

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This is a qualitative study which intends to identify the personality profiles of teachers in a secondary school. It attempts to help teachers in understanding personalities and to enhance their interpersonal skills and interactions.

3.1 Subjects

The subjects of this research consist of teachers from SMK La Salle, Petaling Jaya. Fifty subjects consisting of 7 male and 43 female teachers were selected to identify the behavioral domains based on the Leonard Personality Inventory (LPI), 1999.

From the fifty teachers, the subjects were classified into 8 different profiles in accordance with the classification of LPI, 1999. A teacher was picked at random from each behavioral orientation for personality profiling where the strengths and weaknesses of each personality was highlighted. Case studies were done on the 8 selected female teachers to reveal traits of personality of a behavioral orientation in relation to inter-personal skills and interactional predispositions. The subjects were primarily from the 3 main ethnic groups; Malay, Indian and Chinese and were picked randomly from different departments; Arts, Maths & Science and the Humanities Departments. This aimed to show that the behavioral orientations of a personality transcended ethnicity and differing specializations.

Instrumentation

.1 The Leonard Personality Inventory

The Leonard Personality Inventory was administered to identify behavioral mains. Yong (1999), states that the administration of the LEONARD Personality Inventory in Malaysia have indicated the validity and realibility of the Personality Inventory for the purpose of identifying the preferred behavioral styles of respondents. The Leonard Personality contains 100 statements (both in English and Bahasa Malaysia) which views how one sees himself or herself.

Each statement was scored on a 5 point Likert scale; 1 (Disagree Strongly/*Amat Tidak Bersetuju*), 2 (Disagree a Little/*Tidak Berapa Setuju*), 3 (Neither agree or Disagree), 4 (Agree a Little/*Bersetuju*), and 5 (Agree Strongly/*Amat Bersetuju*). The Inventory is designed by Professor Leonard M.S. Yong (1999) and is protected by copyright rules and regulation.

3 Data Collection

A written permission to conduct the research was obtained from the principal of SMK La Salle, Petaling Jaya. Five teachers were selected everyday for a period of 30 days, to administer the Leonard Personality Inventory. The respondents were given ample time to read and write their scores in the Inventory. The administration of the Leonard Personality Inventory was conducted in October/November 2000.

3.2 Instrumentation

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3.3 Data Collection

A written permission to conduct the research was obtained from the principal of SMK La Salle, Petaling Jaya. Five teachers were selected everyday for a period of 10 days, to administer the Leonard Personality Inventory. The respondents were given ample time to read and write their scores in the Inventory. The administration of the Leonard Personality Inventory was conducted in October/November 2000.

The data collection was done in the following stages:

Stage a : Identifying behavioral domains

Profiling of personalities on all fifty respondents. All the scores were counted following numerical scale that is 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96 for the Openness Domain; 2, 7, 12, 17, 22, 27, 32, 37, 42, 52, 57, 62, 67, 72, 82, 87, 92, 97 for the Neutral Domain; 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98 for the Analytical Domain; 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99 for the Relational Domain and 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95 and 100.

From the scores, a chart is drawn to identify the domains of the respondent. From the charts, percentages of each domain are analyzed.

Stage b : Profiling of Teachers' Behavioral Orientations

A teacher from each type of behavioral orientation was picked at random for profiling. Profiles of each teacher was analysed based on the characteristics of the Leonard Personality Inventory and the identification of strengths and weaknesses of each personality are discussed.

Stage c : Qualitative Data Collection and Analysis

Case studies were conducted to analyze the behavioral orientations.

In the case studies, qualitative data was used to study the nature of the personalities. Protocol interviews were conducted to further elicit or confirm the statements made in the Leonard Personality Inventory.

Throughout the research, the researcher's observations, experiences and impressions of the personalities were noted in a journal. The purpose of these observations was to determine and to confirm the profiles of the personalities based on the Leonard Personality Inventory. It is also to find out how the understanding of ones personality would help in building their inter-personal interactions. The case study probes into the preferred behavioral styles of teachers.

3.4 Data Analyses

The data were analyzed as follows:

- (a) To obtain the domains of behavioral orientations, average scores for each behavioral domain is obtained from the total in each domain over the number of teachers.
- (b) To obtain the profiles of teachers' personality the Leonard Personality Inventory charts are analyzed. From the chart, the main domain or combination of behavioral orientations are identified. Using the characteristics based on the Leonard Personality Inventory, the strengths and weakness of the personality are analyzed.
- (c) To confirm the profiles of the personalities based on the Leonard Personality Inventory, case studies are conducted using interviews and observations.