

CHAPTER FOUR

DATA ANALYSES AND RESULTS

4.0 Introduction

The purpose of this chapter is to present the results of data analyses and their interpretations. They are organized in the following categories:

- (a) Descriptive analyses of the behavioral domains of the samples based on Openness, Neutral, Analytical, Relational and Decisive.
- (b) Descriptive analyses of the personality profiles of samples' behavioral orientations based on case studies.

4.1 Descriptive Analyses of the Samples.

The behavioral domains of the samples were examined for average score in Openness, Neutral, Analytical, Relational and Decisive. The percentages of teachers in each domain were also examined.

4.1.1 Descriptive Analyses of the Behavioral Domains.

The descriptive analyses of the behavioral domains of teachers' personality is presented in the bar chart (Figure 1.2) which shows an average score of 69 in Openness domain, 82 in Neutral domain, 75 in Analytical domain, 73 in Relational and 67 in Decisive. The findings revealed a high score in the Neutral domain thus highlighting the teachers in SMK La Salle, Pataling Jaya as Neutrals. However, it was also found that there were teachers with dominance in the Analytical and Relational domain. Thus, it showed that the teachers excelled mainly in the domains of Neutral, followed by Analytical and Relational. The number and percentages based on behavioral domains are presented in Table 13.1.

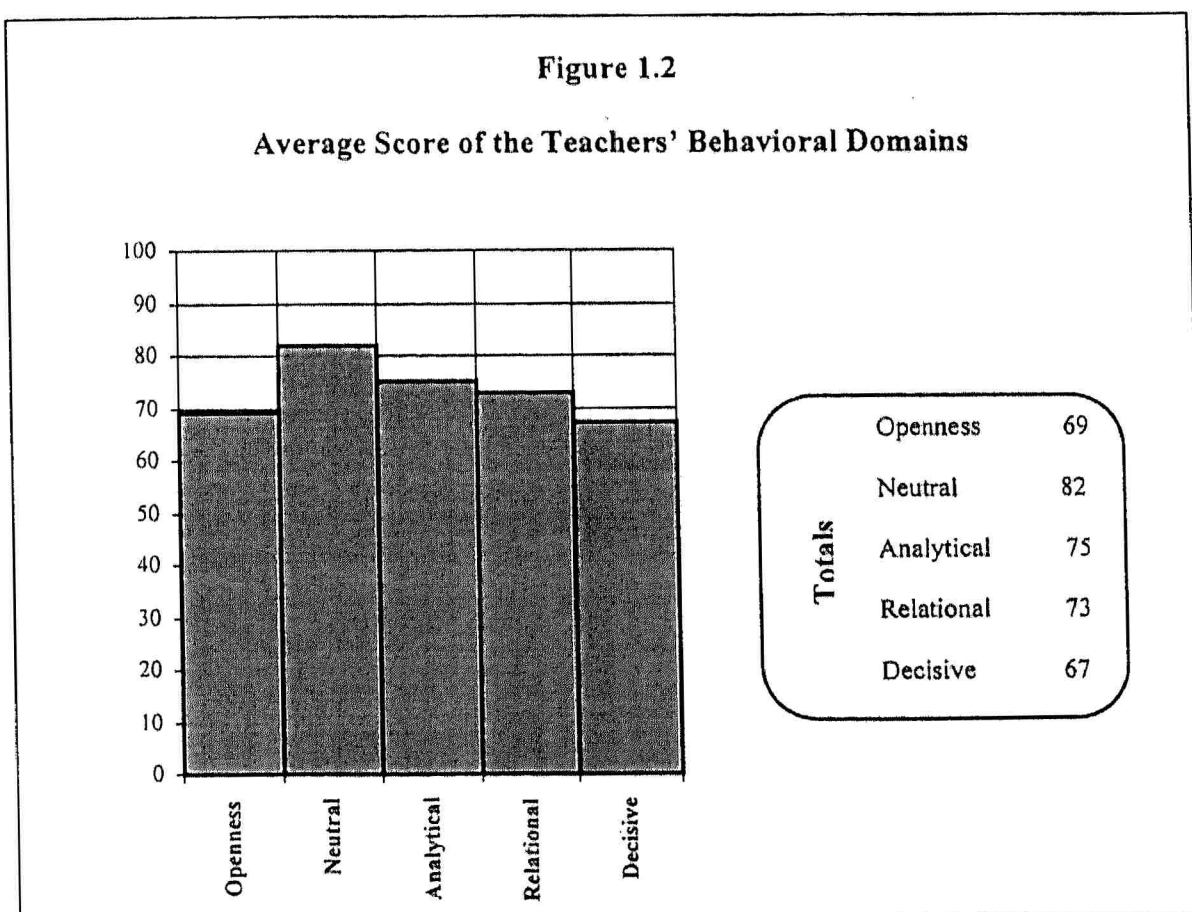


Table 13.1

The Percentages of Teachers' Behavioral Orientation

Behavioral Orientation	(N = 50)	%
Analytical + Neutral	21	42
Neutral + Relational	14	28
Neutral	9	18
Openness + Neutral	2	4
Openness	1	2
Relational	1	2
Openness + Analytical + Relational	1	2
Relational + Openness	1	2
TOTAL	50	

In this study, 50 subjects were classified into different profiles in accordance to the classification of LPI (Leonard Personality Inventory, 1999). Out of the 50 subjects, it was found 21 or 42% had a combination of Analytical and Neutral, 14 or 28% had a combination of Neutral and Relational, 9 or 18% were classic Neutrals, 2 or 4% had a combination of Openness and Neutral and there was 1 or 2% in each of these behavioral orientations; Openness, Relational, a combination of Openness + Analytical + Relational and finally Relational + Openness. The findings revealed that the Neutral domains prevailed in other domains as in Analytical, Relational and Openness. Thus it showed that the samples in the school have a combination of

behavioral orientations. However, the dominance of the Neutral qualities is combined in many domains exemplify teachers as introverts, featuring qualities such as showing care and concern and as people oriented personalities.

4.2 Descriptive Analyses of Personality Profiles of Teachers

The behavioral orientations of the teachers were seen in 8 different categories. The personality profiles of the teachers were analysed using the Leonard Personality Inventory (1999) and lexical terms were employed to show the distinct qualities of the behavioral styles. The lexical descriptions were taken from Goldberg (1990), who had based it on Norman Taxonomy (1969), *Trait Descriptive Adjectives*. The result of the categories are as follows: (i) Analytical and Neutral, (ii) Neutral and Relational, (iii) Neutral, (iv) Openness and Neutral, (v) Openness, (vi) Relational, (vii) Openness and Analytical, and (viii) Relational and Openness. One teacher is taken randomly from each category for a case study.

The case studies were administered based on protocol interviews together with observational study to highlight behavioral orientation of the personalities. The following are the results drawn from each category.

4.2.1 Personality Profile of a Teacher in the Analytical and Neutral

The behavioral orientation with the combination of Neutral and Analytical profiles the personality as cautious and careful. The Analytical factor sees to details, precision and a systematic schedule which seeks perfection in the tasks. However, the Neutral factor (N) subdues their tasks and their rule oriented nature enables them to

ork amicably with others. The (N) also reveals them to be introverts, gentle and ring towards others. Thus, the A and N combination follows a rigid system (due to nalytical) which shows a strong sense of commitment and duty. Therefore, the ndency to follow the “red-tape” (rigid-system) and their inflexibility sometimes uses conflicts and misunderstanding among colleagues. Table 14.1 listed the rengths and weaknesses of the Analytical and Neutral, based on the LPI, 1999.

Table 14.1

Strengths and Weaknesses of Analytical and Neutral (Yong, 1999)

Strengths	Weaknesses
<ul style="list-style-type: none"> • must always do things correctly • genuinely enjoys low profile • will do things correctly • sets high internal standards for themselves • cautious • diligent • is quiet and reserved • likes to be precise • has a strong sense of commitment and duty. • keeps their word • thinks carefully before making a decision • does not like to be rushed into decisions • talks only when absolutely necessary • sticks doggedly to a task until completed • likes to do things in a way acceptable to others • does not like to be pushy • is loyal 	<ul style="list-style-type: none"> • tends to worry • may be too inward looking • not flexible enough • may be shy • prefers to be lower • tends to be indecisive • needs constant assurance and encouragement • quite easily anxious and troubled • is rather slow to respond to new ideas • easily hurt by criticisms from others

<ul style="list-style-type: none"> • values being appreciated by others • is very concerned for the welfare of others • tries to live in harmony with others • requires a relaxed friendly atmosphere to work best 	
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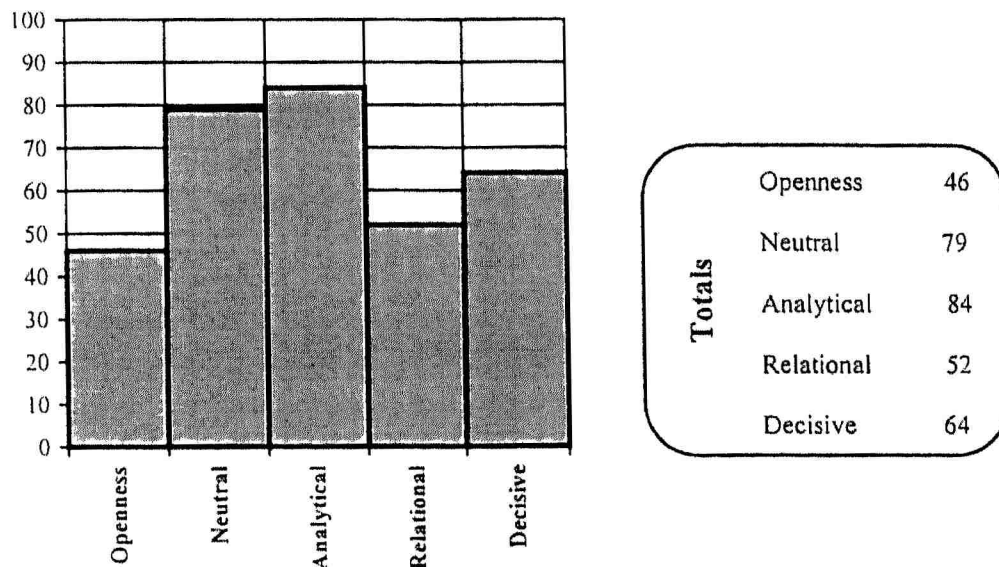
Out of the 50 samples, 21 subjects were found in this category. A case is picked at random for the purpose of the study.

The personality profile of the Analytical and Neutral orientation is reviewed in case A. The bio-data(Appendix A) shows the personal details of this personality.

The behavioral orientation of case A (Figure 1.3) showed a score of 84 in Analytical, 79 in Neutral, compared to Openness 46, Relational, 52 and Decisive, 64. The high combination of Analytical (A) and Neutral (N) are identified as Error-Busters by Yong (1999), in the Leonard Personality Inventory who describes the Error-Buster as an “error-busting perfectionist”. Yong (1999) refers to them as, “able to organize well and to do things methodically ... follows procedures and established procedures”.

Figure 1.3

Behavioral Orientation of Analytical + Neutral



As in case A, this was proven in the interview (Appendix A). The case viewed herself as a “perfectionist” who likes being organized. The case claimed that she is intolerant towards other peoples’ weaknesses. She adds on that she often nags her husband for his untidiness. She has a tendency to be competent and tries very hard to see things work properly. She agreed that she tends to think carefully before making decisions, is cautious, careful and prefers to have established procedures to follow. The case also agreed that she tends to impose high standards on herself. She elaborated that she does not even rest until she has completed her task. She illustrates how she prepares her lesson schemes for her tuition classes. She explained that she sometimes would take a few days to complete the work to the extent of neglecting

other duties such as her housework. This showed the personality trait of the error-buster who sets high standards on themselves and who sticks on doggedly to task until completed. On asking her if she tends to see information to be put down in black and white, she agreed to it and stated that she cannot accept things without clear evidence. She explained that she sometimes accepts information if it comes from a reliable person, however she would take things with a pinch of salt if it comes from her mother, who tends to exaggerate. This fact showed that the case is careful and cautious in accepting information. At work, case A claimed she would make her own opinions or judgements, observe and make her own conclusions before accepting any information.

Case A does agree that her weaknesses are that she tends to worry too much, easily feels anxious and troubled and gets hurt by criticism from others. She explained that in the past she would get depressed easily, however now she is able to cope being involved in religion but if left to idle, she would get into depression. The case showed a distinct quality of the error-buster who possesses a strong sense of commitment and duty. On inquiring how she reacted to a task or duty at school, she replied that she would find out what is required of her and sit and start planning and then carry out the task. On top of that, some qualities that she admires in her workmates are the ability to improvise in teaching. She admires teachers who have the ability to discipline and teach in a classroom of "pin-drop-silent", which she finds hard to do.

However, the case would prefer an easy-going, warm place where there are compromises in the work-environment (due to Neutral).

The nature of the error-buster is prominent on the way she would want others to view her. She feels it is very important for her that others view her as competent, and not a slacker. The case gets upset easily if she is not seen as “competent”. She gives an example how she gets upset when the principal passes by and her classes is noisy. She would not want the principal to view her as inefficient. Some qualities which she dislikes in her workmates are when they tend to interfere in the way she does things in her class and she dislikes when teachers shirk their duties and when they take things for granted (due to Analytical). She takes great concern about the welfare of her students, a prominent feature of an error-buster. On the other hand, she does not see herself as a leader. She would rather layback and handle things in an informal style if she is to handle a task. The case feels that she is not firm for she sees all teachers as equal (Neutral quality).

Through the observations, carried out from May 2000 till January 2001 (Appendix J), case A was found to be efficient in her duties. She exhibited herself as a reserved character, who kept a low profile among teachers.

In the observations of this case, it was often found that she utilizes her free periods marking her students’ books.

Being a fellow work-mate in the English Department, it was found that the case looked out for details, precision, accuracy in the duties she held in the school. As the secretary of staff-meetings, secretary of English Department and secretary of Editorial Board, she showed her efficiency in the recording of minutes, which requires precision and accuracy and the case revealed these aspects.

In the classroom teaching, it was found she would be uncomfortable if the lesson did not take place the way she had planned.

From the observation, the case was found to be able to relate to her students in composed manner. She is always seen in control of herself and students find her easy to work with. Students report her as an easy-going person but firm in her teaching component (due to Analytical). With the workmates, she exhibits friendliness and warmth (due to Neutral). She also relates to people whom she is comfortable with. The administration has found her to be efficient in the recording of minutes (due to Analytical) for she has held the portfolio for three years.

Her behavioral orientation helps in her interactions with her students. Students have found her to be friendly but firm in classroom management. Teachers have viewed her as a pleasant personality. With the parents, she appeared as a warm personality during the report card session (due to Neutral). As such the Neutral combined with Analytical in this personality portray a sense of commitment and duty which helps students achieve academic excellence.

4.2.2 Personality Profile of a Teacher in the Neutral and Relational

According to the Leonard Personality Inventory the Neutral and Relational are viewed as the Encouragers. The dominance of the Neutral domain presents the personality as a peaceful and people oriented personality exhibiting characteristic such as; supportive, encouragers, good listeners, peaceful natured who tend to avoid tense relationship, sensitive towards others' feelings which allows them to be affectionate. In addition to this, the Relational (R) helps this personality to be more

lively and fun to be with. Thus, this combination helps in counseling and working with people. The strengths and weaknesses of the Encourager as outlined in the LPI (1999) is listed in Table 15.1.

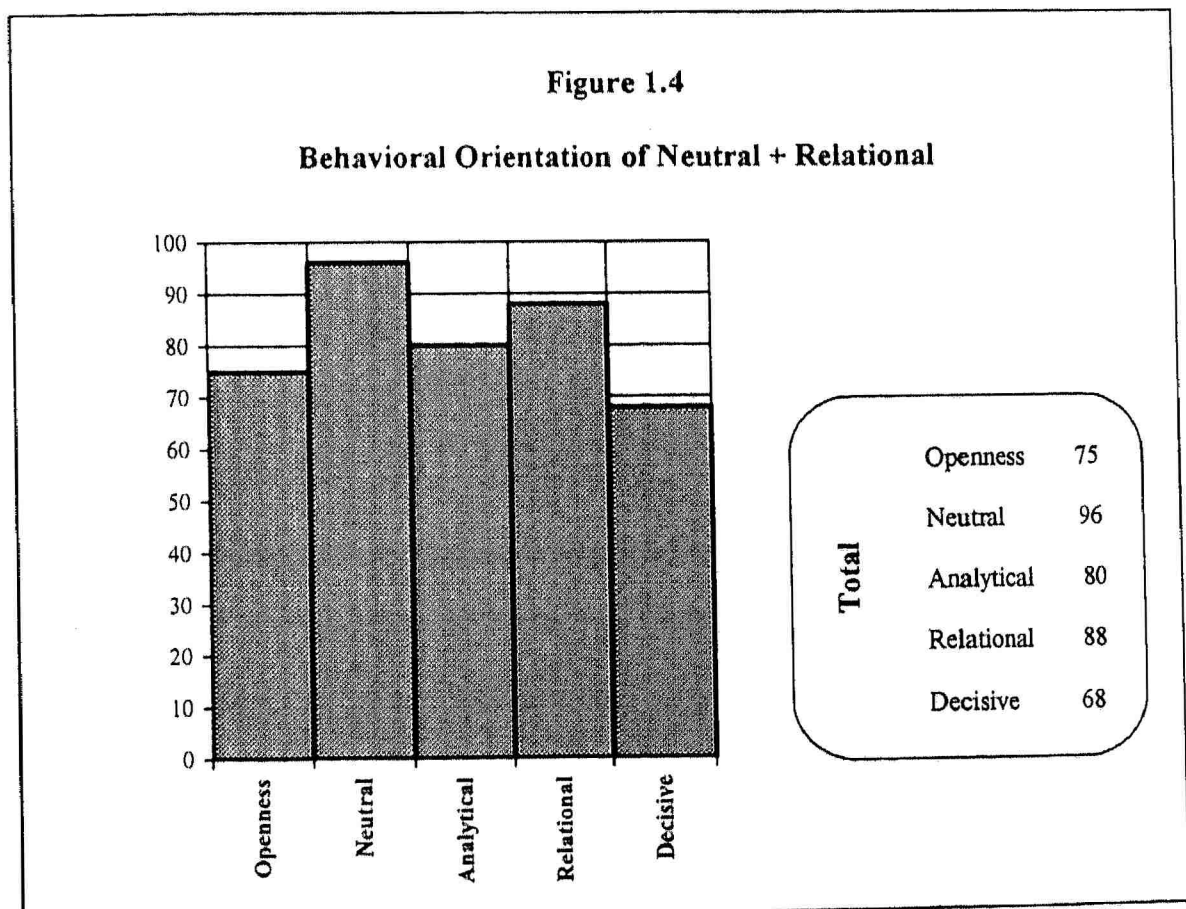
Table 15.1

Strengths and Weaknesses of the Neutral and Relational

Strengths	Weaknesses
<ul style="list-style-type: none"> • an approachable person • warm personality • is helpful to others • friendly • nice person • shares feelings easily • is a good listener • is supportive of others • is very concerned for the welfare of others • finds it difficult to say “no” to others • easily accepts others’ suggestions and ideas • is a calm person • likes to live in harmony with others • values being part of a team • tries to live in harmony with others • tries hard not to hurt people’s feelings • tries to think well of others • likes people • is liked by others • reaches out to others 	<ul style="list-style-type: none"> • tends to become too trusting • may become gullible • may allow small troubles to develop into crisis before taking firm action • tends to compromise with others so as to avoid conflicts • can be too emotional • may end up with others’ problems as their own • sentimental • not a goal setter • tends to be disorganized in terms of time management • tends to be too soft with people

Herein, the behavioral orientation of Neutral and Relational are known for their soft and tender nature. However, the strong combination of (R) creates them to be vibrant and energetic, elevating the classical Neutral's dull personality.

One such combination is seen in Case B from the 14[✓] samples out of the 50 samples. Bio-data of Case B can be viewed in Appendix B. Case B obtained a score of 96 in the Neutral domain, 88 in Relational compared to 75 in Openness, 80 in Analytical and Decisive, 68 as shown in the bar chart (Figure 1.4). Yong (1999), describes the N and R people as those who desire peace and harmony and are people oriented. He adds on that the Neutral attributes are complimented together with Relational which helps in their healthy interactions with people.



she encountered during each of her pregnancies. From the descriptions, her feelings are shared easily as she gives her views and advice to others, which the Leonard Personality Inventory sees as features of the Neutral (N) & Relational (R).

The case admits that she does get upset easily especially when she is not appreciated for some things she has done. The case appreciates teamwork to resolve matters which exemplifies her as a strong (N).

On reviewing the case, it can be said that the Neutral qualities are high in this subject. The case is seen to be friendly, who loves to be in the company of people, flexible and easy to get along (due to R).

Observations of the case are recorded from April 2000 till January 2001 (Appendix J). As a workmate in Form Six classes, the researcher found her to be caring and concerned. As a Form Six co-ordinator she often sees that tasks are done in time and gently approaches to explain her task. She is often seen in the company of a group of teachers, discussing and talking, chit-chatting, sharing and listening to others which shows her relationship as friendly and possessing a warm personality.

In the interview, she said that she advises her colleagues, a distinct quality of an Encourager. On January 23, 2001 (Tuesday), the researcher was given a warm welcome to refreshments and made to feel at ease during the interview session, thus her warm personality was exuberant. It was noted that the subject constantly referred to her husband who played an important role in her life. She says that her husband chooses the colours she wears. Thus, the need of acceptance and feeling appreciated is also revealed. It was noticed, the case was seen crying and upset over her students behavior. This showed her to be "sensitive" and was easily upset by others' behavior

or mannerisms (due to N) whereas her Relational qualities were seen in her participation when she dresses in bright and bold colours with flowers decorated around her scarf during a parade on “go Hawaii” in a Teacher’s Day Event (May 2000).

Her behavioral orientation of N + R helps with her interactional predisposition. The teachers in the school find her as a concerned and caring person. During a personal encounter with the case, the researcher found her to be very approachable. This was evident when the case easily consented to be a subject in the study. The Form Six, students found her to be “sporting” as the Form Six (Teacher Advisor) when she offered to take part in the teachers’ parade in the teachers event. This is due to her (R) quality which seeks to break away from monotonous task and have some fun. On the whole, her helpful and encouraging nature helps in creating healthy interactions with people. As said by the case, she avoids arguments and conflicts, thus desiring peace and harmony which would help fostering good relationship with the others in the work environment.

4.2.3 Personality Profile of a Teacher in Neutral

Yong (1999) labels the Neutral as the Neutral Expert who is peaceful, calm and composed. The Neutral is portrayed as a warm, friendly, caring, and sympathetic personality. The Neutrals adopt a relaxed, quiet and a fixed pattern in their life. They tend to be sensitive and try to avoid conflicts.

Table 16.1 lists the strengths and weaknesses as outlined by the LPI (1999) and Goldberg (1990).

Table 16.1

The Strengths and Weaknesses of the Neutral

Strengths	Weaknesses
<ul style="list-style-type: none"> • patient • easy going • supportive of others • values being appreciated by others • not pushy • very acceptable with others • relaxed • peaceful • calm or cool • lives in harmony with others • is a good listener • quiet or reserved • keeps emotion hidden • avoid conflicts • tries not to hurt other people's feeling • loyal • tolerant • reliable • friendly • non-threatening 	<ul style="list-style-type: none"> • lacks confidence • self-conscious • gets anxious quiet easily • not a goal setter • compromises easily with others to avoid conflict. • plain • aimless • timid • not exciting • fearful • avoids risk talking situations. • insecure • tends to worry • not forceful • difficult to say "no" • shy/ withdrawn • is not good in working in unpredictable environment • do not practice making decisions • tends to put off things until tomorrow

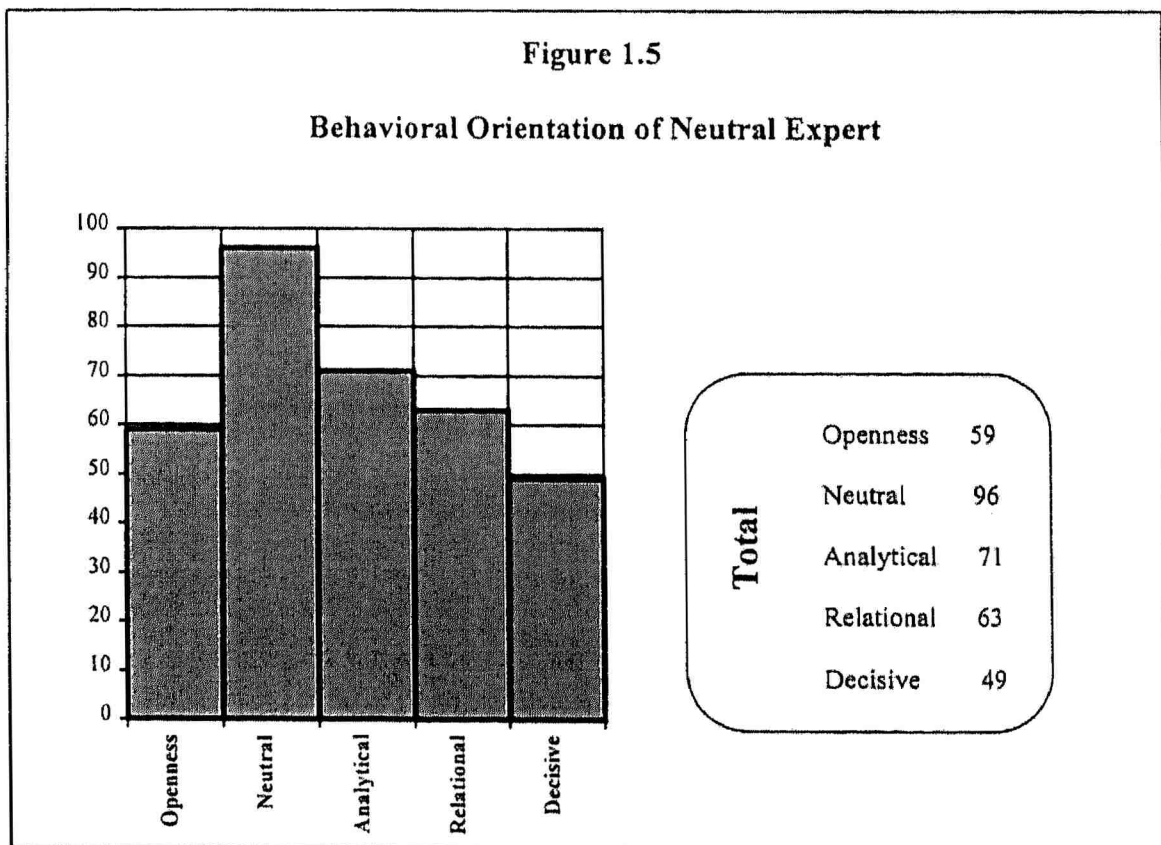
There were nine sample from the 50 samples in the Neutral category. The case study on case C profiled the behavioral orientation of the classical Neutral. The bio-data of case C can be viewed in Appendix C.

Figure 1.5 showed a score of 96 in the Neutral domain, Analytical, 71, Relational, 63, Openness, 59 and Decisive, 49. Thus, the highest score was found in

the Neutral domain (96) which identified the case as high (N) or known as the classical expert.

From the observation of the researcher, case C, was observed as a quiet, reserved character. The subject was found to be passive, timid, slow in movements, soft-spoken person and calm. The case portrayed herself as a simple natured person whose choice of colours were usually pale or dull. She is often seen in brown, beige and soft pastel colours. Des Hunt (1997), who had based the 'temperaments' of human nature using the traits of birds, identified the Neutrals as Doves. He finds them shy, friendly and sensitive. As in this study, case C too showed such qualities.

In one of the school activities, the researcher had the opportunity to work with the subject. The observations (Appendix J), showed, the subject to be helpful, someone who followed instructions, and completed the task with care and diligence.



All the above qualities of this classical expert (N) was further confirmed in the interview. From the interview (Appendix C), it was found, the subject tends to be patient with her students. The subjects prefers a working environment which does not impose pressure. On asked why she wants such environment, the subject explains that she gets easily stressed out and cannot handle too many things at a time. When she encounters pressure, she finds herself unhappy. This was evident of the characteristics in the LPI (1999), which describes the Neutrals as easy-going, relaxed natured people who prefer a quiet life-style. As, in case C, it also revealed that she did not prefer a stressful working environment for it makes the subject unhappy. It was confirmed that the case found it difficult to say 'no' to people and tends to do things to please others. In facing confrontations with other teachers, she never argues. Most of the time she returns home to cry by herself. Besides that she tells her husband and cries about it. She says she seldom argues (only with her husband, whispers the subject and chuckles about it). She also agrees that she does accept suggestions and ideas from others and says she does not want to hurt other peoples' feeling.

This phrase "does not want to hurt other peoples' feeling" showed that the Neutrals are sensitive as in the Leonard Personality Inventory. She also expressed that once during the school '*jamuan*' (high-tea), she was asked to serve the refreshments to the guest, she found she did not like doing it and was unhappy about it. Asking what was her reaction to it, she said, 'I was unhappy but I did not complaint'. This phrase identified how the Neutrals react in their dissatisfactions. They tend to be passive about it, thus they do not exert their rights.

Stating some qualities she prefers in her working colleagues, she stated that she does not like aggressive or demanding people. She would rather they talk nicely and discuss matters. She also stated that she would want others to view her as ‘easy-to get along’. As a teacher, she said, she values being appreciated and she does get irritated with ‘some’ teachers. She said as a SPBT head, ‘I do get irritated when teachers do not take simple things into consideration, for example, they do not write the date and signature. She said, she never showed them she was unhappy or scolded them instead approached them and got the work done.

From the interview (Appendix C) and observation (Appendix J), (October – January), it can be substantiated that the characteristics in the Leonard Personality Inventory did exemplify the qualities of the Neutrals. Case C study, revealed that the behavioral orientation of a person who is quiet and passive. The case did not show any strong traits of exertion or aggressiveness in nature. Case C was truly a Phlegmatic in nature who portrayed calmness and peacefulness. As a working-colleague, it was found that she adopted a relaxed manner, she displayed herself as a low-keyed personality. Florence Littauer (1999) states that the Phlegmatics have administrative ability. As in the Case C, she holds a portfolio as the Head of SPBT (Skim Pinjaman Buku Teks) and handles her job in a friendly compassionate way, totally inoffensive. As said by the case, she dislikes, aggressive people thus, she approaches her work-mates and gets her job done in an amicable way. Herein, it is clear that the Neutrals are peaceful natured personalities.

Thus, the Neutral Expert is seen as an amicable character. The teachers often view this case as “easy-to get along’ thus her interactions with others are also friendly

and warm. The case exhibits a demure, quiet, passive manner which creates a peaceful atmosphere. The administration justified, case C as a diligent, organized worker unlike the usual (N) who is known for their complacent manner. However, in referring to her score in the personality chart the case had scored 71 in Analytical which enables the case to be systematic and organized. However the dominance of Neutral elements does over-ride on the whole in this case.

4.2.4 Personality Profile of a Teacher in Openness and Neutral

Yong (1999), describes the combination of Openness and Neutral as the Creative Expert. The Leonard Personality Inventory (1999), revealed them to be artistic and creative natured personality. The Neutral qualities highlights them as calm, cool and relaxed natured. The Creative Expert is often misunderstood by others as an introvert due their quiet, reserved and calm mannerism. However, the Leonard Personality Inventory discovered them to be filled with surprises due to the (O) nature. Based on the Leonard Personality Inventory, the creative expert's (Openness + Neutral) strengths and weaknesses are presented in Table 1.7.

Table 17.1

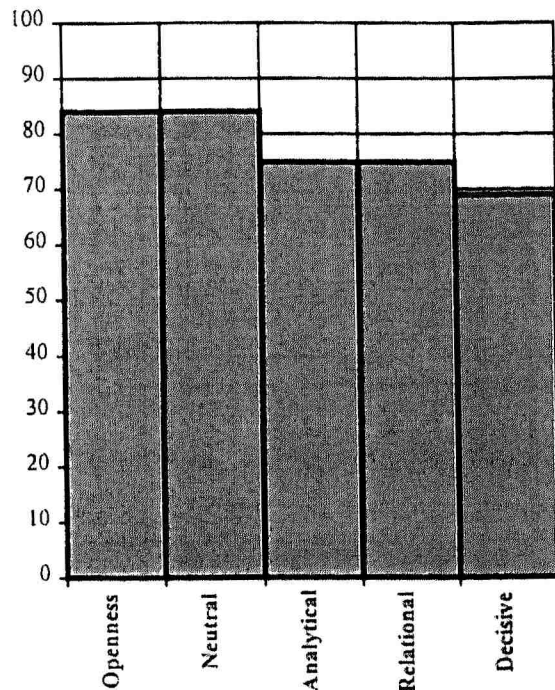
Strengths and Weaknesses of Openness + Neutral (Yong, 1999)

Strengths	Weaknesses
<ul style="list-style-type: none">• likes to try original approaches• likes novelty in approaching situations• enjoys artistic activities• does not like confrontations with others• versatile• tries to live in harmony with others• tries hard not to hurt people's feelings• tries to think well of others• not bothered by what others think• is helpful to others• easily accepts others suggestions and ideas• likes moderation• is a calm person• values being part of a team• adaptable to new situations	<ul style="list-style-type: none">• lacks self-confidence• tends to be stubborn• feels anxious easily• constantly desiring to do new things• likes to work alone• find others' ideas too shallow and unimaginative• is perceived by others as strange and too individualistic• shrinks from difficult situation• inclined to be too curious• may day-dream a lot

Two cases were found to be in this behavioral orientation from the 50 samples. Openness + Neutral is reviewed in Case D. Appendix D shows the biodata of this case. The subject in this case was high in Openness (O) 84, and Neutral (N), 84. Scores of 75 were found in Analytical, 75 in Relational/and 69 in Decisive (Figure 1.6).

Figure 1.6

Behavioral Orientation of Openness + Neutral



Total

Openness	84
Neutral	84
Analytical	75
Relational	75
Decisive	69

From the interview (Appendix D), it was found that case D viewed herself as a loving and caring person. In her interview, she claimed she would take into account other peoples' feeling especially her family members.

She tends to find it very difficult to say "no" to others due to her (N) and reasoned out that she does not want the other party to be sad. Asking her whether she would go out of her way to please others, she states "there is a limit but I usually try not to say 'no'". This showed the characteristics of her (N) features. If she encountered a conflict with her colleagues (another teacher), she would apologize if she is in the wrong, otherwise, she would not go to the person to argue about it (due to Neutral).

Instead, she would try to make amendments. The case can work in any sort of environment. She claims she can work in a quite or even noisy environment. This revealed her as flexible. The subject said that she organizes herself and divides her time. She views herself as an easy going person. On asking if she loves to surprise others, she said that she often surprise others and narrates how at a family gathering in her in-law's house, she joined and danced with the children to a 'rap' beat. This surprised her in-laws and her relations and her husband finally discovered that she was talented.

As in class, she planned to surprise her class boys, by decorating the class during the "Chinese New Year" break. She said she planned to paint and decorate the class with colourful artwork. She intended to choose shocking pink and green to brighten the class. Even during a cross-country practise, she stuned the students because she joined them in the run. If given a task, she said, she will review what is required of her, plan and think about it and will try to finish the job that is assigned to her. Given a heavy and burdensome task, she takes it as a challenge and tries to do it better (due to Openness). She sees her workmates as helpful and friendly. On asking how she would want others to view her, she answers that she wants others to see her as a role-model.

From the observations (May 2000 – January 2001) – Appendix J, the researcher viewed the case as someone who is neat, tidy, quiet, composed in all situations, very much in control and does not exhibit any excitement. The case was found to be a low-keyed personality, her choice of colours are soothing, quiet and simple in designs. At times, she surprises others when she appears in bright pink,

royal blue or flurocent green. During the teachers' day event (16 May 2000), she surprised the students and teachers, when she appeared clad in a bright green, gold embroidered saree with a bright pink blouse. She even sportingly joined the teachers in a dance and won a prize as the most "sporting teacher". She created some posters on history events in Malaysia in a chronological order for the school scrap book in the History Department. This revealed the characteristic of the high Openness who are known to be original, individualistic, creative and artistic. The Neutral (N) in the person blends with Openness which makes the personality to be patient, calm and easy-to get along.

From the interview (Appendix D), it was also discovered that she is filled with surprises. The researcher herself was surprised that the case had brilliant ideas to surprise her class after semester break. Besides that, it also showed that the case creates and makes her lesson lively through various activities. She said she often conducts games and quizzes in her Sejarah class so that her students will not be bored with her lesson. This showed that the 'O' characteristic helps her to be creative and with 'N' quality it allows her to be patient and relaxed thus avoiding any demanding attitudes in her mannerisms. The researcher found that the case was very approachable, students often approached and discussed matters with her. She even intends to pursue her Masters in Tamil to upgrade herself. This showed her initiative nature (due to openness).

Admitting that some of her weaknesses are that she tends to argue (due to Openness) and tends to compromise with others, so as to avoid conflicts (due to Neutral).

The researcher found the case (The Creative Expert) as an easy natured person but firm with strong personal opinions. The Head of the History department finds her 'cool' and calm. The staff members find her composed, with soft manners and an easy person to relate to. The Penolong Kanan 1 (the Assistant Head) find her creative in her work. Thus, the combination of Neutral (the relaxed personality) with Openness (the creative and imaginative) nature has contributed to her behavioral orientation. Teachers in the staff have credited her as 'an easy going conventional' and a 'moderate' personality. However, the case herself does possess an individualistic character which sometimes surprise others. This can be seen in her style of dressing, her choice of colours (Appendix J) and unique artistic ideas (eg. painting the class). Her personality helps in her relationship with the other teachers, staff and students. The school identifying her artistic features has selected her to be in the Art Department, where she is often seen helping out in the decorations in school functions such as "*Minggu La Salle*" (The La Salle Week).

Herein, the relationship between two persons or groups depend largely upon how they see themselves and how they appraise others. In the case of D, the teacher projects herself as a confident, diligent and an admirable personality. The administration have found her to be co-operative and a good worker. Thus, the behavioral orientation of the individual enhances the interactional predispositions in school.

4.2.5 Personality Profile of a Teacher in Relational and Openness

The classical Relational combined with Openness is described by the Leonard Personality Inventory, 1999 as the Creative Relator. Thus, the behavioral orientation, according to the LPI (1999), the strengths and weakness are displayed as in Table 18.1.

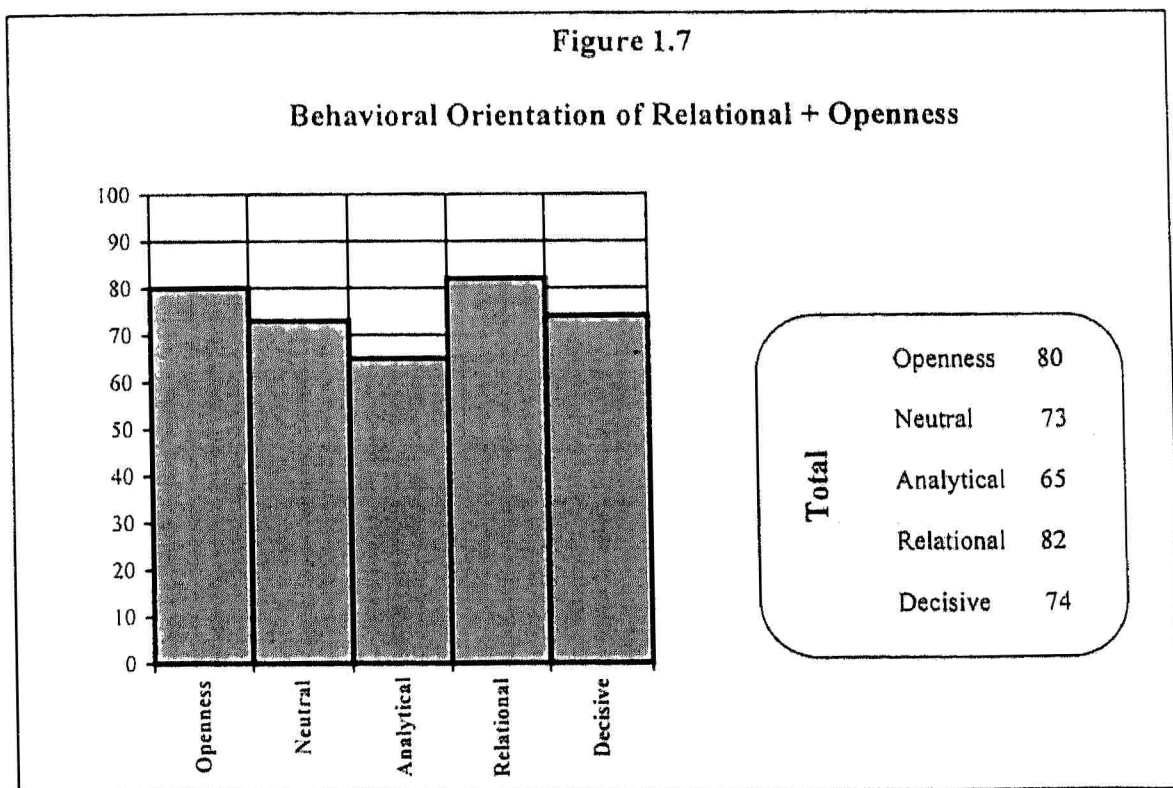
Table 18.1

Strengths and Weaknesses of Relational + Openness

Strengths	Weaknesses
<ul style="list-style-type: none">• is full of life and excitement• a fun person to be with• has energy and enthusiasm• enjoys talking with others• is persuasive• is inventive• tends to try new things• is creative• is flexible in solving problems• tends to do things which others consider unusual• makes friends easily• is cheerful• thrives on compliments• inspires others• is popular• likes to try original approaches• innovative• not bothered by what others think about my ways of solving problems• enjoys artistic activities• versatile	<ul style="list-style-type: none">• needs to be the center of attention• easily forgets what I have agreed to do• tends to talk too much• often not punctual• finds others' ideas too shallow and unimaginative• is perceived by others as strange and too individualistic• easily misunderstood by others• inclined to be inquisitive• may day-dream a lot• is restlessness, always seeking for new fun-filled activities

Analyses of the strength and weaknesses of the Relational and Openness (Creative Relator) displayed the personality as expressive and verbose. The personality needs to be heard and seen. This is because the classical Relational is seen as an extravert, sociable, expressive, impulsive and as a person who has volatile emotions. The (O) behavioral style manifests their artistic and adventurous nature. In addition to this, they strive for original and unique styles which others might consider unusual. However, others may find them to be captivating, charismatic, inspiring and motivating.

A case (Case E) reviewed in this category revealed a score of 82 in Relational, followed by Openness, 80 compared to Decisive, 74, Neutral, 73 and Analytical 65 (Figure 1.7). Case E has been in the teaching profession for 21 years and is the Head of the English Department, and the teacher in charge of the school magazine (Appendix E). She exuberances fun and excitement with her existence.



Interview and observation based on this behavioral orientation revealed the profile of this personality. The case views herself as a friendly and caring person. She also comments that she is critical in her views, likes to set a trend. The case calls herself a talker more than a listener. The case described herself very aptly as a Creative Relator.

From the interview (Appendix E) it was found that the case knew her personality and her weaknesses. She strongly agrees that her greatest organ of expression is her mouth and tongue and she will go berserk if not given a chance to speak. The researcher was fascinated with her frankness and how she could see her personality as a “charming” one. She was aware that people found her unusual and strange due to her expressive mannerism, speech and thoughts. This often led her friends to misconstrue her as notorious and rebellious. She narrates an incident of how her colleague had warned a friend of hers about her behavior. However, she reports in a lackadaisical manner, that she is least bothered about how others view her (another prominent feature of the (O). According to the analyses in Leonard Personality Inventory, this behavioral orientation is seen as someone who is perceived by others as strange and too easily misunderstood by others.

Herein, such similarities were found in Case E. The case called herself an extravert and listed the activities she enjoys doing. Some of her activities were: sporting, exercising in the gym, and scuba diving. One of her passions in life is to watch football. She describes herself as, “I’m a true Liverpoolian fan, football is my passion of life”. This shows her to be an individualistic. Football is a game usually

associated with the males and here, she stands to be different, thus showing that this personality does things which others might consider unusual.

During the interview, the researcher noticed Case E to be very outspoken and with forthrightness. This is because in the interview (Appendix E), she narrates how she became a verbous, loud character. She states during her childhood, many a time she was not given opportunities to participate in her school plays of drama because of her dark complexion. Thus, her mother had taught her to fight for her rights, and she began to use her mouth as a defending instrument. In the process she admits she tends to exaggerate (due to R) in her delivery and calls herself “a great actress”. The case speaks with a candour and calls herself a chameleon, for she is able to adapt to any situation and get away with things.

With openness she admits that her weaknesses as: someone who breaks rules and likes to argue (due to O), is quite disorganized, (example as the Head of English Department, she is often disorganized in her filings). She also revealed that she is restless and gets bored easily and has a tendency to day-dream.

The observations (Appendix K) with the interviews further consolidated the nature she exhibited. Case E was found to be attractive with dark complexion and sharp features. She exuberated herself as a high spirited, vigourous and lively personality. She is often seen in the company of friends, her conversation tends to be loud, with lots of heartfelt laughter to add to the scene. She is often found teasing, joking, creating fun in the staffroom thus portraying herself as noisy. She also tends to be critical, frank with her opinions (due to O) which others view as cynical or

sarcastic. One of her department teachers named her “insensitive to others” which only shows how her ways have been misunderstood or misinterpreted by others.

During The Teacher’s Day Event (May 2000), Case E joined in the netball game for teachers. She was filled with fun, excitement and energy in her ways. For example in the annual dinner (November, 2000), she sang with the karaoke, herein showing her nature as a joyful and cheerful personality (due to R).

She is popular among the teachers, as she is able to create light moments in the environment. As one of the teachers in the English Department, the researcher herself found the case to be flexible in handling her teachers. Many a times, the researcher has been cajoled to get tasks done such as judging the Debates and coaching the boys for plays. Thus, Case E has the art of persuasion. Some teachers have commented Case E to be charming and captivating. This is based on a statement made by a teacher stating ‘I wish I could be like her’ indicating her “boldness” or rather her forthrightness.

As the teacher in charge of the school magazine, the editorial board has found her to be fun to work with. She does not follow any traditional ways (due to O) and allows the students to be creative and artistic. This in itself identifies Case E has a Creative Relator (Relational + Openness) where there is a tendency to try and create original approaches.

This behavioral orientation does fascilitate her interactional predispositions. As a language teacher, her style has enabled her to relate to students in a joyful way. The students relate her lessons to be fun and they have found her style to be unusual

in the ways she approaches them. The students have found her to have a flair for words.

The administration has given the liberty to her to run the English Department with her own style as long they see production of results academically. Despite her loudness and liveliness, case E is an admirable staff who eliminates the dull monotonous environment.

4.2.6 Personality Profile of a Teacher in Relational

In the research, the case study (Case F) scored 94 on Relational, followed by Openness, 85, Analytical, 83, Neutral, 81 and Decisive, 80 (Figure 1.8). The Leonard Personality (1999), outlines the strengths and weaknesses of Relational as in Table 19.1.

Table 19.1

The Strengths and Weaknesses of the Relational (Yong, 1999)

Strengths	Weaknesses
<ul style="list-style-type: none"> • is full of life and excitement • a fun person to be with • the life of a party • enjoys talking with others • is persuasive • can be playful • is spontaneous • is cheerful • inspires others • has energy and enthusiasm • makes friends easily • likes people • thrives on compliments • is liked by others 	<ul style="list-style-type: none"> • needs to be center of attention • easily forgets what I have agreed to do • is restless, always seeking for new fun filled activities • tends to talk too much • is quite disorganized • can be too emotional • often not punctual • not careful enough • wants to impress others • tend to exaggerate when I get excited describing something

<ul style="list-style-type: none"> • is popular • enjoys meeting people • optimistic • shows my feelings easily • is sociable 	
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The Analyses of the strengths and weaknesses of the Relational exhibits the behavioral orientation as an appealing personality. They are extraverts who have an inherent desire to be the center of attention. The gift of oratory belongs to the Relational thus, they are sociable and have the potential to communicate with people. Their presence creates an atmosphere of excitement, fun and joy and they have the ability to make friends easily which enable them to be popular with people. However, this natured personalities can sometimes appear noisy, loud and unruly. Thus, the Leonard Personality Inventory, 1999 names this behavioral orientation as a Relational Interactor.

Such a behavioral orientation was found in Case F, an English Language teacher, the Teacher Advisor of Interact and English Society. From the interview (Appendix F), the case viewed herself as an extravert. She said that she enjoys mixing and mingling with people, likes warm surroundings and likes fun and excitement. A very close resemblance to the strengths identified by the LPI, 1999.

The interview (Appendix F), revealed that she could make friends rather easily, she would make the more to introduce herself and make the others feel at ease. The case agreed that she tends to talk too much. The researcher noticed that Case E easily expressed herself, as she related her personal stories and narrated some anecdotes in her life. For example Case F felt, she could easily reach to people and

she narrates an event of how when she was in Form 4, she pulled out a girl who had fallen into the drain while her other friends stood and laughed. In the process, she talks of her father who had taught her to believe in herself. She spoke of him with a spirit of awesomeness. She tells that even though her father is not around, she feels that he is still the guiding role model, who is looking on her. Throughout the interview Case F was found to be outspoken. The researcher confirmed that the Relational had the ability to speak in a spontaneous manner.

Case F, admits that she does things to impress others and narrates how she does things overboard to the extent of disregarding her health. She claims that “that is me”.

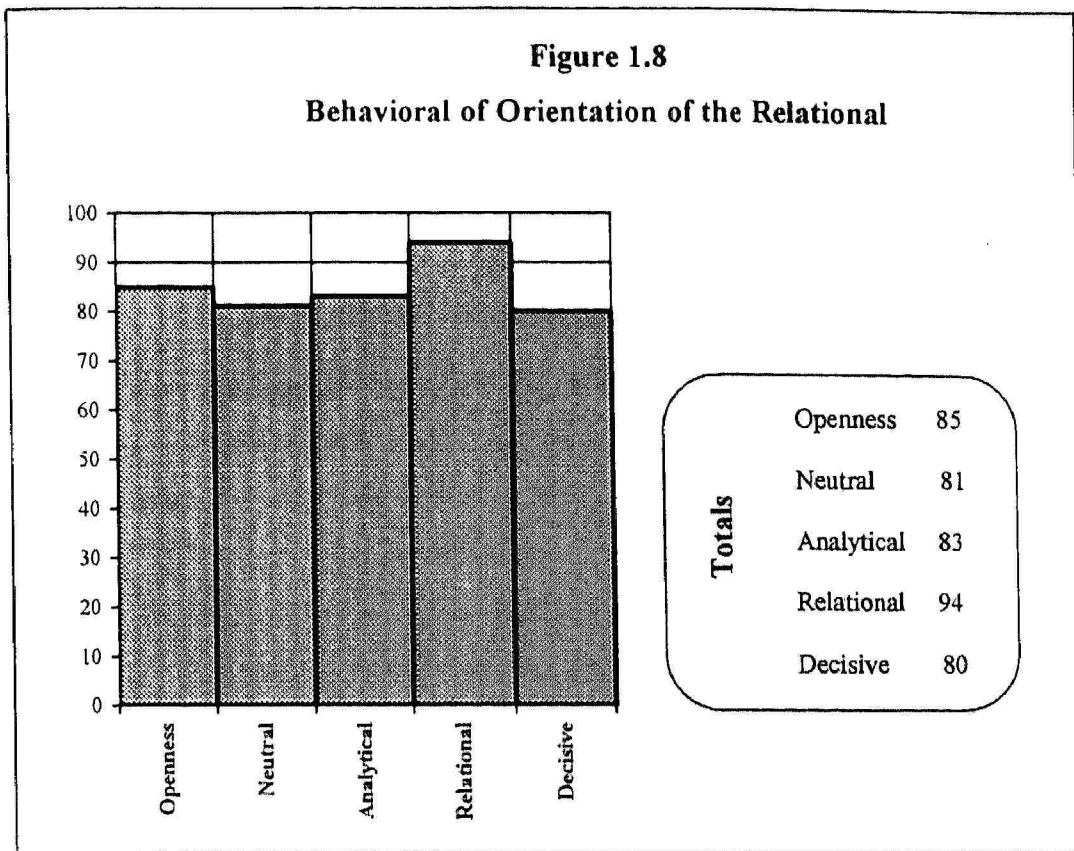
The researcher found the case to be energetic, filled with enthusiasm. She speaks with flamboyance, she walks briskly and is always filled with laughter in her conversation (Appendix K).

Her English lessons are filled with activities. The researcher observed (Appendix K) that she conducts public speaking in her Form Four class. Her students are encouraged to give their opinions and views, at the same time her teaching is teacher-centered where she is in full control of the class (she is the center of attraction due to R). The class is alert and attentive in her presence. She seems very robust, walking and attending to the students. This highlights the Relational as lively and spontaneous. This shows the case to be a true Relational. The case emphasized that she does get bored easily and routine work is not in her dictionary which only proves that she seeks new fun filled activities.

The case participated in a netball event during The Teacher's Day Event (May 2000) – Appendix K), thus revealing her as an energetic person. The case also handles her task in an authoritative and firm manner. In handling the choral-speaking, she was committed to her task. She managed to train the boys until they reached the national level from only district level. Her dedication to her job and getting things done shows her as someone who loves her job (enthusiasm due to R).

The behavioral orientations of this personality fits into the role as the Teacher Advisor of the Interact club. In the club she had planned activities such as the adoption scheme in the orphanage home (Shelter, P.J) for the Interactors. The administration has chosen her as the teacher advisor identifying her personal skills in getting things done. However the Relational (Case F) does admit some of her weaknesses as being quite disorganized when she tends to leave things all over the place. On the other hand, she says that her main domain is the kitchen and she keeps things in order. She claims she tends to exaggerate, and is fickle and does things to impress others. Though the LPI identifies them to be often not punctual, the case disagrees and she feels that she is punctual and abides by it.

As a Relational, she gets along well with most of the staff members. The students have found her lesson to be interesting. Thus the Relational qualities in this personality enables her to relate well with others and her optimistic character helps students in building their academic performance.



4.2.7 Personality Profile of a Teacher in the Behavioral Orientation of Openness

There was only one case with the behavioral orientation of Openness (O) in the study of 50 samples. The Leonard Personality Inventory (LPI, 1999) describes the high (O) as Imaginators as they tend to process strong imagination. They are known for their creativity, artistic and innovative ways, uniqueness and individuality. They have a tendency to break away from the traditional ways and are constantly exploring new ideas, thoughts and trying new ways of doing things which only projects them as dynamic personalities, who want changes in life.

The L.P.I (1999), outlines the strengths and weaknesses of the high (O) as listed in Table 20.1.

Table 20.1

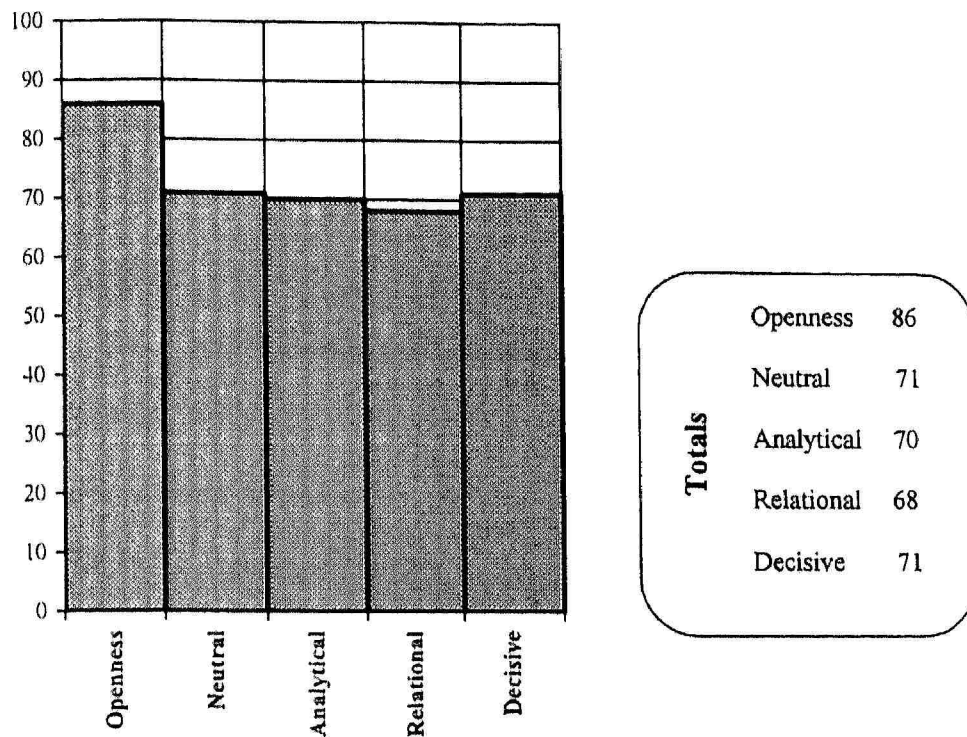
Strengths and Weaknesses of the Openness

Strengths	Weaknesses
<ul style="list-style-type: none"> • original • objective • complex • studious • creative • alert • reflective • knowledgeable • insightful • curious/ inquisitive • meditative • artistic • poetic • musical • perceptive • literate • thoughtful and versatile • innovative • unusual • flexible in solving • has strong imagination 	<ul style="list-style-type: none"> • ignorant • illogical and narrow • get bored easily • stubborn • easily discouraged • impatient • argumentative characters • individualistic • day dreamers • oratory in their opinions • impulsive • desire quick results • easily misunderstood by others • cannot manage bureaucracy • too bold with ideas/ creativity • feels others around do not understand them • dislike conforming • a loner • not bothered about what others think

Case G was a case found to be in the Openness domain who had scored 86 in Openness compared to 71 in Neutral, 70 in Analytical, 68 in Relational and 71 in Decisive (Figure 1.9).

Figure 1.9

Behavioral Orientation of High Openness



Interview (Appendix G) and observations (Appendix K) revealed the case as someone who views herself as very open. Case G, an English graduate with teaching experience of 15 years who finds interest in Renaissance poem (an O feature) which shows her appreciation of beauty.

Being a Chinese, her marriage with an Indian was viewed with negative perception by both parties. Despite all obstacles, she did marry the man she chose. She narrates how her husband's relatives had planted seeds of misconceptions about her being greedy for his money because she was a Chinese and she would runaway.

However, she being strong minded, broke away from the traditions, to do things her own way, another prominent characteristic of the Openness.

She comments she dislikes monotony because it suffocates her growth (Appendix G). Others have perceived her as an individualistic because of her unusual ways. She confesses that she breaks rules, there have been times, she refuses to do it, if she does not want to. For example, she will only do the school decorations if it is compulsory and she adds on “but also depends-*lah*”. Her impulsivity surfaces at this juncture. She seems to dislike English classes because of its monotony even though it is her option. This is due to her nature which needs a variety in her life. Her years of teaching English has become a boring stuff for her. On the other hand, she enjoys Art because it has a variety. Case G states that on given a task, she would only put in 100% effort if her heart desires it. Thus the LPI (1999) states that the Imaginators get stifled if their imagination or curiosity is suppressed. As expressed by Case G she gets frustrated. Her innovations and creativity surfaces in her creations of cross-stitch, crochet and sewing. She sews some of her clothes, and creates house decorations (makes her own cushion-covers).

The case needs to have new ideas and she narrates how she went on a shopping spree during the Christmas season to endeavour her burning desire for new things. Her weaknesses are highlighted in her repetition of the word “boredom”. She emphasized, she gets agitated (“gets on my nerves”) as she finds others’ ideas too shallow or unimaginative. All these are evidences of the behavioral orientation of openness.

As her working colleague, the researcher found case G as a restless person. she often walks around showing signs of dissatisfaction. The researcher noticed that case G sometimes dresses in fanciful colours and costume jewellery. At times her attire is plain and subtle and at other times, it is either bright florals or too lacey or body hugging clothes. She adorns costume jewellery sometimes, some unique ones, for example, an earring in the shape of fish-bone. This behavioral orientation shows the need for change and the tendency to be different from others.

During one of the English meetings, Case G showed her strong imagination when she suggested putting up the Literary night with an ambitious play. Case G suggested ideas and her views and the others found her “extraordinary ideas” too profound. This is the perception of others when Case G showed her innate ability to be different.

Case G is often seen acting on impulse. When she arrives in the afternoon at around 1.05 p.m, the researcher noticed how she appears with a confused and disoriented look on the face and gets started in a hurried manner for the day.

However, the researcher found that Case G, a versatile person. She is accommodating, friendly, approachable and kind. During the interview, Case G was a warm personality, willing to help the researcher with the project.

The other staff find her friendly, especially those seated in the same desk, however the other staffs claim her “tak kenal berapa sangat” (don’t know her much). This could be due to her behavioral orientation who minds her own work since the (O) has the tendency to be loner and are least bothered with how others think of them.

On the other hand, Case G, found her workmates easy to get along (showing her flexibility, her easy adaptations to situations).

The school administrators has made a wise choice in giving her Art subjects and choosing her as the teacher advisor of Persatuan Seni. This allows the case to use her strong imagination and contribute new ideas to her Art students. During the interview the case was aware of her “unusual” manners and seems to understand her personality. The case did reveal how she has begun to deal with people after her marriage to a pastor. However, the researcher felt that, Case G could optimize her interactional skills in school by socializing more with other teachers.

4.2.8 Personality Profile of a Teacher in the Behavioral Orientation of Openness + Analytical + Relational

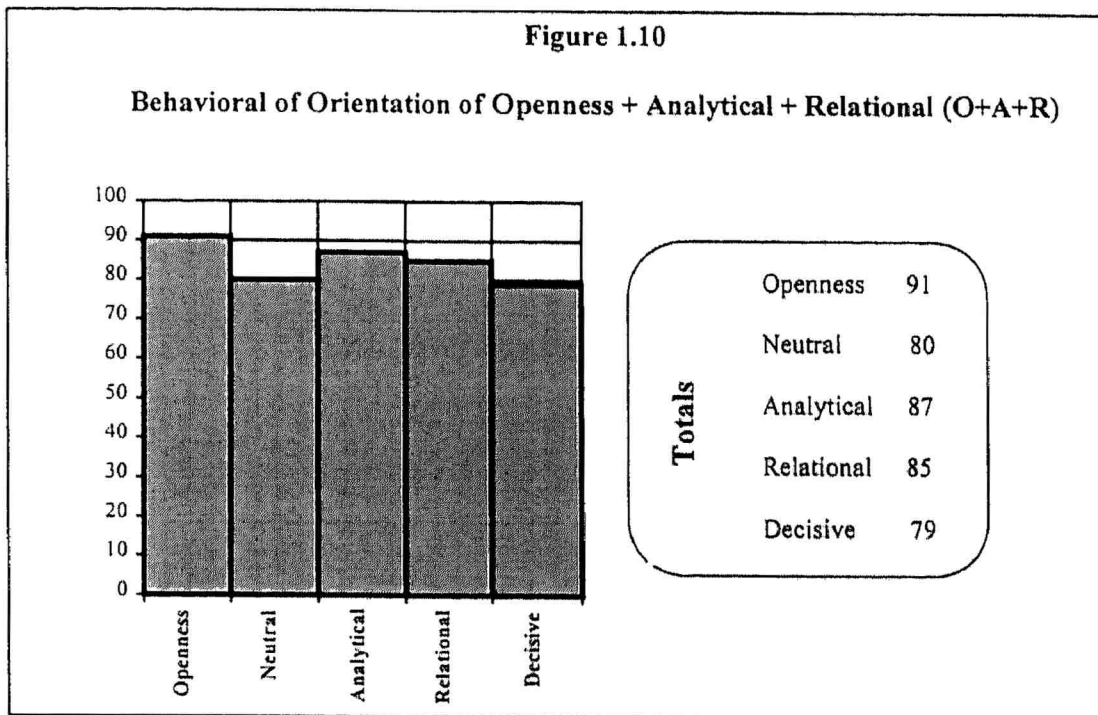
The behavioral orientation of Openness + Analytical + Relational was found in one case out of 50 samples. The case scored 91 in Openness, 87 in Analytical, 85 in Relational, 80 in Neutral and 79 in Decisive (Figure 1.10). The Leonard Personality Inventory identifies the behavioral orientation on Openness combined with any 3 dimension as a versatile personality. The Leonard Personality Inventory (1999), identifies the strengths and weaknesses of the versatile as shown in Table 21.1.

Table 21.1

Strengths and Weaknesses of Openness + Analytical + Relational

Strengths	Weaknesses
<ul style="list-style-type: none">• creative• analytical• adventurous• sociable• persuasive• enjoys divergent thinking• versatile• optimistic• clear thinker• friendly• adaptable to new situations• gets involved in life• approachable• energetic• can help others achieve their goals• admired by others for their versatility• mixes easily• mobile person• pleasant• consistent	<ul style="list-style-type: none">• gets overly involved in many activities• easily bored• perceived by others as aggressive• may be viewed by others as an opportunistic person• overly self confident• restless person• may suffer burnout• give in to temptation rather easily• argumentative• can appear condescending

In accordance with the above behavioral orientation, Case H showed some similarities with the findings in Leonard Personality Inventory. From the interviews (Appendix H) and observations (Appendix K), the researcher unveils this behavioral orientation. Case H viewed herself as an interesting person. Case H is a young, single independent female. Case H stands tall with ample physique, and exuberated a sense of total control over things around her.



The personality possesses mobility. This was evident in the number of things the case indulged in. She teaches English Language, conducts tuition classes, participates in voluntary services at orphanages and is pursuing her post graduate course in English Literature. All-in-all identifying her as a versatile. The Leonard Personality Inventory caricatures them as people who gets overly involved in many activities.

Even her lesson in class contains a variety of activities such as newspaper cuttings, debates, language games, discussion. This in itself shows how she can help her students to achieve goals. In the cleanliness campaign, her class triumphs with victory for its decoration. Her artistic and creative features are highlighted. She is the driving force behind the achievements of her class. This personality has the ability to be persuasive to encourage her students. Her students enjoy her teaching and she relishes in their company. She is committed to the task. One such incident is when she

coached and encouraged her students in the Wira Debate and they managed to go the district level. It was evident that she helped her students to achieve their goals, when she motivated them and accompanied them to the Asean Model Conference, held in the High School of Singapore (10th June – 12 June 1999).

The case states that she gets bored easily and ventures into many activities (due to O). From the interview (Appendix H) it was elicited that she could not be bothered with the way others perceive her (due to O). The observations of her also revealed that she tends to work on her own and to be involved with her own work. Her mannerisms are very unpredictable for there is a tendency for her to be moody and impulsive.

For example (Appendix K), she excuses herself in the middle of an English meeting, thus appearing condescending. There is a tendency for her to answer abruptly portraying herself as rude to others. Her colleagues have found her to be temperamental and unpredictable. However, she is not perturbed by how others perceive her.

On the other hand, she is viewed as efficient in handling the treasury of the school magazine. She keeps records and is systematic in handling the collection of money. It also reveals her Analytical nature (due to A).

Her behavioral orientations are at times misconstrued by others and some do credit her for her ability especially her classroom management. The versatility in this personality appears complex. The researcher found the case to be a strong personality with her own dominant ideas. Her (O) features are more dominant compared to the other behavioral orientations thus she projects her own individuality.