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IMPROVED LEADERSHIP THROUGH A MYERS-BRIGGS ANALYSIS:
PERSONALITY STYLES OF PRINCIPALS AND TEACHERS AT THE
SECONDARY LEVEL

A Dissertation

Presented to

The Faculty of the School of Education
Organization and Leadership Department

In Partial Fulfillment

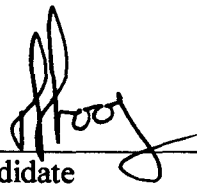
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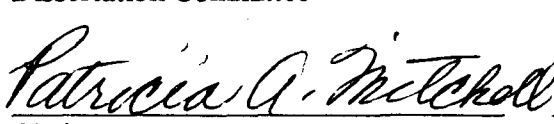
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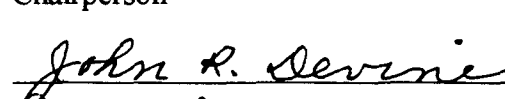
San Francisco, California
December 2001

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.


Candidate _____ Date 1/7/02

Dissertation Committee


Chairperson _____ Date 1/7/02


_____ Date 1/7/02

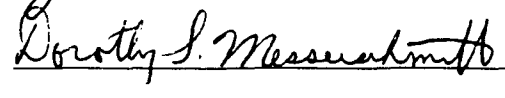

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

Educational administration has become very complex. Today's society demands that principals be more accountable, achieve higher standards, and continue to successfully operate schools with less money. There is a significant shortage of quality teachers and increased apathy among students. EdCal (2000) indicated that student enrollment in schools of education is down twenty percent across the state and almost twenty-five percent of the students in some urban high schools cannot make the connection between an education and their future. However, effective principals are able to balance the demands of their job and recognize the need to support and enhance human relationships (Sergiovanni, 1991). Past research (Provost, 1993) found that individuals in tune with their personality traits are more effective at their profession. Furthermore, effective principals understand how their personality fits within the culture of the school (Sizer, 1984).

Presently, few principals realize how a better understanding of their own personality traits might be used to motivate teachers, solve a myriad of educational problems and improve student learning (Provost, 1993). Does an increase in this awareness lead to improved relations? Owens (1998) wrote:

To anyone who would be an educational leader, having a clear understanding of how one functions in the world — how one reads the environment, the kinds of information attends to, how one interprets what is perceived — is, of course, a great advantage in dealing with many kinds of people (p.134).

Additionally, is there a relationship between personality styles and perceived effectiveness? Myers and Myers (1995) asserted that people usually judge others more harshly if they are not like-minded. Significant research exists on personality type. Fu (1990) tested the personality of exchange students and their adaptability to college; Pope (1988) studied the personality types of computer programmers, and Busa (2000) focused on the influence of personality traits in teacher selection by school administrators. Most of the existing research, however, is not focused on the possible relationship between teacher personality type and the perceived effectiveness of the principal. There is a need to conduct a research study that examines a correlation between the perceived effectiveness of the principal and the measured personality types of teachers.

Purpose of the Study

This study was concerned with using personality typing as a means of improving the practice of high school administrators and determine the predominant personality types of all teachers, vice principals and principals in a chosen high school district using the Myers-Briggs Type Indicator. Additionally, this study investigated a correlation between these personality types and the perceived effectiveness of site administrators by using the Survey of Opinion about Educational Administrative Practices. Ultimately, this study sought to improve personal relationships between teachers and their administrators. Provost (1993) found that principals can improve their practice by first knowing how to tap into the strengths of others, and they can accomplish this by fully understanding their own personality.

Background and Need

Theorists have spent much time over the years considering the essential roles of the administrator. One of the most important roles of an effective principal is being able to lead through time and changes in the individual families that make up a school community (Sergiovanni, 1991). The research of Owens (1998) has attempted to explain the impact of districts that over time go through significant change in their personnel. His research showed that individual personalities are influenced and defined by the culture that prevails in an organization. As different individuals that make up an organization change, so will their needs for they are directly related (Sergiovanni, 1991). Tyack and Cuban (1995) suggested that for education to progress, school officials must be in tune with the changing needs of their school community and that good school districts are able to change and adjust with the times.

In order to connect the previous research to this study, it is important to review the changes that have shaped the Jefferson Union High School District (J.U.H.S.D.). The J.U.H.S.D. was founded in 1922 with the opening of Jefferson High School in Daly City. The district grew significantly between 1955 and 1970. During this time, Westmoor High School (1957) Terra Nova High School (1961) and Oceana High School (1962) were built, and they form the group of schools that make up the district today. In addition to providing a sound education to its students, each school has focused on an area of specialization that better serves the families within this open enrollment high school district. Jefferson High School has a strong bilingual program, Westmoor is a magnet school for technology, Terra Nova has a well-funded athletic program, and Oceana provides a college preparatory curriculum.

From 1922 to the present, the J.U.H.S.D. has remained a working class community with steady increases in population. The district began eighty years ago with a student population of 500. Throughout the sixties the number grew to over 4,000 students. Presently, the district serves over 6,500 students (J.U.H.S.D., 2000). Over time the district has also become one of the most diverse in the country. The late 1970's through the mid 1980s saw a significant decrease in the number of African-Americans moving into the district, while the number of Pilipinos grew significantly (See Appendix A). Presently, the balance of major ethnic groups is as follows: Filipino 28.4%, Latino 25%, European 24.7%, Asian 14%, and African-Americans 6.8% (J.U.H.S.D., 2000). These numbers are significant because many of the teachers and administrators currently employed in this district reflect these trends in ethnicity. This indicates a significant departure from thirty years ago where 100% of the principals and 70% of the teachers were Caucasian.

Teachers and administrators employed by this district are also described by the following statistics (see Appendix B): 121 of the teachers and 5 of the administrators are female. The average age for a teacher in the district is 44 years old. The average administrator is 52 years old. Most teachers and principals live within 25 miles of their school site. Twenty-five years ago, similar numbers were as follows: 103 of the teachers and none of the principals were female. The average age for a teacher in the district was 52 years old and the average principal was 58 years old. Teachers and administrators typically lived within 5 miles of their school site.

The changes of personnel characteristics and culture over time in the J.U.H.S.D. are evident when one compares part of the district's Mission Statement from the past

(J.U.H.S.D., 1970): “Students have a right to a meaningful education that trains them to function in a fair democracy” (p. 12) and the present (J.U.H.S.D., 2000) “students will prepare to live as responsible adults and maximize their potential” (p. 6).

Sizer (1984) found that lasting change in educational settings begins with individuals attempting to improve interaction. His study looked to improve relationships within the J.U.H.S.D. by enabling individuals to expect specific personality differences in others and to cope with these differences in a constructive way (Myers & Myers, 1995). Additionally, Sergiovanni (1991) found that learning improves when people can rely on others and have the confidence to take chances within a supportive environment. The researcher feels this study brought both sentiments to life.

Theoretical Rationale

Over time, differences in various philosophical and theological schools of thought have resulted from the differences in the personality type structures of their proponents (Reichle, 1994). This researcher used Carl Jung’s personality theory as a framework to investigate the relationship between teacher personality type and the principal. Jung (1971) pointed out that every psychological theory bears the personal imprint of its creator and that all individuals have two ways of perceiving the world around them. Jung divided the business of everyday life into two simple mental activities: perception and decision making (Myers & Myers, 1995). Keirse (1978) felt the cornerstone of Jung’s theory rested on the instincts or archetypes of an individual. The archetypes themselves are less important than how we use these archetypes to perceive the world and interact with others (Perry, 1975).

Jung's observations for how we function within the constraints of these archetypes led him to a simple analysis: there are three basic dimensions of human personality, and the mix of these dimensions varies from person to person (Owens, 1998). Furthermore, his research clustered these dimensions into three psychological types: introversion-extroversion, sensation-intuition, and thinking-feeling (Jung, 1971). Ross (1963) explained that Isabel Myers and Katharine Briggs revived Jung's ideas in the 1950s with the creation of the Myers-Briggs Type Indicator (MBTI). Through this instrument, they added a fourth dimension that they believed was necessary: perceiving-judging. This instrument was devised as a tool to identify psychological type.

Forsyth (1999) found that extroverts more than introverts prefer the company of others. Keirsey (1978) redefined sensation as practical and intuition as innovative. Provost (1993) found that people wanting closure are more likely to be the judging type and those that are more comfortable keeping all options fluid are more likely to be the perceiving type. Perry (1975) wrote that previous perceptions can shape what an individual might bring into a relationship, therefore affecting how they perceive that relationship. These perceptions shape the beliefs held by an individual, thus playing a significant role in how one might interact with others. Jung's personality types have been redefined over time, but most personality theorists continue to use them as a means of organizing and defining human personality (Forsyth, 1999).

Within the context of education, the positive benefits of understanding and respecting one another are tremendous. By understanding ourselves first and improving how we might perceive others, we increase our ability to predict how others might react in certain

situations and decrease the chance of hurting others by assuming their differences are flaws or afflictions (Keirsey & Bates, 1978).

Research Questions

The following three questions were formulated for this study:

1. What are the predominant personality styles of school administrators in a chosen high school district?
2. What are the predominant personality styles of teachers in a chosen high school district?
3. Is there a relationship between the personality style of a teacher and the perceived effectiveness of his/her principal?

Definition of Terms

The Myers-Briggs Type Indicator Types:

This term was defined by the four continuous scores received on the EI, SN, TF, and JP scales of the Myers-Briggs Type Indicator (Fu, 1990). The above four key personality terms come from the definitions outlined in the manual of the MBTI (Myers & McCaulley, 1985).

Extroversion-Introversion (E-I):

Extroverts (E) are oriented primarily toward the outer world; thus they tend to focus their perceptions on people and objects. Introverts (I) are oriented primarily toward the inner world; thus they tend to focus their perceptions and judgments upon concepts and ideas (Reichle, 1993).

Sensing-Intuition (S-N):

Those that are sensing types (S) rely primarily on observable facts and their five

senses. Intuitive types (N) rely on possibilities that are beyond the reach of the senses or the conscious mind.

Thinking-Feeling (T-F):

Those that are thinking types (T) make decisions based impersonally on logical consequences. Feeling types (F) make decisions from personal or a social value system.

Judgment-Perception (J-P):

Those that prefer judgment (J) have a reported preference for using a judgment process (either thinking or feeling) for interacting with the outside world. Others that prefer perception (P) have a reported preference for using a perception process (either sensing or intuition) for interacting with the outside world (Reichle, 1993).

Significance of the Study

Research within the Jefferson Union High School District on personality typing has not been conducted. This study was implemented to assist teacher and administrative groups in understanding their individual strengths and to maximize the educational environment in which they function. Furthermore, the connection between certain personality styles of teachers and principals has implications within the classroom through improved teaching and student learning. The understanding of these differences between individual teachers and their site administrators may lead to an increase in tolerance toward different personality and learning styles, and have a positive impact on future hiring practices within the district and personnel changes at the site level. Keirsey and Bates (1978) found that the true payoff with personality typing is when one can look upon a different person, someone that one doesn't quite understand, but someone one can come to appreciate. Provost (1993) found that personality type research was an excellent

tool for the creation of a common language between client and counselor, worker and management. Personality typing has widespread applications outside of education, specifically within the field of career counseling (Fu, 1990). On a larger scale, personality type research is significant in all career areas because being aware of one's personality can serve as an important path to well being and the exploration of interactions of all kinds (McCaulley, 1974).

Limitations of the Study

Due to the nature of survey research, this study was conducted with the following limitations. The sample was limited to the teachers, vice-principals, and principals in the Jefferson Union High School District, and the results of the study are only applicable to a population of similar characteristics. Therefore the findings of this study do not presume to generalize or explain the practices of the superintendent, outside consultants, or any other administrators covered by the Administrative Services Credential in California. Some of the respondents may have recognized the researcher as an administrator within the district. Therefore, they might have adjusted their answers to what they thought an administrator might want to hear instead of what they felt was the truth.

Attitudinal studies elicit answers based on an individual's value system and therefore receive answers to some questions that are more accurate based on these values (Cohen, 1978). Teachers and administrators did not complete the instruments in a structured environment. Therefore, answers to some questions might have been informally discussed between participants. The length of time that each individual took to complete both surveys was not monitored, also affecting the reliability of the results.

Summary

As societal demands increase on public educators, it is important to fill leadership positions in education with individuals that are able to manage their jobs and nurture personal relationships (Busa, 2000). The time is now for leaders in education to emerge as important contributors, as they rely on the strength and diversity of others (Webb, Montello, & Norton, 1994).

Researchers have suggested that the study and application of personality theory be used as a way to support teachers as they struggle with the growing demands of a restless school community (McCaulley, 1974). Accordingly, evidence has suggested that personality theory has the potential to build relationships and improve communication in an educational setting (Yee, 1999). Additionally, there is a specific need within the Jefferson Union High School District to conduct research on personality theory in an effort to improve relationships and administrative practice.

The next chapter combines current literature and research themes on principals and leadership, personality theory, and M.B.T.I. studies. The final three chapters define the methodology and research design of the study, present the research findings, and discuss research conclusions and their implications.

CHAPTER TWO

REVIEW OF THE LITERATURE

Overview

Throughout history, society has demanded leaders who are sensitive to the needs of others. Even philosophers such as Socrates, Plato, and Aristotle referred to the art of administrating social institutions (Cohen, 1978). Sergiovanni (1991) wrote that the most important proficiency in school leadership is being able to inspire and motivate others with sensitivity and good human relation skills toward a common goal. Owens (1998) found that understanding the pattern of individual differences helps one to better understand and appreciate the behavior of others and in turn predict their likely behaviors in different circumstances. Covey (1999) wrote that the best leaders within a school community are those who have the ability to be compassionate to individuals that might serve as their opposition.

This section begins with a review of literature on effective leadership themes of vision, compassion, and motivation used by successful principals. It continues with a discussion of Jung's Personality Theory, and concludes with an overview of research studies that have used the Myers-Briggs Type Indicator. Ultimately, this literature demonstrates how understanding one's own personality leads to improved administrative practice at a school site by being more sensitive to the needs and differences in others.

Leadership in Education

The twenty-first century demands school leaders who are aware of the potential that lies within the diversity of others. Administrators can no longer function within their domain without taking the people of the organization into consideration (Cohen, 1978).

However, it is still commonplace for administrators and even teachers to assume that everybody is fundamentally alike in everything from basic communication to how they problem solve (Reichle, 1994).

In the field of education, administrators who are aware of their personality strengths and weaknesses are at a distinct advantage. Provost (1993) concluded that leaders aware of their personality type and how they work best with others are happier and more productive. Successful principals are those who consistently assist staff and students to develop their own skills. This support and sensitivity toward others portrays the principal as a skillful ally who is interested in creating and maintaining successful relationships (Yee, 1999).

Principals and Leadership Traits

The position of principal carries the most power and potential for improving the quality of a school (Cohen, 1978; McCaulley, 1974). A governmental study reached the following conclusions (U.S. Senate, 1972):

In many ways the school principal is the most important and influential individual in any school.... It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become.... If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability one can almost point to the principal's leadership as the key to success (p. 305).

However, in today's educational climate, principals discover that sometimes circumstances prevent them from using their vision and leadership skills. Through their writing, Tyack and Cuban (1995) spoke of these circumstances as the "grammar of schooling." This term describes circumstances when school boards, parents, unions, even

the central office, rebel against lasting change whether it be in the shape of a classroom or the ideas of the principal. John Dewey (1910) warned against change when he wrote that we should be careful not to change the manner in which the machinery of instruction educates the child.

Research (Copland, 2000; Shor, 1996; Sergiovanni, 1991) indicated that good principals are able to overcome obstacles and work with others to accomplish goals. This research further found that principals depend on trusting relationships among all groups that comprise the school community. These research findings coincide with Evans' (1996) contention that authentic leadership is a catalyst for making positive changes and nurturing the lives of others by taking chances, as well as Schlechty's (1997) contention that the strongest leaders in education look for ways to rethink old rules, roles and relationships. Leadership theorists have identified a number of different behaviors and ingredients associated with effective principals (Beatty, 2000). Over the past few years the interest in improving education in this country has led to a significant amount of time and effort in researching and reviewing successful principals. Their three most common traits, as indicated by the research, are the focus of this first part of the literature review.

Vision

In today's climate of public education, society demands results. Principals are expected to lead by example, and many times this simply translates into improved test scores. While school communities expect leaders to be credible and competent, the research (Dempster, 1998) also shows that principals are expected to be forward-thinking and to have a sense and direction for the future. In the 21st century, principals are looked upon as CEOs, with graduation rates and SAT 9 scores serving as their bottom line

(Copland, 2000). Kouzes and Posner (1995) wrote that the most important role of a visionary leader within any organization is to give focus to human energy. The vision of the leader is what will help others see more clearly. Collins and Porras (1994) also wrote extensively on the visionary leader in the corporate sector. They found that the vision of the successful leader is grounded in desired futures and images of great potential.

Clearly, those who see unlimited opportunities and great potential in those around them will have a very different outlook than those that feel limited or bound by constraints.

Sergiovanni (1991) compared visionary leadership in education and business. He wrote:

Vision in school leadership needs to be understood differently than the way it emerges from the corporate sector. Principals and superintendents have a responsibility and obligation to talk openly and freely about their beliefs and commitments. They are responsible for encouraging dialogue about what the school stands for and where it should be headed (p. 179).

Recent literature, however, disagrees with Sergiovanni. Educational leaders create strategic plans set forth by dynamic thinking. The vision of the principal, as with a corporate executive, takes the time to surround his or her planning and forward thinking with others that in turn have similar motivation and aspirations (Beatty, 2000).

Leaders within any organization are not driven by what might be right or wrong. Their visions are entrenched by what will stimulate forward movement, and result in improving the organization (Collins & Porras, 1994). The research of Yee (1999) and Hay (1998) found that visionary leaders in school settings are those that, like their corporate counterparts, are individuals who are willing to take chances and not settle for the status quo.

Articulating the vision as a principal to the school community is not enough.

Leithwood (1996) wrote that the majority of time spent by forward-thinking principals is spent aligning the school with their ideology, not attempting to explain it. Presently, cutting edge schools are spending less time writing mission statements. Instead, they focus their efforts on creating a school culture that is ingrained, and transcends what is written and hung in the school office (Evans, 1996). Collins and Porras (1994) suggested that we “keep in mind that there is a big difference between being an organization with a vision statement and becoming a truly visionary organization” (p. 239). Leithwood (1996) wrote that the vision of the principal should be viewed as a compass that points to the direction to be taken, that inspires enthusiasm, and that allows people to buy in and take part in the shaping of the school’s mission — not just its mission statement.

It is important not to overlook the fact that good principals encourage teachers to be visionary as well. Barth (1990) wrote that everyone who enters the teaching profession has aspirations and core values. Research (Hay, 1999) found that effective principals are adept at recognizing and retaining teachers that are in line with their vision and planning strategies. The most effective educational leaders have a clear idea of how they will improve the school community. This work typically involves teachers, parents and students, each aligned with the vision of a compassionate principal (Copland, 2000).

Compassion

Human emotions have been consistently downplayed in educational research even though studies have demonstrated that caring is a trait of many successful principals and administrators (Beatty, 2000). To be considered for education administrator positions, supervisors are beginning to look for qualities of determination, courage and compassion

(Copland, 2000). Public schools are under such scrutiny that present and potential leaders in these schools have tremendous potential to affect positive change within the themes of teacher burnout, morale, and making changes for the better. The power and influence of a principal to affect others with their grace and understanding reaches far beyond the staff room.

As schools continue to be involved with the emotional welfare of their students and families, many effective principals have established before-and after-school childcare programs, family resource centers, parenting centers and social service referrals (Evans, 1996). Furthermore, some principals have established programs that foster personal growth; connect the school, community, and service organizations; identify high-risk students for assistance; and teach students about substance abuse.

Additional research has shown that leadership behaviors with emotional implications are repeatedly recommended: lending support; exhibiting moral integrity and compassion; and providing safety (Busa, 2000). Leadership continues to have its highs and lows and the price of being a compassionate principal or critical humanist does not come easily (Beatty, 2000). Successful educational leaders in primary and secondary schools have learned to view their organizations' environment in a holistic way. By doing this, it gives them a larger field of view for understanding the daily problems and complex relationships within their school (Stipek, 1988). By deepening the understanding of the school culture, leaders are better equipped to shape the values, beliefs, and attitudes necessary to promote a stable and nurturing environment (Bellah, 1991).

Researchers have compiled significant evidence on the relationship between a strong school culture and a compassionate principal. Fyans and Maehr (1990) surveyed 16,310 fourth, sixth, eighth, and tenth grade students from 820 public schools in Illinois. They found that students were more motivated to learn in schools with a positive culture cultivated by a compassionate administrator. Similarly, Cheng (1993) found that the combination of a sensitive leader and strong school culture led to more motivated teachers. Environments with strong ideology, charismatic leadership, and intimacy typically have teachers with a higher degree of job satisfaction and increased productivity (Stipek, 1988).

A positive school culture and compassionate leader are “the high ground that inspires” necessary change and enthusiasm within any learning institution (Sergiovanni, 1990, p.180). Davis (1991) has a similar outlook on the importance of placing individuals as educational leaders that stress the importance of their emotional competence. He wrote that administrators who approach their duties with a higher cause — that of moral and ethical education — have greater possibilities of enacting a permanent and positive change within their own school communities. Keirsey (1978) wrote that a leader is only effective insofar as there are followers who believe in him or her. Within the realm of education, this belief is effectively nurtured by a principal who is able to provide direction and leadership, manage the day-to-day activities, develop academic programs, and monitor student progress with the sensitivity and grace that transcends the institution. Fyans and Maehr (1990) found that a principal who acts out of true compassion is far more likely to motivate teachers who in turn will be more interested in developing a school with similar values.

Motivation

Motivation is the answer to why some teachers come to work and do as little as possible and others teach with energy and creativity. It is also the reason that some administrators only focus on the day-to-day operations of a school while others embrace a clear vision of where their school should be headed and pursue it with great vitality (Owens, 1998). Much of the recent educational research on motivation is centered on the classroom, where the majority of the teaching and learning takes place. It is the role of a school principal to make each classroom a place where teachers are motivated to teach and students are excited to learn. Such an atmosphere, especially when motivation to learn translates into academic achievement, is a chief characteristic of an effective school (Deal, 1993).

Creating an environment that nurtures educational motivation can be achieved by using a wide variety of activities to communicate the vision of the school and motivational goals (Davis, 1989). Studies have shown (Klug, 1989) that principals can affect the levels of motivation by shaping the school's instructional climate, which in turn shapes the attitudes of teachers, students, parents, and the community at large toward education. Maehr (1990) wrote that a positive psychological environment strongly influences student motivation. Furthermore, he found that school leaders create this type of environment by establishing policies and programs that:

- stress goal setting and self-management;
- offer choices in instructional settings;
- give rewards for attaining personal best goals;
- foster teamwork through group learning and problem solving experiences;

- replace social comparisons of achievement with self-assessment and evaluation techniques;
- teach time management skills and offer self-paced instruction when possible.

Through classroom visitations, Raffini (1988) found that using individual goal-setting structures, outcome-based instruction, and cooperative learning activities help to redirect student behavior. Leithwood (1996) connected the motivation of a principal and the level of motivation among the teachers and students. His research showed that when at their highest level of effectiveness, principals understand that teachers and students are motivated to behave in ways that will contribute to goal achievement. Therefore the personal motivation of the principal can have a direct effect on the students and staff of the school. Clear expectations and establishing and creating an agreement around goals related to school improvement and motivation should be a high priority for every principal (Klug, 1989).

Similar research (Grossnickle, 1989) found three distinct steps that school leaders can take to improve the level of motivation within their individual schools. First, principals should analyze how motivation operates in their lives and be able to communicate it to teachers and students. Secondly, principals should find ways to demonstrate how motivation exists outside of educational settings. Finally, students should be reminded that success is important, and principals should recognize and reward success in all its forms.

Whereas the motivation of the students is important, ways to keep teachers motivated should be the focus of how schools can be more effective. Results from multi-site longitudinal studies have shown that teachers in effective schools are more successful in

keeping students on task, spend more time preparing for their lessons, provide more independent practice, experience fewer discipline problems, demonstrate higher expectations for students, and provide more positive reinforcement than do their peers in matched ineffective schools (Teddlie, 1999). Effective principals lead effective schools. These leaders recognize the importance of raising the level of teacher efficacy by including them in problem solving and making decisions about curriculum and instruction. Teachers who believe they can make a difference *do* make a difference (Cheng, 1993). Principals who encourage teachers to be involved in the life of the school outside of their classroom often find that teachers enthusiastically respond by looking for ways to improve their craft, striving to build non-threatening relationships with low-achieving students, and immersing themselves with the student body as a whole (Davis, 1989).

Little research exists on teacher motivation and recruitment. However, some literature suggests that principals who spend time nurturing relationships and motivating their own teachers also take the time to hire quality teachers who will fit well into the existing culture of their school. Successful principals are more likely to ask teacher applicants about creativity, flexibility, concern for children, and to talk about their own goals for student achievement and instructional leadership (Deal, 1993).

Principals who run effective schools devote a large percentage of time to instructional leadership and work hard to create a school climate that has teachers excited to teach and students that value lifelong learning (Cheng, 1993). The structural conditions that facilitate the conditions for creating this type of school climate depend on individual leaders who are able to communicate their vision, act with compassion, and recognize

clearly what motivates their teachers and students. School-wide recognition for improvement in student learning has been identified by some researchers as ways to motivate teachers (Davis, 1989). Additionally, making classroom visits, encouraging the discussion of instructional issues, reducing teaching distractions, and emphasizing test results for program empowerment appear to characterize the behavior of effective principals (Klug, 1989).

Jung's Personality Theory

The earliest notions of psychology were focused on the idea that people are motivated by a solitary instinct. Past scholars defined this instinct in different ways: to Freud it was Eros; Adler thought that the acquisition of power was the motivating instinct; and existentialists thought that the search for self drove our behavior (Owens, 1998). For Jung, while both Freud and Adler postulated meaningful theories, neither was enough to satisfy the complexity of the psyche as Jung experienced it. As Jung continued to struggle with his own ideas and how they interacted with the research published by Adler and Freud, he began to view his own life in a "typology context" (Spoto, 1995).

Jung's earliest research was conducted as a reaction to his distrust of the psychoanalytic movement — the issues of differences — conflict, and opposition- that forced him deeper into his typology studies (Lanyon & Goodstein, 1997). The more Jung wrote, the more he chose to engage the response of the whole man and not just the intellect, which helped to broaden the common theories of psychology held at the time. Jung's actual intention was to conduct a comparative study of the differences between Adler and Freud. His conclusion was that the theories were incompatible, *and* that there was a great deal to be said for both (Morris, 1979). While Jung's influence on

contemporary personality theory was not very great, his ideas hold fascination for many psychology students and scholars in literature, art, religion, and history (Lindzey, 1973). Through his *Psychological Types* (1923), Jung was able to respond to his confrontation of the unconscious and outline his typology theory. Edinger (2001) wrote:

Jung's writings include a fully-developed theory of the structure and dynamics of the psyche in both its conscious and unconscious aspects, a detailed theory of personality types and, most important, a full description of the universal, primordial images derived from the deepest layers of the unconscious psyche (p. 1).

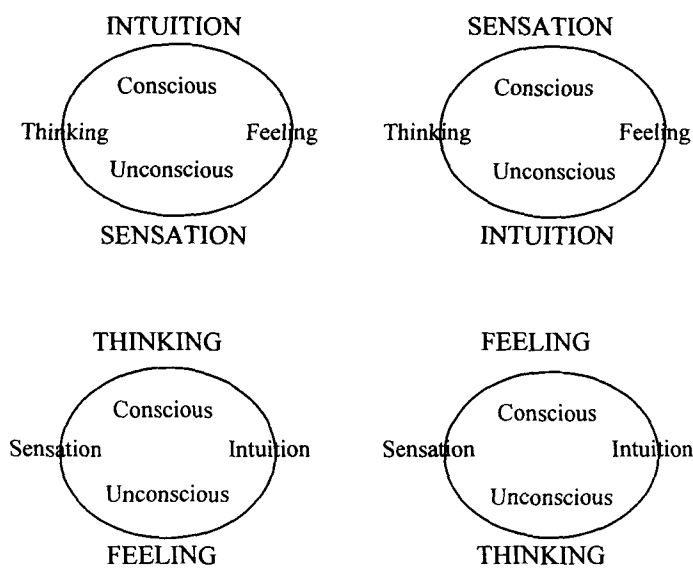
This theory held a simple premise: three basic dimensions of personality exist, and the mix of these dimensions varies from person to person although they cluster into patterns that are called psychological types (Owens, 1998).

The cornerstones of these types are what Jung termed as attitudes: extroversion or introversion. Extroverts are defined by their desire to be connected with the outside world. This type of person will be most comfortable and successful when functioning in the external world and human relationships. Introverts are described by their desire to be connected to the inner world of thought. The introvert will function most satisfactorily when free to adapt to external circumstances (Edinger, 2001). The biggest difference between the two lies in personal preferences for either attending to the inner world with an emphasis on reflective, introspective activity versus preferences for attending to the outer world with an emphasis on active involvement with the environment. These attitudes are mutually exclusive; they cannot coexist simultaneously although they do alternate with one another (Morris, 1979). That is, a person may be extroverted on some occasions and introverted on other occasions even though one attitude will predominate

in a given individual during his or her lifetime. Of equal importance to the attitudes in Jung's typology are his psychological functions.

Figure 1

Jung's Psychological Functions



Progoff, Ira. (1969). *Jung's Psychology and its Social Theory*.
New York: The Julian Press.

These functions directly describe how people relate to their environment (Corsini & Marsella, 1983). Jung described his first two functions as rational: thinking and feeling.

The thinking type is found more often in men than in women (Edinger, 2001) and is mainly concerned with fitting all life experiences into an intellectual formula (Hall, 1973). Bennett (1967) defined thinking as the rational capacity to structure and synthesize data by means of conceptual generalizations. To the degree that the individual is identified with the thinking function, and not conscious of the other functions, the

thinking will tend to be more autocratic and limit the experiences of the individual (von Franz, 1971).

The feeling type is found more in women than in men (Edinger, 2001) and is the primary function that determines value and promotes human relationships (Mattoon, 1981). A sensitivity of human needs and rapport with others is the most important goal for sensitivity types (Progoff, 1953). Bennett (1967) also found personality types strong in the feeling quality are often well developed in manners of moral and aesthetic values, organization of relationships, manners and style. Feeling-types can sometimes become fanatic, over emotional in thought, and put an excessive emphasis on personal matters (Hilgard, 1962).

Jung described his last two functions as non-rational: sensing and intuition. They are termed as non-rational states because they do not involve reason. These two functions are mental states that evolve from the flux of outside stimuli acting upon the individual (Hall, 1973). Mattoon (1981) reasoned that these irrational functions are not contrary to reason, they are simply nonjudgmental.

Sensing types are characterized by the ability to quickly adapt to simple matter-of-fact reality (Edinger, 2001). Sensing types are also primarily well grounded and stable but often lack a creative spark. These types are driven by sensory perception that is fine-tuned to the collection of all conscious experiences (Progoff, 1969). A person who is a dominant sensing type is interested in the facts or the objective universe (von Franz, 1979). Edinger (2001) found that many doctors and scientists are sensing types for they are fascinated with facts and discovering how things work.

Intuitive types are motivated by a steady stream of new visions and possibilities (Bennet, 1967). Jung (1971) explained that intuition presents a context whole and complete without being able to explain or discover how it came into context. Intuitives are able to work when there are no facts or moral constraints, no proven theories, only possibilities. They live in either the future or the past but not the present (Wheelwright, 1973). Hall (1973) wrote that intuitive types cannot point to the source of their stimulation; their sensations tend to come from deep within themselves.

Jung's two attitudes and four types should be available to an individual in order to have a complete response to life experience (Edinger, 2001). It is one of the goals of Jungian psychotherapy to bring into consciousness and to help the development of the inferior undeveloped functions in order to approach psychic wholeness (Bennett, 1969). Jung postulated that individuals create their psychologies based on their own preferred way or differences in perceiving and making judgments, which in turn are driven by their attitudes and types (Reichle, 1994). Jung (1921) wrote:

One is naturally inclined, at first, to regard such differences as mere idiosyncrasies of character peculiar to individuals. But anyone with a thorough knowledge of human nature will soon discover that the contrast is by no means a matter of isolated individual instances but of typical attitudes which are far more common than one with limited psychological experience would assume (pp. 330-331).

As a practicing clinical psychologist, Jung generally saw patients with severe psychological problems. He was not particularly interested in the aspects of psychological type displayed by healthy individuals (Myers & Myers, 1995). However, in a practical sense, through these clinical observations, Jung found that by knowing his own psychological truths he felt he could better see and appreciate those of others (Spoto, 1995).

Among other theorists, some of the ideas of Carl Rogers come closest to rephrasing or at times extending original Jungian formulations (Rogers, 1961). Many of Rogers' contributions hold great promise for relationships within the field of education because he devoted his entire professional life to enhancing human communication (Kirschenbaum & Henderson, 1989). As a leader in humanistic psychology, Rogers recognized how the principles of effective interpersonal communication could be applied to help resolve inter-group conflict. Specifically, he transformed some of Jung's previous ideas into the creation of a new branch of psychotherapy known as the client-centered approach. Within this approach, Rogers laid great emphasis upon having the counselor try to adapt the client's own frame of reference and to see the problems as the client sees them, without becoming emotionally involved (Hilgard, 1962). At the heart of Rogers' thinking is the belief that humans have great potential and a persistent desire toward positive growth and change (Houston, 1979). Throughout his professional career, Rogers wrote extensively on the importance of a healthy self-concept, and focused specifically on the development of the following characteristics: certain attitudes in a therapist lead to therapeutic effectiveness; the world of the client is the focal point of the therapy; and the client must be encouraged at all times to live fully in the immediate moment (Kirschenbaum & Henderson, 1989).

Previous M.B.T.I. Studies

Whereas the writings of Carl Rogers and especially C. G. Jung serve as the theoretical foundation for this study, research within the framework of the Myers-Briggs Type Indicator (M.B.T.I.) will provide direction and focus. Spoto (1995) found that the M.B.T.I. "incorporates a theoretical innovation that brings to Jung's original typological

theory something worthy of our attention” (p.172). This innovation is a way to simplify the problems associated with identifying and ranking the four functions within any given psychological type (McCaulley, 1981). Previous studies using the M.B.T.I. will follow and be incorporated as an integral part of this research.

The type indicator is a 166 item forced-choice questionnaire developed by Katharine C. Briggs and her daughter Isabel Briggs-Myers. The mother-daughter team spent 20 years studying Jungian psychology and devised the M.B.T.I. to assess typology. Their years of studying the work of Jung and careful observation of individual behavior led to their conclusion that typology is a useful way of describing healthy differences in personalities (Keirse, 1978). Their early observations led to the addition of a fourth pair of opposites to Jung’s system — a judging versus a perceiving attitude. “Although Jung did not explicitly identify this pair of opposites, Briggs and Myers found it to be implicit in his writings” (Quenk, 1990, p. 2). Briggs and Myers constructed their questions to be attractive to the individual type who is most likely to choose them (McCaulley, 1974) and in the early stages included the construction of a form that was appropriate for high school and college students (Mattoon, 1981).

Since its publication by the Educational Testing Service in 1962, the M.B.T.I. has been applied in diverse research areas; career development, organizational behavior; team development; psychotherapy; and individual and group counseling (Quenk, 1990). The questions contained in the M.B.T.I. are not designed as right or wrong but merely to ask which of the two equally desirable ways an individual might prefer to function. The best use of the type indicator is in helping individuals realize their strengths and weaknesses,

and how they might improve their interactions by putting this knowledge to use (Hammer, 1996).

The M.B.T.I. is the most widely used instrument for non-psychiatric populations in the area of clinical, counseling, and personality testing (Devito, 1985). Presently, there are over 4,000 articles and 1,200 dissertations that have used the instrument to gather data (Quenk, 1990). Hall (1973) wrote that a person should consider character type when choosing a vocation, and found the M.B.T.I. to be an effective instrument in matching an individual with his or her future profession. Nowack's (1996) research found the M.B.T.I. beneficial in assisting career development by increasing self-insight, clarifying suitable work environments, increasing awareness on how to effectively manage interpersonal relationships, and increasing an understanding about one's own behavior and style. However, Nowack concluded that "there appears to be a lack of systematic research on the effectiveness of the M.B.T.I. and much of what is published is based on weak methodological designs" (p.5). Kaplan and Saccuzzo's (1997) research suggested that as some M.B.T.I. studies have their weaknesses, a more complete picture might be presented by taking into account unpublished literature such as technical reports and dissertations.

Dr. Mary H. McCaulley of the Typology Laboratory at the University of Florida has been on the forefront of M.B.T.I. research for the past 25 years. In 1981 McCaulley, together with Isabel Briggs-Myers, rewrote the guidebook for the M.B.T.I. Devito (1985, p. 1030) reviewed this manual and commented: "Of special interest to psychologists and psychometricians is the exposition of the instrument, its development, and the underlying theory written by McCaulley."

McCaulley's (1974) research compared the compatibility of personality styles between teachers and students. Her research showed that learning increases and disruptive behavior decreases if personality types are carefully matched within the classroom. Furthermore, she showed that as schools improve their capacity to help individual type develop, there is less distraction and underachievement. On a larger scale, McCaulley wrote that this type of development has a potential impact outside of the classroom, as it makes students, teachers and administrators learn the value of being sympathetic and compassionate to the differences in others. These findings are of particular interest to the researcher as it is assumed that teachers and principals with similar personality styles might also be more effective within their own relationships after data is gathered and results are shared with them.

The earliest studies including M.B.T.I. research were often set against other instruments to test for validity. Two studies, (Stricker & Ross, 1962; Grant, 1965) have both used the M.B.T.I. and the Gray-Wheelwright Psychological Types Questionnaire with groups of college students and found that both instruments measure the same dimensions. Mendelsohn's (1970) study found that the reliability of the M.B.T.I. has been established quite well by split-half correlations from several groups of varying academic achievement — from underachieving seventh graders through college students.

Other M.B.T.I. studies have been conducted in the areas of career development, educational counseling, and leadership. Myers and Myers (1995) reported that the types of creative individuals studied at the Institute of Personality Assessment and Research are predisposed at a 97% rate to prefer intuition. Laney (1949) linked M.B.T.I. scales with student interest levels in a variety of school subjects. McCaulley (1974) conducted a

review of the M.B.T.I. with regard to its application in career development. The study concluded that there is “not enough well-designed research to justify the use of the M.B.T.I. in career counseling programs” (p. 101). In regard to leadership and the M.B.T.I., Walck (1996) found no evidence to support the idea that leadership is a function of type. Accordingly, he concluded that while type may not predict leaders in an organization, it can predict how individuals spend their time. Hirsh’s (1985) research found the M.B.T.I. a very popular tool with organizational development consultants. This research is significant. Organizations that understand their employees will be more productive and have fewer internal conflicts.

M.B.T.I. measures in educational testing have over time shown consistency in the area of aptitude testing. Myers and McCaulley (1985) found that students testing as intuitive type score higher on aptitude tests than students testing as sensing type. McCaulley (1974) confirmed the earlier findings when she wrote that intuition helps students to connect relationships and meaning. Accordingly, she said, intuitive types are more likely to have these processes developed. Millot (1974) added to research in this category when he researched significant type differences in reading ability and personality style between intuitive and sensing types.

More recent studies (Lawrence, 1993; DiTiberio, 1996) have focused on the application of type knowledge to teaching and administrative methods aimed at maximizing student learning. The most significant finding in these studies was that student characteristics consistently confirm type theory predictions. Furthermore, optimal teacher-learner pairings are best facilitated when the pairing involves complimentary over similar types. Research in type difference has also been specifically

applied to teacher practice. Story (1972) studied high school mathematics teachers in northern Florida. His hypothesis proved true when he discovered that sensing type math teachers preferred working with younger children and often chose to teach applied mathematics. Conversely, teachers falling nearer to the intuitive side of the M.B.T.I. scale preferred working with high school students and often in college preparatory math classes. As a final conclusion, he discovered that math teachers tend to understand and appreciate students whose minds work like their own (McCaulley, 1981).

Lawrence and DeNovellis (1974) also conducted research in a classroom setting using the M.B.T.I. They focused their efforts on studying the predisposition of teachers as either introverted or extroverted. They concluded that extroverted teachers had classrooms that were more student centered, while introverted teachers organized classrooms that were more teacher centered. Extroverted teachers stood closer to their students, made more physical contact, and assigned more group projects. The introverted teachers concentrated more on the teaching of ideas and clarifying concepts and gave less verbal praise to their students. Lawrence and DeNovellis concluded that as teachers differ in their style, it is directly reflected by their preference in type.

Reichle collected similar data in the 1990s which indicated that teachers' selections of behavior management approaches used in their classrooms reflect their given personality type. Specifically, "Teachers with different function preferences may respond differently when confronted with behavior management approaches that conflict with their developmental belief orientations" (Reichle, 1994, p. 96). Additionally, Busa (2000) found that personality type preferences could impact how teachers are hired and placed within a given school district. Her research showed that matching the personality styles

of new teachers with administrators and other teachers of like personality styles leads to more productive, professional relationships and more collaboration between staff members.

Summary

Presently, there is a great demand for educational leaders who have the ability to bring out the best qualities of those around them and a need to place school leaders that are able to appreciate the differences in others. Furthermore, these leaders must be able to be visionary, treat others with compassion, and motivate all the members of their school community toward a common goal.

The work of Carl Gustav Jung (1923) was groundbreaking in the area of psychology and was a prime innovator of human thought (Hall, 1973). Many of his ideas continue to hold a significant place outside of psychology and have far reaching applications within human existence (Mattoon, 1981). His ideas on typology were the motivation behind the creation of the Myers-Briggs Type Indicator. This instrument was developed to make C.G. Jung's personality type theory understandable and useful in people's lives (Myers & McCaulley, 1985). Since then, it has become one of the most widely used instruments for assessing personality characteristics due to its successful application in a variety of settings.

The purpose of this literature review was to build a foundation for the rest of the study. The next step for the researcher was to gather data on principal and teacher personality type and to expand existing research in an attempt to positively impact school leadership and teaching in a chosen high school district.

CHAPTER THREE

METHODOLOGY

Restatement of the Problem

The purpose of this study was to determine teacher and administrator personality dispositions and interests based on the M.B.T.I. and Jung's theory of types. In addition, the researcher reported any correlation that existed between these personality types and the perceived effectiveness of the site administrators. This chapter describes the research design, the population and sample, the instruments, the procedures for data collection, and the statistical treatment of the data.

Research Design

Survey research methodology was utilized in this study. The Myers-Briggs Type Indicator was the primary instrument, as "it is a product of over 50 years of research and development and is one of the most widely used tools for determining and understanding differences in personality" (Myers & Myers, 1995, p. 4). The researcher used Form M of the M.B.T.I. for the following reasons: (a) it is easy to administer and score; (b) it provides scores on variables that are important according to theory and common sense; and (c) there is evidence of its practicality in today's workforce. This inventory gathered data along four bipolar scales: introversion-extroversion; sensing-intuition; thinking-feeling; and judging-perceptive. The second survey instrument used was the Survey of Opinion about Educational Administrative Practices (S.O.E.A.P.), which measured the opinions of administrative practices as viewed by school personnel (Cohen, 1978).

The Institutional Review Board for the Protection of Human Subjects has approved this study. The researcher was cleared to proceed with the implementation of the test instruments and research in May, 2001.

Population and Sample

The subjects of this study consisted of teachers, vice principals (researcher included) and principals from the Jefferson Union High School District. This district includes Oceana High School, Terra Nova High School, Westmoor High School and Jefferson High School. The J.U.H.S.D. is located in north San Mateo County and includes the towns of Daly City, Pacifica, San Bruno, Colma and Brisbane. Bordering districts are: the San Francisco Unified School District to the north, San Mateo High School District to the south, and South San Francisco Unified School District to the east. The Pacific Ocean borders to the west.

This district was chosen for its accessibility and convenience to the researcher, who is presently a vice-principal at Oceana High School. The actual research population consisted of 242 high school teachers, seven vice-principals and four principals. Additionally, this population reflected the community at large with its ethnic diversity. The balance of major ethnic groups within the teacher population is as follows: 45% European; 25% Latino; 10% Chinese; 8% African American; and 6% Filipino. Females represented 53% of the teachers and 33% of the principals. The average age of a teacher in the district is 43 years old. The average principal is 54 years old. Veteran teachers — those that have been in the district for ten years — represented 77% of the teacher population. Eighteen percent of the teachers in the district had Masters degrees and two of the four principals had Doctorate degrees. The salary range for a teacher in

this district is between \$34,000 and \$55,000. Beginning principals make \$72,000 and can earn a yearly salary up to \$84,000. The cost of living in the surrounding areas has become expensive and a majority of teachers do not own their own homes. Many commute from other Bay Area cities where housing is more affordable.

Instrumentation

The Myers-Briggs Type Indicator (Form M) is a paper-pencil inventory that was designed to implement Jung's theory of type as understood by the test authors Isabel Myers and Katheryn Briggs. For this research, it was used to assess personality type of teachers and principals along four scales: introversion-extroversion; sensing-intuition; thinking-feeling; and judging-perception. The test was presented in a compact 8.5" x 11" booklet. This booklet contained 93 items, an answer sheet, and basic interpretive information. The first page had written directions for the test taker, followed by the 93 items and a scoring chart. An individual report form, profile sheet and a brief interpretation of each of the 16 M.B.T.I. types was also included. The first and third parts of the arrangement of items were phrase questions; the second part consisted of word-pair questions (Fu, 1990). This survey was designed to help gather and sort the personality types of teachers and principals in the Jefferson Union High School District therefore addressing the first two research questions. This survey took approximately 15 minutes to complete.

The Survey of Opinion About Educational Administrative Practices is an instrument designed to elicit teacher responses from a series of Likert Scale questions. The responses to these questions determine if significant differences of opinion exist in the quality of the administrative practices of the principal as viewed by teachers (Cohen,

1978). Each test item was designed to give specific information about the practice of the principal. Six categories of information were included: (a) management practices; (b) curriculum issues; (c) leadership skills; (d) consideration; (e) participatory management; and (f) conflict resolution. This survey also took 15 minutes to complete.

Validity of the Myers-Briggs Type Indicator

Devito (1985) found that the Meyers-Briggs Type Indicator was related to variables such as standardized tests and occupational choice. He also found a correlation between the M.B.T.I. and another instrument, the Jungian Type Survey, moderately high and statistically significant. Data gathered by Myers and McCaulley (1985) showed a strong correlation and high validity when used against tests that rested mainly on concurrent studies, or relationships and differences between groups. Furthermore, their research found a significant correlation between type and academic or occupational choice, therefore lending credibility to the validity of the test. However, due to the nature of the M.B.T.I., its construct validity is hard to measure because it tests characteristics that are presumed to exist but cannot be directly measured, e.g., introversion and intuition (Krathwohl, 1998). The validity of the test can be evaluated independently of Jung's writings, but as with any construct-oriented test, both the validity of the test and the validity of the theory are at issue (Devito, 1985).

Validity of the Survey of Opinion

About Educational Administrative Practices

Cohen (1978) found within the six dimensions of the Survey of Opinion About Educational Administrative Practices statistical differences between the teacher and the

principal in all groupings. As a result, she also discovered the self-ratings by the principals to be significantly higher than from the teacher groups. Cohen (1978) wrote:

The data suggests that certain behaviors of the principal appeared to be centered around two issues for the teacher group. The teachers felt that the principal needs to improve his or her practices in the area of education program and conflict resolution (p.107).

Cohen tested the validity of these differences by placing the mean scores on the leadership indexes in Analysis of Variance design. According to her final determination, the degree of the results was statistically significant and valid (1978). To date, this is the only study that has used the S.O.E.A.P. to assess teacher perceptions of principal effectiveness.

Reliability of the Myers-Briggs Type Indicator

Myers and McCaulley (1985) found that the reliabilities of the Myers-Briggs Type Indicator are somewhat lower for respondents in their teens, rural students, and those in lower intelligence groups. One of the most significant findings on M.B.T.I. reliability is in seeing that type has remained the same upon readministration of the instrument (Devito, 1985). As far as the test-retest reliabilities of the M.B.T.I. are concerned, it has shown consistency over time; and when subjects report a change in type, it is most likely to occur in only one preference and in scales where the original preference was low (Fu, 1990). M.B.T.I. reliability studies limited to internal consistency measures showed correlations mostly in the .70 and .80 for continuous scores (Siegel, 1963). Stricker and Ross (1963) used Guttman's lower bound reliability estimate and found correlation scores within the .40 and .50 range. More studies for different subjects and periods of time are needed, and a parallel form of the M.B.T.I. would be helpful (Devito, 1985).

Reliability of the Survey of Opinion About Educational Administrative Practices

The reliability of the S.O.E.A.P. is defined by its thoroughness. A pilot study was conducted. The research itself included a random sample obtained from four diverse school districts. Out of the 180 questionnaires, 120 were returned. This return rate is nearly 67%, a very high response for this type of research (Cohen, 1978). The questionnaire included thirty-six statements, consisting of unrelated domains and divided by six indices. Intercorrelations between teacher and principal opinions on each of the thirty-six statements were high (.71 - .83) except within the area of conflict resolution, which was .42 (Cohen, 1978).

Collection of Data

In November of 2000, the researcher met with the Superintendent of the Jefferson Union High School District and sought clearance for this research to proceed. During the fall of 2000, the researcher secured written permission from Dr. Elaine Cohen (see Appendix C) to use her Survey of Opinion about Educational Administrative Practices (see Appendix D). Finally, all paperwork from the Consulting Psychologists Press, Inc. was filled out as a preliminary step in purchasing 253 Myers-Briggs Type Indicators, Form M . In addition to gathering data on personality type, this survey served as the researcher's primary source of data on race, sex, teaching experience, and age. The researcher obtained a mailing list of all teacher and principal home addresses and job assignments from the district office.

Survey packets containing a self-addressed return envelope, both surveys, and the cover letter (see Appendix E) were sent via standard mail. A postcard reminder was sent

to all individuals that did not return surveys within two weeks of the initial mailing. After the third week of the initial mailing, a random telephone sample was taken of all individuals that did not return their packets. The motivation behind this phone survey was to ascertain the reasons why some within the sample population chose not to return their surveys. Because of the demands at the end of the school year, it was requested that surveys be returned prior to May of 2001. If the respondent did not return the survey packet by this time, a follow up letter was mailed to their home address.

Data Analysis

In this study, the researcher attempted to determine whether a significant relationship exists between the personality types of teachers and principals, as measured by the Myers-Briggs Type Indicator, and the perceived effectiveness of the principal as measured by the Survey of Opinion on Educational Administrative Practices. The proposed data analysis for the research questions proceeded as follows:

Research Question 1: What are the predominant personality styles of school administrators in a chosen high school district?

Research Question 2: What are the predominant personality styles of teachers in a chosen high school district?

For each research question, answer sheets were scored by hand and all data was gathered from these answer sheets. The data provided statistical information for a comparative analysis related to these research questions. The purpose of this analysis was to provide percentile descriptions, organized into tables, of the personality styles of teachers and administrators in a chosen high school district.

Research Question 3: Is there a relationship between the personality style of a teacher and the perceived effectiveness of his/her principal?

All data gathered was obtained from the answer sheets and scored by hand. From these numbers, tables were constructed in order to conduct a comparative analysis of a possible relationship between teacher personality types and the perceived effectiveness of their site principal.

CHAPTER FOUR

FINDINGS

This chapter contains demographic information and a statistical analysis of the three research questions. It concludes with a summary of the major research findings.

Demographics

There were 150 surveys returned out of a total of 242. This represents a 62% return rate. Only surveys fully completed were counted in the results. Return rates are broken down by school and individual profession and presented in Table 1.

Table 1

Response Percentages of Survey Respondents

		Surveys Turned In:			
Total Teachers = 242		150/242 = 62%			
Total Vice Principals = 7		6/7 = 86%			
Total Principals = 4		3/4 = 75%			
Jefferson Teachers	39/58	67%	Oceana Teachers	43/46	93%
Jefferson Vice Principals	1/2	50%	Oceana Vice Principals	1/1	100%
Jefferson Principals	1/1	100%	Oceana Principals	1/1	100%
Terra Nova Teachers	38/68	56%	Westmoor Teachers	30/70	43%
Terra Nova Vice Principals	2/2	100%	Westmoor Vice Principals	2/2	100%
Terra Nova Principals	1/1	100%	Westmoor Principals	0/1	0%

At the time of the survey mailing, the researcher was the vice-principal of Oceana High School. The high return rate of surveys coming from Ocean could be attributed to the fact that the teachers and principal were able to return their surveys directly to the researcher. The Westmoor principal chose not to participate in the research, and the vice principal of administration at Jefferson High School only chose to complete the Meyers-Briggs Type Survey and not the Survey of Opinion on Administrative Practices.

Therefore, his results were excluded from the study. Table 2 illustrates the demographic indicators that are specific to gender, age, race, education and salary range of all respondents.

Table 2

Demographic Indicators for Survey Respondents

Demographic Category	Demographic Classification	Number	Percentage
Gender	Female	144	57%
	Male	109	43%
Age	21-30 Years of Age	62	25%
	31-40 Years of Age	87	34%
	41-50 Years of Age	45	18%
	51-60 Years of Age	47	19%
	Over 60 Years of Age	12	5%
Race	Caucasian	99	39%
	Asian	57	23%
	African American	36	14%
	Latino	40	16%
	Other	21	8%
Education	Bachelor's Degree	80	32%
	BA + 45 Hours	92	36%
	BA + 90 Hours	36	14%
	Master's Degree	34	13%
	Ed.D. or Ph.D.	11	4%
Salary Range	Less than \$35,000	0	0%
	\$35,001-\$40,000	62	25%
	\$40,001-\$45,000	47	19%
	\$45,001-\$50,000	52	21%
	\$50,001-\$55,000	30	12%
	\$55,001-\$60,000	48	19%
	\$60,001-\$65,000	8	3%
	More than \$65,001	6	2%

Research Question One

What are the predominant personality styles of school administrators in a chosen high school district?

This research question was addressed by the results from the Myers-Briggs Type Indicator. Part one of the instrument included the first 26 questions and was designed to gather information on how school administrators choose to focus their attention. Ultimately, these questions would determine if an individual was an extrovert or introvert.

Of the three principals that responded, the Jefferson High School principal scored as an introvert, and the principals of Terra Nova High School and Oceana High School were graded as extroverts. Within this study, the vice principals were divided into two groups: vice principals of administration (VPA) and vice principals of guidance (VPG). Oceana High School has only one vice principal. Out of the six vice principals that responded, the Jefferson High School vice principal of guidance, the Oceana High School vice principal of administration, the Terra Nova vice principal of administration, and the Westmoor vice principal of administration all scored as extroverts. The Terra Nova vice principal of guidance and Westmoor vice principal of guidance both scored as introverts. Part two of the M.B.T.I. included questions 27-58 and was designed to assess how the school administrators preferred to take in information. Additionally, this section would determine an individual preference for sensing or intuition. All three school principals were found to prefer sensing over intuition. The results for the school vice principals were more balanced. The Oceana, Westmoor, and Terra Nova vice principals of administration all chose preferences for sensing over intuition. The vice principals of

guidance at Jefferson, Westmoor and Terra Nova all chose the converse — intuition over sensing.

Part three of the M.B.T.I. included questions 60 - 78 and was designed to determine a preference in thinking or feeling. The questions were written to assess how the administrator would usually feel or act in a variety of given situations. The Jefferson and Terra Nova principals preferred the thinking preference and the Oceana principal chose the feeling preference. The information from the vice principals found that the Oceana and Terra Nova vice principals of administration choose the thinking preference, as did the vice principal of guidance at Jefferson. However, both vice principals at Westmoor, and Terra Nova’s vice principal of guidance demonstrated a preference for feeling.

Part four of the M.B.T.I. included the final questions 79 - 93 and was designed to locate how the school administrators preferred to interact within society. More specifically, the 15 word choices would determine an individual’s preference for judging or perceiving. All three principals and all six vice principals chose the judging preference.

A complete listing of principal and vice principal personality types in the Jefferson Union High School District are listed in Tables 3 and 4.

Table 3




Personality Types of Jefferson Union High School District Principals (N = 3)

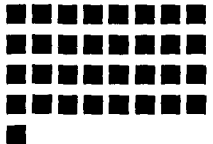

Jefferson HS Principal	Oceana HS Principal	Terra Nova HS Principal
ISTJ N = 1 % = 33.33 ■■■■■■■■■■■■■■■■■■■■	ESFJ N = 1 % = 33.33 ■■■■■■■■■■■■■■■■■■■■	ESTJ N = 1 % = 33.33 ■■■■■■■■■■■■■■■■■■■■

Note: ■ = 1% of sample

Table 4

Personality Types of Jefferson Union High School District Vice Principals (N =6)

Jefferson HS - VPG	Terra Nova HS - VPG	Terra Nova HS - VPA
ENTJ N = 1 % = 17.0 	ISTJ N = 1 % = 17.0 	ENFJ N = 1 % = 17.0 

Westmoor HS - VPA Oceana HS - VPA	Westmoor HS - VPG
ESTJ N = 2 % = 33.3 	INFJ N = 1 % = 17.0 

Note: ■ = 1% of sample

The data for site administrators showed a dominant personality type of ESTJ.

Furthermore, 66% of all principals and vice principals were extroverts, and a majority showed a preference for thinking, judging and sensing.

This research was consistent with the 1986 research on principal personality type compiled by the Center for Applications of Psychological Type (see Table 5). Their research was conducted on 276 high school principals from North Carolina. Other site administrators such as deans or vice principals were not part of this study.

Clearly the lower sample size (N= 150) of the Jefferson Union High School research makes for a less comprehensive study than the one conducted by the CAPT, which had a sample size of (N= 649). However, parallels in both sets of research exist. Respondent choices in the following personality types are within one percentage point: ISFJ, INFJ, INTP, ISFP, ISTP, ESTP, ESFP, ENTP, and ENTJ. Both sets of teachers showed preferences for extroversion, and judging. The North Carolina teachers chose intuition over sensing (51% to 49%). The Jefferson High School teachers preferred sensing to intuition (63% to 37%). Total numbers in the preference area of thinking and feeling also showed differences between the two groups. The North Carolina teachers chose feeling (N= 377) over thinking (N= 272). The Jefferson high School teachers chose the opposite preference, thinking (N= 98) over feeling (N= 52).

Jefferson Union High School teacher results were also compared to their administrative counterparts. All groups showed a preference for extroversion, and judging. Principals (100%) were more similar to the teachers (75%) in choosing sensing over intuition. Groups were divided in their preferences of thinking over feeling; principals (67%); vice principals (50%); and teachers (53%). Information gathered as part of this research was analyzed and divided into the four specific school sites.

Breakdown by Individual Schools

Jefferson High School Teachers

Thirty-nine teachers from Jefferson turned in surveys. Their personalities are broken down in Table 8. Twenty-four of the teachers were extroverts and fifteen were introverts. Twenty-six of the respondents chose sensing and thirteen preferred intuition. The most dramatic findings from the Jefferson teachers were in the last two indicators. Their

Oceana High School Teachers

Forty-three of the Oceana teachers turned in their surveys. A breakdown of their personality types is found in Table 9. Twenty-four of the teachers were extroverts and nineteen were introverts. Overwhelmingly, the teachers at Oceana prefer to take in information that is real and tangible. Thirty-seven out of the possible forty-three respondents chose sensing over intuition. Similarly, 57% of the teachers had a preference of thinking over feeling. The most significant finding with the Oceana teachers was that only three respondents had a preference for perceiving (3/43). Finally, when compared to their administrators, the data showed the following results. Both administrators were extroverts as were a majority of the teachers (56%), and both administrators chose the sensing preference as did 86% of the teachers. The Oceana principal chose a feeling preference that was in agreement with 30% of the teachers. The vice principal chose the thinking preference that was similar to the rest of the teachers or 70% of the total. Both administrators were in agreement with a vast majority of the teachers and saw themselves more connected with the judging preference. Additionally, 5% of the Oceana teachers had the same personality type as their principal (ESFJ). The vice principal had the same personality type as 44% of the teachers (ESTJ). Therefore, 49% of the teachers at Oceana had the same personality type as at least one of their administrators. The predominant personality type of teachers at Oceana High School was ESTJ (19/43 = 44%).

Westmoor High School Teachers

Thirty of the Westmoor teachers turned in their surveys. Data on their personality types is found in Table 11. Half of the Westmoor teachers were extroverts. Twenty-two of the teachers chose the sensing preference and eight chose intuition. Seventeen of the teacher respondents (57%) chose thinking to feeling (43%). Twenty-two of the surveys (73%) indicated a teacher preference of judging over perceiving (27%).

When compared to their vice principals (the principal did not participate in this research) the teachers had a lot in common. Half of the administrators, as with the teachers, were extroverts. The VPA was in line with the majority of the teachers (73%) and showed a preference for sensing over intuition. Both vice principals demonstrated similar characteristics within the last two preferences. Their preference for feeling was in agreement with a minority of the teachers (13/30). However, their last preference for judging was overwhelmingly in line with 73% of the teachers at their school. The Westmoor VPA had a similar personality with 30% of her teaching staff. Conversely, the Westmoor VPG only shared the same personality as 3% of the staff. Therefore, 33% of the teachers at Westmoor had the same personality type as at least one of their administrators. The predominant personality type of teachers at Westmoor High School was ESTJ (9/30 = 30%).

leadership domain contained statements 1, 2, 4, 6, 9, 10, 12, 16, 19, 20, 24, and 28. The compassion and communication domain contained statements 3, 5, 13, 14, 15, 21, 26, and 27. The motivation and morale domain contained statements 7, 8, 11, 17, 18, 22, 23, 25, 29, and 30. The researcher took into consideration that questions 13, 16, 20, and 30 were written as negative, that is, an answer of “strongly disagree” to these four statements would actually yield a positive result for their principal.

Teachers were asked to respond to the statements according to a sliding scale of strongly agree, mildly agree, do not know, mildly disagree, or strongly disagree. The answers taken from the S.O.A.E.P. were combined with the previous data on teacher and principal personality types. This information was then combined and recorded according to school site in an effort to determine if teachers with the same personality type as their principal found them to be more effective.

Opinions of teacher types on principal effectiveness at Jefferson High School are located throughout Tables 12, 13, and 14. The principal of this school had a personality rating of ISTJ. Within the sample size of $N=39$, the data showed no relationship between personality type and principal effectiveness within the vision and leadership domain. In fact, the data demonstrated those teachers with ESTJ and ENTJ preferences rate this principal most effective. Teachers who share the same personality type ($N=4$) see this principal as effective overall, but these numbers are lower than the researcher expected.

The next domain of compassion and communication showed similar results. All areas of teacher personality type showed favorable results. Only 6 out of the 39 teachers

rated this principal as ineffective within this particular domain. Interestingly, 33% of those who did not give their principal high marks shared the same personality type.

The final domain of motivation and morale at Jefferson High School found teachers consistent with their previous high marks in all domains. From the overall sample, 85% of the teachers rated this principal as an effective motivator. Teachers who marked the principal lowest were teachers that shared at least two personality traits with the principal. Data taken from Jefferson High School indicated no relationship between principal effectiveness and personality type. Actually, the results indicated that a principal was viewed most effective by teachers who have at least two different personality traits from their site principal.

Table 12

Opinions of Teacher Types on Principal Effectiveness in Vision and Leadership at Jefferson High School (N=39)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	2	2	0	0
ISFJ	3	1	1	0
INFJ	2	1	0	0
INTP	4	2	0	0
ESTJ	7	2	3	1
ENTJ	4	3	1	0

Table 13

Opinions of Teacher Types on Principal Effectiveness in Compassion and Communication at Jefferson High School (N=39)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	3	4	2	0
ISFJ	2	2	1	1
INFJ	3	3	1	0
INTP	5	3	0	0
ESTJ	6	2	1	0
ENTJ	0	0	0	0

Table 14

Opinions of Teacher Types on Principal Effectiveness in Motivation and Morale at Jefferson High School (N=39)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	3	4	2	0
ISFJ	2	2	1	1
INFJ	3	3	1	0
INTP	5	3	0	0
ESTJ	6	2	1	0
ENFJ	0	0	0	0

Opinions of teacher types on principal effectiveness at Oceana High School are found in Tables 15, 16, and 17. The principal of this school had a personality rating of ESFJ. The Oceana High School results were the most significant in the district due to their exceptionally high (93%) return rate. Data found in Table 17 showed results similar to those found at Jefferson High School. Teachers who are similar but not alike rate principals highest. This is illustrated further in table 17 where ISFJ teachers ranked their ESFJ principal highest in the domain of vision and leadership.

Teacher opinions found in Table 18 continued this trend. When asked to rate their principal on abilities of compassion and communication, the 40% that gave their principal successful marks were outside of the principal's ESFJ type group in at least two categories. Only 2/43 ESFJ teachers felt that the principal was successful in this domain.

All teacher type groups found the principal at Oceana High School strong in the domain of motivation and morale. Out of the sample size of 43 teachers, 74% found the principal a successful motivator. Specifically, the shared preference of sensing showed the most favorably, as almost half of the teachers with this preference ranked the principal as successful. Finally, the data taken from Oceana High School teachers is

consistent with their Jefferson High School counterparts. Teachers will rank their principals higher if they share some of the same traits but not all of them. The ISFJ teacher group at Oceana High School ranked their ESFJ principal the highest in all three domains.

Table 15

Opinions of Teacher Types on Principal Effectiveness in Vision and Leadership at Oceana High School (N=43)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	4	1	1	0
ISFJ	5	0	2	0
INFJ	4	1	2	0
INTJ	2	2	1	0
ISTP	2	1	1	0
ENFP	2	1	2	0
ESTJ	2	1	1	0
ESFJ	2	1	0	0
ENFJ	1	1	0	0

Table 16

Opinions of Teacher types on Principal Effectiveness in compassion and Communication At Oceana High School (N=43)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	4	1	2	1
ISFJ	4	0	1	0
INFJ	3	2	2	0
INTJ	2	1	1	0
ISTP	3	1	1	0
ENFP	3	2	1	0
ESTJ	3	1	2	0
ESFJ	2	0	0	0
ENFJ	0	0	0	0

Table 17

Opinions of Teacher Types on Principal Effectiveness in Motivation and Morale at Oceana High School (N=43)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	3	2	1	1
ISFJ	4	2	1	0
INFJ	3	1	1	0
INTJ	3	1	1	0
ISTP	2	2	1	0
ENFP	2	2	1	0
ESTJ	1	0	1	0
ESFJ	3	1	2	1
ENFJ	0	0	0	0

The Terra Nova High school results were the most diverse in the district due to the thirteen teacher personality types represented. The opinions of teacher types on principal effectiveness at Terra Nova High School are found in Tables 18, 19, and 20. The principal of this school had a personality rating of ESTJ. Data found in Table 20 showed very different results than those found at both Jefferson and Oceana High School. Teachers at Terra Nova with similar personality types as their ESTJ principal ranked him most favorably in the area of vision and leadership. Teachers who shared two personality traits with their principal ranked him favorably by 45%.

Table 19 reflected similar results. Principal effectiveness in compassion and communication was rated highly by teachers that reflected the personality of the principal. Additionally, as the teachers ranked themselves in personality traits more similar to the principal, their opinions became more favorable.

Teacher trait group data in the third domain found the principal at Terra Nova to be an effective motivator and the school with high morale. Out of an overall sample size of 38,

79% found the principal to be an effective motivator. From this sub-sample group of 30/38, 18 of the teachers or 60% had similar personality traits as the principal. The data further demonstrated a clear relationship between extroverts with a preference for sensing and agreement within this category.

Table 18

Opinions of Teacher types on Principal Effectiveness in Vision and Leadership at Terra Nova High School (N=38)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	2	0	0	0
ISFJ	0	1	0	1
INFJ	0	0	0	0
ISFP	0	0	2	0
INFP	0	0	1	0
INTP	2	1	2	0
ESTP	1	1	1	0
ESFP	1	0	1	0
ENFP	2	0	0	0
ENTP	3	1	0	0
ESTJ	4	3	0	1
ESFJ	2	2	0	0
ENFJ	2	1	0	0

Table 19

Opinions of Teacher Types on Principal Effectiveness in Compassion and Communication at Terra Nova High School (N=38)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	1	1	0	0
ISFJ	1	1	1	0
INFJ	1	0	1	0
ISFP	1	1	0	1
INFP	0	1	1	1
INTP	2	0	0	0
ESTP	1	1	2	0
ESFP	2	1	0	0
ENFP	2	1	2	0
ENTP	3	2	1	0
ESTJ	3	0	0	0
ESFJ	1	0	0	0
ENFJ	1	0	0	0

Table 20

Opinions of Teacher Types on Principal Effectiveness in Motivation and Morale at Terra Nova High School (N=38)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	2	1	0	0
ISFJ	1	1	1	0
INFJ	1	0	1	0
ISFP	1	2	0	0
INFP	1	1	2	0
INTP	0	1	1	0
ESTP	2	2	1	0
ESFP	2	1	0	0
ENFP	3	0	1	0
ENTP	2	0	1	0
ESTJ	2	1	0	0
ESFJ	2	0	0	0
ENFJ	1	0	0	0

Opinions of teacher types on principal effectiveness at Westmoor High School are found in Tables 21, 22, and 23. The information gathered from these teachers was the most evenly distributed throughout personality styles and four grading areas. However, the principal of this school chose not to participate in this study. Therefore, data could not be compared and contrasted on teacher personality type and principal effectiveness.

Table 21

Opinions of Teacher Types on Principal Effectiveness in Vision and Leadership at Westmoor High School (N=30)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	1	1	1	1
ISFJ	3	0	1	1
INFJ	2	0	1	1
INTJ	0	0	1	1
ISTP	1	1	1	0
ISFP	1	1	1	0
INFP	2	0	0	0
ENFP	1	0	1	0
ENTP	0	1	1	0
ESTJ	0	0	1	0
ESFJ	0	1	0	0
ENFJ	0	0	1	0

Table 22

Opinions of Teacher Types on Principal Effectiveness in Compassion and Communication at Westmoor High School (N=30)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	1	0	1	0
ISFJ	1	0	0	1
INFJ	1	1	1	1
INTJ	1	1	1	0
ISTP	1	0	1	1
ISFP	1	1	0	1
INFP	1	0	1	0
ENFP	1	1	1	0
ENTP	1	1	1	0
ESTJ	0	1	1	0
ESFJ	1	1	0	0
ENFJ	0	1	0	0

Table 23

Opinions of Teacher Types on Principal Effectiveness in Motivation at Westmoor High School (N=30)

Type	High Agreement	Agreement	Low Agreement	Do Not Know
ISTJ	1	1	0	1
ISFJ	1	1	1	0
INFJ	1	1	1	0
INTJ	1	1	1	0
ISTP	0	2	1	1
ISFP	1	1	2	0
INFP	0	0	1	0
ENFP	0	0	2	0
ENTP	1	1	1	1
ESTJ	1	1	1	0
ESFJ	0	0	0	0
ENFJ	0	0	0	0

Summary

Commonalties existed in personality typing within the Jefferson Union High School District. Sufficient data suggested that a majority of teachers in the district focused their energy on the outside world and therefore were considered extroverts. A large majority

of the teachers were also attuned to practical realities and led very organized lives as indicated with their preference for sensing and judging. In each of the schools, Jefferson (46%), Oceana (44%), Terra Nova (21%), and Westmoor (30%), a dominant personality type surfaced. The personality type of ESTJ was chosen by 35% of the teachers and 33% of the district vice principals. Due to the small number, this research did not find a dominant personality type within the principal population.

At Oceana and Terra Nova High Schools, this research also demonstrated a relationship between personality type and principal effectiveness. Additionally, at these schools the more traits that a teacher shared with the principal, the higher the approval rating of the principal. At Jefferson and Westmoor High Schools the results of the data did not provide conclusive results of any relationship of personality type and principal effectiveness. In fact, at Jefferson High School the data suggested a converse relationship, namely, the teachers viewed the principal as more effective the more their personality traits were different.

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this research was to identify personality types of teachers and administrators in the Jefferson Union High School District. The study also sought to examine the relationship between these personality types and the perceived effectiveness of the principal. Provost (1993) found that personality type plays a significant role in effective leadership and the formation of respect between co-workers. Busa (2000) found solid connections between personality typing and positive relationships among teachers and their administrators. The role of personality type within an educational setting has great potential. Teachers and administrators who are more aware of the strengths and weaknesses within their personality are more likely to support each other and improve education (Yee, 1999).

The population of this study consisted of 242 teachers, seven vice principals, and four principals from the Jefferson Union High School District. Since the formation of the district in 1922, it has become one of the most diverse school districts in the nation. Over time, it has faced challenges within both its teacher and principal populations. This research was conducted to raise awareness of teacher and principal relations, and to improve administrative practice within in the Jefferson Union High School District.

Discussion of the Findings

In this study, 62% of the respondents returned their surveys. When the researcher looked at the site level response rate, he found that Oceana High School overwhelmingly returned the highest percentage of surveys. This percentage (93%) was almost twice the

return rate found at other schools. This abnormally high percent could have been due to the fact that at the time of the survey distribution, the researcher was the vice principal at Oceana High School and therefore more accessible. The most common respondent to this study was described as a 31-40 year old Caucasian female. They were further described as having a Bachelor's Degree + 45 hours of study and making between \$35,000 - \$40,000 a year.

The results of research question one were compromised due to the fact that one out of four of the principals and one out of seven of the vice principals did not participate in this study. Therefore, 25% of the principal population and 14% of the vice principal population data were missing from this research. The three principals who participated in the study returned their surveys within two weeks of the initial mailing. Two of the three principals scored themselves as extroverts, and one scored as an introvert. All had sensing and judging tendencies. Jefferson and Terra Nova principals preferred intuition, and the Oceana principal preferred feeling. It is possible that the administrative training and type of high school where the principals worked could have had an impact on how they scored. For instance, the Oceana High School principal had a counseling background and led a school that operated under a shared decision making model of administration. She scored with a preference of extroversion and feeling. The principals of Jefferson and Terra Nova High Schools had traditional administrative training and were both leaders of comprehensive high schools. Their personalities were ISTJ and ESTJ respectively.

This research did not find a dominant personality type within the principal population. However, 33% of the district vice principals chose the ESTJ personality type. Neither of

these individuals had this type in common with their principals. The vice principals returned their surveys in a timely fashion. Before participating, one of the respondents called the researcher to inquire about the validity of the research instruments. Another vice principal did not participate due to concerns over the confidentiality of the research. A larger sample size of principals and vice principals would have improved the generalizability of this research.

Trends existed in personality type between principals and vice principals. The Jefferson High School principal and V.P.G. were similar in their preference for thinking and judging but very different in their preference for extroversion/introversion and sensing/intuition. The Oceana principal and vice principal were very similar and shared the preferences of extroversion, sensing, and judging. The Terra Nova principal shared all four of his traits with at least one of his two vice principals.

This study produced sufficient data to suggest common personality traits and personality types of teachers in the Jefferson Union High School District. From the overall sample size, 58% of the teachers were extroverts. Additionally, a majority of the teachers had strong personality preferences for sensing, feeling, and judging. Out of the sixteen possible personality types, Jefferson High School had teachers that represented six of the categories. From the six categories it was determined that 61% of the Jefferson teachers were extroverts with slight preferences for sensing, thinking and judging. Oceana High School teachers represented nine personality type categories with extraordinarily strong type preferences for extroversion (56%), sensing (86%), thinking (69%), and judging (93%). Terra Nova teachers represented thirteen of the categories with preferences for extroversion (59%), sensing (65%), and judging (64%). These

teachers showed an equal preference for thinking and feeling. Westmoor teachers represented twelve of the categories with equal preferences for extroversion and introversion, sensing (73%), thinking (56%), and judging (72%). The data gathered from the 150 respondents showed no impact or relationship between personality type and gender, age, race or job experience. Finally, the data did indicate a predominant personality type of ESTJ chosen by 35% of the teachers in the Jefferson Union High School District.

The third research question utilized data gathered on teacher and principal personality type and combined those results with survey answers from teacher's responses on the Survey of Opinion on Administrative Practices. From this combination of data the researcher was interested in finding a possible relationship between teacher personality style and the perceived the effectiveness of the principal.

Two weeks after the initial mailing, the researcher received five calls from teachers who were concerned that their responses might jeopardize their teaching position or relationship with their site administrator. Additionally, the Westmoor principal made it clear to the researcher that he did not want to participate in this study. Therefore no relationship was drawn between teacher personality types and the effectiveness of the Westmoor principal.

There was not sufficient data to suggest any relationship between teacher personality type and the perceived effectiveness of the Jefferson High School principal. Within the three domains, the principal was viewed positively by the teachers. However, the high agreement and agreement scores were spread evenly outside of the ISTJ personality type of the principal. ISTJ teachers did rank the principal high in the areas of compassion and

communication and motivation and morale. However, there were also enough ISTJ teachers that rated the principal with low agreement to offset his high marks. Of all the teacher personality type groups, the principal received the highest marks from the ESTJ teachers.

At Oceana High School, the data suggested a relationship between teacher personality type and principal effectiveness. Teachers with the same ESFJ personality type as the principal did not overwhelmingly support the principal in the three domains. However, introverted teachers with otherwise similar personality traits consistently ranked the principal high in all three domains. ISFJ and ISTJ were the two teacher groups that consistently gave high marks to the Oceana principal throughout the survey instrument on principal effectiveness. For both Jefferson and Oceana High Schools, teacher feedback indicated that they feel the most effective principal is one that can relate to their personality type through shared traits while also being different enough to add alternative viewpoints and approaches.

At Terra Nova High School, the data suggested the most significant relationship between teacher type and principal effectiveness. All extrovert groups ranked the principal highly effective in all three domains. The data showed a strong correlation between the principal's ESTJ type and all other extroverted, sensing teacher type groups. The data further demonstrated a relationship between extrovert, feeling and perceiving teacher groups and the last two domains. These teacher groups might have ranked the principal highest in the domains of compassion and morale because they most closely reflect their personality traits and what they, themselves, value as important in the workplace.

Implications

The need for this study was essential for the Jefferson Union High School District because, as with other districts across the state, Jefferson is expected to increase test scores and be more accountable. The first step toward making public schools better is by improving relationships between teachers and their administration (Copland, 2000). Recognizing the strength and power of personality types can further these relationships (Myers & Myers, 1995). From the response rate of the teachers, vice principals and principals, it is clear that they were more willing to participate in this study and provide useful feedback. The research sample size of principals ($N = 3$) and vice principals ($N = 6$) was small, but this research could lead to a larger, more comprehensive, study in the future.

The research data of teachers' M.B.T.I. function preferences could assist and improve teaching strategies and prove invaluable as it translates to improved teaching and curriculum development. In addition, the availability of personality information on teachers and principals will assist the district in personnel decisions including teacher hiring and the creation of new administrative teams.

This research was able to determine that over fifty percent of all respondents were extroverts and a high majority had preferences for sensing and judging. The district could use this information as its teachers and administrators continue to transition over time. This information could also prove beneficial to teachers and administrators as they continue to interact in tough situations such as personnel and collective bargaining conflicts. Additional research is needed and would benefit the district in its goal of

gaining a greater knowledge of how principals can implement effective programs that continue to help support their teachers.

The research demonstrated strong approval ratings for all four principals in this study. Collectively, the teachers found their principals most effective in the domains of vision and leadership and compassion and communication. The domain of motivation and morale was rated highest at Oceana High School. Additional instrumentation and research is needed and would benefit the district in gaining a greater knowledge of how principals can implement effective programs that continue to help support their teachers.

Conclusions

The first conclusion derived from the study was that principals in the Jefferson Union High School District do not have a predominant personality type. Vice Principals and teachers, on the other hand, had a predisposition of personality type ESTJ. Furthermore, a large percent of the respondents showed a preference for sensing and judging. These findings were consistent within the workforce of the district, and revealed that both teachers and administrators are concerned with positive human relations, and involvement with others. The results also mirrored previous studies with much larger sample sizes, which found that teachers and administrators typically carry the ESTJ personality type (C.A.P.T., 1986).

The second conclusion demonstrated by this study was that each school showed a distinct and different relationship between teacher type and the effectiveness of the principal. At Jefferson High School, extrovert groups rated their introvert principal very highly in all three administrative domains. At Oceana High School, introvert teachers ranked their extrovert principal highly. At these schools, teachers that rated their

principals favorably had other personality traits in common with them. At Terra Nova, extrovert teachers ranked their extrovert principal highly and shared only a few other personality traits with him. Overall, the teachers in this district rated their principals favorably throughout the three administrative domains.

The third conclusion derived from the research is that the academic personnel in each of the four high schools within the Jefferson Union High School District have a distinct personality, wherein the principal effectively leads the teachers through a combination of vision, compassion and leadership.

Recommendations

Future Research

This type of study is of particular importance because research on personality styles between teachers and school administrators often has the potential to lead to further research (Provost, 1993). This study is the first research of its kind conducted in the Jefferson Union High School District. The following recommendations for future research are being suggested:

- A longitudinal study within the Jefferson Union High School District should be conducted to determine personality type changes within an individual population;
- A similar study conducted in a larger public high school district outside of the Daly City area to determine the consistency of the results;
- A comparison study of teachers with different ethnic backgrounds, teaching experience and their personality styles to expand the implications of the research;
- A study on the relationship of personality types between principals and their superintendents;

- A replication study in 2006 to determine if similar results will be achieved after the retirement of the four site principals.

A final recommendation would be to implement training programs on M.B.T.I. testing and research. This could be accomplished through workshops at each school site or by the hiring of a district consultant. The results of this training could in time lead to team building, problem solving, and improved relationships and communication throughout the district.

Future Educational Practice

From the research, it is evident that personality type testing should be conducted within this district on a regular basis to monitor workplace preferences, conflict, and instructor effectiveness. The research further demonstrated that distinct personality styles exist within the population of teachers and vice principals. Data included in this report should be considered as a first step in a long-term articulation between teachers and the administration of the Jefferson Union High School District. As personality types are discovered, strategies should be explored as to how each distinct personality might be nurtured and supported.

Teachers that demonstrate leadership traits in the classroom should be encouraged to apply for administrative positions within the district. Furthermore, the findings gathered from this study could be used as the basis of an administrative development program within the J.U.H.S.D., and to help identify the major components that might be included in such a program, which would, in turn, identify and train potential administrators. New and struggling teachers should be counseled by similar type veteran teachers in an effort to ensure the acquisition of successful teaching habits.

Concluding Thoughts

Knowledge of personality type is not enough. Understanding personality type is the key to self-improvement and appreciating the differences in others. The application of personality type holds great promise for teachers and school administrators who operate daily in social environments where flexibility and clear communication have a direct effect on improved classroom practice (McCaulley, 1974). Principals who use the strength of their personality type to nurture supporting relationships with their teachers are considered effective leaders and teachers who strive to improve their personality traits are able make a positive impact on their students (Yee, 1999). Truly effective educators are individuals who are able to foster, encourage and support those around them, especially those that are different in type, attitude and approach.

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APPENDICES

APPENDIX A
JEFFERSON UNIFIED HIGH SCHOOL DISTRICT
DISTRICT ETHNIC SURVEY COMPILATION

JEFFERSON UNION HIGH SCHOOL DISTRICT

DISTRICT ETHNIC SURVEY COMPILATION

1978 - 1984

YEAR	AMER IND.	ASIAN PAC. ISL	BLACK	HISPANIC	FILIPINO	OTHER	MINORITY SUB-TOTAL	CAUCASIAN	TOTAL
1978	34	955	802	1146			2937	4153	7090
	.4%	13.5%	11.3%	16.2%			41.4%	58.6	
1979	12	274	710	987	548		2531	3929	6460
	.2%	4.2%	11.0%	15.3%	8.5%		39.2%	60.8%	
1980	48	444	713	1085	743		3033	2915	5948
	.8%	7.5%	12.0%	18.2%	12.5%		51.0%	49.0%	
1981	44	502	675	1054	723	119	3117	2476	5593
	.8%	9.0%	12.0%	18.9%	12.9%	2.1%	55.7%	44.3%	
1982	27	469	632	1122	814	52	3116	2377	5493
	.5%	8.5%	11.5%	20.4%	14.8%	1.0%	56.7%	43.3%	
1983	26	477	600	1101	868	40	3112	2180	5292
	.5%	9.0%	11.3%	20.8%	16.4%	.8%	58.8%	41.2%	
1984	29	470	606	1057	911	44	3117	2180	5297
	.5%	8.9%	11.5%	20.0%	17.2%	.8%	58.9%	41.1%	

APPENDIX B

CBEDS 2000

PROFESSIONAL ASSIGNMENT INFORMATION FORM

JEFFERSON UNION HIGH SCHOOL DISTRICT

CBEDS 2000
Professional Assignment Information Form (PAIF)
Jefferson Union High School District

Number of Staff		
	Count *	Full-time Equivalent (FTE) **
Administrative	19	19.00
Teachers	242	240.55
Pupil Services	25	23.05
Totals	286	282.60

Racial/Ethnic Designation *								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American (not Hispanic)	White (not Hispanic)	Multiple or no response
Administrative	0	1	0	0	0	1	17	0
Teachers	1	16	0	8	15	10	192	0
Pupil Services	1	2	0	1	3	2	16	0

Highest Educational Level *						
	Doctorate	Master's Degree plus 30+ hours	Master's Degree	Bachelor's Degree plus 30+ hours	Bachelor's Degree	Less than Bachelor's Degree
Administrative	3	11	1	4	0	0
Teachers	6	48	15	158	15	0
Pupil Services	1	9	2	12	1	0

Gender, Age and Years of Service *					
	Male	Female	Average Age	Average District Years	Average Total Years
Administrative	14	5	52	28	29
Teachers	121	121	44	12	14
Pupil Services	9	16	47	13	17

Administrative, Teacher, or Pupil Services category is selected by majority of assignment.
**FTE calculation: the sum of "% of Full Time" positions represented as a decimal.*

APPENDIX C

PERMISSION LETTER FROM ELAINE COHEN, Ed.D.



C O L L E G E O F
N O T R E D A M E
C A L I F O R N I A

December 13, 2000

Mark W. Loos, V.P.
Ocean High School
401 Paloma
Pacifica CA 94044

To Whom It May Concern:

I give permission for Mark Loos, a doctoral student at the University of San Francisco, to use the Survey of Opinion on Educational Administrative Practices which I used in my dissertation of 1978.

I am interested in the results he obtains twenty-three years later if he could make them available to me.

Sincerely,

Elaine L. Cohen, Ed.D., Graduate Dean
EC/ch

APPENDIX D

SURVEY OF OPINION ON ADMINISTRATIVE PRACTICES

SURVEY OF OPINION ON EDUCATIONAL ADMINISTRATIVE PRACTICES

Directions: Each teacher in the Jefferson Union High School District is requested to rate the following statements on the administrative practices of their principals according to the scale given below. Insert scale number in blank next to statement.

Please respond in terms of your immediate reaction.

High Agreement	Agreement	Low Agreement	Don't Know
<input style="width: 40px; height: 20px;" type="text" value="5"/>	<input style="width: 40px; height: 20px;" type="text" value="3"/>	<input style="width: 40px; height: 20px;" type="text" value="1"/>	<input style="width: 40px; height: 20px;" type="text" value="0"/>

Statements about Administrative Practices

1. The principal is mostly concerned with the managerial aspects of the school.
(06)
2. The principal allows for meaningful participation in decision-making.
(07)
3. The principal is the curriculum leader of the school.
(08)
4. The principal supports and praises personnel.
(09)
5. The principal keeps abreast of the educational field.
(10)
6. The principal confronts conflict directly.
(11)
7. The principal establishes standards of excellence.
(12)
8. The principal allows staff to be self-directive.
(13)
9. The principal has in-service training for staff.
(14)
10. The principal is concerned with the staff's personal welfare.
(15)

High Agreement	Agreement	Low Agreement	Don't Know
5	3	1	0

11. The principal communicates clearly in speech and in writing.
(16)
12. The principal can reduce a madhouse to system and order.
(17)
13. The principal adheres to the use of rules and uniform procedures.
(18)
14. The principal encourages parent participation.
(19)
15. The principal systematically evaluates educational programs in the school.
(20)
16. The principal is friendly and approachable.
(21)
17. The principal maintains good relations with superiors.
(22)
18. The principal is willing to try new programs and ideas in the school.
(23)
19. The principal relates cost factors to programs and materials.
(24)
20. The principal does not discriminate according to sex or ethnic background.
(25)
21. The principal is willing to try new programs and ideas in the school.
(26)
22. The principal finds time to talk to students, teachers, and parents.
(27)
23. The principal is persuasive and argues effectively.
(28)
24. The principal rarely helps members of his/her school to settle their differences.
(29)
25. The principal is a good organizer.
(30)
26. The principal keeps to himself/herself.
(31)
27. The principal seems swamped with federal and state programs.
(32)
28. The principal does little things to make it pleasant to be part of the school.
(33)
29. The principal is inspiring and enthusiastic.
(34)
30. The principal is often the mediator between parent and teacher.
(35)

High
Agreement

5

Agreement

3

Low
Agreement

1

Don't
Know

0

 31. The principal operates within the legal codes.

(36)

 32. The principal involves teachers in planning.

(37)

 33. The principal regularly supervises and evaluates personnel effectively.

(38)

 34. The principal considers parents an important part of the school.

(39)

 35. The principal is an initiator or innovator.

(40)

 36. The principal works effectively with collective bargaining.

(41)

Thank you very much for your time and honest answers. Please return both completed surveys in the self addressed stamped envelope to:

*Mark W. Loos
P.O. Box 1585
Pacifica, CA 94044*

Sincerely,

Mark W. Loos

APPENDIX E
COVER LETTER FOR RESEARCH

May 7, 2001

Dear

My name is Mark Loos and I am a doctoral candidate in the School of Education at the University of San Francisco. I am doing a study on personality types of teachers and principals in the Jefferson Union High School District. I am interested in using this information to improve administrative practice and help support teachers within your school district. The Jefferson Union High School District has given me permission to conduct this research.

You are being asked to participate in this research because you are a teacher, vice-principal or principal in the J.U.H.S.D. I obtained your name from the district database. If you agree to be in this study, you will be asked to complete the enclosed surveys; The Myers-Briggs Type Indicator on personality type assessment and the Survey of Opinion on Administrative Practices on principal effectiveness. Thirty minutes is enough time to complete both surveys. Please return the surveys in the enclosed pre-addressed, pre-stamped envelope. All participants that return their surveys by May 25, 2001 will have an equal chance of their name being drawn by the Superintendent. The person whose name is drawn will win \$100.

It is possible that some of the questions on the survey may make you feel uncomfortable. You are free to decline to answer any questions, or stop participation at any time. PARTICIPATION IN RESEARCH IS VOLUNTARY. Study records will be kept confidential. No individual identities will be used in reports or publications resulting from this study. Individual results will not be shared with personnel of the district and your decision as to participate will have no influence on your present or future status as an employee of the J.U.H.S.D.

The benefit of participating in this study will be an increased awareness throughout the district of how individual teachers may be better supported through daily interaction with their site administration.

If you have any questions about this research, you may contact me at 550-7302. If you have any questions about this study, you may contact the IRBPHS at the University of San Francisco (415) 422-6091, which is concerned with the protection of volunteers in research projects.

Thank you for your attention. If you agree to participate, please complete the enclosed surveys and return them in the pre-addressed, pre-stamped envelope. Remember, if your survey packet is returned by May 25 you might win \$100!

Sincerely,

Mark W. Loos
Doctoral Candidate

THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

Improved Leadership Through a Myers-Briggs Analysis: Personality Styles of Principals and Teachers at the Secondary Level

Educational administration has become very complex. Today's society demands that principals be more accountable, achieve higher standards, and continue to successfully operate schools with less money. There is a significant shortage of quality teachers and increased apathy among students. Effective principals are able to balance the demands of their job and recognize the need to enhance human relationships. Individuals in tune with their personality traits are more effective at their profession. Furthermore, effective principals understand how their personality fits within the school community. However, few principals realize how a better understanding of their own personality traits might be used to motivate teachers, solve a myriad of educational problems and improve student learning.

The purpose of this research was to identify personality types of teachers and administrators within the Jefferson Union High School District based upon the Myers-Briggs Type Indicator and the Survey of Opinion about Administrative Practices. The study also sought to examine the relationship between these personality types and the perceived effectiveness of the principal.

The population of this study consisted of 242 teachers, seven vice principals, and four principals from the Jefferson Union High School District. The results indicated that the principals within this district did not have a predominant personality type. However,

vice principals and teachers had a predisposition of extroversion, sensing, thinking and judging or in other words the ESTJ personality type.

A second conclusion demonstrated by this study was that each high school showed a distinct relationship between teacher type and the effectiveness of the principal. A final conclusion derived from this study was that each of the four high schools within this district had a different personality within itself wherein the principal was able to effectively lead through a combination of vision, compassion, and motivation.



Mark W. Loos, Author



Dr. Patricia Mitchell, Chairperson,
Dissertation Committee