

## USING MBTI PERSONALITY TYPES IN SCHOOL SYSTEM

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**Abstract:** The application of psychological theories to improve the outcomes of education has recently gained a lot of attention. An example of this is the Myers Briggs Type Indicator (MBTI) which is a personality test rooted in Carl Jung's psychological types. Created by Kastarine Cook Brigg and Isabel Briggs Myers in the mid-twentieth century, MBTI places people into 16 distinct categories, each containing a specific and unique combination of preferences and associated traits. Although MBTI has been popular in career advices and corporate environments, its possible importance in the education framework is mostly overlooked. This thesis illustrates the potential of MBTI in giving clear frameworks to students' learning styles, their emotional and mental developmental phases as well as the interactions they have with the teachers. With the knowledge of different personality types, teachers would have the opportunity to adjust their lessons, as well as career guidance processes, and manage behavioral misconceptions in the classroom. This research aims to propose the idea that if applied sensibly, MBTI could be remarkably effective in fostering a student's academic and personal development.

**Key words:** MBTI, OCD, ADHD, personality types, educational system, self-improvement, pathology.

Is understanding MBTI and information about how to use personality types to improve student's performance important. Just because this is one of the newest method in education, it is not used widely. However some researchers believe that usage of MBTI can have positive influence on guiding children in their field of study. In addition, when teachers work with students while being aware of their behavior, it is easier to get on with them which is important task in school. The original researchers who came up with the 16 personality type model in 1944 were Katharine Cook Briggs and her daughter Isabel Briggs Myers. This was inspired from Carl Jung's work 'Psychological Types'. These 16 types: ENTP, INTP, ENFJ, ISFJ, ISTJ, ISFP, ISTP, ESFJ, ESFP, ENFP, ENTJ, ESTP, INFJ, ESTJ, INTJ, and INFP are built upon four dichotomies; Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, Judging vs. Perceiving. MBTI was initially intended for business and work life, and career guidance, but its possible use for educational settings is increasingly becoming a matter of discussion.

MBTI critics state that it lacks objectivity and focus, claiming it is a pseudoscience, but "...when respondents answer question honestly, (the results) do provide useful information...". The authors argue that students should be able to take the MBTI test onwards from secondary school. As for example supporting communities for their weaknesses, that encourage them to work on their strengths rather than just focus on their weaknesses. INTJs for example may need encouragement to help them express their emotions during group discussions, while INFJs and INFPs—prone to overthinking or steadfastly holding their views—may need calming activities such as meditation to offset the emotional turmoil without being led or directed. Whatever the purpose, educators must be trained to be able to effectively interact with children

Another advantage of using personality types is connected with role-play in society. Since MBTI can easily detect strength and weaknesses, tutors will get better understanding of their character. So when they are entrusting duties in class they should consider those weak points. From my own experience, ESTJs are the natural leaders while ENTJs can be the perfect organizer. In terms of art, ISFP is the best because of their passionate and charming personality.

So the only remaining question is “What if we don’t use the MBTI system?” Nowadays, it is a proven fact that, vast number of young adults are dealing with certain mental health issues such as OCD and anorexia which are the main cause to depression or concentration issues like ADHD and derealization. The reason for mentioning these problems is that all of these are the response to a childhood trauma. Mostly parents and teachers decide educational path and role of their child. Unfortunately, it is true that they always have some kind of high expectations without realizing their child’s potential. As a result, they push their child to do the unwanted things. For instance, I am an INTJ, so whenever I was having a hard time, my parents wanted me talk to them but all needed was a alone time to sit and think.

There could be many other ways to educate children correctly, but, since MBTI is as Murad Ahmed said “not the invention of white coats in laboratories or tweed jackets at universities”, it measures things by performance potential, pathology or selection for certain roles. For these reasons, it has the higher possibility of being the perfect method.

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