



## A CRITICAL ANALYSIS OF THE EFFECTS OF SANGUINE PERSONALITY TRAITS ON STUDENTS INTERPERSONAL RELATIONSHIP IN SECONDARY SCHOOLS IN KENYA

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### Abstract:

Sanguine personality is one of the four fundamental personalities that we have. This group of people is believed to be optimistic and social. The other personalities are choleric, phlegmatic and melancholic. The objective of the study was to critically analyze the effects of sanguine personality on student's interpersonal relationships in secondary schools in Kenya. To understand the personality, there is need to understand who a person is. A person is defined as a living creature like an animal but he or she is different from an animal because an animal acts on instinct whereas a person by nature is intelligent and free. A person learns many things like reading, walking or eating. Personality is defined as the totality of one's behavior and character. Having understood what a person and personality is, further study was then done to critically analyze the effects of sanguine personality traits on student's interpersonal relationship in schools. The study therefore would help the teachers to understand sanguine traits properly and if this trait plays any role as far as interpersonal relationship is concerned amongst students in secondary schools. From the solutions got from this study, it was recommended that teachers be trained as psychologist so that they would be in a position of guiding their students in the right direction. The government would then take the initiative to make sure that this course is made available in all the teacher training colleges and in the universities for those contemplating to be teachers in our country.

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## **1. Introduction**

The aim of the study was to critically analyze the effects of sanguine personality traits on student's interpersonal relationship in secondary schools. First, a person is a living creature and is different from other animals that also are living creatures. The two, a person and an animal are different because animals act on instincts whereas a person is intelligent and free.

Looking at people or students around us one cannot tell the kind of personality one has unless he or she critically finds out this person's traits. Having gotten the traits the researcher then investigate if sanguine personality traits play any role as far as interpersonal relationship amongst student in secondary schools are concerned. On top of that, the researcher also analyzes critically advantages and disadvantages of student interpersonal relationship.

## **2. Statement of the Problem**

Schools play a significant role in the life of a child (Jeper, 2014). It was with this in mind that the researchers decided to go out and critically analyze how sanguine are distracted by other things. Having known that sanguine are easily distracted, the researcher then made up his mind that somebody should be closer to these group if they are to complete the task given to them. If not, they may forget to complete a task and move to other things which attract him or her. This study therefore was a critical analysis of sanguine personality traits and what this play on students interpersonal relationship in secondary school learners in Kenya (Odira 2014).

## **3. The Purpose of the Study**

The purpose of the study was to critically analyze the effects of sanguine personality traits on student interpersonal relationship in secondary schools in Kenya. On top of that a critical analysis of the advantages and disadvantages of the big five model and their effects on students' relationships would be done.

#### **4. Objectives of the Study**

1. To critically analyze the effects of sanguine extraversion trait on student interpersonal relationships in secondary schools Kenya.
2. To critically analyze the effect of sanguine agreeableness trait on student interpersonal relationships in Kenya.
3. To critically analyze the effect of sanguine openness trait on student interpersonal relationships in Kenya.
4. To critically analyze the sanguine conscientiousness trait on student interpersonal relationship in Kenya.
5. To critically analyze the sanguine neuroticism trait on student interpersonal relationship in Kenya.

#### **5. Research Questions**

Having the above objectives in the mind, the researcher came up with the following research questions

1. What are the effects of sanguine extraversion personality traits on student interpersonal relationship in Kenya?
2. What are the effects of sanguine agreeableness trait on student interpersonal relationships in Kenya?
3. What are the effects of sanguine openness trait on student interpersonal relationships in Kenya?
4. What are the sanguine conscientiousness traits on student interpersonal relationship in Kenya?
5. What are the effects of sanguine neuroticism trait on student interpersonal relationship in Kenya?

#### **6. Research Methodology**

Qualitative methodology was used to critically find out the effects of sanguine personality traits on student's interpersonal relationship in secondary schools in Kenya. The research would enable the researcher to come up with recommendations on how sanguine students would be assisted in all the learning institutions in Kenya.

## 7. Critique Literature Review

### 7.1 A Critical Analysis of the Effects of Sanguine Personality Traits on Student Interpersonal Relationships in Secondary Schools in Kenya

Costa and McCare (1985) have defined this domain as representing the quantity and intensity of interpersonal interaction that the need for stimulation and the capacity for joy. This domain contrast sociable, person oriented and active individuals with those who are reserve and quiet. There are two basic qualities assessed on this domain, the interpersonal involvement and the energy. Extraverts are sociable but sociability is not one of the traits but in addition to liking people and preferring large group and gatherings extraverts are also assertive, talkative and active and they like stimulation and excitement and tend to be cheerful (Costa, McCrae & Holland 1984).

It is easy to convey the characteristics of the extraverts and the introvert is less easy to portray. In other respects, introversion should be seen as the absence of extraversion rather than what might be assumed to be its opposite. Thus, introverts are reserved rather than unfriendly, paced rather than sluggish and independent rather than followers. Finally, they are not giving to the exuberant high spirits of extraverts. Introverts are not unhappy or pessimistic.

Assesses the individuals degree of persistence, organization and motivation in directed behaviors and those individuals are dependable, personal control and the ability to delay gratification of needs. Having this trait the individual is purposeful, determined, strong willed and few become athletics or musicians. Individuals high in this trait is associated with occupational and academic achievement, while low in this trait lead the individual to annoying compulsive neatness and they are more lackadaisical in working toward their goals.

Examines the attitudes of an individual towards other people. These attitudes may be soft hearted, trusting, forgiving nature, cynical, vengeful, compassionate and ruthless (Piedmont, 1998).

Agreeableness is primarily a dimension of interpersonal tendencies. Agreeable person is sympathetic, eager to help, fundamentally altruistic and behaves that others will be equally helpful in return.

Agreeable people are more popular than antagonistic individuals, however fight readiness for own interest is advantageous and agreeableness is not a virtue on the battle field (McCare & Costa 1992). Low agreeableness is associated with Antisocial, Paranoid Personality Disorders and Narcissistic, whereas high agreeableness is associated with the Dependent Personality Disorder (McCare & Costa 1992).

Assesses affective adjustment vs emotional instability. Individuals with high score on this domain are prone to experiencing psychological distress, maladaptive and unrealistic ideas, while high scores on this domain do not indicate the presence of any clinical disorder and at risk of receiving a psychiatric diagnosis (Zonderman, Costa, Herbst and McCare, 1993).

Individuals with low score in neuroticism are emotionally stable, usually calm, tempered and related and better able to face stressful situations without becoming upset or rattled (Costa and McCrae, 1992)

The proactive seeking and appreciation of experience for its own sake. Those individuals are curious about both inner and outer worlds and their lives are experimentally richer and they are willing to entertain novel ideas and unconventional values. They experience both positive and negative emotions more keenly than do closed individuals (McCrae & Costa, 1992). Those who score low on Openness to experience tend to be conventional in behavior and conservative in outlook, familiar to the novel and their emotional responses are somewhat muted (McCrae & Costa 1985).

## **7.2 A Critical Analysis of The Big Five Factor Model and Their Effects on Student's Interpersonal Relationship in Kenya**

The great five factor model, of personality (FFM) is a set of five broad traits according to (Ewen 1998). The researcher set out to investigate the effects of these factors on student interpersonal relationships in secondary schools. These factors are extraversion, openness, conscientiousness, agreeableness and neuroticism.

As had been said before, sanguine student is always optimistic and start a given activity with a bright end in mind.

This study was done with an aim of finding out if the big five factor model plays any role as far as student interpersonal relationship is concerned in secondary school.

The big five factor model can be stated as:

1. Extraversion: this is a trait which is characterized by keen interest in other people and external events and venturing forth with confidence into the unknown (Ewen 1998).
2. Openness: refers to how willing one is to make adjustment in notions and activities in accordance with new ideas or situations.
3. Conscientiousness: this is a tendency to show self-discipline
4. Agreeableness: this is a tendency to be compassionate and cooperative. This measures how people are with other people or basically how able they are to get along with others.
5. Neuroticism: this is the tendency of one's ability to be firm and stable.

### **7.3 A Critical Analysis of the Advantage of “Sanguine Personality Traits” on Secondary School Students in Kenya**

Sanguine is one of the four personality traits. They are extroverts (Carl Gustav Jung 1921); a person with this trait direct on energy outwards by seeking stimulus from either being social and outgoing.

Students with this kind of traits can socialize with others easily and are liked by others a lot thus making them to continue in their institutions of learning without any problem. The other advantage is that they are outspoken, assertive and constantly seeking new experiences. Take a sanguine to a new place and you would find him or her associating with them within a short time.

The researcher found out that sanguine students being extroverts associate easily with strangers. They are friendly in speech and behavior. They were also found to be compassionate and willing to help. This is a group who is quick to “forgive and forget,” when one make a mistake. They are flexible, honest and accept corrections easily thus making those who are leading them is happy about this kind of behavior.

The researcher also found out that sanguines are optimistic. They were found to be seeing thing positively, optimistically and would convince others to see things that way. This group also would not take long over unpleasantness. This group can be accessed easily.

### **7.4 What Are the Disadvantages of these Traits on Secondary School Students in Kenya?**

Sanguine personality traits have the following disadvantages. They were found to be susceptible to flattery. They lack deep love and can change easily. You rarely find sanguine staying alone. This is a group which can't perform hard work unless be supervised and encouraged to put more effort. It was also discovered that sanguine cannot guard their eyes, ears or tongue easily. You find this person talking anyhow. They make wrong decisions always since they don't foresee any danger ahead. They do not keep friends for a long time. They move away from genuine friends whom they consider boring.

The other disadvantage of sanguine is that he doesn't want to be alone. It was found that this group loves to be in company of others with an aim of enjoying life at any price. In most cases sanguine person make wrong decisions due to lack of deep knowledge and understanding. They take success for granted hence does not give sufficient attention to possible obstacles and does not make the necessary backup including alternative plans. They were also found to be having poor insight due to failure to give deeper thoughts to their own actions. From the disadvantages stated

above about the sanguine, the researcher then could be in a position of learning how to guide a person with this trait.

## 8. Conclusion

From what is stated above about personality traits, one is supposed to know the four fundamental personalities if one wish to understand their interpersonal relationship. Knowing these traits properly can make a teacher to understand how one individual can relate with the other personalities. "Conscientiousness" and "agreeableness" personality traits were found high in secondary school students, while "extroversion", "neuroticism" and "openness to experience" personality traits were found low in secondary school students. There was not a significant relationship found between the students' personality traits Extroversion, Conscientiousness, Agreeableness, Neuroticism, Openness to experience and their overall academic achievement.

This helps a teacher to be in a position of assisting the student in the right direction. Having known the learners trait, the work of the teacher therefore becomes easy. This is because his work would be to guide the learner and be closer to them as much as possible because of knowing that they can be distracted easily. (Odira O. B. 2014)

## 9. Recommendation

1. The colleges and universities should make psychology compulsory for all those who are being trained as teachers. This would make them be in position to not only understand their students but also be in a position to guide them.
2. That teachers should be well conversant to the big five factor model so as to be in position of guiding the learners when need arises in their learning institution.
3. That teacher should go for sanguine student when looking for leaders amongst their student. This is because they are honest and always see things positively.
4. That teacher should be keen on this group in order assist them to see success as a reality thus put more effort in their work.
5. That the government through the ministry of education should organize refresher training for teachers who would be guiding their student regularly. This kind of inservice should be made mandatory in all learning institution if our learners are to be directed in the right path.

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