



## Personality Profile of a Typical Indian Female Primary Teacher: Taking a Psychoanalytic Object Relations Approach

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Research on Primary teachers fall into two major categories i.e. Pedagogy and the Personal Characteristics of teachers. Empirical evidence indicates that a teacher's personality influences the classroom climate, students' behaviors, and their interpersonal relationships. Although the effect of a teacher's personality on students' psychological well-being has long been stressed in many studies, very little is known about the actual personality characteristics of Indian in-service teachers. The purpose of this study was to allocate the characteristics that best describe the personality of Indian female elementary school teachers through Rorschach Inkblot Test. This study intends to be part of the endeavor of describing and understanding the possible foundations of teachers' behavior. The sample consisted of 100 female elementary teachers, who completed the Rorschach inkblot test. The test responses of all the teachers in the sample were scored using Paul Lerner's Psychoanalytic Object relations approach (Lerner, 1991). The typical personality profile was then arrived at by combining all the 100 Rorschach test profiles. The typical personality has been discussed in terms of Core Character and Level of Personality Organization, in the light of Object Relations Theory (Lerner, 1991). Holt's classification of Primary process manifestations (Lerner, 1991) was also applied on the content of the 100 protocols, to better understand her object relations. The findings indicate that the typical Indian primary teacher may be more cognitive than affective in her object relations, which may be a possible indication of a core character of the Obsessive Compulsive nature, with sub features of Hysterical, Depressive, and Schizoid characteristics, of a typical Indian female primary teacher. Implications of the study for students' behavior and for teacher development are discussed.

*Keywords:* personality, Rorschach test, object relations, teacher development, Holt's Primary and Secondary Process Manifestations

Practitioners and scholars commonly classify the teaching profession as a highly stressful occupation (Farber, 1991). Teachers' judgment of their capability to impact student outcomes has been consistently related to teacher behavior, student attitudes, and student achievement (Tschannen-Moran & Woolfolk Hoy, 2007). Teacher self-efficacy has been linked to the amount of stress experienced in teaching (Smylie, 1988). Teachers often find themselves beleaguered by disruptive and non-

achieving students, are held accountable for their students' attainments and wellbeing, and depend on others, for example, parents, colleagues and the principal, to accomplish things. They are also affected by various psychological and social factors, and must function under conflicting expectations, pressures and demands (Chan, 1998).

Research has indicated that numerous factors influence teaching performance, including non-academic

traits such as personality attributes, self-concept, commitment to teaching, and gender (Baldwin, 1990). The field of teaching has only recently begun to focus on the importance of Student Engagement and to develop strategies to cultivate it. In the absence of any core technology, teachers have been left to their own creativity and strength of personality to cultivate strategies for Student Engagement or to manage in its absence. Student engagement is a more developmentally advanced task for teachers (Meister & Melnick, 2003; Pigge & Marso, 1997).

Empirical evidence has revealed that a teacher's personality influences the classroom climate, students' behaviors, and their interpersonal relationships (Wu, Hughes, & Kwok, 2010). It has been suggested that personality styles need to be recognized to meet individual students' needs. Understanding personality profiles allows educators to be proactive in determining a better fit for each student (Richardson & Arker, 2010). Richardson and Arker (2010) also suggested that overall productivity can be enhanced by bringing together individuals with similarities. Davis (2006) and McCombs and Miller (2006) emphasized that good relationships between students and teachers often lead to increased student performance. They implied that examining the relationship between the student and teacher would provide a good predictor of the learners' motivation to achieve academically.

Levin's (2006) study made reference to assessing teacher personality and the effects on academic achievement, but the focus of that study was on the leadership component and its effects on student learning. Moscoso and Slagado (2004) examined negative types of personalities, which they refer to as the - dark side and its effect on job performance. The study showed that there were seven types of personality styles that negatively impacted job performance - shyness, suspiciousness, sadness, pessimism, suffering, eccentricity, and riskiness. Teaching involves multiple, simultaneous decisions related to content pedagogy, student relationships, praise and discipline, materials of instruction, and interactions with colleagues (Griffin, 1999). People are highly variable in the degree to which they can meet these multi-level demands. Personality characteristics are likely to be important predictors of this ability (Decker & Rimm-Kaufman, 2008).

In an article written by Hadas (2011), Ortega (2009) describes personality as "stable traits or qualities in a person, as more dynamic moods that are related to the cognitive processing of emotions, or even as predispositions that have been learned through social experience" (p. 193). This description of personality explains the correlation between personality and cognition, as well as perception. According to Hadas (2011, p.3), "Personality influences one's perception of the world around them and how they interact within that

world". In conjunction with this description of personality, Ayan and Kocacik (2010) explain how personality is developed as "under the influence of the inherited characteristics of the individual and the environment, in which s/he takes place in." In the area of self image of teachers, image has been defined as "a personal meta level knowledge, in that act embodies a person's experience, finds expression in practice and is the perspective from which new experiences are taken (Clandinin, 1986).

Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning (Birch & Ladd, 1997; Klem & Connell, 2004). Students reported liking school more and experiencing less loneliness if they had a close relationship with their teachers. Students with better teacher-student relationships also showed better performance on measures of academic performance and school readiness (Birch & Ladd, 1997).

Teachers can directly promote positive social behaviors by orchestrating the relationships within a classroom in a positive manner (Battistich, Schaps, & Wilson, 2004). Teachers can use positive teacher-student relationships indirectly to promote peer relationships and this also helps enhance students' engagement. Positive teacher-student relationships improve student-to-student acceptance in both current and future years (Hughes & Kwok, 2007). Relatedness and connection are important and are experienced by all among the same relational dimensions. Each individual is mainly related with himself and his relations with himself decide how he would relate with others. This self other relatedness is developed as a process of interaction with others (Josselson, 1996).

Thus, the teachers who establish a personal and caring relationship and foster positive social interactions within their classrooms meet their students' needs for relatedness (or social connection to school). Teacher-student relationships contribute to students' resiliency. In fact, class size, teacher experience or availability of instructional supplies, are not as important as positive relationships. Studies point to an important message: across ages and in virtually all classrooms, students will be more engaged and motivated if teachers meet students' essential need for social connection (Rimm-Kauffman, 2011).

Exploring the personality of primary teachers has been an endeavour for around forty or fifty years now (Feshbach, 1969; Getzels & Jackson, 1963; Victor, 1976). However, personality research has recently seen a shift since these earlier studies were conducted. The greatest change has been the acceptance of the Big Five factor model of personality (John & Srivastava, 1999). Teacher's personality has been explored through tests e.g., Big Five Factors, EEMPI, 16PF, MBTI, Kiersey

Temperament Sorter II, and Forced Choice Scale (Pennock & Moyers, 2012, Roussi-Vergou, Angelosopoulou, & Zafiropoulou, 2009; Sears & Kennedy, 1997; Kenny & Kenny, 1989; Cooper & Benis, 1967).

### **Object Relations**

The most vital and important relationship of a person is with himself/herself which would determine how he/she would relate with others for he/she carries within him/her the phenomenal reality (Mishra, Kharkwal, Kilroy, & Thapa, 1996).

Object relations theorists hold that personality development takes place in terms of changes in structures/patterns/units of object relations, and not in terms of oral and genital stages. From the psychodynamic perspective, the term "Object Relations" is roughly equivalent to "past relationships". Conceptually, it refers to how people develop patterns of living from their early relations with significant others, particularly their mothers (Sue et al. 1990). The nature/pattern of these object relations has a significant impact on personality development, including secure early attachment to the mother or other care giver, gradual separation from the object of attachment and finally the ability to relate to others as an independent individual (Roy, Srull, & Wilkins, 1988).

It is in the above context that exploring the personality of a primary teacher in terms of Paul Lerner's Psychoanalytic Object Relations Approach (Lerner, 1991) assumed significance for the researcher. What is the personality organization of teachers? What and how are their object relations? The primary teacher's personality has not been explored through Rorschach Ink blot test. The present study makes an endeavor to fill this gap by exploring the personality profile of Indian female primary teachers in terms of their self other relatedness through object relations using Rorschach Inkblot test.

### **Method**

#### **Measure**

**The Rorschach test.** As children most have looked at clouds, mountains and trees and imagined them to be animals, persons and objects around us. That's what Rorschach test does. A set of 10 vague looking blots are shown to the person whose personality we are trying to understand. He/she is then requested to tell us what these blots look like: "what might this be?" Based on what is seen (e.g. humans, animals and household objects and what factors have influenced whatever is seen (e.g. Shape of the blot, its Color and Shading), inferences are made about his personality, e.g. a) cognitive resources, b) emotions, and c) relation between cognition and emotion. Since whatever is 'seen' and/or 'experienced' on the blots is based on how that person has conceptualized his /her world, the percepts have a symbolic, representational significance. The objects seen signify something. They

represent a part of the world outside his/her internal world, her object relations (Mishra et al., 1996).

### **Paul Lerner's Psychoanalytic Object Relations Approach to Rorschach Test**

Hermann Rorschach, the pioneer of this test, was more interested in how the blots were seen. His Psychoagnostics first published in 1921, (Rorschach, 1975) focuses on the process of perception, but later on he also talked about the significance of looking at the content and its clinical significance in personality assessment. Lerner's approach doesn't minimize the importance of process, but it stresses more on the critical role of the product: the content. Whenever we see something we compare it with something we are familiar with based on our past experiences. Comparing an object to other object appears to be an effective way of making them meaningful (Mishra et al., 1996). The experiential aspect of the Rorschach process is personal to the testee as well as meaningful and phenomenologically real. Underlying and associated with the Rorschach test responses is a content which is a vast wealth of a testee's inner world: personally and emotionally charged experiences involving culture, myths, archetypes, folklores and fairy tales (Mishra et al., 1996). Since this approach combines the formal features with the psychoanalytic object relations approach, this approach has been taken in the present study.

### **Paul Lerner's scoring system**

Lerner (1991) looks at the protocols (the Rorschach tests responses of a testee) most comprehensively from a clinically rich perspective without compromising scientific rigor (Mishra et al., 1996). Lerner (1991) creatively synthesizes the quantitative components of the Rorschach responses with the advances in the psychoanalytic system e.g., self psychology and the object relations approach. Lerner (1991) recommends what may be called a level based core character framework for conceptualizing personality emerging out of a Rorschach protocol. The main features of Lerner's system include:

1) **Relatively less emphasis on quantitative scores**, 2) Identifying responses for (a) **form level**, (b) **Kinaesthesias** (the number of responses in which the subject saw or experienced movement), and (c) **responses with human content**, 3) Detailed response by response analysis for evidence of **character features of personality and level of personality organization**, thought organization, affect organization and core dynamics, 4) Examining the sequence, 5) Examining the content and, 6) Developing an integrated personality picture of the subject. His system may be described in terms of: (i) **Psycho diagnostic scheme**: Lerner suggests eight representative **core characteristics** for a diagnostic scheme: a) Hysterical, b) Obsessive compulsive, c) Depressive, d) Masochistic, e) Infantile, f) Narcissistic,

g) Schizoid, h) Paranoid; and (ii) **Levels of personality organization**: The six levels of personality organization are: a.) level of instinctual development, b.) manifestation of ego weaknesses, c.) level of defensive organization, d.) level of internalized object relations, e.) level of superego-development, and f.) level of ego identity (Kernberg, 1970), 7) **Inference process**: Inferences about the personality of the testee in the Lerner's system are drawn at two tiers: a) **First order inferences**: The first order inferences are drawn at three levels: i) Level of form, ii) Kinaesthesia, iii) Human responses; b) **Transformation Process**: The transformation process involves 'translating' data into narrative statements.

#### **Holt's Classification of Primary Process Manifestation**

Throughout the years, several instruments have been developed to measure primary and secondary process thinking. These instruments focus on specific content and/or on formal characteristics of text materials or responses to tests. An example of a method assessing both content and formal characteristics of primary processes manifestation is Holt's Classification of Primary Process Manifestations (Lerner, 1991). Besides the rigidity of the thought processes, the protocols also have an evidence of psychic shifts in primary process thinking. For getting an insight into this, Holt's classification of Primary process manifestations (Holt & Havel, 1960; Lerner 1991) was applied on the content of the 100 protocols. Holt makes a major distinction between responses reflecting drives with implied **libidinal wishes** and those with **aggressive aims**. The libidinal category is further classified in line with the Psychosexual stage of development while the aggressive category is dealt with in terms of whether it is the subject (aggressor), the object (victim) or the result (aftermath). Further, Holt takes into account two levels - **Level 1** pertains to responses which are primitive, blatantly drive dominated, socially unacceptable and focal to a drive relevant organ. On the other hand, responses reflecting a more civilized, contained/ socially acceptable content constitute **Level 2** responses (Lerner, 1991). In the present study Holt's classification of primary process manifestations (Lerner, 1991) was also applied on the content of the 100 protocols.

#### **Participants**

The focus of the study was the Indian female primary teacher. A total of 100 female primary teachers served as the sample out of which 50 were from Government primary schools and 25 each from Aided and Private primary schools in Lucknow city of India. Government primary schools are totally owned and run by the Government of India. Private schools are the schools owned and run by private entities and receive no aid from the government. Aided school refers to a recognized private school which is receiving aid in the form of maintenance grant from the central government, administrator or a local authority or any other authority

designated by the Central Government Administrator or a local authority.

The schools were randomly selected from various areas within the vicinity of Lucknow city. Prior permission was obtained from the authorities of each of these schools for conducting the study. Teachers were then contacted and requested to be the part of our study. The teacher selection, at this stage, depended on the willingness of the particular teachers to participate in the study. As a result of this, a number of teachers were contacted but not everyone was available, so only the willing and available ones were part of the study. The Rorschach inkblot test was then conducted on the date and time mutually decided by each teacher and the researcher, individually.

All the teachers in the sample were females. The age range of the sample was 21 -58 years. 13% were between 21-30 years, 17% were 31-40 years, 34% were 41-50 years, and 36% were 51-58 years. 85% of the teachers in the sample were married and the rest were single. 19% of the sample was the eldest child and 49% were middle born with respect to their birth order in the family. 49% of the sample belonged to nuclear family and 59% belonged to nuclear family.

#### **Procedure**

Rorschach inkblot test was administered to every teacher in the sample individually. The ten cards in the test are numbered 1-10. The first card was presented first followed by the second and so on. With the present of every card, it was told, "Tell me please, what do you see?", "What might this be?" With this began the Free association phase in which the teacher would tell what she saw. In case of rejections where the subject is not forthcoming with any verbalizations for a card, then he was to be encouraged to try for about two minute. This was followed up with Inquiry. Inquiry was done after each card, not at the end when all 10 cards have been responded to. Verbatim record of the responses was done by the tester. Notes were also made of the behaviors/ attitudes. Responses were **coded for location, determinants, form level, content, deviant verbalizations and special scores**.

The 100 Rorschach protocols were combined and responses tabulated in terms of frequencies and percentage for particular scoring categories in the Lerner's scoring system. This was followed with qualitative analysis and interpretation in the light of Lerner's Psychoanalytic objects relations approach (Lerner, 1991). Holt's classification of Primary process manifestations (Holt & Havel, 1960; Lerner, 1991; Mishra et al., 1996) was also applied to all the responses in the 100 Rorschach protocols.

#### **Results**

The authors analyzed the typical personality profiles, in terms of Rorschach test profiles, of the three different type of primary teachers (from Government,

Aided and Private schools) and found no visible differences in these profiles and hence, a typical personality profile, combining all the 100 primary teachers in the sample, was prepared, to arrive at the typical personality profile of an Indian primary teacher encompassing all three school types. “S” is the name that has been given to this profile.

**Typical Profile of Primary Teacher ‘S’ in terms of Lerner’s Psychoanalytic Object Relations Approach**

The purpose of taking Lerner's approach was to get an insight into the object relations of the teachers. Besides thought processes, the Rorschach protocols also help show psychic shifts in primary process thinking. For getting an insight into this, Holt’s classification of Primary process manifestations (Lerner, 1991) helped to arrive at an understanding of primary process manifestations of a typical Indian primary teacher. For easy understanding ‘S’ is the label being given to this typical Profile. It was assumed that the primary teachers would be more cognitive than affective in their object relations. The typical profile of an Indian female primary teacher ‘S’, obtained through Rorschach Inkblot test, is explained here in the light of Lerner’s Psychoanalytic Object Relations Approach and Holt’s classification of Primary process manifestations.

**Quantitative Analysis**

**Total number of responses and Spoiled form responses (Fs).** The total responses were arrived at after summing up all the card responses, of all the 100 teachers,

including the Fs (Spoiled form). Spoiled form refers to the responses where the form mentioned was not clear. All other responses were those responses which could be located on the particular card, and had a clear determinant emerging in the ‘Inquiry’ phase. Thus, there were a total of 2100 responses, out of which only 2 responses were of Fs.

**Form Level.** Form level refers to the degree of perceptual fit between the response and the area chosen. The congruence of fit between response and the perceptual characteristics of the area chosen reflects a basic ego function i.e. reality testing, and the initial control, a feature inherent to thinking. The form level scores are employed and are based on Mayman’s (1967) extension of Rappaport’s initial scoring categories (Lerner, 1991). The form level of responses is given in Table 1.

The distribution of responses according to form level needs some elaboration. According to Lerner (1991), the form responses indicate: a) the active attitude, a detailed processing to ‘fit’ the inkblot to the memory images and a ‘typical attitude’ in which form is used in a cut and dry routine manner and b) the perceptual hold i.e. how strongly or feebly does the subject grasp the image aroused by the blots.

In the light of above explanation for form level, the distribution of form levels of primary school teachers’ indicates that out of a total of 2100 responses, 1954 (93.06%) (Table 1) responses are form based, which

Table 1  
*Distribution of Total Responses According to the Form Level*

<b>Form level</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>F+</b> (A sharp, convincing, accurately perceived, well-articulated response)	23	1.17%
<b>Fo</b> (An accurate but easily seen response that requires little effort).	640	32.75%
<b>Fw+</b> (A weak and acceptable response but not convincing).	371	18.98%
<b>Fw-</b> (response that is weak and barely fits the chosen area)	123	6.29%
<b>F-</b> (response that is weak and barely fits the chosen area)	689	35.26%
<b>Fv</b> (The form intrinsic to the percept is vague)	111	6.29%
<b>Total Form Responses</b>	1957	93.06%

[Total responses with form as Determinant (N=1957)]

shows a clear dominance of form as a determinant of their response. This is giving some indication about the rigidity of thought processes and a delay in discharge of impulses in S. However, the form level, which is an index of reality testing, shows that the highest percentage of responses (35.26%) fall at F- level, which only suggests a somewhat poor goodness of fit & reality orientation. This is followed very closely by Fo (32.75%), which shows the presence of some balancing, by good perceptual hold.

**Kinesthesia.** Kinesthesia, that is the precise movement ascribed (e.g. fighting, dancing, clinging) is an aspect of movement response. While other Rorschach writers (Schactel, 1966), have discussed the movement response broadly as an indication of self-experiences and self-concept, Mayman (1977), has suggested that it is the Kinesthesia which find their way into a person's movement responses, that are drawn from a repertoire of Kinesthetic memories which express some of his core experiences of selfhood".

A second aspect of the movement response identified by Mayman (1977), applicable to a broad array of responses is Kinesthesia, or the action component of a response. For Mayman (1977), kinesthesias that find their way into a movement response are drawn from a repertoire of kinesthetic memories, and involved in these memories are core self experiences. For Lerner (1991) all kinesthesia on record, not simply those expressed in human movement are, a potentially rich source of information and may provide clues to vital self experiences, including subjective feelings of selfhood and of object relating.

In the protocols of hundred primary teachers, only 192 (9.15%) responses had Kinesthesia in them out of a total of 2100 responses. Here all movements irrespective of the content (human, animal) were noted. Out of these 192 responses, M (human movement responses) predominate (6.76%), followed by FM (animal movement) responses (1.86%). The share of ant (anticipatory movement) responses and that of m (inanimate movement) responses is quite insignificant (0.33% and 0.17%, respectively).

A detailed look at the Kinesthesia as expressed in the protocols of the teachers (Table 2) shows two major themes (frequencies in parentheses), one of relating with others in positive terms which is seen in the experience of talking (20), entertaining (2), Kissing (20), looking (16), joining of feet, hands, back (50), speaking (2), touching (2), and the other with negative loading in relationships viz., fighting (20), pulling (3), hunting (2), killing (1), pressed (3), lifting (14).

However when we look at the frequencies given in the brackets (Table 2), we find that a greater need for positive contact with people is present. Further, S also reflects joyous themes of laughing (5), jumping (5), dancing (28), blooming/emerging (18), blowing the trumpet (1).

**Human Content.** The human content of the protocol reflects the experiential world of the individual and Lerner (1991) gives a lot of emphasis in his system to analysis of content in order to give a complete picture of personality. In the present study the content is being analyzed in terms of Lerner's scoring system wherein we first identify the human content and then subsequent analysis of the other content is performed.

Out of 2100 responses, 377 responses (17.19%) have human percept. Out of these (N=377), 296(13%) responses of H (whole human figure) and 81(4%) responses of Hd (part of a human figure) are evident, while the rest of the responses 1623 (83%) have non-human content. On the whole, it is the large number of non human responses which mark the protocol of S. This is a remarkable finding in this study.

#### **Analysis of Content**

A person who takes the Rorschach test links ink blots with the object he/she is acquainted with. Whatever is seen (content) is a sample of his/her psychological world; the world inside him/her. The process by which inkblots are connected with the outside world reflects his/her personalized, unique way of seeing the world around him/her. Underlying and associated with the content is the vast wealth of the testee's inner world: personally and emotionally charged experiences involving culture, myths, archetypes, folklores and fairytales (Mishra et al., 1996).

In analyzing content Lerner (1991) recommends looking at (a) the whole verbalizations of the subject (both during inquiry and free association phase), (b) Embellishments, (c) specific links between the data and the inferences drawn and (d) conceptualizing content as a way of accessing the subject's internal object relations (Mishra et al., 1996).

Lerner (1991) uses three out of five criteria of Mayman (1977) namely, Embellishment (the role of fantasy in shaping content), Self-experience (Kinesthesia as indicative of self experience) and Object Representation (actual figures involved in movement), for the analysis of content. Analysis of content of S's responses is being given under each of the three criteria.

**Embellishment.** Movement is not the only response that draws upon fantasy. Certain form responses can be equally rich, vivid, compelling and lively. Common to these responses is a prevailing tendency to embellish a percept with affective and associative elaboration. Embellished responses are potentially laden with meaning. The tendency to embellish responses may also express an openness to different type of experiences, a capacity to relax tight controls and a strict adherence to reality, and a freedom to indulge in what Freud (1955) referred to as "primary process thinking" (Lerner, 1991). Embellishment responses include Fabulized (Fab) response with undue but acceptable affective elaboration or too great a specificity; Con- fabulized (Confab-

response that is so overly embellished with fantasy and affective elaborations that the subject loses touch with the reality of the test and replaces it with the created fantasy); and Fabulized combination (Fab-comb - in which two or more accurately seen percepts are combined in an unrealistic, arbitrary, and illogical way). Out of a total of 2100 responses, 135 (6.43%) responses were colored with embellishment. Interestingly, out of a total of 2100 responses, it is the Fab responses (3.76%) which supersede the Confab (2.38%) responses. Embellishment works as a cover to dress up the painful reality.

**Self –Experience.** Phenomenally, S experiences the world around herself at both secondary and primary level, the latter dominating the former. At a regressive primary level self is experienced as playing, kissing, dancing indicating a joyous mood along with shades of self as in a turmoil i.e. fighting, pulling, killing and being pressed with. Echoes of vulnerable and passive self are experienced as lying, dead, burning, burnt out, breaking, melting, hanging, falling and, clinging for support, raised hands etc. The contact with other people is experienced at a realistic level also, in terms of talking, looking and working together. The self is also experienced as flying, running, hiding, seeking solace from the regressive drive into primary process. Lastly, Sucking and Holding in mouth indicate an experienced need for incorporation (Table 2).

**Object Representation.** A third component of movement response, according to Mayman (1977), is the figure carrying out the action, the object representational

aspect. This component too can be applied to all content, to see if it is a human or an animal carrying out the action or it is a non living object that has been seen. One has to take into account the type of content used to express the internal object relation (Lerner, 1991). Lerner (1991) also emphasizes that object representations are unconscious images of others that are rooted in early object relations and provide a substratum for all subsequent relationships.

Out of a total of 2100 responses, one thing which is rather significantly emerging about the self is 1623 non human responses which mark the scene (83%) and only 377 human responses (17%). Out of the non human responses, the maximum number of responses cluster around the content of animals (A = 44.58%), followed by non living (nature, objects, cloth etc.) content (38.23%). Thus self is primarily experienced as animals with little human content. As the animal content and non-living content predominates, a look at the kind of animal and non-living content would be necessary (Table 3).

The vulnerability of the self is reflected where the self has been seen as small birds (191), fish, frog, earthworm like creatures (97), cat, rat, mongoose, squirrel etc. (120), and as small insects (55). The self at places is seen as weak, small, helpless and vulnerable, whereas at other points the self emerges as big powerful, scary and full of grandiosity, when we look at the type of animal content (Table 3).

This suggests that the self image appears to be small, inadequate and weak. It has been suggested that in Rorschach test, the defense of compensation

Table 2  
*Kinesthesia Expressed in S's Responses*

Grandiosity	Victim	Aggressor	Joyous Self	Escape	Relationship with others	
					Friendly	Suspicious/ Guarded
Blooming/ Emerging (18)	Pressed (3) Dried (2) Burning (20)	Fighting (20)	Laughing (5)	Raised Foot (2)	Talking (20)	Hiding (1)
Flowing (17)	Melting (3) Lying flat (3)	Exploding (2)	Swimming (17)	Flying (94)	Entertaining (2)	Signalling (1)
Expanding (11)	Pinned down (1) Dead (8) Hanging (48)	Sucking (1) Pulling (3)	Entertaining (2)	Going (8)	Playing holi (1)	
	Falling (13 ) Lifting( 14) Bending/ kneeling(26) Burnt out (2)	Going up (2) Hunting (2)	Jumping (5) Driving (3) Resting (1) Swinging (2) Sleeping (1) Bathing (1) Moving ahead (3)	Running (15)	Speaking (2) Joining of mouth/kissing (20) Touching (2) Looking (16) Dancing (28) Working Together (15) Joining Hands (40) Joining Back (7)	

[Total Number of Responses with Kinesthesia (N=192)]

Table 3  
Object Representation Categories Of Percepts Emerging In Rorschach Responses Of S (N=1623)

Object Representation Categories	Percepts	Frequencies
Butterfly	Butterflies	78
Birds	Small Birds	191
	Big Birds(Vultures, Eagles)	20
Rodent (Animals)	Bear, Bear Like	73
	Tiger, Lion, Leopard, Wolf, Elephant, Dog	139
	Cat, Rat, Squirrel, Monkey	120
Aquatic Animals	Octopus, Cobra, Snake, Crocodile, Crab	65
	Fish, Frog, Worms	97
Insects	Small Insects	55
	Dangerous Insects	55
Nature	Mountain, Clouds, Rocks, River, Lake, Sun	117
Botany	Landscape, Bushes, Leaves, Plants	77
	Tree, Flowers, Fruits, Vegetables, Gardens	62
Cloth	Cloth	12
Objects	Inanimate material objects	188
Blood (Bl)	Blood	15

plays a very significant role in facilitating one to hold on reality, despite turmoil of inadequacy within. This could speak for the perceived self-image being big and powerful, and compensating for weak, helpless, inadequate self image at the core. Thus there is evidence in the protocol of - tiger, lion, leopard, wolf, elephant, dog etc. (139), octopus, cobra, snake, crocodile, crab (65), big birds 20) and dangerous insects (55) (Table 3).

The object representation becomes rich and meaningful when the self-image is also seen in terms of the quality assigned to it as reflected in free association as well as inquiry phases of the response to the cards in the test. One finds in the responses of the teachers that the self image besides being vulnerable and inadequate, at times, is also marked by experiences of being dreadful, passive, dead/as good as dead, flying, severed, etc. There are a number of responses marked with morbidity, aggressiveness, and with a self that is disintegrated, killed, struggling, hanging, melting, hands tied, pinned down to be operated, dried, burning, rising and falling, and sucking. There are themes of self seen as mutilated and self in loneliness. Besides, the self is also rejoicing in celebration, shows grandiosity, and is dancing, in some responses. All this indicates a lot of emotional turmoil

within these teachers. However, anxiety and depression are not so marked although traces of the same are there (Table 2).

Out of the total responses (2100) of S, there were 15 Bl (Blood based responses) (0.90%), 19 C (Color is the sole determinant) responses (0.90%), suggestive of somewhat poor impulse control. Some degree of anxiety and depression is seen in 26 responses of C' (Blackness is the determinant) (1.26%), and 5 responses of Ch (shading is the determinant) (0.24%) and 27 responses of Cl (cloud) (0.24%).

### Inference

**First Order Inference.** The first order inference on the data of 100 protocols, was made for a typical Indian female primary school teacher, referred here as S, to help in identification of the core character and the level of personality organization.

The data reported so far in terms of thought processes, affective makeup, kinesthesia, self-experience, and object representation helps us gain meaningful insights when inference are drawn from this data. The first thing that hits at the data is the relatively low human content (17%). Primarily her internalized object relations are at sub-human level (animals and non living) (83%).



Table 4

Classification of S' Reponses Based on the Holt's Classification of Primary Process Manifestations (Libidinal Content)

Content Theme	Levels	Frequencies N=2100
<b>Oral (Receptive)</b>	<b>Level-1</b> (Mouth, breasts, sucking, famine)	48
	<b>Level-2</b> (Stomach, Kissing, drinking, food)	0
<b>Oral (Aggressive)</b>	<b>Level-1</b> (teeth, cannibalism, biting, parasites)	9
	<b>Level-2</b> (animals feared because of their biting e.g. crabs, spiders, alligators), verbal aggression (arguing)	50
	<b>Level-1</b> (Buttocks, feces, Hemorrhoids)	9
	<b>Level-2</b> (Intestines, toilet, disgust, dirt)	2
<b>Sexual</b>	<b>Level-1</b> (sexual organs, ejaculation, intercourse)	3
	<b>Level-2</b> (kissing, romance, sexual organs of flowers)	4
<b>Exhibitionistic/ Voyeuristic</b>	<b>Level-1</b> (nudity, exhibiting)	0
	<b>Level-2</b> (undergarments, leering, peering, observing, prancing)	0
<b>Sexual Ambiguity</b>	<b>Level-1</b> (same sex kissing, persons with breasts)	0
	<b>Level-2</b> (transvestism, cross dressing)	0
	<b>Total</b>	128
	<b>%age out of total responses (2100)</b>	6.09%

Thus it may be inferred from this that the major area of conflict for the primary school teachers is the Interpersonal Relations. This is further corroborated by the Kinesthesia (which is predominantly human movement embroiled in either reaching out positively viz., kissing, joining hands, feet, touching positively, or tearing apart in hostile aggressive impulses viz., fighting, pulling, etc).

Secondly, need for contact is rather strong and contact seems to give a lot of happiness, expressed in human like movement(FM) responses viz., 'hathi namaste kar rahein hain' (elephants are greeting with folded hands), hathi soond milaye huey hain (elephants have joined their trunks), 'bear jaise hath milate huey' (bears shaking hands) for Card II, 'ye koi janwar amne samne khade hain, aapas mein baatein kar rahei hain' (two animals standing and talking to each other) for card VII, etc.

The aggressive tendencies in interpersonal relations are manifested in human like animal movement (FM) responses viz., 'Dynasaur ek doosre ko dekh kar gussa ho rahe hain ya jhagra kar rahe hain' (Dynasaurs are either looking angrily at each other or fighting with

each other). Even passivity and helplessness is evident in responses like 'Cheenti jaise zamin par leti hui si jaise pasri hui si' (ant flatly lying on the floor), 'choohe latke huey hain' (rats are hanging). A need to escape from the reality is also rather pronounced with running (15), and going (8). Victimized self appears from experienced self of hanging, burning, melting, etc. Most significant is S's need for relating with others, seeking pleasure in contact like talking (20), dancing (28), joining of mouths (20). This suggests overplay of primary process tendencies. Though aggressive impulses like fighting (20), exploding (2), add to the experience of sucking, pulling, killing, hunting reflecting aggressiveness in relations (Table 2). S's impulse control is somewhat high as evident by a dominance of F (form based) responses, thus causing a delay in discharge of impulses. However the form is somewhat oscillating between a poor perceptual hold (F = 35.26%) and reality orientation (FO = 32.75%) (Table 4). Dominance of F shows increased inhibition and rigidity and compulsive character formation (Rappaport & Schafer, 1950).

Out of the total 2100 responses, terms of thought processes D (large detail) responses (66.28%) outnumber

Table 5  
 Classification of S' Responses Based on the Holt's Classification of Primary Process Manifestations (Aggressive Content)

Content Theme	Levels	Frequencies N=2100
Attack	Level-1 (sadistic aggressive) –vivid sadistic fantasies, annihilation of person or animal, torture	17
	Level-2 (explosions, fighting, fire, frightening figures, weapons, claws)	42
Victim of Aggression	Level-1(masochistic)–extreme victimization, extreme helplessness, suicide	18
	Level-2(person or animal in pain or wounded, frightened persons or animals – figures or objects in precarious balance)	42
Results of Aggression	Level-1(Aftermath-decayed, putrified, mutilated elements, catastrophe)	7
	Level-2(injured or deformed persons or animals, parts missing, blood, aftermath of storms or fire)	22
	<b>Total</b>	148
	<b>% out of Total Responses (2100)</b>	7.09%

the W (Whole figure) responses (21.3%), which implies that S experiences her world in large details and not so much as a whole.

Rigidity in thought processes is also evident with repetition of some themes in the protocols viz., animals like butterflies, bats, bears, elephants, insects and clouds, plants, etc. (Table 3).

**Holt's classification of Primary process manifestations (Lerner, 1991)**

Besides the rigidity of the thought processes, the protocols also have an evidence of psychic shifts in primary process thinking. For getting an insight into this, Holt's classification of Primary process manifestations (Lerner, 1991) was applied on the content of the 100 protocols. Holt makes a major distinction between responses reflecting drives with implied libidinal wishes and those with aggressive aims. The libidinal category is further classified in line with the Psychosexual stage of development while the aggressive categories is dealt with in terms of whether it is the subject (aggressor), the object (victim) or the result (aftermath). Further, Holt takes into account two levels - Level 1 pertains to responses which are primitive, blatantly drive dominated, socially unacceptable and focal to a drive relevant organ. On the other hand, responses reflecting a more civilized, contained/ socially acceptable content constitute Level 2 responses (Lerner, 1991) (Table 4 & Table 5).

Analysis of libidinal content (Table 4) shows that the four categories i.e. oral receptive, oral aggressive, anal and sexual, have obtained responses from S. None of the S responses fall into the libidinal content categories of exhibitionistic and, voyeuristic and sexual ambiguity. S appears to be both oral receptive and oral aggressive, the latter dominating the former. The data suggests that there seems to be regressive fixation at oral stage though repression is also evident.

S's discharge of aggressive impulses (148 responses) (Table 5) appears to be higher than libidinal impulses (128 responses) (Table 4). Another important finding here is that S's discharge of aggressive impulses seems to be more indirect, civilized and socially tolerated (Level 2 higher than Level 1) (Table 5) when compared with the libidinal impulses which have both Level 1, the crude and direct, as well as Level 2, the socially tolerated, responses (Table 5).

Under aggressive content, self is experienced both as a persecutor and victim, more as a result of aftermath. However, impulses are more socially tolerated at Level 2. Level 2 of aggressive content being higher than Level 1 also corroborates to the finding that S has a controlled affect.

Hence, it can be inferred that S makes a very conscious effort to rigidly hold to controls, and delay the discharge of impulses/emotions, as also reflected in the

greater number of Form based (F) responses rather than the Color (C) responses. The very fact that the form level is somewhat distorted (F- = 35.26%) and the fact that some responses are Color based (C=.904%, FC=1.33% and CF=1.19%) shows that by and large S has a deliberate, conscious control of the phenomenal world within the self and the reality outside. Low C indicates rigid suppression of affect (Rappaport & Schafer, 1950). However, at times this control gives way to emotional turmoil with streaks of anxiety, depression and arousal (Blood = 0.69%). Another aspect relevant here is the embellishment tendency, which may also express a capacity to relax tight controls and a strict adherence to reality, and a freedom to indulge in what Freud (1955) referred to as "primary process thinking" (Lerner, 1991). Only 135 (6.428%) responses of S carried embellishment (were Fabulized, Confabulized, and Fabulized Combinations), which also corroborates to the controlled affect.

On the whole the hypothesis that the Primary school teachers will be more Cognitive than Affective has been supported. Their thought process appears to be rigid in terms of repetitive themes (animal content and non-living content predominate) and detailed responses (D responses more than W responses).

**B Transformation.** The transformation process involves 'translating' data into narrative statements Based on the clinical, qualitative significance of the responses, the formal scores and the examiner testee interactions, the tester attempts to develop an internally consistent and theoretically sound profile of the testee in terms of four areas : a) Character structure, b) Thought organization, c) Affect organization d) Dynamics. Transformation helps us measure the personality of the typical primary teacher 'S' in terms of: a.) Core Character, and b.) Level of Personality Organization.

**Core Character.** Transformation gives us a clear picture for inference, focusing upon the character structure which seems to emerge out of the data. With reference to thought organization, the data has marked evidence of rigid thinking, repetitions of themes and detailed mindedness, feature of Obsessive Compulsive character. Minute details are also seen. In line with Schactel's (1966) viewpoint, low C responses typically show an individual with a habitually rigid and compulsive attitude. Besides, the data also shows that S primarily sees the world, to some extent, as it is and then makes modifications to suit her own internal perceptions, dressing it with embellishment for making it more tolerant. S starts seeing things as they are and then a shift of thought in terms of how she feels things are makes it a hysteric's presentation of the self as part child and part adult.

It is the subservient and passive victimized perceived self-image which adds substantial base to the sub feature of depressive personality and finally the

inability to have positive personal relations with humans and a tendency to focus more on the internalized world of sub human objects may be at the base of schizoid sub features.

S is phenomenally experiencing self as oscillating between regressive shifts of enjoying, the pleasure of contact with others and enmeshed within to survive, fighting for existence. The presence of s (space) in the protocols is also suggestive of doubts about oneself and feelings of inadequacy and principal function of 'S' is to minimize and negate threatening implications of underlying impulses as per Schafer (1954).

The above observations with regard to thought organization, self-image and self-experience lead us to assume that the Core Character of 'S', appears to be that of an Obsessive Compulsive with sub-features of Hysterical, Depressed and Schizoid characteristics.

**Level of Personality Organization.** Reality testing is somewhat poor. S is able to relate to the world only in bits and pieces. The overshadowing by the subjective frame of reference makes the perception of the world different from that which is normally seen by others. Despite that, the perception is more cognitive than affective.

The strong control is reflected in the use of Repression and Reaction Formation as mechanisms to cope with the threatening reality. A need to be accepted and loved versus a fear of being severed, killed and hurt is the main conflict.

S's Object relations are fused. The object in most cases is unidentified, that is, S mostly alludes to 'akritiyan' ("forms" or "shapes"), 'log' (people), 'keh nahin sakte janwar hai ya manushya hai' ("can't say if it is human or animal"), etc., which emerge in most of her responses. Further, the boundaries between the self and object are not very clear which speaks for why the self-object relations are fused.

With reference to the Level of Personality Organization, S appears to be operating at a higher level of organization for instinctual development and impulse control. For defensive organization, S seems to operate again at a higher level with Repression and Reaction formation as one of the significant defenses. The dominant conflict in external object relations suggests an intermediate level of internalized object relations. Similarly, for level of super ego development, the S operates at a higher level. However, the Level of Ego Identity indicates S's personality organization to be operating at a lower level. Thus, the contradictions in personality functioning are rather marked. The boundaries between the Self and Object are not distinct and thus, are fuzzy.

The study leads us to speculate that a typical Indian primary teacher would be more Cognitive than Affective. This suggests that she would 'think' more than she would 'feel' for her pupils, and given the type of

object relations emerging for S, she may not probably empathize well with her students, which could be a probable cause for many issues emerging in a teacher-taught situation.

### **Discussion**

The findings of this study can be compared with the findings regarding the typical personality of a Greek elementary teacher through Sixteen Cattellian Personality factors, where Elementary teachers appeared to be quite submissive, cautious, with a tendency to oppose or postpone change. They also scored a low tolerance level against fear and arousal and high tension levels. In the same study teachers seemed to respond to events, ideas, and experiences more with feeling than with thinking (contrary to the findings of the present study) and find it difficult to control their feelings, which results in getting upset easily. They also seem to pay little attention to how they may appear to others and generally do what they feel like doing. Elementary teachers also scored low on aspiration level (Roussi-Vergou, Angelosopoulou, & Zafropoulou, 2009).

The findings of the present study can be seen in the light of the challenging situation under which a government primary teacher works in India. Today, teachers are acutely aware of the negative perceptions about them as government functionaries who draw good salaries and, most importantly, as work shirkers who take no responsibility for the learning of children (Synovate and Azim Premji Foundation, 2005).

In India, the workload of teachers is often judged in terms of amount and type of work done by them. A sample survey found that 42 per cent of primary school teachers teach two classes or more at a time. About 50 per cent of upper primary/middle school teachers report that they teach four or more subjects. More than 60 per cent of teachers teach about 50 students on average, 34 per cent teach between 51–100 and about 5 per cent more than 100 students. This means that on average about 39 per cent of teachers teach more than 50 students in the primary school. At high/higher secondary levels, however, the teacher-pupil ratio was 1:16 in 1994–95. It is evident that primary school teachers are working under stress, especially those teachers who are handling multi-grade classes (Goyal & Chopra, 1990).

Education codes in different states specify the number of class periods teachers at different levels have to teach. A sample survey found that about one-fourth of primary school teachers teach 31–35 class periods and a similar number teach more than 36 class periods a week. Besides teaching, elementary school teachers have to spend a fair amount of time on co-curricular activities, especially in private schools. In addition, teachers have to do clerical work and other miscellaneous work like organizing relief work, collecting census data, participating in family planning campaigns, and population control drives, helping in the smooth conduct

of elections, etc. (Development of Education in India, 1996).

Since the personality characteristics of teachers may be critical to the success of prospective teachers, an investigation such as this may provide valuable information for teacher recruitment and the advising of teacher education candidates (Baldwin, 1990). The findings of the present study have implications for theory development, assessment of teacher-student relationships, and teacher professional development. When a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be built will be unsound. Reasserting the importance of teachers in basic education and improving teachers' qualifications are tasks to which all governments must address themselves. The measures needed to recruit future teachers from among the most motivated students, improve their training and encourage the best among them to take on the most difficult posts need to be determined in relation to the specific circumstances of each country; but such measures must be taken, since, without them, it is unlikely that there will be significant improvements in quality where they are most needed. Thus, improving the quality and motivation of teachers must be a priority in all countries (Delors, 1996).

Since the sample includes teachers from aided and private schools also, these findings may also be reflecting on the situation prevailing in those schools too, although the source of stressors in those schools might be different from that of the government schools. Subir Shukla, who has been closely associated with teacher development programs of the government in District Primary Education Program (DPEP), said that,

When we work with teachers, the first attitude that changes is about himself/ herself. When they are able to break out of the low self-image, they realize that children are capable of learning. They realize poor children can also learn, children from deprived social groups can learn and they also come to believe that girls can learn. Teachers do not always have the emotional security to learn, therefore at each stage we have to give them the inner strength to move to the next stage. Self-image is critical, it is an issue of identity, and when we tell them they do not know teaching, they switch off. (Ramachandran, Bhattacharjee, & Sheshagiri, 2008)

This observation is very significant in the background of the findings of the present study where the typical primary teacher seems to have a negative self image and the self has been seen in lot of turmoil. There seems to be a need to work on improving this negative self image of the elementary teachers so that this can reflect in their improved relationships with their students.

While educational reform since the 1980s was strongly focused on schooling and an adequate teaching-learning environment, the late 1990s brought the role of the curriculum into national focus. However, the critical link that binds these four critical elements together—the agency of the teacher continues to be cast aside, by political ideologies of most hues, contemporary curriculum reform efforts and the professional practices of much of the teacher education community (Batra, 2005).

The study also emphasizes the need to look at the larger system under which the primary teachers are operating. Teachers are not expected to exercise their own judgment in determining how best to teach: since both content and instructional methods are defined elsewhere, attempts to deviate from these are actively discouraged. Teachers are expected to utilize innovations developed at higher levels of the system, regardless of practical constraints on their implementation. Teachers typically ‘follow orders’, ‘cover the syllabus’, ‘fill out formats?’ and so on, irrespective of children’s learning outcomes. It is hard to think of a more damning indictment of the education system than this single fact: teachers do not even conceive of their work in terms of creating an environment where all children can learn. The ability of a teacher to teach creatively and make the classroom child-friendly is not only about teaching-learning materials and textbooks. It is inextricably linked to how the teacher is treated in the system, the autonomy she enjoys and her sense of accountability to children and parents (Ramachandran et al., 2008).

Dyer (1996) sums up the situation as follows: a majority of the teachers he interviewed showed no critical awareness of the relationship between their pedagogical practices, conditions in schools, and teaching problems. The teachers did not accept responsibility for this situation and blamed the local environment: they did not feel that their own pedagogical practices required attention.

In the background of the above supportive evidence, the typical Indian primary teacher who appears to be more cognitive than affective, with indications of obsessive compulsive characteristic of her personality, with sub features of hysterical, depressive, schizoid characteristic may be more prone to occupational stress and its accompanying harmful impact on her functioning as an effective teacher. Therefore the training programs for them need to incorporate such elements as understanding the self, interpersonal relationship management and stress management, to increase their effectiveness as teachers and as individuals. Further research in this area is strongly required.

#### **Future Directions**

The findings of the present study provide an interesting insight into the self image of primary teachers in India in terms of their object relations. Such studies

need to be carried out globally to look into the inner world and the self image of elementary school teachers in order to understand their relational world, since it has far reaching impacts on the teacher-student relationships and her class room behavior. Nevertheless, there are limitations related to the size and the socio cultural background of the sample, in the present study. The working conditions specific to the present sample may not be prevailing elsewhere. The methodology of the present study may serve as a guide to future researchers while exploring the personality of any given sample, through the projective technique of the Rorschach test. In future, the personality profile of a primary teacher thus obtained may be studied along with some other variables like her socialization process, her job satisfaction levels, and her helpfulness and future life orientations.

This personality profile may be compared and correlated with personality profiles obtained through other measures of personality. The personality profiles may also be compared with personality profiles thus obtained from elementary teachers of other countries, which may help find out the factors contributing to the stressors/de-stressors of the primary teacher which may have contributed into thus shaping her personality. The personality profile could also be compare with personality profile in terms of object relations of secondary and college/university level teachers.

The findings are also critical to recruitment of teachers. Personality testing needs to be made integral to the recruitment process so that teachers with positive self image and healthy personality characteristics, may come into this noble profession.

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