UNDERSTANDING DIFFERENT PERSONALITIES & STUDENTS BEHAVIOUR

A **Paper Presentation** with **Interactive Session**, **Case studies** and **Role-playing**

Facilitated by

Prof. Ayoka Mopelola Olusakin

Director, UNILAG Safeguarding Centre At the 2-day Training for the Sub-Deans, Course Advisers and Faculty Officers of University of Lagos

Date: 7th - 8th September, 2023

Venue: Afe Babalola Lecture Theatre

Outline:

Within the time allotted, we would go through;

1) Paper presentation (Interactive);

a) Introduction

b) Definition of key words

c) Students Individual differences

d) Different types of personalities of our students

e) Students' level of Psychic-durability

f) The students three main psychological domains of learning:

g) Conclusion

2) Case studies of the four personalities discussed and identical twins

3) Role-playing;

4) Assessment/Evaluation

1a) Introduction:

The main objective of this part of the training is to facilitate a better understanding of the students' (as well as other human beings)' personalities that could be the underlining factor in their behaviour.

b) **Operational definition of key words in the topic:**

- ❖ ⬜ **Understanding:** to grasp, comprehend, have insight into …
- ❖ ⬜ **Different:** Various, diverse, types
- ❖ ⬜ **Personalities:** character, make-up, disposition, nature, temperament
- ❖ ⬜ **Students:** learners, trainees, apprentice
- ❖ ⬜ **Behaviour:** involves response to things that are happening both internally within the individuals such as their thoughts and feelings or externally in the environment, including reactions to other students.

c) Individual differences:

No two individuals are exactly the same. Even identical twins still have different finger prints! There are unique characteristics and traits, which distinguish each person from others

d) Different types of personalities (Thompson, 2011): Four types:

- ➢ Phlegmatic,
- ➢ Sanguine,
- ➢ Choleric, and
- ➢ Melancholic Personality Types

➢ **Phlegmatic Personality**

Phlegmatic personality type students are usually people-oriented. They seek interpersonal harmony and close relationships, which makes phlegmatic students loyal. Such students with phlegmatic temperaments tend to avoid conflict and would usually try to mediate between others to restore peace and unity.

➢ **Sanguine Personality**

Students with sanguine personality type tend to be lively, buoyant, carefree and optimistic. Sanguine students would seek variety and entertainment and adventure. Because this temperament is prone to pleasure-seeking behaviours, many students with sanguine personalities are likely to struggle with addictions. Their constant cravings can lead to overeating and weight problems. Creativity and artistic innovations are their strong areas.

➢ **Choleric Personality**

Choleric students are very analytical, logical, practical and straightforward. Though, they are not particularly friendly, but they like to engage in deep and meaningful conversations. They would rather be alone than in the company of problematic students.

➢ **Melancholic Personality**

The love of traditions is paramount in the scale of preference of students with melancholic personalities. They love their families and friends and, unlike students with sanguine personality, they do not look for novelty and adventure. They are very thorough and have the tendency of being perfectionists.

e) Students' level of Psychic-durability

This refers to the extent to which the elasticity of an individual's mental ability can be stretched before breaking! Some students are in delicate state of mental health

f) Students' three main psychological domains of learning:
Bloom's Taxonomy of Learning Domains (Bloom, 1994): Three main psychological domains of learning were identified by Bloom and some group of researchers in 1956. Although there are numerous categories derived from this initial domains, still the baseline remains (Krathwohl, 2002)
The three major domains of learning include:

❖ Cognitive domain: This has to do with remembering (formerly knowledge), understanding (formerly comprehension), applying (formerly application), analyzing (formerly analysis), evaluating (formerly evaluation) and creating (formerly synthesis);

❖ Psychomotor domain: This focuses on physical skills such as the development of hand-eye coordination and the use of motor skills. Also perception, guided response, mechanism complex overt response, adaptation and origination;

❖ Affective domain, which has to do with emotions or feelings, receiving, responding, valuing, organising and characterising:

g) Conclusion:

Human beings are complex entities with so many things interacting within and outside in their environment that could influence their actions and reactions. The students are included in this group. Many of these students are going through a lot of trauma. Hence the need to apply Emotional Intelligence in dealing with them. students are familiar with Intelligent Quotient (IQ). But in addition to IQ, Emotional Intelligence (EI) which is the ability to manage both personal emotions and understand the emotions of students around us, is also very important. The various aspect of EI include: self-awareness, self-regulation, empathy, motivation and social skills which would enable us to treat our students with compassion and be intentional about their success. So many of us have been trying but please, do not let us relent in helping our students to achieve good success.

2) Case studies of identical twins and the four personality types

3) Role-playing;

References:

a) Thompson, R. A (2011). Developmental Science: An Advanced Textbook: "The Individual Child: Temperament, Emotion, Self, and Personality." http://local.psy.miami.edu/faculty/dmessinger/c_c/rsrcs/rdgs/emot/Thompson_Chapter9_2011.pdf

b) Bloom, B. S. (1994). "Reflections on the development and use of the taxonomy". In Rehage, Kenneth J.; Anderson, Lorin W.; Sosniak, Lauren A. (eds.). Bloom's taxonomy: A forty-year retrospective. Yearbook of the National Society for the Study of Education. Vol. 93. Chicago: National Society for the Study of Education. ISSN 1744-7984.

c) Krathwohl, D. R. (2002). "A revision of Bloom's taxonomy: An overview". Theory into Practice. Routledge. 41 (4): 212–218

4)   Assessment/Evaluation