
A Comparative Analysis of the Personality Patterns of Student Teachers in Teachers' Training Colleges and in University of Malaya

Koay Siew Luan
Pusat Pengajian Ilmu Pendidikan
Universiti Sains Malaysia

Rencana ini melaporkan suatu penyelidikan yang bertujuan untuk mencari profil personaliti yang lazim pada guru-guru pelatih dan menyiasat samada terdapat perbezaan ciri-ciri personaliti antara berbagai-bagai kumpulan guru-guru pelatih, relatif terhadap jantina, kelulusan akademik dan jenis latihan perguruan. Ujian 16 Faktor Personaliti Cattell (Borang A) telah diberi kepada 309 guru-guru pelatih dari 3 institusi perguruan di Malaysia. Ujian-F, Ujian-T dan Markah Purata Sten diguna untuk tujuan ini. Keputusan menunjukkan perbezaan yang penting antara pelatih lelaki dan perempuan terhadap 7 daripada 16 markah faktor; antara pemegang sijil SPM dan STP pada 2 markah faktor dan antara pelatih Maktab perguruan dan Universiti pada 5 markah faktor. Kejupaan ini membuktikan yang guru-guru pelatih itu mempunyai personaliti purata pada hampir seluruh 16 faktor kecuali berkecenderongan atas purata pada faktor emosi yang sensitif, syak dan ragu dan bawah purata terhadap kecenderongan pada kesetabilan emosi dan riang gembira.

Teaching is often labelled and misconstrued as a relatively easy profession by many who are not directly involved in this field of work. Yet, if one were to consider from the standpoint of the value and responsibility involved, teaching is probably the most difficult and important of all the professions. It appears to claim the largest personnel and it seems to be unsurpassed by any other profession in its far reaching effects on the society. Indeed, one cannot deny that the seeds sown by the behaviour of classroom teachers all over the land today are harvested in the citizens of tomorrow!

Reviews of research literature show that personal characteristics of teachers take perennial interest of those concerned with teaching because of its great influence and learning situations (Barr, 1952; Getzels, 1963; Lamke, 1951; Ryans, 1959; Walberg, 1968). Indeed the teacher's personality is contagious for he brings his complete set of characteristics into the school setting. "Not only do we teach what we know, we teach what we are" (Samler, 1960, Pg. 59). The pupils learn what the teacher is, imitate his behaviour, quote his statements, reflect his convictions and absorb his attitudes. It may be his personality more than what he knows or what methods he uses which can determine the rate and direction of growth of his pupils.

Since the teacher has a social duty in his professional responsibilities, it appears that only persons of ability and personality should be selected to enter the teaching profession. Hence, a problem of paramount importance in teacher education is that of selecting from the many applicants for the teaching profession those who will later be successful as teachers. Referring to the selection and preparation of persons to assume responsibilities in this most difficult and important of all the professions, Counts (1952, Pg. 463) said:

If the education of the young involves in some measures not only the fortune of the individuals, but also the future of our society and civilization, of our democratic institutions and free way of life, as it clearly does, then the selection and preparation of teachers should be recognized by all

as a major concern of the Republic, certainly as important as the production of material things or even the maintenance of the national defence. Indeed, if conceived in appropriate terms and with adequate vision, it is the most basic and decisive factor in survival and progress.

Indeed, the conception of the role of teachers presented here is challenging. To accept as "the most basic decisive factor in survival and progress" the selection and preparation of persons to play that role is to place on the shoulders of teacher educators a responsibility of moral significance, the responsibility of selecting those individuals who possess well-adjusted personalities, those who possess those personality traits desirable for success in teaching. Hence I feel that the selection procedure employed by the screening committee of any teacher training body should be such that it does not place the whole weight of emphasis on scholastic performance and language proficiency alone but that due consideration be also given to assessment of personality characteristics that will best suit the function of teaching. This is vital as the number and quality of teachers supplied by the teacher-training institutions, is crucial to the quantitative and qualitative development of schools such as in Malaysia. It is in the light of this that the author undertook a research to find out the personality characteristics of teacher trainees in three of the teacher training institutions in Malaysia. This paper reports on a portion of this research project.

Specifically, this study sought to discover the typical personality profile of Malaysian teacher trainees and to see the extent to which they possess those characteristics deemed important and desirable for a successful teaching career as reported by Burham (1946) Charter, Waples and Douglas (1929), Yould and Yoakam (1947), Ryan (1959), Strang (1953) and others. It was also an attempt to ascertain whether there were characteristic personality differences between the various groups of student teachers in Malaysia, relative to sex, educational attainment and type of teacher training institution and to make a comparative analysis of their personality profiles.

Four major hypotheses were put forward in this study. They are:

1. There is no significant difference in the personality profiles of male and female student teachers from the teachers' training colleges (TTC) and the University of Malaya (MU).
2. Holding sex constant, there is no significant difference between the personality profiles of student teachers who possess the Form Five qualification, that is, Malaysian Certificate of Education (MCE), and those who possess the Form Six qualification, that is Higher School Certificate (HSC).
3. There is a significant difference in the personality profiles of student teachers from the teachers' training colleges and those from the University of Malaya.

Hypothesis 3 is based on the rationale that the latter group being more conscious of being generally regarded as the "cream" of the country, having had the advantage of longer years of higher education and the privilege of being selected into the university and having undergone the rigours of university life, is expected to be older, more experienced, more confident and possessing better adjusted personalities.

The research was undertaken with the following assumptions:

1. that the subjects of this study responded honestly to the research instrument and that they are capable of revealing their ways of thinking, feeling and acting in certain situations.
2. that they understood the instructions and content of the personality tests.
3. that the sample studied constitute a representative of the similar population in Malaysia and
4. that the traits being studied are normally distributed in the population under consideration.

A major limitation in this study is the use of Cattell's Sixteen Personality Factor test to assess personality. As this is an American made test, precaution had to be taken into consideration when interpreting results of this test as the norms are of American setting.

Method

Subjects

The sample consisted of 93 first year students from Northam Road Teachers' Training College (36 males, 57 females) in Penang, 94 first year students from Language Institute (49 males, 45 females) and 122 Diploma in Education students from University of Malaya (29 males, 93 females), in Kuala Lumpur. Thus there was a total of 309 subjects (114 males, 195 females).

The ages of the subjects from TTC ranged from 18 to 29 years with a mean age of 21. The ages of the subjects in MU was from 22 to 29 years with a mean age of 24.

In terms of highest educational attainment, a total of 112 subjects possess only the MCE, 75 subjects possess the HSC while the 122 subjects from MU had Bachelors' degree.

About half of the total number of participants (52%) had no teaching experience prior to entry into the teacher training program while the rest had between less than a year to five years of teaching experience. The sample was considered to be representative in terms of geographic distribution as the subjects come from all the 13 states in Malaysia.

Instrument

Form A of Cattell's Sixteen Personality Factor Test (Cattell, 1957) was used on all subjects of this study to probe the type of personality they possess and the main dimensions along which they differ. The test consists of 187 items which are classified into 16 "source traits" of ability, temperament and character integration. The 16 variables are as follows:

- Factor A — Cyclothymia (Outgoing) versus Schizothymia (Reserved)
- Factor B — General Intelligence (More Intelligent) versus Mental Defect (Less Intelligent)
- Factor C — Emotional Stability (Emotionally Stable) versus General Neuroticism (Affected by Feelings)
- Factor E — Dominance (Assertive) versus Submission (Humble)
- Factor F — Surgency (Happy-Go-Lucky) versus Desurgency (Sober)
- Factor G — Positive Character (Conscientious) versus Immature Dependent Character (Expedient)
- Factor H — Adventurous Cyclothymia (Venturesome) versus Inherent Withdrawn Schizothymia (Shy)
- Factor I — Emotional Sensitivity (Tender-Minded) versus Tough Maturity (Tough-Minded)
- Factor L — Paranoid Schizothymia (Suspicious) versus Trustful Accessibility (Trusting)
- Factor N — Sophistication (Shrewd) versus Rough Simplicity (Forthright)
- Factor O — Worry Suspiciousness (Apprehensive) versus Confident Adequacy (Placid)
- Factor Q₁ — Radicalism (Experimenting) versus Conservatism of Temperament (Conservative)
- Factor Q₂ — Independent Self-Sufficiency (Self-Sufficient) versus Group Dependency (Group-Dependent)
- Factor Q₃ — Will Control and Character Stability (Controlled) versus Poor Self Sentiment Formation (Casual)

Factor Q₄ — High Nervous Tension (Tense) versus Low Nervous Tension (Relaxed)

The split-half reliabilities of the combined factor scores from Form A range from 0.50 to 0.88 (Median = 0.71). The test consists of a series of questions, each followed by positive responses of "yes", "?" and "no". The test is untimed.

Procedure

The 16 PF Test was administered in groups, class by class. Majority of the subjects took about an hour to do the test though some took as long as 90 minutes. The answer sheets were then hand-scored by applying two cardboard stencils (with punched holes) in succession to the answer sheet.

The mean raw scores of the various groups under study, classified in terms of sex and highest educational attainment, for each institution, were then converted into standard ten-point scores (stems) as given in the norm tables (Cattell & Eber, 1962). The stem scores were then transferred to the profile sheet and the marked points joined up.

Mean stem scores on the test were computed. The one-way analysis of variance technique (ANOVA) using the F-test, was employed to test the statistical significance of the difference between the variances of different sets of samples for each of the 16 personality factors. The t-test was applied to test further the difference between any group means. The .05 level of significance was chosen as the critical region to reject the hypotheses.

Results

The data (See Figure 1) reveals that the male and female student teachers differ significantly ($p < .01$) on five of the 16 factors. These are factors B (General Intelligence), E (Dominance), H (Social Boldness), I (Emotional Sensitivity) and Q₂ (Self-Sufficiency). On Two factors, Factor A (Warmth) and Factor L (Suspiciousness), the mean scores of the males and females differ at the .05 level. On these seven factors, therefore, the null hypotheses of no difference is rejected.

The Malaysian male student teachers appear to be average but slightly more outgoing, warm and friendly than the female student teachers.

The Malaysian female student teachers appear to be above average in intelligence and in suspiciousness. They tend to be more jealous, slightly more assertive and more self-sufficient than the male student teachers.

Generally speaking, from the profile sheet on the next page (Figure 2), it appears that the typical Malaysian student teacher personality, irrespective of sex, is average in friendliness (Factor A), intelligence (Factor B), submissiveness (Factor E), conscientiousness (Factor G), shyness (Factor H), practicability (Factor M), shrewdness (Factor N), radicalism (Factor Q₁), self-sufficiency (Factor Q₂), self-control and will power (Factor Q₃) and in nervous tension (Factor Q₄) based on American norms. However, the Malaysian student teachers are emotionally less stable (below average in Factor C), more serious and very much less talkative and less frank (below average in Factor F). They show above average protensive tendencies (Factor L) and tend to possess a suspicious and jealous nature, contemptuous of the average and decline to be generous in giving information to others in a test situation. In addition, the group appears to lack confidence and tends to be apprehensive, anxious, and worrying as indicated by the above average score in Factor L (Apprehensiveness).

In the light of previous research findings and literature, especially in America and Philippines on the personal characteristics identified with teachers, it does seem that this group of student teachers under study do possess some of the traits deemed desirable for teachers as reported by various researchers though on a marginal level as revealed by their average scores generally. These

Factor	STEN		LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN)										HIGH SCORE DESCRIPTION		
	M	F		← Average →												
	1	2		3	4	5	6	7	8	9	10					
A*	6	5	Reserved, Detached, Critical, Cool (Sizothymia)	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	Outgoing, Warmhearted, Easy-going, Participating (Cyclothymia)
B**	5.5	6.4	Less Intelligent, Concrete-Thinking (Lower scholastic mental capacity)	•	•	•	•	•	•	•	•	•	•	•	•	More Intelligent, Abstract-Thinking, Bright (Higher scholastic mental capacity)
C	4	5	Affected by Feelings, Emotionally Less Stable, Easily Upset (Lower ego strength)	•	•	•	•	•	•	•	•	•	•	•	•	Emotionally Stable, Faces Reality Calm (Higher ego strength)
E**	5	5.4	Humble, Mild, Obedient, Conforming (Submissiveness)	•	•	•	•	•	•	•	•	•	•	•	•	Assertive, Independent, Aggressive, Stubborn (Dominance)
F	4	4.2	Sober, Prudent, Serious, Taciturn (Desurgency)	•	•	•	•	•	•	•	•	•	•	•	•	Happy-Go-Lucky, Heedless Gay, Enthusiastic (Surgency)
G	5.6	5	Expedient, A Law To Himself, By-Passes Obligations (Weaker superego strength)	•	•	•	•	•	•	•	•	•	•	•	•	Conscientious, Persevering Staid, Rule-Bound (Stronger superego strength)
H**	5	4.7	Shy, Restrained, Diffident, Timid (Threctia)	•	•	•	•	•	•	•	•	•	•	•	•	Venturesome, Socially Bold, Uninhibited, Spontaneous (Parmia)
I**	6.8	5.7	Touch-Minded, Self-Reliant, Realistic, No-Nonsense (Harria)	•	•	•	•	•	•	•	•	•	•	•	•	Tender-Minded, Dependent, Over-Protected Sensitive (Premia)
L*	6.1	7.3	Trusting, Adaptable, Free Of Jealousy, Easy To Get On With (Alaxia)	•	•	•	•	•	•	•	•	•	•	•	•	Suspicious, Self-Opinionated, Hard To Fool (Protension)
M	6	5.5	Practical, Careful, Conventional, Regulated By External Realities, Proper (Praxernia)	•	•	•	•	•	•	•	•	•	•	•	•	Imaginative, Wrapped Up In Inner Urgencies, Careless Of Practical Matters. Bohemian
N	5.5	5.1	Forthright, Natural, Artless, Sentimental (Artlessness)	•	•	•	•	•	•	•	•	•	•	•	•	Shrewd, Calculating Worldly, Penetrating (Shrewdness)
O	7	6.4	Placid, Self-Assured, Confident, Serene (Untroubled adequacy)	•	•	•	•	•	•	•	•	•	•	•	•	Apprehensive, Worrying, Depressive, Troubled (Guilt proneness)
Q ₁	5.5	6.4	Conservative, Respecting Established Ideas, Tolerant Of Traditional Difficulties	•	•	•	•	•	•	•	•	•	•	•	•	Experimenting, Critical, Liberal, Analytical, Free-Thinking (Radicalism)
Q ₂	5.9	6	Group-Dependent, A "Joiner" And Sound Follower (Group adherence)	•	•	•	•	•	•	•	•	•	•	•	•	Self-Sufficient, Prefers Own Decisions, Resourceful (Self-sufficiency)
Q ₃ **	6.2	5.9	Casual, Careless Of Protocol, Untidy, Follows Own Urges (Low integration)	•	•	•	•	•	•	•	•	•	•	•	•	Controlled, Socially-Precise, Self-Disciplined, Compulsive
Q ₄	5	5	Relaxed, Tranquil, Torpid, Unfrustrated (Low ergic tension)	•	•	•	•	•	•	•	•	•	•	•	•	Tense, Driven, Overwrought, Fretful (High ergic tension)

* Significant at the 5% level

** Significant at the 1% level

———— Profile of the Male Student Teachers on the 16 P.F. Test

----- Profile of the Female Student Teachers on the 16 P.F. Test

Fig. 1. Personality Profiles of Malaysian Male and Female Teacher Trainees

Factor	Sten	Sten	LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN)										HIGH SCORE DESCRIPTION		
				1	2	3	4	5	6	7	8	9	10			
A	5.5		Reserved, Detached, Critical, Cool (Sizothymia)	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	Outgoing, Warmhearted, Easy-Going, Participating (Cyclothymia)
B	6		Less Intelligent, Concrete-Thinking (Lower scholastic mental capacity)	•	•	•	•	•	•	•	•	•	•	•	•	More Intelligent, Abstract-Thinking, Bright (Higher scholastic mental capacity)
C	4.5		Affected By Feelings, Emotionally Less Stable, Easily Upset (Lower ego strength)	•	•	•	•	•	•	•	•	•	•	•	•	Emotionally Stable, Faces Reality Calm (Higher ego strength)
E	5.2		Humble, Mild, Obedient, Conforming (Submissiveness)	•	•	•	•	•	•	•	•	•	•	•	•	Assertive, Independent, Aggressive, Stubborn (Dominance)
F	4.1		Sober, Prudent, Serious, Taciturn (Desurgency)	•	•	•	•	•	•	•	•	•	•	•	•	Happy-Go-Lucky, Heedless Gay, Enthusiastic (Surgency)
G	5.3		Expedient, A Law To Himself, By-Passes Obligations (Weaker superego strength)	•	•	•	•	•	•	•	•	•	•	•	•	Conscientious, Persevering Staid, Rule-Bound (Stronger superego strength)
H	4.9		Shy, Restrained, Difficent, Timid (Threctia)	•	•	•	•	•	•	•	•	•	•	•	•	Venturesome, Socially Bold, Uninhibited, Spontaneous (Parmia)
I	6.3		Touch-Minded, Self-Reliant, Realistic, No-Nonsense (Harria)	•	•	•	•	•	•	•	•	•	•	•	•	Tender-Minded, Dependent, Over-Protected Sensitive (Premsia)
L	6.7		Trusting, Adaptable, Free Of Jealousy, Easy To Get On With (Alaxia)	•	•	•	•	•	•	•	•	•	•	•	•	Suspicious, Self-Opinionated, Hard To Fool (Prötenion)
M	5.7		Practical, Careful, Conventional, Regulated By External Realities, Proper (Praxernia)	•	•	•	•	•	•	•	•	•	•	•	•	Imaginative, Wrapped Up In Inner Urgencies, Careless Of Practical Matters, Bohemian
N	5.3		Forthright, Natural, Artless, Sentimental (Artlessness)	•	•	•	•	•	•	•	•	•	•	•	•	Shrewd, Calculating Worldly, Penetrating (Shrewdness)
O	6.7		Placid, Self-Assured, Confident, Serene (Untroubled adequacy)	•	•	•	•	•	•	•	•	•	•	•	•	Apprehensive, Worrying, Depressive, Troubled (Guilt proneness)
Q ₁	6		Conservative, Respecting Established Ideas, Tolerant of Traditional Difficulties	•	•	•	•	•	•	•	•	•	•	•	•	Experimenting, Critical, Liberal, Analytical, Free-Thinking (Radicalism)
Q ₂	5.9		Group-Dependent, A "Joiner" And Sound Follower (Group adherence)	•	•	•	•	•	•	•	•	•	•	•	•	Self-Sufficient, Prefers Own Decisions, Resourceful (Self-sufficiency)
Q ₃	6		Casual, Careless Of Protocol, Untidy, Follows Own Urges (Low integration)	•	•	•	•	•	•	•	•	•	•	•	•	Controlled, Socially-Precise, Self-Disciplined, Compulsive
Q ₄	5		Relaxed, Tranquil, Torpid, Unfrustrated (Low ergic tension)	•	•	•	•	•	•	•	•	•	•	•	•	Tense, Driven, Overwrought, Fretful (High ergic tension)

Profile of Malaysian Teacher Trainees on the 16 P.F. Test

Fig. 2. Personality Profiles of Malaysian Teacher Trainees

desirable traits are self-sufficiency, resourcefulness (Gonzaga, 1971; Panlasigni, 1970; Yeager, 1939); conscientiousness, systematic and planful (Burnham, 1946; Panlasigni, 1970; Ryan, 1959); self-control (Vidal, 1971). However, the Malaysian student teacher personality appears to lack some other vital traits like emotional stability and dominance as reported by Gonzaga (1971), Gould and Yoakam (1947), Ryan (1959) and Yeager (1939). They tend to be easily upset, to worry, to be anxious and tensed. They also lack the adaptability traits reported by Charter, Waples and Douglas (1929) and Panlasiqui (1970). Instead, the samples possess the undesirable traits of suspiciousness and jealousy, not trusting and easy to get along with and is less generous in appraisals of behaviour and motives of others.

The student teachers with MCE and HSC qualifications differ significantly in Factor C (Emotional Stability) and Factor O (Worry and Apprehension). In general, the MCE male and female group combined, show greater divergence from the average personality pattern with greater tendencies to be emotionally less stable and easily upset, more suspicious and worrying, more serious and less talkative and shy as compared with the HSC group. (See Figure 3). The results suggest that on the whole, the HSC group appears to possess a slightly better adjusted personality than the MCE group.

The student teachers from the teachers' training colleges (TTC) differ significantly from those in the University of Malaya (MU) in Factors A (Warmth), E (Dominance), L (Suspiciousness), Q (Racialism) and Q₂ (Self-sufficiency). Both groups are average in dominance with the TTC group showing greater tendencies to be assertive and aggressive as revealed by their slightly higher score on that factor (Figure 4).

On the contrary, the MU group appears to be slightly more shrewd, experimenting and critical, and self-sufficient, possessing better self-discipline and self-concept as shown by their average but significantly higher scores on Factors Q, and Q₂ respectively.

It appears therefore, that the MU group as a whole possesses a much more wholesome and better-adjusted personality, more similar to the American normative group (college students) than the student teachers from the two teachers' training colleges, who tend to be more jealous, suspecting and possessing greater tendency to worry.

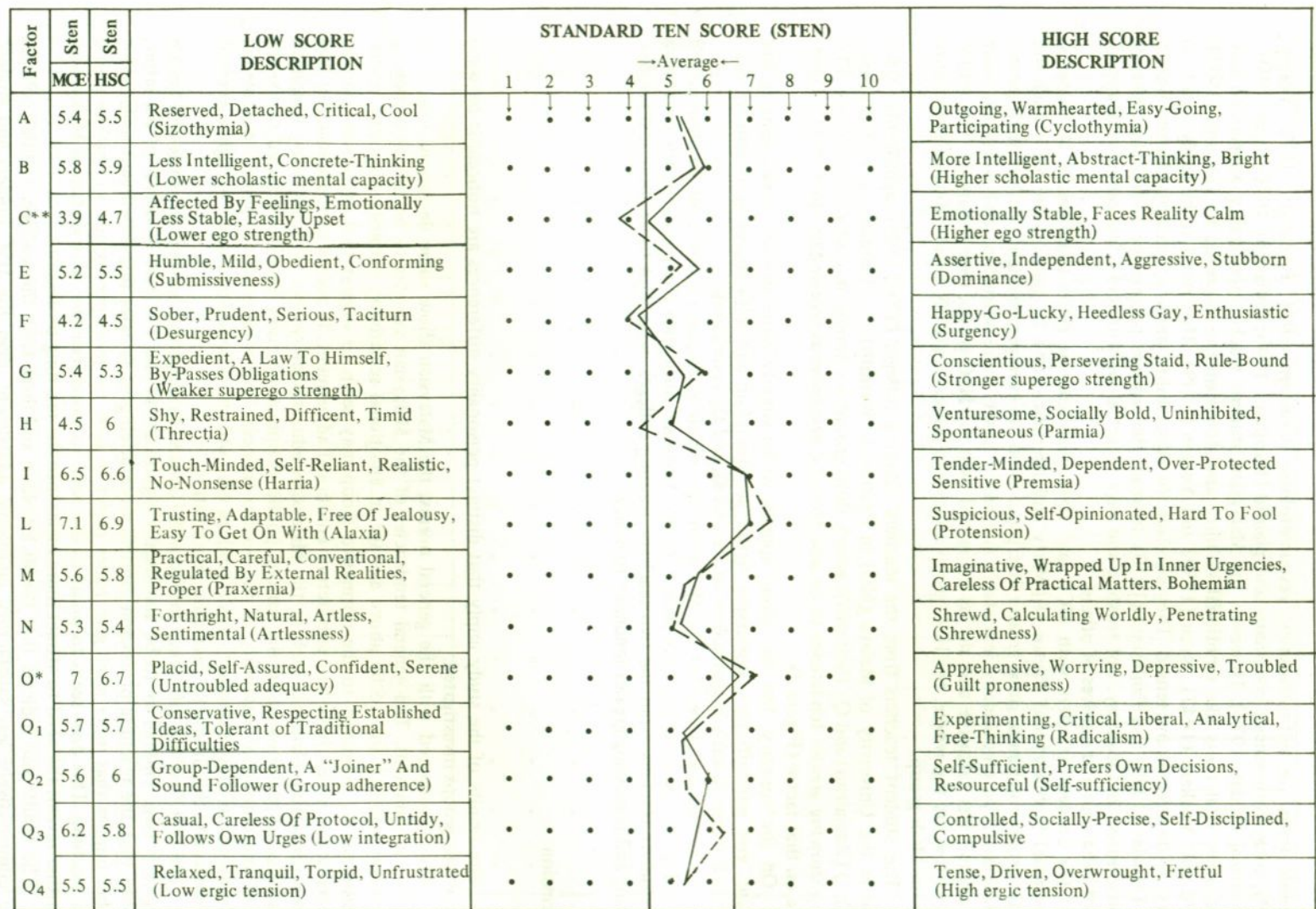
Discussion

The results of the study imply that distinct personality differences are noticeable between the various groups investigated.

When compared with the general norms, the Malaysian show some deviations which are worthy of comment. The general tendencies of the Malaysian samples to be below average in emotional stability and to be above average in emotional sensitivity, suspiciousness and apprehensiveness as compared to the normative group may seem to suggest that Malaysian samples especially the males, have less satisfactory emotional adjustment. It points to the possibility that tension-generating elements such as the Malaysian educational system, with its heavy emphasis on scholastic performance in the various public examinations, may have contributed to the anxieties and emotional instability of the teacher trainees. This is especially so since the academic performance in these examinations determines who will and who will not go on to higher levels of education and this indirectly determine one's future.

The fact that the difference in Factor B (General Intelligence) between the male and female samples is large enough as to be statistically significant at the 1% level in favour of the latter, implies that the teaching profession attracts more intelligent females than intelligent males. This further implies that more intelligent males prefer to look for more prestigious occupations rather than teaching. This does seem to point to the need to reorientate the value system of Malaysians. It further reveals the need to attract more males into the teaching profession.

The results also indicate that the MCE holders and those from the teachers' training colleges have comparatively less satisfactory emotional adjustment than the HSC holders and student



* Significant at the 5% level

** Significant at the 1% level

--- Profile of the MCE Holders
 — Profile of the HSC Holders

Fig. 3. Personality Profiles of M.C.E. and H.S.C. Holders

Factor	Sten	Sten	LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN)										HIGH SCORE DESCRIPTION	
	TTC	MU		1	2	3	4	5	6	7	8	9	10		
A**	5.5	5.5	Reserved, Detached, Critical, Cool (Sizothymia)	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	Outgoing, Warmhearted, Easy-Going, Participating (Cyclothymia)
B	5.9	5.9	Less Intelligent, Concrete-Thinking (Lower scholastic mental capacity)	.	.	.	.	.	.	.	.	.	.	.	More Intelligent, Abstract-Thinking, Bright (Higher scholastic mental capacity)
C	4.4	4.5	Affected By Feelings, Emotionally Less Stable, Easily Upset (Lower ego strength)	.	.	.	.	.	.	.	.	.	.	.	Emotionally Stable, Faces Reality Calm (Higher ego strength)
E*	5.4	5	Humble, Mild, Obedient, Conforming (Submissiveness)	.	.	.	.	.	.	.	.	.	.	.	Assertive, Independent, Aggressive, Stubborn (Dominance)
F	4.2	4	Sober, Prudent, Serious, Taciturn (Desurgency)	.	.	.	.	.	.	.	.	.	.	.	Happy-Go-Lucky, Heedless Gay, Enthusiastic (Surgency)
G	5.3	5.4	Expedient, A Law To Himself, By-Passes Obligations (Weaker superego strength)	.	.	.	.	.	.	.	.	.	.	.	Conscientious, Persevering Staid, Rule-Bound (Stronger superego strength)
H	4.8	4.8	Shy, Restrained, Diffident, Timid (Threctia)	.	.	.	.	.	.	.	.	.	.	.	Venturesome, Socially Bold, Uninhibited, Spontaneous (Parmia)
I	6.6	5.8	Touch-Minded, Self-Reliant, Realistic, No-Nonsense (Harria)	.	.	.	.	.	.	.	.	.	.	.	Tender-Minded, Dependent, Over-Protected Sensitive (Premsia)
L**	7.1	6.4	Trusting, Adaptable, Free Of Jealousy, Easy To Get On With (Alaxia)	.	.	.	.	.	.	.	.	.	.	.	Suspicious, Self-Opinionated, Hard To Fool (Protension)
M	5.7	5.9	Practical, Careful, Conventional, Regulated By External Realities, Proper (Praxernia)	.	.	.	.	.	.	.	.	.	.	.	Imaginative, Wrapped Up In Inner Urgencies, Careless Of Practical Matters, Bohemian
N	5.3	5.4	Forthright, Natural, Artless, Sentimental (Artlessness)	.	.	.	.	.	.	.	.	.	.	.	Shrewd, Calculating Worldly, Penetrating (Shrewdness)
O	7	6.2	Placid, Self-Assured, Confident, Serene (Untroubled adequacy)	.	.	.	.	.	.	.	.	.	.	.	Apprehensive, Worrying, Depressive, Troubled (Guilt proneness)
Q1†	5.7	6.1	Conservative, Respecting Established Ideas, Tolerant Of Traditional Difficulties	.	.	.	.	.	.	.	.	.	.	.	Experimenting, Critical, Liberal, Analytical, Free-Thinking (Radicalism)
Q2*	5.9	6.2	Group-Dependent, A "Joiner" And Sound Follower (Group adherence)	.	.	.	.	.	.	.	.	.	.	.	Self-Sufficient, Prefers Own Decisions, Resourceful (Self-sufficiency)
Q3	6	6.6	Casual, Careless Of Protocol, Untidy, Follows Own Urges (Low integration)	.	.	.	.	.	.	.	.	.	.	.	Controlled, Socially-Precise, Self-Disciplined, Compulsive
Q4	5.3	5	Relaxed, Tranquil, Torpid, Unfrustrated (Low ergic tension)	.	.	.	.	.	.	.	.	.	.	.	Tense, Driven, Overwrought, Fretful (High ergic tension)

Significant at the 5% level

** Significant at the 1% level

———— Profile of the TTC Student Teachers on the 16 P.F. Test

----- Profile of the MU Student Teachers on the 16 P.F. Test

Fig. 4. Personality Profiles of the combined T.T.C. and M.U. Student Teachers

teachers from the University of Malaya respectively. This seems to imply that the older group and the group with higher educational qualifications have better-adjusted personality profiles.

It can be said that while the analyses undertaken here were by no means extensive enough, the findings are intelligible and at least have shed some light on the personality patterns of Malaysian teacher trainees and the possible effect of the higher educational level on the personality structure of Malaysians. The study seems to point out potential areas in which further researches can and should be made.

Based on the present findings, the following recommendations are made. Research should be carried out to identify the contributory factors for the emotional instability, emotional sensitivity, apprehensiveness, lack of self-confidence, less adaptable and other traits associated with the less well-adjusted personalities of the Malaysian teacher trainees. There is also a need to review the public examination system of Malaysia, to see its effects on the psychological growth of the students.

There needs to be a more thorough screening of all applicants applying to the teachers' training institutions, taking into considerations personality and also interest in the teaching profession. On the basis of the present findings, it is recommended that the following traits be looked for in teacher applicants because they appear to go hand in hand with good teaching: emotional stability, self-control, self-sufficiency, resourcefulness, consciousness, planfulness, adaptability, confidence and friendliness. Psychological tests such as Cattell's 16 Personality Factor Test or other personality tests may be used or devised to assess the personality characteristics of the teacher trainees.

The intake of applicants to teacher-training institutions who possess the HSC qualification or those who have gone through the two years of Form Six but unfortunately failed in the HSC examinations, should be given priority over those applicants with only Form Five or MCE qualifications.

Specifically, it appears that Cattell's 16 Personality Factor Test is sufficiently promising to be worth further investigation. It seems necessary to do an item analysis as well as a validity study of the 16PF Test. If relevant and valid, it will be possible to do further research, utilising those items shown as having the most discriminating power. It will also provide empirical evidence for a more extensive use of the instrument in Malaysia for assessing the personality characteristics of job applicants and for identifying those who are better equipped to succeed in their courses of training, especially teacher training.

Professionally trained guidance counsellors (both men and lady counsellors), are greatly needed in teachers' training institutions to assist the student teachers with their personal problems and to help them to know and understand themselves better and to be better adjusted in life. It cannot be more strongly underscored that there is tremendous need to employ such counsellors, psychologists (especially counselling, school and clinical psychologists) or psychometrists in the Ministry of Education and in the faculty of education in the universities who can help in the screening of the applicants for teacher training. They can help in administration, scoring, interpretation of psychological tests which can be utilised or devised to provide a more objective assessment of applicants. Furthermore, these professionally trained expertise will be an asset in acting as resource persons in seminars to train teacher counsellors in Malaysia. This recommendation is made in view of the current unpreparedness of Malaysia, resource and budget-wise, to employ at least one professionally qualified guidance counsellor in schools as in the Philippines and in the United States, to aid the development of wholesome personality. It is time to send interested and qualified applicants for advanced training in the field of guidance and psychology.

Malaysia needs mentally healthy teachers who can cope with the demands and stresses of life's situations and who can be a positive influence on the students. Teachers are responsible for moulding the nation's destiny through the youths who will be the pillars and leaders of tomorrow. Indeed, Malaysia needs wholesome and well-adjusted personalities to steer the ship of state and to direct the course of its destiny!

References

- Barr, Anvils. "The Measurement of Teacher Characteristics and Predictions of Teaching Efficiency". *Review of Educational Research*, Vol. XXXX, No. 3, June 1952, 169-172.
- Barr, A.S. *Characteristics of Successful Teachers*. New York: The MacMillan Co., 1963.
- Burham, William. *Great Teacher and Mental Health*. New York: D. Appleton and Co., 1964.
- Cattell, Raymond B. and Herbert Eber. *IPAT Handbook for the Sixteen Personality Questionnaire*. Illinois: Institute for Personality and Ability Testing, 1957.
- Cattell, R.B. and Herbert E. *Supplement of Norms for Forms A & P of the Sixteen Personality Factor Questionnaire*. Illinois: Institute for Personality and Ability Testing, 1962.
- Charter, William Waples and Douglas. *The Commonwealth Teacher Training Study*. Chicago: University of Chicago Press, 1929.
- Counts, George S. *Education and American Civilization*. New York: Teachers' College, Columbia University, 1952.
- Gage, N.L. (Ed.). *Handbook of Research on Teaching*. Chicago: Rand McNally, 1963.
- Getzels, J.W. "The Teacher and Characteristics" In N.L. Gage, (Ed.) *Handbook of Research on Teaching*. Chicago: Rand McNally, 1963.
- Gonzaga, Marcetina. *The Personality Patterns of Elementary School Teacher in the City and Province of Cebu in the light of Filipina Social and Cultural Values*. Unpublished doctoral dissertation, University of San Carlos, Cebu City, Philippines, 1971.
- Gould, George and GERAL YOAKAM. *The Teacher and His Work*. New York: The Ronald Press Co., 1954.
- Koay, Siew Luan. *A comparative Analysis of the Personality Patterns of Student Teachers in Teachers' Training Colleges and in the University of Malaya in Malaysia*. Unpublished master thesis, University of the Philippines, Quezon City, Philippines, 1977.
- Lamke, Theodore A. "Personality and Teaching Success. *Journal of Experimental Education*, Vol. XX, No. 2.; 1951, 217-225.
- Morris, Elizabeth Hunt. *Personality Traits and Success in Teaching*. Doctoral dissertation. New York: Teachers' College, Columbia University, 1929.
- Panlasiqui, Isidro. *The Teacher and His Profession*. Manila: Mission Press, 1970.
- Ryan, David G. "Some Correlates of Teachers' Behaviour". *Educational and Psy. Measurements*, Vol. 23, Spring 1959, 3-12.
- Ryan, David G. *Characteristics of Teachers*. India: Sterling Publishers (P) Ltd., 1960.
- Samler, J. "An Attempt at Synthesis Basic Approaches to Mental Health in the Schools". *Personnel and Guidance Journal*, 1960, 59-64.
- Strong, Ruth. *The Role of the Teacher in Personnel Work*. New York: Bureau of Publication, Columbia University, 1953.
- Vidal, Charito. *A Comparative Analysis of the Personality Traits of B.S. Ed. College Women of the University of San Carlos and those other Teacher Training Institutions of Cebal and Bohol, based on the IPAT Sixteen Personality Factor Questionnaire*. Unpublished Master Thesis, University of San Carlos, Philippines, 1971.
- Walberg, Herbert J. "Teacher Personality and the Classroom Climate". *Psychology in the Schools*, Vol. 5, No. 2. April 1968, 163-169.
- T.C. Yeager, *An Analysis of Certain Traits of Selected High School Seniors Interested in Teaching*. Doctoral dissertation, New York: Teachers' College, Columbia University, 1935.