

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

1029  
6323

**PERCEIVED TEACHER  
EFFECTIVENESS AND  
PSYCHOLOGICAL  
TYPE**

**AN EXPLORATORY STUDY OF  
NEW ZEALAND TEACHERS**

**A thesis presented in partial fulfilment of the  
requirements for the degree in**

**Master of Education  
Massey University**

**Steven John Collins  
1995**

376.11  
C01

PC20

## ACKNOWLEDGEMENTS

I wish to take the opportunity to thank the many people whose contributions helped make this thesis possible:-

To Dr. Alan Webster, for his patience, and guidance in the areas covered in this thesis. His commitment as a supervisor, his knowledge, input into the design and interpretation of the data analyses was invaluable and his ability to guide without overwhelming was greatly appreciated;

To the those involved in the Education faculty and the Massey University Masterate programme for providing courses which opened up so many possibilities;

To Dr. Ted Drawneek for the computer analysis;

To the Hikurangi School Board of Trustees whose generosity and understanding provided the leave of absence and support vital to this project;

To the Whangarei Primary Principal's Association, participating schools and staff members, who helped to make the project possible;

To my mother, Pat Collins, for the hours spent in proof reading, correcting the drafts, and assisting in many other ways;

To my children, David and Robyn, and to my wife, Viv, whose acceptance and support has been unstinting for so long and whose belief in the work has meant so much.

## ABSTRACT

This study sought to establish whether perceptions of teacher effectiveness were influenced by individual personality.

A questionnaire to establish teacher views was designed through research and consultation with other teachers, piloted initially with a preliminary group of ten teachers, then redesigned in the light of these responses. The questionnaire was designed to obtain information on demographics, theoretical perspectives, educational contexts, working comparisons, and individual preferences related to sociability, perceiving, cognitive processing, decision making, action and organisation, perceptual openness, interpretative preferences and management and discipline preferences. It was named the Teacher Effectiveness Questionnaire (TEQ).

A Likert-type 1-5 scale was used for rating responses from the TEQ and the resultant data factor analysed resulting in four factors which were given the titles:

Responsiveness; Professional Teamwork; Planning and Management; and a bipolar factor of Practical Experience versus Theory (hereinafter termed the Theory Factor).

Teacher personality was determined by the Myers Briggs Type Indicator (MBTI).

The 147 teachers who took part were all primary school based, ranging from principals, senior staff, teachers of reading, and scale A teachers. Each dealt with children within the range of New Entrant to Form II, (approximately 5 to 13 year old pupils). Of the sample 38 were males and 107 were females.

Significant differences, in views of effective teaching were found by age, gender and personality types. Sensing types were found to hold strongly different views on Responsiveness and on Theory . Teamwork, Planning and Management were found to be less affected by personality and more by contextual elements. Responsiveness was found to differ according to age.

Educational implications were explored.

## TABLE OF CONTENTS

Acknowledgement	ii
Abstract	iii
Contents	v
List of Tables in the Text	ix
List of Figures in the Text	xiii
List of Appendices	xiv
<b>Chapter 1 INTRODUCTION</b>	<b>1</b>
Personality theories	3
A brief description of psychological type	5
Dominant and auxiliary processes	7
The shadow side - the inferior processes	8
The sixteen types	8
Overview	10
<b>Chapter 2 REVIEW OF THE LITERATURE</b>	<b>12</b>
Perceptual differences related to background of teachers	12
Towards improved instruction	18
Organisation and management in the classroom	26
Teachers expectations and attitudes	31
Teacher perceptions of leadership and responsibility	37
Monitoring teacher effectiveness	40
Conclusion	45
Hypotheses	47
<b>Chapter 3 METHODOLOGY</b>	<b>49</b>
Research Questions	49
Terminology	49
Design Considerations	49

Marking	53
Myers Briggs Type Indicator	53
Representativeness of the Sample	53
Selection of Participants	55
Statistical Analysis	57
<b>Chapter 4 RESULTS</b>	<b>58</b>
Part One - Demographic Information	59
- Gender	59
- Age	60
- Country of origin	62
- Ethnicity	62
- Qualifications	63
- Status in the school	64
- Service	65
- Current class level taught	67
- Longer inservice courses attended	67
- Hours worked on school matters	68
Part Two - Principal Component Analysis and Factor Analysis	69
- Gender and factors	76
- Age and factors	78
- Initial type and factors	79
- Claimed type and factors	81
- The effects of ES, EN, IS, IN in relation to the four factors	81
- The effects of SJ, SP, NJ, NP in relation to the four factors	83
- The effects of extraversion / introversion in relation to the four factors	86
- The effects of sensing / intuition in relation to the four factors	87
- Initial S/N preferences and their relationship to the factors	87



- Initial S/N preferences and factor IV- theory	88
- Claimed S/N preferences and factor IV- theory	88
- The effects of T/F in relation to the four factors	88
- The effects of J/P in relation to the four factors	89
- the effects of EJ, EP, IJ, IP in relation to the four factors	90
- The effects of ST, SF, NT, NF in relation to the four factors	92
 Part Three - Optional Individual Comments	95
- Factor I - responsiveness	96
- Factor II - professional teamwork	97
- Factor III - planning and management	98
- Factor IV - theory versus practical experience	99
 Chapter 5 DISCUSSION	103
Demographic Results Compared with Factors	103
- Age	103
- Qualifications	108
- Status and type	109
- Years of service/class level/school hours worked	110
- Gender	112
 MBTI Type, Function Pairs and Single Preferences and their Relationship to the Four Factors	114
- Factors and Type	114
- Factor IV, Theory and ES, EN, IS, IN	115
- Factor I, Responsiveness and SJ, SP, NJ, NP	116
- Factor IV, Theory and SJ, SP, NJ, NP	117

- Factor III, Planning and Management and ST, SF, NT, NF	118
- Factor I, Responsiveness and ST, SF, NT, NF	120
- Factor IV, Theory and ST, SF, NT, NF	121
- Responsiveness and S / N preferences	122
- Theory and S / N preferences	123
- The four factors and EI, TF & JP	123
- Optional comments and type	124
<b>Chapter 6 CONCLUSION AND EDUCATIONAL IMPLICATIONS</b>	<b>126</b>
Summary	190
Hypotheses	192
- Further general expectations	197
Educational Implications	198
- The effects of Sensing and Intuition	200
- The effects of professional socialisation	203
Relationship to the Research Question	206
Limitations of the Study and Future Possibilities	207
<b>References</b>	<b>140</b>
<b>Appendices</b>	<b>161</b>
Appendix One - Teacher Effectiveness Questionnaire and MBTI notes	162
Appendix Two - Tables from data related to TEQ and MBTI	190
Appendix Three - Descriptions of Psychological Type	202

## LIST OF TABLES IN THE TEXT

Table Number	Details	Page Number
1	Elementary Teachers in the USA by Type	14
2	A comparison of women in the Primary Education System with women in the Teacher Effectiveness study.	53
3	Percentages of Male and Female Teachers in the Primary Service and Seniority Placements	54
4	Women Appointees to positions of seniority in Primary Education	55
5	Claimed Myers-Briggs Personality Type Compared with Age Groups.	61
6	Country of Origin for the Participants in the Teacher Effectiveness Study	62
7	Ethnicity as identified by the Participants in the Teacher Effectiveness Study	62
8	Educational Qualifications of Academic States of Teacher Effectiveness Participants	63
9	Claimed Myers-Briggs Personality Type and Educational Qualifications of Teacher Effectiveness Participants	64
10	Claimed Myers-Briggs Personality Type and Status Within the Schools of Teacher Effectiveness Participants	65

11	Numbers of schools in which the participants from the Teacher Effectiveness Survey have Taught	66
12	Total Years of Service of Teacher Effectiveness Participants	66
13	Hours Worked on School Matters by Teacher Effectiveness Survey Participants	68
14	FACTOR I, Responsive Teaching	70
15	FACTOR II, Professional Teamwork	72
16	FACTOR III, Planning and Management	74
17	FACTOR IV, Theory versus Practical Experience	75
18	Format of Comparison of Factors across demographic data and Myers-Briggs Initial and Claimed types	76
19	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Gender	77
20	Summary Table of Results of Analysis of Variance of Teacher Effectiveness by Age	78
21	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Initial and Claimed MBTI Type	80
22	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Function Pairs and Attitude Combinations ES, EN, IS & IN	82

23	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Initial and Claimed Function and Attitude Combinations SJ, SP, NJ, NP	84
24	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by E and I Attitudes	86
25	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Functions S and N	87
26	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Functions T and F	89
27	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by J and P Attitudes	90
28	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Initial and Claimed Function and Attitude Combinations EJ, EP, IJ, IP	91
29	Summary Table of Results of Analysis of Variance of Teacher Effectiveness Factors by Initial and Claimed Function Pairs ST, SF, NT, NF	93
30	Random Sample of Claimed Type and The Four Factor Distribution	100
31	Percentage of Participants Detailed by Function Pairs who did not Volunteer own Opinions on Teacher Effectiveness Questionnaire compared with the Total Sample	101

32	The Percentage of Single Function Preferences of Participants who offered no written comments compared with the Single Function Preferences of the Sample	102
----	---	-----

**LIST OF FIGURES IN THE TEXT**

<b>Figure Number</b>	<b>Details</b>	<b>Page Number</b>
1	Percentages of age of participants in the Teacher Effectiveness and Myers-Briggs Psychological Type Study	60
2	Class Level Taught by Participants in the Teacher Effectiveness Survey	67
3	Percentage of Written Opinions of Participants Categorised into the Four Factors	96

## LIST OF APPENDICES

	Page No.
<b>Appendix One - Teacher Effectiveness Questionnaire and MBTI Notes</b>	<b>162</b>
Questionnaire - Trial Survey	163
Letters to Participants	166
MBTI & TEQ Notes (for participants information)	167
Notes to Accompany Questionnaire	169
Teacher Effectiveness Questionnaire	170
Marking Key for TEQ	182
Evaluative Follow up to TEQ & MBTI	189
<b>Appendix Two - Tables from data related to TEQ and MBTI</b>	<b>190</b>
Eigenplot for 31 Factor Analysis	191
9 Factor Rotation Summary	192
Eigenplot for 9 Factor Analysis	193
4 Factor Rotation Summary	194
Age of Participants and Percentages	195
Claimed Personality Type and Age	195
Claimed Personality Type and Academic Qualification	196
Claimed Personality Type and Status	197
Participants and Class Levels they Teach	197
Number of Schools in which Teachers have Taught	198
Participants and Hours of Work	198
Participants Membership of Professional Groups	198
Status Versus Gender	199
Written Opinions of Participants Categorised into the Four Factors	199
Changes Occurring from Initial to Claimed Types	200
Numbers Involved in the Changes from Initial to Claimed Types	201
<b>Appendix Three - Descriptions of Psychological Type</b>	<b>202</b>