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**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**

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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.

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