



## Exploring Students' Personality Type Through MBTI: A Case Study of University of Swabi

|            |                                                                                                                |
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**Abstract:** The present study carried out to identify the students' personality type at university of Swabi. Objectives of the study were to explore the students' personality types at university of Swabi and to examine the more frequent type of students' personality. All undergraduate students studying in the colleges of Education affiliated with University of Swabi constituted the population of the study. Out of total population, 5 students were selected through random sampling technique. To collect data from the respondents, a closed ended questionnaire MBTI containing 70 items based on 2 points scale with the consultation of the supervisor in relation to the objective of the subject. Findings of the study concluded that half of the respondents were extrovert and half of the respondents were introvert. Majority of the respondents were intuitive associated with intuitive and sensing type. Half of the subjects were thinking type and other half were feeling type personality. Greater number of participants having perceiving personality type. It was recommended that the similar study might be replicated at elementary level. The study might be replicated on exploring personality type in other departments of university of Swabi.

## Introduction

### Background of the Study

The Myers-Briggs Type Indicator is a widely used personality evaluation tool in the fields of psychology and human resources (MBTI). It was developed by Katherine Cook Briggs and Isabel Briggs Myers, who were influenced by the theories of Swiss psychologist Carl Jung. The MBTI measures four distinct dimensions of personality, each with two opposing poles. The first dimension, extraversion (E) and introversion (I), shows a person's propensity to be gregarious or bashful in social situations. The second dimension is Sensing (S) vs. Intuition (N), which characterizes an individual's process of information interpretation. Sensing types focus more on the details, but intuitive types tend to see the big picture and make connections between

seemingly unrelated ideas. A person's decision-making process is described by the third dimension, Thinking vs. Feeling. Thinking types typically apply logic and reason, whereas emotional types generally rely on feelings and personal views. A person's perspective on the world is their fourth dimension, which they weigh against their perception (P). Compared to Judging types, who are typically more structured and ordered, Perceiving types are more adaptable and flexible.

Research indicates that MBTI can provide educators and counselors with insights into the personality and learning style of a student. For example, extraverted students may enjoy working in groups and engaging with others, whereas

introverted students may prefer to work alone or in small groups. Sensing pupils may gain more from hands-on activities and real-world experiences, whereas intuitive people may choose abstract concepts and theoretical discussions. Thinking students may excel in subjects like math and physics that need logical analysis, while Feeling children might excel in subjects like music and art that promote creativity and individual expression. Judgement students might favor strict projects and deadlines, but Perceiving students might perform better in situations that are more open-ended. The MBTI is a useful tool, but as it doesn't offer a comprehensive evaluation of personality, it should be used in conjunction with other methods. Numerous researchers have also questioned the MBTI's validity and reliability, and it shouldn't be used to make important decisions like employment or promotion.

The Myers-Briggs Type Indicator is a well-liked personality assessment tool that draws from Carl Jung's psychological theories (MBTI). The MBTI categorizes people into 16 distinct personality types using four dichotomies: extraversion/introversion (E/I), sensing/intuition (S/N), thinking/feeling (T/F), and judging/perceiving (J/P). All 16 personality types are defined by combinations of these four dichotomies, represented by four-letter codes. For example, an extraverted, intuitive, feeling, and judging individual could be classified as an ENFJ.

The Myers-Briggs Type Indicator (MBTI) is a popular tool used in both professional and educational contexts to assess individual personality differences and provide insights into topics such as communication style, leadership, and decision-making. Research has indicated a correlation between MBTI personality types and a variety of academic and professional results. People with a propensity toward sensing, for example, tend to do better in occupations requiring social interaction, whereas extraverted people tend to do better in jobs demanding attention to detail. Research indicates that students who are inclined towards perceiving tend

to excel in subjects such as physics and mathematics, whereas those who are inclined towards intuition tend to excel in subjects like philosophy and literature.

Numerous research have looked into the relationship between MBTI personality types and academic majors. For example, those who are more attuned to feeling tend to major in the humanities and social sciences, whereas those who are more attuned to thinking tend to major in the physical and engineering sciences. Even though the MBTI evaluation tool is widely used, it has drawn a lot of criticism. Some scholars have questioned the validity and reliability of the MBTI, arguing that the exam does not provide an accurate assessment of personality and that the categories are unduly limiting. Overall, the MBTI should be used in conjunction with other techniques of evaluation rather than acting as the sole predictor of a person's personality or chances of success in school and the workplace, even though it can provide some insight into how people differ in terms of their personalities.

The Myers-Briggs Type Indicator (MBTI), a psychological diagnostic instrument, assigns persons to one of 16 personality types based on their preferences in four fundamental dichotomies: extraversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving. The MBTI is widely used to improve teamwork and communication while better understanding individual differences in business, education, and personal development. Research on the relationship between MBTI personality types and academic success has yielded conflicting results. Certain personality types are more likely to excel in specific academic subjects or programs, according to a number of studies. Plotzer et al. (2018) found that students who scored highly on the sensing and thinking dichotomies were more likely to be successful in science and technology-related fields, while students who scored highly on the feeling and intuition dichotomies were more likely to be successful in the arts and humanities. Students who scored highly on the judging dichotomy were

more likely to succeed in traditional academic settings, while students who scored highly on the perceiving dichotomy were more likely to achieve in unconventional or creative sectors, per another study (Kang & Rye, 2014).

Previous studies have focused on the association between MBTI personality types and various aspects of student life, such as study habits, social skills, and leadership potential. According to one study, students who scored highly on extraversion and sensing tended to have more structured and methodical study habits, whereas students who scored well on intuition and feeling tended to have more adaptable and creative study schedules (Griggs & Dunn, 1999). Another study found that while students who did well on the perceiving dichotomy tended to be more imaginative and creative, those who performed well on the judging and perceiving dichotomies tended to be better leaders (Tiffan & Gupta, 2016). Despite the contradictory results, the MBTI is still a popular instrument for identifying individual differences in academic and professional contexts. In order to better support their students' performance, educators and mentors can tailor their techniques based on valuable insights into students' strengths and limitations as well as their preferred learning and communication styles.

## Problem Statement

The present study was design to explore Students Personality Types at University of Swabi Department of Education.

## Objectives of the study

1. To explore the students' personality types at university of Swabi.
2. To examine the more frequent type of students' personality.

## Research Questions

1. What are students' personality type at University of Swabi?

2. What are the most frequent types of personality at University of Swabi?

The study will be beneficial for all the stakeholder belongs to teaching process.

## Delimitation of the study

Due to time constraint study was delimited to students at affiliated colleges of education at University of Swabi.

## Literature Review

High academic achievement can also be attributed to non-cognitive variables, according to research. These days, personality is a significant aspect that has been researched in connection to academic success. Using 80 university graduates between the ages of 22 and 28, the study seeks to determine the association between academic success and personality. We measured Neuroticism, Extraversion, and Psychoticism using the EPQ; we measured Organizational Level during Activities using the MBTI; and we measured Self-Esteem using the Rosenberg Scale. The final project grade and the cumulative grade from the previous academic year were used to assess academic success. There are significant educational ramifications when individual variances in academic performance are accurately identified (Ciorbea & Pasarica, 2013).

Lim et al. (2001) determined the correlation between student nurses' GPAs, SAT scores for college entrance, and personality type. 270 student nurses enrolled in a Seoul-based baccalaureate program provided the data. Students' MBTI personality scores, SAT results, and GPA were gathered over a 4-year period. It's possible that specific personality types are given preference in college admissions criteria since the distribution of personality types in the sample differed from that of the general population.

The global delivery of healthcare, including anesthesia, is nevertheless plagued by a scarcity of nurses and the voluntary departure of nurses from their positions. It could be useful for nurse

anesthetist retention if it turns out that particular personality types of nurse anesthetists have high levels of job satisfaction. According to Meeusen et al. (2010), the Myers-Briggs Type Indicator (MBTI) measures of personality are only marginally helpful in predicting job satisfaction among Dutch nurse anesthetists.

An anonymous standard MBTI questionnaire was emailed to a convenience sample of senior emergency department medical staff in Tasmania and South Australia as part of a pilot cross-sectional survey. Following a second mailing, completed surveys were examined, and the data was compiled. According to their MBTI profiles, our senior ED medical staff sample indicates significant differences from the general population (Boyd & Brown, 2005).

Goby (2006) study's offers a preliminary analysis of the degree to which an individual's preference for online or offline social contacts is influenced by their personality, as determined by the four aspects of the Myers-Briggs Type Indicator (MBTI). The findings show some evidence that personality influences the decision to choose online or offline options, with the extraversion and introversion dimensions showing a particularly strong link with online/offline choice. The Sensing-Intuition dimension did not reveal any link, however the Judging-Perception and Thinking-Feeling dimensions both exhibited significant results.

Rushton(2007) administered the Beiderman Risk Taking (BRT) scale and the Myers-Briggs Type Inventory (MBTI) to 58 Florida-based teachers in the United States. Having been nominated by their superintendents or directors, these instructors are regarded as members of an elite group of educators who have joined the Florida League of instructors. Frequency and percentage of response are included in descriptive data for each type indicator as well as for combinations of types indicators. Additionally, 58 Florida League of Teacher winners were shown to differ substantially from two comparison groups of elementary school teachers (N = 804, 189) based on a  $\chi^2$  statistic. The ENFP and ENFJ

combined profile types in this investigation showed significant differences ( $p < .01$ ). The usual ISFJ type, as documented in previous research characteristics of other American elementary instructors, is in contradiction with the substantial results ( $p < .01$ ) observed for the combined ENFP type.

The primary goal of the study was to examine the relationship that currently exists between nursing students' General Weighted Average (GWA) and Myers-Briggs Type Indicator (MBTI) personality profile. 48 college students from Angeles City, Philippines, took part in the study. The MBTI test was given to each and every student. The data was analyzed using descriptive statistics, or measures of central tendency. When comparing Introversion to Extroversion, Sensing to Intuition, Judging to Perceiving, and Thinking to Feeling, the General Weighted Averages (GWA) were greater. Furthermore, the results showed that the top five personality types with the greatest GWAs were, in order, ESTJ - 2.2542857, ESFP - 2.246667, INFJ - 2.23, ISTJ - 2.11, and INFP - 2.0925. It was surprising to find that most of the students were ISFJs, a personality type that is not among the top five (Mallari et al., 2017).

In order to find out if personality (mis)match between students and teachers affects students' comprehension of the material and learning process, Örtenblad et al. (2017) undertook a study. We start by speculating that it matters who teaches you, and based on our own firsthand teaching experience, we presume that when students and teachers have similar personalities, learning occurs more efficiently and the whole learning experience is improved. In one of the business schools in Europe, we experimentally test our hypothesis with 260 undergraduate business students from 16 different countries and 27 lecturers. Students are asked to self-report on their understanding of 27 subjects in their curriculum after we have first determined the personality types of the teachers and students as well as their nationalities. Results based on descriptive statistics indicate that there is no discernible effect, either good or negative, on the



learning outcome of students when there is a personality mismatch between the teacher and the student. To put it another way, it makes no difference who instructs you. Our contribution is based on conclusions that differ from the majority of empirical research on this subject, as well as a different student cohort in our investigation. This work addresses limitations and potential directions for future research, as well as providing a potential explanation for the results we found.

Kim and Han (2014) conducted research to examine the connection between nursing students' academic achievement, student happiness, and the Myers-Briggs Type Indicator personality profiling (MBTI). 109 Daejeon, Korea, college students took part in the study. Three instruments were given to all the students: the student happiness scale, academic performance scale, and MBTI. Using the SPSS Win 15.0 software, descriptive statistics (t-test), ANOVA, and Pearson correlations were utilized to evaluate the data. Academic performance was higher for judging types than perceiving types. When it comes to student satisfaction, extrovert types outperformed introvert kinds. This research suggests that there were differences in nursing

students' academic accomplishment levels and levels of satisfaction based on their MBTI personality types.

## Research Methodology

The study was descriptive in nature in which the researcher collected data concerning the current status of the subject of the study. All undergraduate students studying at colleges of education affiliated with University of Swabi constituted the population of the study. Out of the total population, 5 students were randomly selected from five affiliated colleges of education in Swabi district. To collect data from the respondents, a closed ended questionnaire MBTI containing 70 items based on two points scale was constructed with the consultation of the supervisor in relation to the objective of the subject. The researcher personally visited the sample institution to collect data. The questionnaire was distributed among the respondents and after an interval of two days the filled questionnaire was collected back from them. The collected data was presented in tabulated form. Frequency and percentage were used as statistical tool to analyze data.

## Analysis of Data

**Table 1**

*Personality of Type Respondent 1*

|    | Col 1 |    | Col 2 |    | Col 3 |    | Col 4 |    | Col 5 |    | Col 6 |    | Col 7 |   |
|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|---|
|    | A     | B  | A     | B  | A     | B  | A     | B  | A     | B  | A     | B  | A     | B |
| 1  | 1     | 2  | 1     | 3  | 1     | 4  | 1     | 5  | 1     | 6  | 1     | 7  | 1     |   |
| 8  | 1     | 9  | 1     | 10 | 1     | 11 | 1     | 12 | 1     | 13 | 1     | 14 | 1     |   |
| 15 | 1     | 16 | 1     | 17 | 1     | 18 | 1     | 19 | 1     | 20 | 1     | 21 | 1     |   |
| 22 | 1     | 23 | 1     | 24 | 1     | 25 | 1     | 26 | 1     | 27 | 1     | 28 | 1     |   |
| 29 | 1     | 30 | 1     | 31 | 1     | 32 | 1     | 33 | 1     | 34 | 1     | 35 | 1     |   |
| 36 | 1     | 37 | 1     | 38 | 1     | 39 | 1     | 40 | 1     | 41 | 1     | 42 | 1     |   |

|         |   |    |   |    |   |    |   |         |   |    |   |    |   |    |   |         |   |   |  |   |  |    |  |
|---------|---|----|---|----|---|----|---|---------|---|----|---|----|---|----|---|---------|---|---|--|---|--|----|--|
| 43      | 1 | 44 | 1 | 45 | 1 | 46 | 1 | 47      | 1 | 48 | 1 | 49 | 1 |    |   |         |   |   |  |   |  |    |  |
| 50      | 1 | 51 | 1 | 52 | 1 | 53 | 1 | 54      | 1 | 55 | 1 | 56 | 1 |    |   |         |   |   |  |   |  |    |  |
| 57      | 1 | 58 | 1 | 59 | 1 | 60 | 1 | 61      | 1 | 62 | 1 | 63 | 1 |    |   |         |   |   |  |   |  |    |  |
| 64      | 1 | 65 | 1 | 66 | 1 | 67 | 1 | 68      | 1 | 69 | 1 | 70 | 1 |    |   |         |   |   |  |   |  |    |  |
| 1       |   | 9  | 2 |    | 8 | 1  |   | 9       | 4 |    | 6 | 0  |   | 10 | 2 |         | 8 | 2 |  | 8 |  |    |  |
| Copy to |   |    |   | 3  |   | 17 |   | Copy to |   |    |   | 4  |   | 16 |   | Copy to |   |   |  | 4 |  | 16 |  |
| E       |   | I  |   | S  |   | N  |   | T       |   | F  |   | J  |   | P  |   |         |   |   |  |   |  |    |  |

Table 1 showed that the respondents have INFP personality type. The individuals are introvert, intuitive, feeling and perceiving on the scale of MBTI.

Table 2  
Personality of Type Respondent 2

| Col 1 |   | Col 2 |   | Col 3 |   | Col 4 |   | Col 5 |   | Col 6 |   | Col 7 |   |
|-------|---|-------|---|-------|---|-------|---|-------|---|-------|---|-------|---|
| A     | B | A     | B | A     | B | A     | B | A     | B | A     | B | A     | B |
| 1     | 1 | 2     | 1 | 3     | 1 | 4     | 1 | 5     | 1 | 6     | 1 | 7     | 1 |
| 8     | 1 | 9     | 1 | 10    | 1 | 11    | 1 | 12    | 1 | 13    | 1 | 14    | 1 |
| 15    | 1 | 16    | 1 | 17    | 1 | 18    | 1 | 19    | 1 | 20    | 1 | 21    | 1 |
| 22    | 1 | 23    | 1 | 24    | 1 | 25    | 1 | 26    | 1 | 27    | 1 | 28    | 1 |
| 29    | 1 | 30    | 1 | 31    | 1 | 32    | 1 | 33    | 1 | 34    | 1 | 35    | 1 |
| 36    | 1 | 37    | 1 | 38    | 1 | 39    | 1 | 40    | 1 | 41    | 1 | 42    | 1 |
| 43    | 1 | 44    | 1 | 45    | 1 | 46    | 1 | 47    | 1 | 48    | 1 | 49    | 1 |
| 50    | 1 | 51    | 1 | 52    | 1 | 53    | 1 | 54    | 1 | 55    | 1 | 56    | 1 |
| 57    | 1 | 58    | 1 | 59    | 1 | 60    | 1 | 61    | 1 | 62    | 1 | 63    | 1 |
| 64    | 1 | 65    | 1 | 66    | 1 | 67    | 1 | 68    | 1 | 69    | 1 | 70    | 1 |

|         |   |   |   |    |         |   |   |   |    |         |   |   |   |    |
|---------|---|---|---|----|---------|---|---|---|----|---------|---|---|---|----|
| 10      | 3 | 7 | 3 | 7  | 3       | 7 | 4 | 6 | 3  | 7       | 3 | 7 |   |    |
| Copy to |   |   | 6 | 14 | Copy to |   |   | 7 | 13 | Copy to |   |   | 6 | 14 |

The table 2 showed that the respondent has INFP personality type. The individual is introvert, intuitive, feeling and perceiving on the scale of MBTI.

Table 3  
Personality of Type Respondent 3

| Col 1   |   | Col 2 |   | Col 3 |   | Col 4   |   | Col 5 |   | Col 6 |   | Col 7   |   |    |  |   |  |
|---------|---|-------|---|-------|---|---------|---|-------|---|-------|---|---------|---|----|--|---|--|
| A       | B | A     | B | A     | B | A       | B | A     | B | A     | B | A       | B |    |  |   |  |
| 1       | 1 | 2     | 1 | 3     | 1 | 4       | 1 | 5     | 1 | 6     | 1 | 7       | 1 |    |  |   |  |
| 8       | 1 | 9     | 1 | 10    | 1 | 11      | 1 | 12    | 1 | 13    | 1 | 14      | 1 |    |  |   |  |
| 15      | 1 | 16    | 1 | 17    | 1 | 18      | 1 | 19    | 1 | 20    | 1 | 21      | 1 |    |  |   |  |
| 22      | 1 | 23    | 1 | 24    | 1 | 25      | 1 | 26    | 1 | 27    | 1 | 28      | 1 |    |  |   |  |
| 29      | 1 | 30    | 1 | 31    | 1 | 32      | 1 | 33    | 1 | 34    | 1 | 35      | 1 |    |  |   |  |
| 36      | 1 | 37    | 1 | 38    | 1 | 39      | 1 | 40    | 1 | 41    | 1 | 42      | 1 |    |  |   |  |
| 43      | 1 | 44    | 1 | 45    | 1 | 46      | 1 | 47    | 1 | 48    | 1 | 49      | 1 |    |  |   |  |
| 50      | 1 | 51    | 1 | 52    | 1 | 53      | 1 | 54    | 1 | 55    | 1 | 56      | 1 |    |  |   |  |
| 57      | 1 | 58    | 1 | 59    | 1 | 60      | 1 | 61    | 1 | 62    | 1 | 63      | 1 |    |  |   |  |
| 64      | 1 | 65    | 1 | 66    | 1 | 67      | 1 | 68    | 1 | 69    | 1 | 70      | 1 |    |  |   |  |
| 4       | 6 | 9     | 1 | 9     | 1 | 8       | 2 | 3     | 7 | 6     | 4 | 8       | 2 |    |  |   |  |
| Copy to |   | 18    |   | 2     |   | Copy to |   | 11    |   | 9     |   | Copy to |   | 14 |  | 6 |  |
| E       | I |       |   | S     | N |         |   | T     | F |       |   | J       | P |    |  |   |  |

The table 3 showed that the respondent has ISTJ personality type. The individual is introvert, sensing, thinking, and judging on the scale of MBTI.

Table 4  
Personality of Type Respondent 4

| Col 1    |   | Col 2   |   | Col 3    |   | Col 4 |   | Col 5    |   | Col 6 |   | Col 7    |   |
|----------|---|---------|---|----------|---|-------|---|----------|---|-------|---|----------|---|
| A        | B | A       | B | A        | B | A     | B | A        | B | A     | B | A        | B |
| 1        | 1 | 2       | 1 | 3        | 1 | 4     | 1 | 5        | 1 | 6     | 1 | 7        | 1 |
| 8        | 1 | 9       | 1 | 10       | 1 | 11    | 1 | 12       | 1 | 13    | 1 | 14       | 1 |
| 15       | 1 | 16      | 1 | 17       | 1 | 18    | 1 | 19       | 1 | 20    | 1 | 21       | 1 |
| 22       | 1 | 23      | 1 | 24       | 1 | 25    | 1 | 26       | 1 | 27    | 1 | 28       | 1 |
| 29       | 1 | 30      | 1 | 31       | 1 | 32    | 1 | 33       | 1 | 34    | 1 | 35       | 1 |
| 36       | 1 | 37      | 1 | 38       | 1 | 39    | 1 | 40       | 1 | 41    | 1 | 42       | 1 |
| 43       | 1 | 44      | 1 | 45       | 1 | 46    | 1 | 47       | 1 | 48    | 1 | 49       | 1 |
| 50       | 1 | 51      | 1 | 52       | 1 | 53    | 1 | 54       | 1 | 55    | 1 | 56       | 1 |
| 57       | 1 | 58      | 1 | 59       | 1 | 60    | 1 | 61       | 1 | 62    | 1 | 63       | 1 |
| 64       | 1 | 65      | 1 | 66       | 1 | 67    | 1 | 68       | 1 | 69    | 1 | 70       | 1 |
| 0 10     |   | 3 7     |   | 2 8      |   | 4 6   |   | 2 8      |   | 4 6   |   | 2 8      |   |
| Copy to  |   | Copy to |   | 5 15     |   | 6 14  |   | 6 14     |   | 6 14  |   | 6 14     |   |
| *<br>E I |   |         |   | *<br>S N |   |       |   | *<br>T F |   |       |   | *<br>J P |   |

The table 4 showed that the respondent has INFP personality type. The individual is introvert, intuitive, feeling and perceiving on the scale of MBTI.



Table 5  
Personality of Type Respondent 5

| Col 1   |   | Col 2   |   | Col 3 |    | Col 4   |   | Col 5 |   | Col 6   |   | Col 7 |    |
|---------|---|---------|---|-------|----|---------|---|-------|---|---------|---|-------|----|
| A       | B | A       | B | A     | B  | A       | B | A     | B | A       | B | A     | B  |
| 1       | 1 | 2       | 1 | 3     | 1  | 4       | 1 | 5     | 1 | 6       | 1 | 7     | 1  |
| 8       | 1 | 9       | 1 | 10    | 1  | 11      | 1 | 12    | 1 | 13      | 1 | 14    | 1  |
| 15      | 1 | 16      | 1 | 17    | 1  | 18      | 1 | 19    | 1 | 20      | 1 | 21    | 1  |
| 22      | 1 | 23      | 1 | 24    | 1  | 25      | 1 | 26    | 1 | 27      | 1 | 28    | 1  |
| 29      | 1 | 30      | 1 | 31    | 1  | 32      | 1 | 33    | 1 | 34      | 1 | 35    | 1  |
| 36      | 1 | 37      | 1 | 38    | 1  | 39      | 1 | 40    | 1 | 41      | 1 | 42    | 1  |
| 43      | 1 | 44      | 1 | 45    | 1  | 46      | 1 | 47    | 1 | 48      | 1 | 49    | 1  |
| 50      | 1 | 51      | 1 | 52    | 1  | 53      | 1 | 54    | 1 | 55      | 1 | 56    | 1  |
| 57      | 1 | 58      | 1 | 59    | 1  | 60      | 1 | 61    | 1 | 62      | 1 | 63    | 1  |
| 64      | 1 | 65      | 1 | 66    | 1  | 67      | 1 | 68    | 1 | 69      | 1 | 70    | 1  |
| 6       | 4 | 4       | 6 | 5     | 5  | 7       | 3 | 7     | 3 | 5       | 5 | 4     | 6  |
| Copy to |   | Copy to |   | 9     | 11 | Copy to |   | 14    | 6 | Copy to |   | 9     | 11 |
| *       |   |         |   | *     |    |         |   | *     |   |         |   | *     |    |
| E       | I |         |   | S     | N  |         |   | T     | F |         |   | J     | P  |

The table 5 showed that the respondent has ENTP personality type. The individual is extrovert, intuitive, thinking and perceiving on the scale of MBTI.

Findings

1. The table 1 showed that the respondent has INFP personality type. The individual is introvert, intuitive, feeling and perceiving on the scale of MBTI.
2. The table 2 showed that the respondent has INFP personality type. The individual is introvert, intuitive, feeling and perceiving on the scale of MBTI.
3. The table 3 showed that the respondent has ISTJ personality type. The individual is

introvert, sensing, thinking and judging on the scale of MBTI.

4. The table 4 showed that the respondent has INFP personality type. The individual is introvert, intuitive, feeling and perceiving on the scale of MBTI.
5. The table 5 showed that the respondent has ENTP personality type. The individual is extrovert, intuitive, thinking and perceiving on the scale of MBTI.

## Conclusion

Findings of the study concluded that half of the respondents were extrovert and half of the respondents were introvert. Majority of the respondents were intuitive associated with intuitive and sensing type. Half of the subjects were thinking type and other half were feeling type personality. Greater number of participants having perceiving personality type.

## Recommendations

1. The similar study might be replicated at elementary level.
2. The study might be replicated on exploring personality type in other departments of university of Loralai.
3. Offer exercises that foster divergent thinking, such as brainstorming sessions, creative projects, or exposure to different perspectives through literature, art, or cultural studies.
4. Develop support programs that provide to the specific needs and preferences of different MBTI types. For example, offer workshops on stress management for students with judging preferences or networking events for introverted students to enhance their social skills.
5. Integrate the understanding of MBTI preferences into academic curriculum and career guidance programs. Help students recognize how their personality type can influence their learning style, study habits, and career choices.

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