender (masculine)	50	1	4	1.96	0.09
6 Prejudice about gender (masculine)	50	1	4	1.92	0.09
7 Stereotype about age	50	1	5	3.46	0.14
8 Prejudice about age	50	2	5	3.74	0.13
9 Stereotype about gypsies	50	1	5	3.08	0.14
10 Prejudice about gypsies	50	1	4	2.36	0.13
11 Ethics in Romanian HR companies	50	1	5	3.40	0.11
12 Ethics in Romanian HR companies versus companies abroad	50	1	5	3.40	0.11
13 Motivation to participate in the study	50	1	5	4.46	0.10

Note. Values are mean scores on a 5-point scale (1 = none, 5 = a lot)

We have calculated how characteristics of the respondents correlate with the responses to the scale (Table 3).

Table 3. Items correlations

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11
Item 1											
Item 2											
Item 3		0.30*									
Item 4			0.47**								
Item 5		0.29*	0.68**	0.42**							
Item 6		0.33*	0.64**	0.46**	0.72**						
Item 7	0.28*			-0.29*							
Item 8				-0.30*			0.65**				
Item 9						0.36**					
Item 10	-0.29*		0.41**		0.28*	0.51**			0.54**		
Item 11							0.42**	0.32*			
Item 12					-0.28*						0.35*

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

We have also calculated how demographic characteristics of the respondents correlate with the responses to the scale (Table 4).

Age correlated significantly with item 1 ($r=0.296$, $p<0.01$) and item 8 ($r=0.391$, $p<0.05$).

Education is associated positively with number of trainings ($r=0.694$, $p<0.05$) and negatively with item 7 ($r=-0.341$, $p<0.01$).

Table 4. Items correlations

	Age	Education
Age		
Education	-	
Number of trainings	-	.69**
Item 1	.29*	-
Item 7	-	-.34*
Item 8	.39**	-

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Discussion

Our study reveals that the economical crisis has affected the HR Romanian companies. The main indicators, as confirmed by the study are: number of clients hasn't increased, number of trainings bought decreased, prices charged for trainings are smaller, employees dismissal, reductions in working hours, project-based collaborations instead of full-time work contracts.

For a more complete image, we investigated the perception of the HR companies' former clients towards their services in HR. More specifically, we were interested in the perception on trainers and training programs.

The first sample included 31 undergraduate students in Psychology (1st year of study). Their answers indicated that trainer's age (30 to 50 years old) and personality traits (responsibility, diplomacy, seriousness, commitment, communication, tolerance, spontaneity, capacity of understanding the others, team spirit, adaptability) are the most important characteristics. Our finding is confirmed by existing studies in the literature [13,32,33,34].

Cognitive abilities, education, knowledge in the training area, physical aspect and work experience are mentioned as important, but by fewer respondents as in the case of age and personality.

As concerns the stereotypes and prejudices, data reveal an above-average level of stereotypes on trainer's country of provenience, age, ethnic background and ethics in Romanian training companies compared to foreign training companies. Prejudices on trainer's age have an above-

average level, as well. Maybe in a future study, we should investigate what was the motivation (internal/external) for developing prejudices towards trainers [35].

Most of the correlations obtained between stereotypes and prejudices were positive. For example, stereotypes and prejudices are positively correlated, like is presented in the literature [36]. Only the item referring to ethics in Romanian training companies did not correlate with the total score for stereotypes, but correlated positively and significantly ($0.35, p<0.05$) with the pair-item referring to stereotypes on ethic in Romanian companies.

Respondent's education correlates positively with the number of the training classes attended and stereotypes on trainer's age. The more educated the respondent is, the more likely is to have attended a greater number of trainings and also, tend to prefer mature trainer to young trainer (under 30 years old).

The more mature respondents tend to prefer foreign trainers and mature trainers. Age of the respondent, trainer's country of provenience and trainer's age are positively correlated. Our findings have practical implications for sales consultants and managers from HR companies. Based on the stereotypes revealed by data, managers or sales consultants should adapt their presentations and offers to potential clients.

For example, if a HR company plans to offer a customer relationship training to a medical unit (private or public hospital) it is important to investigate the client expectations toward trainer's profile, in order to develop an appropriate offer. Therefore, managers of the HR companies should investigate possible stereotypes in client's perception about training.

As it has been proven in this research, that more mature clients tend to prefer mature trainers, as well, it is recommended to propose trainers above 30 years old for programs where the client's age is higher. Also, trainers that have desirable personality traits (responsibility, diplomacy, communication abilities, tolerance, empathy, team work skills are some of the characteristics appreciated by the beneficiaries of the training programs) are more preferred by clients. Then, according to this stereotypes (evaluated in the needs assessment phase) should propose a training program. As the expertise and country of provenience of trainer do count in the perception of clients, we recommend to HR companies to promote more the two elements.

Being a pilot study, we have chosen different samples in order to calibrate the instruments. Useful information has been extracted in this phase and will result in re-phrasing some of the items. For example, the 12th item (*Do you think that there is a difference in quality and professional ethics among abroad versus Romanian HR companies?*) is not formulated appropriate and clear enough. We intend to reformulate this item - *Training offers made by Romanians HR companies are less ethical for clients than abroad companies offers, because they are following the profit and not necessary the gain in skills for the clients.* Additional questions to clarify the question raised by the respondents highlighted the need rewording.

Our study however has several limitations which should be addressed in further works. First, the surveys used have been filled in by different samples. The respondents for the survey about ideal image of the trainer have been randomly selected, while the Stereotypes and Prejudices Inventory has been completed by undergraduate students in Psychology. Secondly, because this study is the first part of a larger study (*Identification, Evaluation and Management of the Impact of Variables that Influence the Efficiency of a Training Program*), we could not used advanced statistical processing, in order to help us to extract more deep conclusions. We intend to compare the ideal trainer's profile in the vision of three respondents groups: students in psychology, potential beneficiaries and senior trainers. Then, we want to extract what is common in these responses and develop a model of trainer's characteristics, which will be tested in the field. That is why our study should be repeated, using a within subject design, however. We could see whether discrepancies between the ideal and real image of the trainer can lead to negative emotions, which in turn may predispose the respondents to develop stereotypes and prejudices about trainers. Testing this model in further studies will be helpful in testing the role of emotions in eliciting evaluative cognitions, such as stereotypes.

Conclusions

In this paper we aimed to reveal the impact the economical crisis has on HR companies and also the stereotypes and prejudices clients have about trainers. Stereotypes and prejudices are estimated using an inventory developed for this study.

We find that 2 important features a trainer should have are connected with the age of the trainer and the personality traits. A good trainer is expected to have an age between 30 and 50 years and pleasant personality.

Other important elements refer to the: cognitive abilities of the trainer, education, knowledge in the training area, physical aspect and work experience.

Besides, it seems that respondents with a higher level of education have the tendency to prefer trainers aged between 30 and 50 years old.

Conflict of Interest

We (the authors) declare that we have no conflict of interest.

Acknowledgements

We thank Prof. Ph.D. Nicolae Adrian OPRE (Babeş-Bolyai University, Psychology Department) for useful feedback on an earlier version of this manuscript.

References

1. Daedalus Millward Brown. Efectele recesiunii asupra pieței muncii. [serial online] 2009 [cited 2010]. Available from: URL: <http://www.daedalusmb.ro>.
2. Bucioveanu C. Criza și firmele de HR din România. Wall-Street [serial online]. 2008 [cited in 2010]. Available from: URL: <http://www.wall-street.ro/articol/Careers/53937/Criza-si-firmele-de-HR-din-Romania.html>.
3. Brown T. Beyond constructivism: Exploring the future learning paradigms. Education Today 2005;2(2):1-11.
4. Mihai A. Cum ajung trainerii la venituri lunare de mii de euro fără să se specializeze în facultate. Ziarul Financiar [serial online] 2010 [cited 2010]. Available from: URL: <http://www.zf.ro/profesii/cum-ajung-trainerii-la-venituri-lunare-de-mii-de-euro-fara-sa-se-specializeze-in-facultate-6061717/>.
5. Goldstein IL, Ford JK. Training in organizations. 4th ed. Belmont, CA: Wadsworth; 2002.
6. Armstrong M. A Handbook of Human Resource Management Practice. 10th ed. London: Kogan Page, London and Philadelphia; 2006.
7. Sloman M. The E-learning revolution. 1st ed. London: CIPD; 2001.
8. Bigley GA, Pearce JL. Straining for Shared Meaning in Organization Science: Problems of Trust and Distrust. AMR 1998;23(3):405-421.
9. Pitariu HD. Proiectarea fișelor de post, evaluarea posturilor de muncă și a personalului. Un ghid practic pentru managerii de resurse umane. 2nd ed. Bucharest: Irecson; 2006.
10. Consiliul Național de Formare Profesională a Adulților. Standarde ocupaționale - trainer 2007 [cited 2010]. Available from: URL: <http://so.cnfpa.ro/so/>.
11. Craig RJ. Assessing Personality and Mood with Adjective Check List Methodology: A Review. IJT 2005;5(3):177-196.
12. Consiliul Național de Formare Profesională a Adulților. Standarde ocupaționale - profesor 1999 [cited 2010]. Available from: URL: <http://so.cnfpa.ro/so/>.

13. Arnon S, Reichel N. Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers Teach Thoer Pract* 2007;13(5):441-464.
14. Jones GR, Georgel JM. Experiencing Work: Values, Attitudes and Moods. *Hum Relat* 1997;50(4):393-416.
15. Hilton JL, Hippel W. Stereotypes, ANNU REV INC 2005;47(1):237-271.
16. David D. Psihologie clinică și psihoterapie; Fundamente. 1st edition. Iași: Polirom; 2006.
17. Collins EC, Crandall CS, Biernat M. Stereotypes and implicit social comparison: Shifts in comparison-group focus. *J Exp Soc Psychol* 2006;42(4):452-459.
18. Petty RE, Fabrigar LR. The Role of the Affective and Cognitive Bases of Attitudes in Susceptibility to Affectively and Cognitively Based Persuasion. *Pers Soc Psychol B* 1999;25(3):363-381.
19. Pratkanis AR, Turner ME. Of What Value is a Job Attitude? A Socio-Cognitive Analysis. *Hum Relat* 1994;47(12):1545-1576.
20. Gordijn E, Finchilescu G, Brix L, Wijnants N, Koomen W. The influence of prejudice and stereotypes on anticipated affect: feelings about a potentially negative interaction with another ethnic group, *S Afr J Psychol* 2008;38(4):589-601.
21. Kreidler W. Conflict Resolution in the Middle School. A Curriculum and Teaching Guide. 2nd ed. Cambridge, MA: Educators for Social Responsibility; 1997.
22. Hunt JS, Seifert AL, Armenta BE, Snowden JL. Stereotypes and Prejudice as Dynamic Constructs: Reminders about the Nature of Intergroup Bias from the Hurricane Katrina Relief Efforts. *ASAP* 2006;6(1):237-253.
23. Nelson TD. Handbook of Prejudice, Stereotyping, and Discrimination. 2nd ed. New York: Taylor and Francis Group; 2009.
24. Emerson RM. Social Exchange Theory. *Annu Rev Sociol* 1976;2:335-362.
25. Crandall CS, Eshleman A. A justification-suppression of the expression and experience of prejudice. *Psychol Bull* 2003;129(3):414-446.
26. Fiske ST. Stereotyping, Prejudice, and Discrimination at the Seam between the Centuries: Evaluation, Culture, Mind, and Brain. *Eur J Soc Psychol* 2000;30(3):299-322.
27. Bar-Tal D, Teichman Y. Stereotypes and Prejudice in Conflict: Arab representations in Israeli Jewish Society. 1st ed. Cambrdige: Cambridge University Press; 2005.
28. Heaven PCL, Greene RL, Stones CR, Caputi P. Levels of social dominance orientation in three societies, *J Soc Psychol* 2000;140(6):530-532.
29. Mbajorgu NM, Illoputaife EC. Combating Stereotypes of the Scientist among Pre-service Science Teachers in Nigeria. *RSTEd* 2001;19(1):22-67.
30. Băban A. Metodologia cercetării calitative. 1st ed. Cluj-Napoca: Presa Universitară Clujeană; 2002.
31. Graneheim UH, Lundman B. Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness, *NURS EDUC TODAY* 2004; 24(2):105-112.
32. Murray HG, Rushton JP, Paunonen SV. Teacher Personality Traits and Students Instructional Ratings in Types of University Courses. *J Educ Psychol* 1990;82(2):250-261.
33. Malikov M. Effective teacher study. *NFTE Journal – Electronic Volume* 2005-2006;16(3):1-9.
34. Furnham A, Premuzic TC. Individual Differences in Students' Preferences for Lecturers' Personalities. *J Individ Differ* 2005;26(4):176-184.
35. Plant EA, Devine PG. Internal and external motivation to respond without prejudice. *J Pers Soc Psychol* 1998;75(3):811-832.
36. Plous S. The Psychology of Prejudice, Stereotyping and Discrimination: An Overview. [serial online] 2003 [cited 2010]. Available from: URL: <http://www.simplypsychology.pwp.blueyonder.co.uk/Prejudice.pdf>.