

Personality Type and Emotional Intelligence of Prospective Teachers

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ABSTRACT

The present study was designed to explore the Myers-Briggs Type Inventory (MBTI) and emotional intelligence of prospective teachers. The population of the study consisted of B.Ed and M.Ed programs of public and private sector universities and degree awarding institutions of Rawalpindi and Islamabad. The Myers-Briggs Type Inventory (MBTI) and (Schutte et al.'s, 1998) emotional intelligence scale were administered to prospective teachers. 120 Prospective teachers were selected by using random sampling technique. Statistical package for social sciences (SPSS-X) software was used to analyze the data in this study. Such as mean, standard deviation, frequency, percentages, standard error mean, alpha coefficient were used. The results show that the group under study possessed high Emotional Intelligence. This study found ISTJ type as dominating type among prospective teachers.

Keywords: Myers-Briggs personality type, Emotional intelligence, Prospective teachers

INTRODUCTION

World is changing so rapidly that this change strike each and every field of life like teaching. World of knowledge is also affected by this change. Teaching is a key element in producing change in this world of knowledge as teaching is a prime profession. Under these circumstances teaching is even more complicated job which demands a lot more professionalism than any other profession as the development of any nation depends on this. As every individual is unique in nature likewise every teacher is distinctive from rest of the others. There are number of factors that differentiate one teacher from others like his/her personality, attitude, intellect, teaching approach and how sound his/her emotional intelligence is. Upon the status of teacher the whole building of school reputation and student accomplishment lies. In this Scenario personality and emotional intellect of any teacher found mainly vital.

Personality is known as a structured set of distinctive features or characteristics that an individual preoccupied which made him unique within his thoughts, inspiration and actions at different conditions. Emotional intelligence is defined as an individual ability to have knowledge about one's own emotions as well as the other people present in his surroundings. Emotions are considered as feeling either positive or negative in nature. Our emotion may affect our decision making process. Negative emotion may lead us toward dissatisfaction and disagreement that might affect others. For example a nurse with negative emotional state never exhibit empathy toward his client. Likewise a teacher with unlikable facial sign cause lack of inspiration or may also affect the teaching learning process.

Teacher with strong personality and high emotionally intelligence could be predicted as a good guider and facilitator than those who has possess low emotional intelligence. There is a great need for those teachers who has healthy personality along with emotional intelligence to set in motion our learning process. New generation has new sort of problems with them, teacher in such condition need to be very well aware of all these problems to encounter them. Teacher with his subject specialties and teaching skills must have the knowledge of emotions such as emotional understanding, willpower and hopefulness.

There were number of studies carried out to investigate the personality and emotional intelligence potential of teachers. In Pakistan these sorts of researches fail to get researchers attention. Proposed piece of writing contain a summary of MBTI and emotional intelligence scale and review the available related literature that apply MBTI and emotional intelligence scale in order to examine the prospective teacher personality and emotional intelligence connected with effective teaching. The current research investigates prospective educator personality type by the use of MBTI and emotional intelligence.

LITERATURE REVIEW

Personality is the pattern of thoughts, feelings, and behaviors that make a person unique. Personality is the habitual patterns and qualities of behavior as expressed by physical and mental activities and attitudes. (Carter & Izumo, 2001)

The MBTI is a self-report, personality type indicator widely used in the behavioral science and organizational literatures (Gardner & Martinko, 1996). The MBTI questionnaire measures four personality dimensions based on Jungian typology: introversion-extroversion, sensation-intuition, thinking-feeling, and judging-perceiving. Extroverts are described as focused on and energized by people and the world outside them, whereas introverts are focused on and energized by their inner world, of ideas, concepts, and feelings (Gailbreath, Wagner, Moffett, & Hein, 1997). The sensation type of person pays attention to sensory details. Such people risk becoming so focused on the details of a situation that they tend to miss the big picture (Cloninger, 2000). In contrast, the intuitive person tends to make inferences and grasps the big picture. However, the intuitive type often does not know why he or she understands the big picture (Wippich, 1994). The thinking-feeling dimension refers to ways of making decisions. Feeling people make judgments based on their and others' emotions. They tend to make choices based on what will benefit the emotional well-being of themselves and others. Thinking people make decisions based on logic, principles, and reasons, even if the decisions are associated with negative affect (for themselves or others). The judging types include people who actively process, transform, and organize mental life, whereas perceiving people include those who receive information passively.

The Myers-Briggs Type Indicator (MBTI), with its four well-known dichotomous personality dimensions (i.e., Extroversion vs. Introversion, Intuition vs. Sensing, Thinking vs. Feeling, and Perception vs. Judging), has been used frequently to describe the personality characteristics of teachers as a whole. (Lawrence, 1979), for example, reported MBTI test results on 5,366 teachers. Without specifying level of specialization (elementary, secondary, etc.), Lawrence concluded that the primary MBTI typology for educators was Extroversion-Sensing-Feeling-Judging (ESFJ) because 52% of the sample reported themselves to be Es (Extroverted as opposed to Introverted); 52% were Ss (Sensing as opposed to Intuitive); 63% were Fs (Feeling as opposed to Thinking); and 63% were Js (Judging as opposed to perception).

Lawrence's findings only partly supported the earlier assumption by (Keirsey & Bates, 1978) that teachers are predominantly Extroversion-Intuition Feeling-Judging (ENFJ) while study of (Stephen Rushton, Tanice Y. Knopp & R. Lee Smith 2006) found that class discussion, and supporting of divergent thinking would be typical classroom strategies seen in an ENFP teacher. (Sears et al., 1997) examined the typologies of 1281 pre-service teachers in the USA to determine if particular characteristics were associated with effective teaching. They observed a difference between the elementary pre-service students and their secondary counterparts. Students inclined toward the elementary level were more often Sensing, Feeling, and Judgment (-SFJ) profiles with no particular favoritism on the E-I scale. While secondary teachers inclined toward NTJ type.

(Hinton & Stock burger, 1991; Marso & Pigge, 1990) reported that the most common type among pre-service teachers was ESFJ. More recently, (Reid, 1999) sampled 189 Florida elementary teachers and concluded that 57.7% preferred both S and J. And, similar to the larger sample discussed above, the second most favored combination in Reid's study was SF at 55.0%. The ISFJ profile, therefore, accounted for 29.6% of the total teachers. In contrast, the least preferred, at 11.6%, was the NP combination, with the ENFP type accounting for only 5.3% of the sample. Therefore, it appears that the typical elementary teacher has a preference for both S and J and a combined ISFJ profile,

(Macdaid et al., 1986) reported that of 804 teachers, nearly 50% had a combined preference for S and J. The second most favored combination was SF (40.8%) and thus the most common type was ISFJ (17.9%). Of four possible combinations, the third least likely to be found in elementary school teachers was NP (17.8%). In the Macdaid et al. sample, only 10.2% were ENFPs. In a notable exception to describing all teachers as a group, (McCutcheon, Schmidt, & Bolden, 1991) administered the MBTI to 79 student teachers at the elementary and secondary levels. They found that E-S-F-J was the dominant type among elementary teachers, but not among secondary teachers.

Emotional intelligence is the "ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey & Mayer, 1990).

Thorndike was one of the first who identified the aspect of emotional intelligence which he called "social intelligence". The work of Thorndike was by and large overlooked and not regarded as significant until in 1983 when Gardner began to write about "multiple intelligence" (Cherniss, 2000).

A recent definition includes the various ways in which emotions may be monitored, through the ability to perceive, use, facilitate and understand emotions, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey 1997). Proponents of the EI concept argue that emotional intelligence

affects people's physical and mental health as well as career achievements (Goleman, 1998). The famous publication "Emotional Intelligence" by (Goleman, D., 1995) has made the term emotional intelligence a distinguished concept. He wrote that emotional intelligence is the most powerful and influential factor of success as compared to intelligence quotient. (Bar-On, 1996) has defined this term of emotional intelligence as an ability which helps a person in dealing effectively with his/her own feelings and the feelings of the people around. (Bloom, 2000) points out that EI indicates the individual's potential regarding certain components, consisting of specific knowledge, abilities and skills with regard to emotional aspects. An emotionally capable person learns how to use emotions and emotional content. It also means that EI can be acquired and that it is not something that cannot be changed.

Several models of emotional intelligence exist like:

- Ability EI model (Mayer, J.D., & Salovey, P. 1997).
- Mixed models of EI (usually subsumed under trait EI) (Kluemper, D.H., 2008; Martins, A.; Ramalho, N.; Morin, E. 2010).
- Bar-On model (Bar-On, R. 2006),
- Trait EI model (Petrides, K.V., Pita, R., Kokkinaki, F. 2007).
- Schutte Emotional Intelligence model -SEIS (Schutte et al., 1998)

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment (Mayer, J.D & Salovey, P. 1997). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions.
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Mixed model is introduced by Daniel Goleman which focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

1. Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
2. Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness – the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. Relationship management – the ability to inspire, influence, and develop others while managing conflict. (Goleman, D. 1998)

Bar-On model defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy Bar-On hypothesizes that those individuals with higher than average EQs are in general more successful in meeting environmental demands and pressures. (Bar-On, R., 2006).

Trait EI model is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self-report, as opposed to the ability-based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. (Petrides, K.V., Pita, R., Kokkinaki, F. 2007).

Schutte Emotional Intelligence model –SEIS (Schutte et al., 1998) consists of 33 items responded to on a 5-point Likert scale. Its psychometric properties have been scrutinized in several papers. It has been used extensively in the literature and can be employed as a short measure of global trait EI (Schutte et al., 2001).

Overall speaking, researchers appear to build up consensus that EI should be an individual's ability in dealing with emotions and its domains should include the following four dimensions (1) Appraisal and expression of emotion in the self: this relates to an individual's ability to understand their deep emotions and be able to express them naturally. People who have high ability in this area will sense and acknowledge their emotions well before most people. (2) Appraisal and recognition of emotion in others: this relates to an individual's ability to perceive and understand the emotions of the people around them. People who are high in this ability will be much more sensitive to the feelings of emotions of others as well as reading their minds. (3) Regulation of emotion in the self: this relates to the ability of a person to regulate their emotions, thus enabling a more rapid recovery from emotional climax and distress. A person who has high ability in this aspect is able to keep their behavior under control when they have extreme moods. (4) Use of emotion to facilitate performance: this relates to the ability of a person to make use of their emotions by directing them toward constructive activities and personal performance. A person with great ability in this area maintains positive emotions most of the time. They make the very best use of their emotions to facilitate high performance in the workplace and their personal lives (Davies, Stankov & Roberts, 1998; Mayer, Caruso & Salovey, 2000a; Law, Wong & Song, in press).

(Justice & Espinoza, 2007) have surveyed one-sixty beginner teachers by using emotional skills assessment process and they have concluded that these teachers need to develop their emotional intelligence skills such as sympathy, empathy, self esteem, decision making, and stress management. In this way the beginner teachers will be able to meet the demands of varied classroom atmosphere and can be assured a longer teaching career.

In a study conducted with first-year college students who were planning to become teachers, (Elkins & Low, 2004) identified a clear need to develop emotional intelligence skills among teachers.

(Goad, 2005; Justice, 2005) have indicated the importance and value of emotional intelligence in teacher preparation programs. According to their research, pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. They concluded that pre-service, new, and novice teachers could benefit from emotional intelligence training.

(Chirag Nagpal, 2009) found that most of the students have an average level of emotional intelligence among prospective teachers. The level of Emotional Intelligence of the whole group of teacher educators is observed to be slightly above average in the study of (Sreekala Edannur, 2010). (Singaravelu, 2007) found that Emotional Intelligence of student teachers was above average. Whereas (Singh, 2003) found that teachers need to be high in their Emotional Intelligence to be successful.

Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve thinking, identifying, managing, and expressing feelings, and choosing effective behaviors.

Education system cannot make progress without good teachers. Good learning environment can be produced through good teachers. A few researchers attempted to explore the personality type and emotional intelligence of prospective teachers in Pakistan. But such type study is still a quarry to researchers' slackness in Pakistan. This study aims to explore MBTI personality type and emotional intelligence of prospective teachers.

METHODOLOGY

Population was comprised of all B.Ed and M.Ed students enrolled in 2012 at Islamabad and Rawalpindi institutes. 120 prospective teachers from various universities and institutes were randomly selected. MBTI inventory developed by Isabel Briggs Myers and Katherine Briggs include four personality dimension namely as; Extroversion(E)/Introversion(I), Sensing(S)/Intuition(N), Thinking(T)/Feeling(F), Judging(J)/Perceiving(P) was used to measure their personality type. 0.74 was the value of reliability coefficient of MBTI inventory.

Schutte Self Report Emotional Intelligence Test (SSEIT) was use to measure level of emotional intelligence. SSEIT consist of 33 items, 5 point Likert scale was use to assess the degree of agreement or disagreement toward statement of prospective teacher started from strongly disagree to strongly agree. Higher score on the EI scale indicate high level of emotional intelligence. 0.93 was reliability of EI scale.

Design of research is descriptive. Data was analyze(mean, standard deviation, frequency, percentages, standard error mean, alpha coefficient) by the help of Statistical package for social science (SPSS).

RESULTS

Table 1: Alpha Reliability Coefficient of MBTI and EIQ

Variables	Scale	Alpha Coefficient
MBTI	70	.74
EIQ	33	.93

Table 1 describes the Cronbach's Alpha reliability estimates of MBTI and EIQ. The data demonstrated that both subscales are highly reliable.

Table2:Inter-scales correlation of the subscales of EIQ

Subscales	Perception of emotion	Managing own emotion	Managing other emotion	Utilization of emotion
Perception of emotion	.79			
Managing own emotion		.90		
Managing other emotion			.40	
Utilization of emotion				.88

Table 2 depicts the inter-scales and total scale correlations of the subscales of EIQ which show that that all subscales of EIQ are positively correlated with each other and correlation ranges from .40 to .90. The highest inter-scales correlation exists between managing own emotion and utilization of emotion whereas the lowest correlation exists between managing other emotions.

Table3:Inter-scales correlation of the subscales of MBTI

Subscales	Cronbach's coefficient alpha
Extroversion-Introversion	.86
Sensing-Intuition	.75
Thinking-Feeling	.69
Judging -Perceiving	.84

Table 3 shows the inter-scales and total scale correlations of the subscales of MBTI which show that that all subscales of MBTI are positively correlated with each other and correlation ranges from .69 to .86. The highest inter-scales correlation exists between Extroversion-Introversion and Judging -Perceiving whereas the lowest correlation exists between Thinking-Feeling.

Table 4: Mean S.D. and SEM of the scores of emotional intelligence among prospective teachers.

Variable	Number of Students	Mean	S.D	SEM
Emotional Intelligence	120	96.58	9.27	.85

Table 4 shows that most of the prospective teachers have high level of emotional intelligence among prospective teachers. The mean and S.D. of emotional intelligence are 96.58 and 9.27 respectively. The standard error of mean is 0.85.

Table 5: Personality Types of prospective teachers on the Myers-Briggs Type Indicator

Personality type	Frequency	Percentage
Extroversion	50	42
Introversion	70	58
Sensing	95	79
Intuition	25	21
Thinking	75	62
Feeling	45	38
Judging	89	74
Perceiving	31	26

Table 5 shows that on the Extraversion-Introversion (EI) dimension, 58 % of the subjects were I, on the sensing-intuition (SN) 79% were S. On the Thinking-Feeling (TF) dimension, 62% were T while on the judging-perceiving (JP) 74% were J.

Table6: Frequency and Percent of MBTI Personality Type Profiles (N= 120)

Sr.no	Personality profile	Frequency	Percent
1	ISTJ	35	29
2	ENFP	22	18
3	ESTJ	18	15
4	ESTP	6	5
5	ESFP	6	5
6	ISFP	6	5
7	INFP	5	4
8	INTP	5	4
9	INTJ	4	3
10	ISTP	4	3
11	INFJ	2	2
12	ENTP	2	2
13	ISFJ	2	2
14	ESFJ	1	1
15	ENTJ	1	1
16	ENFJ	1	1
Total		120	100

Table 6 reflects all 16 personality type profiles measured by the MBTI. The most common profiles of prospective teachers were ISTJ (29%), ENFP (18%), and ESTJ (15%). Nearly 62% of the prospective teachers had a profile of ISTJ, ENFP, or ESTJ. The least common profiles were ESFJ (1%), ENTJ (1%) and ENFJ (1%).

MAJOR FINDINGS AND DISCUSSION

Reliability of MBTI was found .74 alpha coefficients and for EIQ it was found .93. Statistical analysis of data revealed that subscales of MBTI are positively correlated and subscales of EIQ are also positively correlated. This explains that both instruments used in the study were highly reliable. In present study respondents scored higher on emotional intelligence. Findings of present study are consistent with (Sreekala Edannur, 2010), (Singaravelu, 2007),(Chirag Nagpal.2009) while inconsistent with the study of (Singh Dalip 2003).

Respondents of this study scored 58% (I) on the dimension of Extraversion-Introversion (EI), on the sensing-intuition (SN) 79% were S. On the Thinking-Feeling (TF) dimension, 62% were T while on the judging-perceiving (JP) 74% were J. The most common MBTI personality type profile categories of the prospective teachers were ISTJ, ENFP and ESTJ. Smaller numbers of the remaining MBTI personality type profile groups have been represented in the data. (Fairhurst & Fairhurst, 1995) summarize the ENFP as are energetic and enthusiastic teachers. They often stimulate students to seek out what is unknown and make it known. They promote imagination and creativity in their classrooms through many different kinds of activities. Their students usually feel that their ENFP teachers understand them and help them to deal with their personal problems. ENFP teacher has a desire for the dramatic and will create stimulating and novel lectures. Yet, they will always be

mindful and sensitive to the individualities of their students. Upon entering an ENFP's classroom one would notice a wide range of teaching strategies such as class discussions, class and team building activities, cooperative learning strategies, and an emphasis placed on divergent thinking.

(Clark & Guest, 1995) suggest that certain personality characteristics will be required for tomorrow's classrooms. The ISFJ and other permutations of this type (i.e., ESFJ, ESTJ, ISTJ) have been referred to as the "Stabilizers" or "Traditionalists" in the teaching profession. Characteristics of ESTJ include being practical, realistic, matter-of-fact, and with a natural head for business or mechanics. ESTJ individuals are not interested in subjects which they see no use, but can apply themselves when necessary. Individuals with an ESTJ personality type profile like to organize and run activities. ISTJ includes seriousness, quiet, and earn success by concentration and thoroughness. Findings of present study are consistent with (Lawrence, 1979), (Fairhurst & Fairhurst, 1995), (Clark & Guest, 1995), (Stephen Rushton, Tanice Y. Knopp & R. Lee Smith 2006).

CONCLUSIONS AND RECOMMENDATIONS

A teacher with sound personality and high emotional intelligence is well aware of student need and easily tackle the unusual challenges take place in the daily classroom situation. For this emotional intelligence as subject should be included in the teacher training programs in order to meet the challenges of diverse student force, that is how a new horizon for instructor education will be developed.

Present study will be useful for instructor, trainers, teachers, experts, curriculum developer, researcher and psychologists. Future research should be planned at large field. Student emotional intelligence should be assessed at the initial stage in order to plan a comprehensive and effective teacher education program. Prospective teacher's personality dimension and level of emotional intelligence should be measured both qualitatively and quantitatively on each level.

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