The Personality of Students Studying the Social Etiquette and Personality Development Course by Myers Briggs Type Indicators (MBTI) Theory

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Abstract

This study aimed to 1) investigate the personality of students according to the Myers-Briggs Type Indicator (MBTI) personality classifications, and 2) compare the personality patterns of students classified by the entrance examination channels and domiciles. The subjects in this study comprised eighty-five students taking the social etiquette and personality development course in class A1, during the first academic semester of 2014. The psychological personality test, (MBTI) Myers-Briggs Type Indicator, was used as a research tool and was provided through the Human metrics Jung Typology Test™ Instrument website. The data analysis was conducted in terms of percentage and frequency of distributions.

The findings revealed that twelve patterns of students' personality were found from all sixteen patterns. These patterns were divided into seven revealed personality patterns consisting of ESFP, ESTP, ESTJ, ESFJ, ENFP, ENFJ and ENTJ, and five concealed personality patterns consisting of ISTJ, ISFJ, INFJ, INTJ and INFP. The most prevalent revealed personality was ESFJ, followed by ENFJ, while the most prevalent concealed personality was INFJ. With reference to a comparison between the personality traits and the entrance examination channels, the students who passed with the Admission were more than those who took the entrance examination. The equally represented revealed personality patterns were found in both groups. In relation to a comparison between the personality traits and the domicile, most students were from the northeastern region of Thailand. The revealed personality patterns were found in every region, except the southern and the eastern regions. In conclusion, the results of this study can be used for the students' personal and social development in order that they can be the people with the right personality according to their profession.

Keywords: personality, theories of Myers Briggs Type Indicators, the Admission

Introduction

Personality is an important indicator of students' adjustment ability, especially the first year students who must spend their time studying four or five years in the university before they find a job after graduation. Therefore, the teachers need to understand the students' personality by using four-dimension personality analysis consisting of world vision, information perception, decision making, and living in a society. Also, the students' background should be taken in consideration such as domiciles, former schools, and entrance examination channels. The analysis of these data will be beneficial to the student guidance and behavior development so that they can conduct their lives appropriately in accordance with the rules of the university and society.

The psychological personality test, Myers-Briggs Type Indicator (MBTI) was used in this study. It was constructed and developed by Isabel Briggs Myers (1990). They studied and applied the concept of personality from Carl G. Jung (1939). a psychologist and psychological analyst who created Perception and Judgment Theory, which is in a psychological type. It is believed that variety and differences can be found in human behavior. In fact, human behaviors happen systematically and consistently in accordance with human perception and decision. MBTI divides the personality traits into four dimensions, each of which shows two opposite traits of personality (Myers, McCaulley, Quenk and Hammer (1998). as the following:

1. The dimension of world vision focuses on Extraverts-E and Introverts-I.

2. The dimension of information perception focuses on the five senses of perception, often happening in the real world (Sensing-S) and anticipation or linkage of past experience, often happening in the imagination (Intuition-N).

3. The dimension of making decision focuses on value of principles and reasons (Thinking-T), and value of feeling (Feeling-F).

4. The dimension of living in a society focuses on following the rules seriously, often judging in advance (Judgment-J) and performing flexibly in relation to situations, often being opened to perceive the information.

The results of this study provide information about the students' personality in order to develop their personal and social characteristics for their right personality. The teachers can also use the results to arrange the teaching and learning activities to address individual differences.

Research Methodology

This study consisted of survey research to investigate the personality of students according to the Myers-Briggs Type Indicator (MBTI) personality classifications. The populations of this study were eighty-five first-year students from Suan Dusit Rajabhat University who were enrolled in the section A1 of the Social Etiquette and Personality Development course during the first semester of the 2014 academic year.

The populations comprised seventy-nine females and eight males. The Myers-Briggs Type Indicator personality test, consisting of seventy-two items, was used as the study tool; the test was delivered through the Human metrics Jung Typology Test™ Instrument website. This test contains sixteen patterns of personality and provides immediate data analysis of results upon completion.

The data was analyzed using a descriptive method in relation to the MBTI and conducted in terms of frequency and percentage to distinguish the students' personalities.

Results and Discussion

The findings revealed that twelve patterns of eighty-five students' personality were found from all sixteen patterns. These patterns were divided into seven revealed personality patterns consisting of ESFP, ESTP, ESTJ, ESFJ, ENFP, ENFJ and ENTJ, and five concealed personality patterns consisting of ISTJ, ISFJ, INFJ, INTJ and INFP.

Sixty-eight students (80%) had revealed personality patterns while seventeen of them (20%) had concealed personality patterns. The most prevalent revealed personality was ESFJ (37.79%), followed by ENFJ (27.00%), while the most prevalent concealed personality was INFJ.

The majority of the subjects used in this study came from the northeastern region of Thailand (41%), followed by the central region (22%) and the northern region (20%). The rest came from the eastern, the southern, and the western regions, respectively. In relation to a comparison between the personality traits and the domicile, both revealed and concealed personality patterns were found in every region, except the southern and the eastern regions. Also, the revealed personality was found most.

With a reference to the entrance examination channels, it was found that forty-five students entered the university by the admission system (53%) and forty students passed the entrance examination (47%). The number of students entering the university by the two channels was not entirely different because of the university policy about student recruitment plan. No difference of personality traits was found between both groups and most of them had revealed personalities.

The findings revealed that the twelve patterns of students' personalities were found from all sixteen patterns except ISTP, ISFP, INTP, and ENTP. These patterns were divided into five concealed personality patterns consisting of ISTJ, ISFJ, INFJ, INTJ and INFP, and seven revealed personality patterns consisting of ESFP, ESTP, ESTJ, ESFJ, ENFP, ENFJ and ENTJ. Each pattern of personality can be described as the following:

The five concealed personality patterns;

Pattern 1 - ISTJ: calm, serious, straightforward, hard-working, pay attention to the details, and monitoring the results

Pattern 3 - ISFJ: silently friendly, humble, determined, and dependable

Pattern 5 - INFJ: courteous, calm, conscientious, diligent, seeking reconciliation and persisting in principles and ideal

Pattern 6 - INTJ: undependable, determined, self-being, driving himself and the people beside him to achieve the goals

Pattern 7 - INFP: arrogant, courteous, curious, artistic, broad-minded, idealist, and working alone

The seven revealed personality patterns;

Pattern 9 - ESFP: friendly, outgoing, communicative, and compassionate

Pattern 10 - ESTP: easygoing, energetic, risk-loving, challenge-loving, and recklessly

Pattern 11 - ESTJ: reasonable, purposeful, courage, and eager to be the leader

Pattern 12 - ESFJ: enthusiastic, warm, communicative, considerate and compassionate

Pattern 13 - ENFP: enthusiastic, imaginative, multitalented, communicative, considering possibility, and creative

Pattern 15 - ENFJ: cheerful, curious, friendly, considerate, compassionate, conscientious, being a good speaker and having leadership

Pattern 16 - ENTJ: creative, reasonable, working efficiently, straightforward, purposeful, and eager to be the leader

The revealed personality found most was ESFJ. This pattern of personality demonstrates the person who is kind, talkative, open-minded, careful, cooperative, enthusiastic, and helpful. Also, they can work very well if they receive positive reinforcement or praise and they pay attention to the concrete objects and the things affecting directly to life but they are not interested in the abstract objects or the things related to techniques. These are

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in accordance with the study of Srirawat (2013) which states that the ESFJ is considered a sensing judger person who is enthusiastic, warm, talkative, considerate, helpful, service-minded, and the study of whose research focused on the relation between MBTI personality pattern and learning achievement of students from nursing science faculty, Siam University, and indicated that students from nursing science faculty have the revealed ESTJ personality pattern.

However, the concealed personality found most was INFJ. This pattern of personality demonstrates these people are successful because of their perseverance, have creative thinking, try their best for their work or desires, feel careful but considerate, pay respect to organization principles, respect other people, accept their mistakes in order to solve them for the benefits of society, have good work management, know well how to translate their vision to implementation, and follow their feelings and intuition. These are related to the study of who investigated the personality of guidance club students in Mattayom 4, Thonburi Assamchan School. The results of the study showed that the INFJ, ISFJ, and ISFP were found most.

With reference to an analysis of MBTI personality dimensions, it was revealed that the personality of students was considered in the group of sensing judger. Those in this category are eager to be useful to the others, like to offer service, hold responsibility for their work, feel sincere, love their family, remain conservative to their customs and traditions, like the system, like planned procedures, feel concerned about the future, and sometimes think they are disadvantaged. Furthermore, they were grouped in intuitive feeling. The personality of the people in this group is characterized by their search for their identity, imaginative thinking, warm sound to the others, paying attention to the interpersonal relations, sensitivity to critics, hope to see the better world, wish to see successful people, and look for the living improvement ways. It can be said that both groups of personalities are suitable to the students' profession because the people in the field of nursing must be considerate and eager to take care of the other people.

As related to the study of the results of study were designed for use in the following three areas:

1. Education; it can be used for developing learning and teaching regarding the students' personality differences in order to make better understanding between the teacher and the students. Also, in relation to the revealed personality of the students who have different domiciles and entrance examination channels, it can help the teacher get to know the students' characteristics so that the teacher can have guidelines to assist in planning activities in the next semester.

2. Occupational Guidance; it can be a tool that gives advice and assists consultations with the students and the teacher or the classroom advisor in order to help the students be able to conduct their lives to meet their profession appropriately or adjust themselves better for their profession.

3. Organizational Management; it can be a tool for selecting students for the faculty of nursing science in order to admit the students who are proper to their profession and ready to be the personnel of nursing organizations in the future.

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