

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.0 Introduction

The findings in the study had eight behavioral orientations. The case studies highlighted the profile of each behavioral orientation, featuring the main characteristics in the personality. The study of personality profile of the teachers in SMK La Salle, Petaling Jaya had a close resemblance to the descriptions in the Leonard Personality Inventory (1999), which had sixteen and more personality profiles. The case studies related the behavioral orientation of personalities and showed the style of interactional predisposition of the personality in the school arena.

5.1 A Comparison Between the Behavioral Orientations and their Interactional Predispositions

The teacher's interactional skills are often seen in the contacts or relationships between teachers and the people with whom he or she works. It also determines the personality's success, and achievement as well as the attitudes of those within his or her circle. The teacher performs his or her task as a person working with people that is the learners, other teachers, head of department, subject co-ordinators, administrators and parents. Thus, the study of the teacher's personality profile is on understanding personalities and their interactions.

As in the case of the Error Buster (Analytical + Neutral) these qualities in them enable them to handle tasks in a meticulous manner, seeking precision. These

behavioral orientations have a tendency to perform at their maximum in terms of report writing, note-taking, analyzing data and organizing. Florence Littauer (1999), refers to the Analytical as Melancholy personality. She states that in order to get along with the Melancholy personality, one should know that they are very sensitive and can get hurt easily. Thus she explains The Popular Sanguines (Relational) and The Powerful Choleric (Decisive) who have the tendency to say what is on their mind without thinking that it might offend the Melancholy personality. She stresses that the Melancholy cannot understand the Sanguines for their verbosity, loudness and extravagance in nature. Littauer (1999), adds on that these two personalities work at two extreme ends. The Melancholy, the reserved, quiet, pessimist compared to the artistic, emotional, lively Sanguines.

Rickerson (1991) describes the Conscientious Suit (Analytical) as detail oriented, perfectionistic, serious, organized, data collectors, creative and conscientious. He pictures the conscientious as "persons who want to be perfect parents, perfect citizens, and perfect on their jobs. When they do not measure up to their expectations, they are often are hard on themselves" (pg. 48).

As in the study, Case A had a combination of Analytical + Neutral. The dominant Analytical features showed the case to be a perfectionist. Rickerson (1999), named some great Conscientious personality style persons varying from presidents of countries to famous scholars. Some in the category named by Rickerson (1991) were: Eleanor Roosevelt, Jimmy Carter, Albert Einstein, Prince Charles and Elizabeth Taylor. He further substantiates that the Conscientious people bring great gifts to our

world since they have commitment to quality, analytical skills, preciseness, an eye for detail and organizational abilities.

As in this research out of the 50 teachers, 21 teachers had a combination of Analytical + Neutral personalities. It can be viewed that these teachers have the tendency to maintain control of class, have clear, structured plans for their students and with the Neutral qualities they tend to be understanding and caring towards the needs of the students. As Rickerson (1991) states that “this teacher type (Analytical) wants the students to complete their assignment according to expectation”. They might find the Dominant (Decisives) as “troublemakers” and the Relational as “airheadedness” and “irresponsible”. However in the case of this research, there were no high dominance of Analytical personalities. Instead the presence of the Neutral characteristics enabled them to be supportive and warm and pleasant characters. This helps in the interactions with others especially with teachers, administrators and students. The tendency to be peaceful creates a harmonious environment.

There were 9 samples with high Neutral behavioral orientations. Littauer (1999), refers to them as the peaceful Phlegmatic and states, “God did create Peaceful Phlegmatic as special people to be the buffers for the emotions of the other three (Sanguine, Choleric and Melancholy, to provide stability and balance” (pg. 73). The term peaceful in itself connotes the nature of these personalities as calm, cool, collected and relaxed. Littauer (1999), further elaborates how the peaceful Phlegmatic are viewed as parents. She says that they make good parents for they do not get upset easily and take time for the children, are not in a hurry and are able to take the good with bad. At work, they project themselves as: easy to get along with, pleasant and

enjoyable, inoffensive with dry sense of humor, compassionate and concerned and have many friends. Thus, they are usually the mundane, monotonous and routine like people.

However the Sanguines (the Relational) would find these natures “the lifeless people”. The Sanguines are known for extraversion and the Phlegmatics, the introverts. The Neutral might find the Relational too flashy and emotional, the Decisives, too demanding, aggressive and authoritative, the Analytical as meticulous and calculative. Since, the Neutrals are sensitive personalities, who are not firm and they might not exert their rights, thus feeling dominated by others. In the classroom, the Neutral teachers would be patient and helpful to their students. Rickerson (1991) states, the Amiable (Neutral) teacher wants routine in the classrooms but needs less structure than the Conscientious teacher. He highlights that “the teacher is interested not only in the product but also in the personal relationships within the classroom. He wants peace and harmony among students and himself is generally interested in the welfare of the students, and works at having congenial relationships with both students and teachers”.

Herein, the Neutral is seen as more accepting and supportive compared to the more perfectionistic and Analytical teacher. On the other hand, the Analytical or Relational students might find the Neutral teacher boring and unexciting. Case C in the research is projected as an easy-going personality who wanted a “stress-free” workplace, indicating a relaxed environment to work in. Mount and Barrick (1998), found the Agreeable (Neutral) team members as helpful, trusting, and friendly. They state, “in short, they are cooperative and work well with others”. As such it shows

that the interactions of the Neutrals helps in fostering good relationships with others. In Mount and Barrick (1998), findings in the study of “performance in jobs involving interpersonal interactions” revealed that “... if the goal is to predict who interacts best with others, it is most likely those who are conscientious, emotionally, and agreeable”. In addition to this, they also state that “when jobs involve teamwork, the importance of Emotional Stability and Agreeableness increases while the importance of Conscientiousness decreases somewhat”. Herein, personality measures do predict performance in jobs involving interactions with others. As in this research, an average score of 82 was found in the behavioral orientation of Neutral. Thus, the teachers tend to be cooperative, trusting, friendly, agreeable, as well as secure, calm and emotionally stable.

Besides that, the Neutral as in Case B was found to be with the combination of Relational. Des Hunt (1997), calls the Neutral and Relational, Dove-Peacock and describes them as “The Dove-Peacock is patient, controlled, moderate and reflective”. Hunt (1997) describes these behavioral orientations as: adaptable, steady workers who prefer, and can be relied upon, to carry out their work in an accepted and approved pattern” (pg. 86). In addition to it, they are steady, reserved, conservative and conventional, can sometimes appear shy and restrained. Since the Neutral element is dominant, they tend to keep away from aggressive people and avoid conflicts. In the nature of interactional predispositions, these personalities create good public relations with students and teachers. They easily reach out to people. Thus, Yong (1999), named them the Encouragers or Helpers. They have the tendency to diffuse tensions that have arisen among subordinates. They create healthy interactions

with people. In this research there were 14 subjects out of the 50 with the behavioral orientation of Neutral and Relational. The Neutral features are related to softness and tenderness but with the Relational, they are constantly seeking changes and new tasks, thus breaking away from the dull personality.

However, Hunt (1997), states the shortcomings of these orientation as "... can tend to be too kind and trusting sometimes, particularly with those who can tend to take advantage of their good nature". Thus, Hunt (1997), says that the Dove- Peacock would be more effective if they can be more assertive and firm and learn how to say 'no' instead of being overwhelmingly obliging to people.

Even in case B, the behavioral orientation proved she liked working in teams, she prefers peaceful and harmonious environment. She often advises her colleagues and is viewed as lively personality. Herein, personality traits do contribute to the interpersonal skills. Super (1957), in a study found that 'well-adjusted teachers tended to remain in teaching, while those who were badly and bright tend to leave" (pg. 239). Herein, the personality traits do contribute to the behavioral orientations and interactions. As Super (1957), discusses that "interaction ... is both intra-individual, stimulated by environmental pressures and individual environment In both instances the self-concept is developing". Therefore, the Neutral combined with Relational are supportive and nurturing characters as claimed by Hunt (1997), "they make kind, warm, devoted parents and friends. They strive to maintain happy relationships. These natural talents often find them working in nursing, counseling, social work and other 'helping' professions".

As in Case D, the Neutral combined with Openness are Creative Experts. They have the capacity to be artistic and vibrant in their creations. These natured behavioral orientations have original approaches, are innovative and enjoy novelty in approaching situations. At the same time, their moderation and calmness enable them to have easy relationships with others. Behavioral orientations of Creative Expert facilitate in the learning process in the classroom. Their ability to adapt to new situations and improvise enable students to be creative and participating. These personalities are approachable. Yong (1999), projects them as people who do not like confrontations and avoid conflicts. He calls them versatile for they tend to get along with others easily. However, they can be individualistic and possess their own set of ideas which might surprise others at times.

On the other hand, the behavioral orientation of Openness might not be perceived well by others due to their strong individualistic ideas. They have the tendency to project themselves as argumentative, strange and impulsive. This makes them arrogant in the eyes of others. In the case of G, there were teachers who were aloof towards her. Therefore, their ways and patterns of behavior might not be “generally” accepted by some. This was prevalent in Case H, the Versatile with the combination of Openness + Analytical + Relational, was viewed to be impulsive and moody. Thus, her circle of friends are people who are able to “accept” her differences and individuality. Her creative and analytical thinking might at times offend others. The behavioral orientation of Openness, with “unusual” approaches might exhibit signs of hostility. Yong (1999), says that others may perceive them as being condescending and at times aggressive. Since the Versatile, keep themselves

extremely busy with too many activities, they become too involved in their own world. Thus they tend to be least bothered about how others think about them.

However, these behavioral orientations are flexible too. Teachers in these behavioral orientations are rather “harmless” in their interactions with others. It must be understood that these behavioral orientations become edgy and touchy when faced with inflexible approaches to problem solving.

In comparison to the Imaginator (Openness) and the Versatile, the behavioral orientation of the Relational and Creative Relator (Relational and Openness) exhibit themselves as volatile and zestful personality. There was only one such personality in this behavioral orientation, in this research.

The Relational are popular and appealing personalities as stated by Littauer (1999). These personalities are known as the extroverts and Des Hunt (1997), calls them the Peacock. Hunt (1997), elaborates that in order to relate to the Peacock, one must recognize their importance and since they are sociable and showy, they long for acknowledgements and recognition. These behavioral orientations would have no problems relating to the people as they “need people”. Yong (1999), explains that the Relational feels uncomfortable; with people who are too formal and stiff, dealing with fussy people, facing situations which are too gloomy and serious and pessimistic people.

Rickerson (1991), substantiates that the Relational teacher likes changes and excitement thus the teacher teaches with great enthusiasm. He also emphasizes that the Relational relate well with Relational students due to mutual features. The Relational do get frustrated with the Conscientious student’s questions for their

precision but like Amiable (Neutral) students. Rickerson (1999), states that the Relational are often not aware of the Amiable child's need for less change and more structure in the classroom.

In addition to this, some teachers may find the Relational to be over confident, pushy and egocentric. As Hunt (1997), shows the clashing personalities between the Peacock (the Relational) and the Owl (Analytical). Hunt (1997), highlights how the Peacocks view the Owl as "look at the boring fussy person. Wouldn't get excited even if there was a fire in the building. What a pain" (pg. 35). On the other hand the Owl view the Peacocks as "what a loud mouthed show-off! Frivolous, flamboyant and a real pain...". Thus the Relational who are known for their fast, warm and friendliness have little patience with the Analytical who are much slower paced, composed and analytical. In contradiction, the Analytical have difficulties coping with the dramatic Relational. As such these behavioral orientations could cause frictions in the relationships and interactions. Basically, the Relational, who are friendly in nature tend to work out dissatisfactions with others as their emotional outbursts are shortlived. In short, the Relational actually means well. The fact is they want to be popular and well liked and they try to be pleasing and they do not mean to give anyone any trouble.

There are a lot of similarities between the Relational and Creative Relator. The Creative Relator is a combination of Relational + Openness. These personalities are extraverts just like the Relational. Yong (1999), describes them as emotional and enthusiastic, who are expressive with words. The Creative Relator can at times be self-centered and become least sensitive to others because they are so wrapped up in

themselves. The biggest flaw in these natured personalities are that, they are so involved with their own stories, that they do not notice the attention span of others and may talk way beyond the interest of the group. Others might tend to view them as attention seekers or too extravert and this leads to misconceptions. Littauer (1999), says that the Popular Sanguine (the Relational) may blend easily with the Peaceful Phlegmatics (Neutral). She adds on that the combination of double portions of humor with easy going natures make the Popular Sanguine/ Peaceful Phlegmatics (Relational + Neutral) the best friends. Littauer (1999), explains, "their warm, relaxed natures are appealing and people love to be with them. Peaceful Phlegmatics tempers the ups and down of Popular Sanguine, while Popular Sanguine personality brightens up Peaceful Phlegmatics " (pg. 145).

In this research, the case study on Creative Relator showed that she related very well with her colleagues, for she was filled with fun and vivacity. She projected herself as vivacious and high spirited. Thus some teachers viewed her vociferous and others viewed her a vibrant personality.

The Creative Relator is often viewed as strange and unusual due to their individualistic ways. Thus, they are insensitive to how others perceive them. In this manner, the Decisives who have little patience and who are easily irritated (Yong, 1999) might find the Creative Relator too frivolous and fanciful in their behavior. The Analytical might clash with the Creative Relator for they can not withstand their extreme overtness in expression. If the Creator Relator lives on praises and compliments the Analyticals strive for structure and system and do not display volatile emotions.

The behavioral manifestation of personality is reviewed in the limelight of the types and traits model. Endler and Magnusson (1976), have stated that “Although the various traits theorists do not agree as to the specific structure and content of traits, they do agree that traits are latent dispositions that account for consistencies in behavior across a wide variety of situations. Thus, the behavior can be explained in terms of traits” (pg. 6).

Thus, the study of personality profile on teachers using the trait theory displays the behavioral orientations of individuals.

5.2 Limitations of the Study

The research concentrates on the personality profile based on the traits and types theory. The descriptions of personality outlines the characteristics of certain behavioral orientations using the Leonard Personality Inventory (1999). Thus, the researcher reviews the personality profile using descriptions which confines a person’s total behavior. The study highlights the five main behavioral orientations namely Openness, Neutral, Analytical, Relational, Decisive and a combination of behavioral orientations. The focus of the study is to outline the strengths and weaknesses in the behavioral orientations and to highlight the interactional predispositions of a particular behavioral orientation.

Since the study was only to unveil the traits in a behavioral orientation a few areas were not developed. One such aspect is in relating to the determinants of sources of behavior such as Heredity and Trait Origins. Stagner (1965), states the role of heredity and biological characteristics which are related to differences in

personality traits that individuals differ as a result of innate conditions irrespective of environmental influences (pg. 363).

Thus, Stagner (1965), concludes that; (i) heredity weighs more heavily than environment in determining such traits as cyclothymia (easygoing, warmhearted, expressive) versus schizothymia (inflexible, cool, reserved); (ii) heredity is more influential as regards what Cattell calls “adventurous cyclothymia” (liking to meet people, kindly, impulsive) versus “withdrawn schizothymia” (shy, timid, hostile, secretive, inhibited); and (iii) heredity is more potent in determining intelligence (pg. 366).

Herein, the research did not review biological factors in relating to the personality development.

Secondly, the behavior was not reviewed in the context of environment. Pervin (1970), indicates that “behavior is a function of the interactions between individuals and environments” (pg. 547). Based on Murray’s Theory (1938), Pervin (1970) analyses that “an individual could be measured in terms of his needs for achievement and an environment could be measured in terms of its potential for satisfying or frustrating the need of achievement” (pg. 548). Herein, the limitation is, the research did not study how an individual performs which depends on the relationship between the personality and the environment in which he/she encounters.

However, the focus of the research is to analyze the traits of the behavioral orientations and their interactions. The study of understanding personality as Allport (1961), reviews is “the ability to judge others is not general, nor is it altogether narrow and specific. It seems that some are gifted in “sensitivity to the generalized

other”, in knowing universal and group norms; they can predict well how typical members of a subculture will believe. Others are gifted in “interpersonal sensitivity”, in recognizing the individuality of pattern” (pg. 521).

Herein, this research is purely on identification of traits in behavioral orientations and how it facilitates their interactional predispositions with others.

5.3 Conclusion

The study of personality profile of teachers, has shown the types of behavioral orientation a personality has. The study was to highlight the characteristics in a certain behavioral orientation mainly the strengths and weaknesses.

The research identified the unique patterns of traits in each behavioral orientation, its distinctive features, and how the personality enhances their behavioral styles.

The case-studies in the research had a close resemblance to the descriptions given in the Leonard Personality Inventory (1999). The teachers in this study were in the Neutral behavioral orientation and had a combination of other behavioral orientation exemplified them as agreeable, easy-going, flexible and caring personalities. Basically, the research showed that the teachers were not dominant or decisive. It must be noted that the behavioral orientation of Decisive was not dominant among the teachers in this research. The qualities of the Decisive are shown as competitive, impatient, powerful, authoritative, assertive (Yong, 1999) and such behavioral orientations were not seen in this research. Though there was a combination of Analytical and Relational, the Decisive was not to be seen in this

case. On the whole, the findings only exemplify the nature of the teachers as introverts and people-oriented.

The behavioral orientation displayed by the cases also ascertained the nature of the personality, exhibiting their characteristics. For example, as in the case of the Relational, the extraversion helped them to mingle, socialise with others. This enables them to relate easily to others. At the same time, others might find them too expressive in nature or people friendly.

In conclusion, one should view the person as a whole, in the context of situation and environment. The make-up of an individual is complex, for it deals with the human beings. Allport (1961), words it beautifully stating “. . . personality is well-enough knit to quality as a system- which is defined merely as *a complex of elements in mutual interaction*” (pg. 567).

5.3.1 Recommendations for Future Research

The following are some suggestion for future studies. First, to analyze personality traits in different age groups, gender and ethnicity. Second to review the changes in behavioral orientations and development in the same samples in a longitudinal study.