

Teachers' personality types and their attitude toward receiving and employing postobservation feedback

Pourya Javahery¹  | Jaber Kamali² 

¹Faculty of Foreign Languages, Islamic Azad University Central Tehran Branch, Tehran, Iran

²School of Languages, Ibn Haldun University, Istanbul, Turkey

Correspondence

Pourya Javahery, Faculty of Foreign Languages, Islamic Azad University Central Tehran Branch, Tehran, Iran.

Email: pouryajavahery@gmail.com

Abstract

Classroom observation has been long considered a powerful tool for evaluating and monitoring teachers' performance and progress. Teachers can benefit from the feedback during the postobservation conference but giving feedback is not a simple skill and needs knowledge and training. Research on tackling postobservation problems remains emerging and the aim of this study is to explore the role that a teacher's personality type—based on DiSC personality test—might play in postobservation conferences and reaction to receiving feedback from the supervisor. To gather data, 20 nonnative EFL teachers were asked to take the DiSC personality test to have their personality types identified, then they were observed three times, and each time they received feedback on their classroom management techniques. Results indicate that teachers with different personality types act differently during the postobservation conferences. While D and i styles are active and tend to employ feedback moderately and strongly in their classes, S and C styles are mostly passive with the tendency of employing feedback moderately and weakly. The findings contribute to a better understanding of the role of personality types in teachers' tolerance of criticism and their tendency to apply the received feedback in their future classes.

KEYWORDS

classroom observation, feedback, personality types

1 | INTRODUCTION

Language teaching has changed into an industry in recent decades. Therefore, supervisors needed to prepare, train, and observe the language teachers and ensure the quality of teaching and customer retention. It is common in language institutes and language schools to promote qualified and experienced teachers to the position of supervisor. Supervisors are generally in charge of developing and evaluating curriculum, evaluating and improving the planning process, providing professional development for instructional improvement, serving as the source of specialized information on language teachers, and observing language teachers and their lessons to provide them with constructive feedback and improve their teaching quality. Among all mentioned responsibilities, observing language teachers is considered a major duty of language supervisors. "a fundamental part of language teacher supervision is observing lessons." (Bailey, 2006, p. 81).

Malderez (2003) points out four reasons for observing teachers: training, assessment, development, and research. When supervisors observe teachers for the training purpose, they focus on analyzing specific teaching skills (e.g., correction techniques or giving instructions). After the lesson, the supervisor and the teacher discuss the lesson in a postobservation conference. However, the development reason occurs when the supervisor and the teacher choose a focus or an area that needs to be improved. To see whether a teacher meets pass criteria for a course, a series of their lessons should be observed. This reason for observing is called the assessment reason.

Bailey (2006) considers postobservation conferences one of the trickiest parts of a supervisor's job. She examines the role of feedback in language teacher supervision as well as factors influencing the supervisory discourse such as (a) the situation factors and unequal power discourse, (b) teachers' respect for supervisors.

Gebhard (1991) defines teacher supervision as "an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction" (p. 1). He divides the supervisory process into three sections. The first part of the supervisory process begins with a preobservation conference to highlight the aspects of the lesson that will call for attention. The second part of the process is when the supervisor observes the teacher's classroom and focuses on the predetermined areas of teaching. After the observation part, the supervisor and the teacher meet at a postobservation conference to discuss the supervisor's observations. According to Walsh and Mann (2019), this model of observation can be prescriptive or collaborative. In a prescriptive model, the supervisor is considered an authority who prescribes action, which might prevent teacher reflection and independence. However, this model can be effective for it may direct the preservice teachers. On the other hand, in a collaborative model of supervision, the teacher has the chance to reflect on her performance and work with the observer to solve the classroom problems. The problem with the prescriptive style of postobservation feedback is that the less experienced teachers who may lack knowledge would not be able to reflect on their teaching performance and consequently, may fail to make appropriate teaching decisions (Farr, 2010).

In recent years, research has been conducted to address persistent problems in observation and supervision (Copland, 2011; Donaghue, 2018, 2021). Researchers are trying to address the issues such as "analyzing and improving the speech event of the postobservation conference, understanding how teachers learn and change, and overcoming teacher shortages and the need for appropriate supervision in some areas of the world" (Burns & Richards, 2009, p. 272). To tackle the mentioned issues, technology assists supervisors and teachers to collect more comprehended classroom data, sociocultural theory helps supervisors understand learning better, and discourse analytic procedures help supervisors investigate the language in postobservation conferences (Burns & Richards, 2009). Studies on feedback in digital era are emerging with the growth of new technologies. For example, a trainer development scheme was piloted by Baecher and Beaumont (2017) in which a supervisor and his colleague work together on evaluating and analyzing a postobservation conference video to confront their assumptions. This helps them find new ways of changing and improving their practice. Kassner and Cassada's (2017) investigated a chatroom designed for the trainers and instructors to give feedback to a group of in-service teachers. The authors concluded that the online chatroom not only improved the quality of the feedback-giving process but also promoted a high-quality space for exchanging ideas.

In Iran, as private language schools have increased in the past decade in response to the growing demand for learning English and the failure of state schools in developing communication skills in Iranian students (Farhady &

Hedayati, 2009), they recruit supervisors whose duties are diverse to ensure the quality of teaching. One of the shared supervisors' responsibilities is teacher observations (Akbari & Yazdanmehr, 2012; Sadeghi & Richards, 2015). Supervisor in Iran has unfortunately turned into a notorious title (Razmjoo & Rasti, 2014) which is usually limited to a bureaucratic job suppressing teachers' creativity and autonomy (Rahmany et al., 2014). This notoriety might be the offspring of the dismissing power of observation; that is, teachers can be dismissed due to low performance in the observations (Gholaminejad, 2020). Putting this common distorted belief aside, supervisors can play an important role in teachers' development if they are aware of the importance of their job and how they can use their power to enhance teachers' well-being, creativity, and performance.

Although research on the challenges and opportunities of EFL teacher observation and teacher education in the Iranian context is still lacking, a number of studies have attempted to fulfill this gap. In a fairly recent mixed-method study, Motalebzadeh et al. (2017) investigated the impact of peer observation on EFL teachers' professional development. They also reported the participants' viewpoints on the impacts, advantages, and shortcomings of peer observation. Discussing the significance of peer observation, Asa'di, and Motalebzadeh (2013) have examined whether the participation of less experienced teachers in experienced teachers' classes can affect the students' achievements in terms of their level of proficiency in both elementary and preintermediate levels. This study showed that there was a significant difference in students' final scores who were in the experimental group. Besides the considerable effects of peer observation on EFL teachers' professional development, the importance of euphemism in supervisory discourse of Iranian language teacher supervision has been investigated by Agheshteh (2019). The main aim of the study was to see what mitigation devices should be used by supervisors to achieve a balance between message clarity and politeness in providing negative feedback. Another factor that might affect the quality of teacher observation and postobservation conferences feedback in Iranian EFL context is the power asymmetry inherent in supervision which according to Agheshteh and Mehrpur (2021) can seriously challenge the teachers' autonomy and may lead to frustration, anxiety, and tension. Agheshteh and Mehrpur (2021) explore the use and abuse of power by supervisors when they want to fulfill their responsibilities. Their study indicated that in some Iranian EFL contexts supervisors mostly use classic descriptive approaches to deliver feedback in which the teachers have little power.

Research on postobservation conferences and tackling their issues remain emerging (Ameri, 2022; Mohammed Abdullah al-Balushi & Saazai bt Mat Saad, 2021; Range et al., 2012; Wall & Hurie, 2017). The research, however, is lacking the important role that a teacher's personality type might play in postobservation conferences. There is a gap in the literature with regard to what happens when the supervisors are aware of the teachers' personality types. To study the potential improvements to the postobservation conference, it is critical to gain knowledge about the influence of the teachers' personality type—based on the DiSC personality assessment—on the postobservation conferences.

Studying the current literature on the Iranian context and knowing that the personality types of staff will increase the efficiency of the companies or language teaching organizations (LTOs) (Henson & Chambers, 2003; Zell & Lesick, 2022), the researchers decided to examine the fact that being aware of the personality types of teachers would help them improve the quality of the postobservation conferences which can lead to LTO's productivity. To do so, all the teachers who worked at the institute in which the present study was conducted, were asked to take the DiSC Classic assessment and report their personality types to the supervisor. Interestingly, being aware of the teachers' personality types and the major characteristics which were attributed to them helped the researcher manage the postobservation conferences more effectively.

1.1 | DiSC assessment

DiSC is one of the personality tests that is typically used in employment. The DiSC model of behavior was originally proposed by Marston (1928) whose theories were later expanded by several people. DiSC® is an acronym that stands for the four main behavioral styles delineated in the DiSC model of personalities.

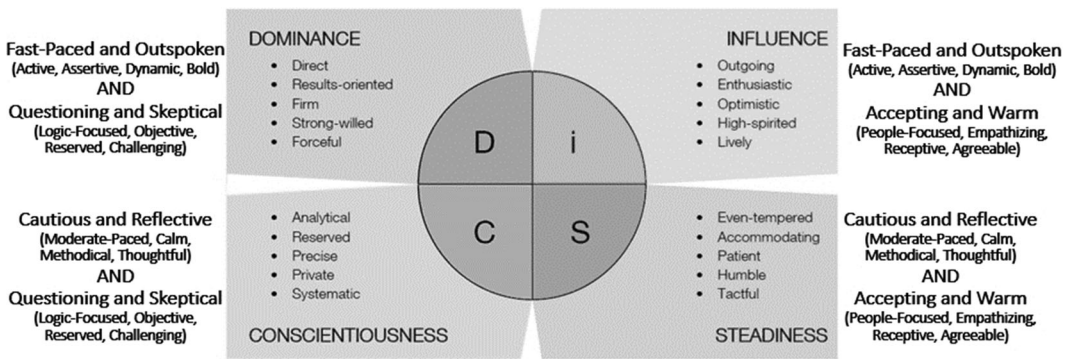


FIGURE 1 DiSC assessment personality styles and related characteristics. Note. From (<https://info.united-partners.com/disc-assessment>).

People with D personalities tend to be confident and place an emphasis on accomplishing bottom-line results; People with i personalities tend to be more open and place an emphasis on relationships and influencing or persuading others; people with S personalities tend to be dependable and place the emphasis on cooperation and sincerity; people with C personalities tend to place the emphasis on quality, accuracy, expertise, and competency (What is the DiSC Assessment, n.d.) Figure 1.

DiSC personality testing is a dominant assessment system that is mostly used in workplace studies. However, this assessment system is becoming more frequent in educational contexts like institutes, schools, and universities (Jones & Hartley, 2013). Research has been done to reveal the association between the DiSC personality types and academic performance, satisfaction, and educational recognition of university students, (Kim et al., 2019; Wali et al., 2021). Nonetheless, there is a gap in the literature regarding the importance of knowing the teachers' personality types to maximize the efficiency of supervisory discourse in postobservation conferences.

Supervisors might be able to predict the common behavioral themes in teachers by being aware of their personality types. Thus, this can help them employ an appropriate and effective supervisory discourse in postobservation conferences.

To fill this literature gap, this study aims to investigate the relationship between teachers' attitudes toward receiving and employing postobservation feedback and their DiSC personality types. Therefore, the research question is proposed as follows:

- How do teachers' personality types impact their attitudes toward receiving postobservation feedback and employing them in their future classes?

2 | METHOD

2.1 | Setting and participants

The study was conducted by one of the researchers as an observer and feedback provider. He had 8 years of teaching experience at the time of this research and his DiSC type was i (see Table 1). There were 15 female and 5 male teachers (a total of 20) who were selected based on convenience sampling. Because of the school's policies and regulations, it was not possible for the researchers to recruit other English teachers to participate in the study. The participating teachers in this study taught different classes in a language school in Iran. They were between 20 and 31 years of age and their teaching experience was between 1 and 5 (see Table 2).

TABLE 1 Observer's background information and statistical information about observer's classes and postobservation conferences.

Gender	Years of teaching experience	Years of observing experience	DiSC style	Number of classes observed	Number of postobservation conferences recorded
Male	8	5	i	60	60

Observations and postobservation conferences usually occur once or twice per educational term in the language school. Observations occur according to Gebhard's (1991) model of the supervisory process. To follow the steps, the teacher and the observer have a preobservation meeting, then the teacher is observed and finally, the teacher receives the lessons' feedback in a postobservation conference. The supervisory discourse in the postobservation conferences is based on Wajnryb's (1995) above-the-utterance-level mitigation in which the softened criticism is expressed at the discourse level. In other words, the supervisor prepares the teacher (supervisee) for upcoming criticism. This preparation usually starts by first mentioning the teacher's strengths and using mitigation devices to manage the criticism. This model of mitigation was used in the postobservation supervisory discourse in this study.

2.2 | Instrumentation

There are several different systems to assess the personality types of people such as, MBTI, which is based on the personality theory created by Isabel Myers and Kathrina Briggs (Myers, 2003), or the Big Five Personality Trait Model, which was firstly introduced by Ernest Tupes and Raymond Christal in 1961 (Raad, 2000). In the study undertaken, the DiSC model was used to assess the participant's personality types because this assessment is more common in workplace-related studies, and it helps different personalities work together more productively (Jones & Hartley, 2013). It is worth mentioning that the Persian language version of the DiSC test has not been validated for the context of the country where the present study was carried out (Iran) but as far as all the participants of the current study were English language teachers, they took the US English version of DiSC Classic test.

2.2.1 | Scoring of the DiSC profile

Social scientists have recognized that most people tend to choose the answers that make them look good when they take a psychological test. This phenomenon is also called social desirability of responding (He et al., 2014). To reduce the impact of social desirability of responding, DiSC classic assessment uses forced-choice measurement technique. This technique provides the respondents with four positive adjectives in each box. For instance, in the US English version of DiSC Classic test, test takers are asked to select among the words enthusiastic, diplomatic, satisfied, and daring. However, respondents are only allowed to choose one adjective that is most like them and they are also forced to choose an adjective that is least like them.

DiSC Classic assessment consists of 28 questions and three graphs, Graph 1, which represents higher segment scores or more MOST answers and Graph 2, which contains lower segment score or more LEAST answers, and Graph 3, which the combination of Graph 1 and 2 results. After responding to 28 forced-choice boxes, respondents' answers are charted on Graph 1 and Graph 2. On Graph 1, having a high score on a certain DiSC scale means that the respondent has achieved the major items belonging to that scale: "a high score on the D scale of Graph 1 means that a person endorsed many D items (e.g. daring, determined, outspoken) as most like him/her" (DiSC® Classic Validation Report, 2008). On the other hand, having a high score on a particular DiSC scale of Graph 2 means that the respondent has not achieved the major items of that scale. For example, achieving a high score on the S scale of Graph 2 means that the respondent achieved very few S items.

TABLE 2 Teachers' background information.

Teacher	Gender and age	Education	Years of teaching	Observed level	DiSC style	Student's age
1	Female 22	B.A. (TEFL)	3	Intermediate	C	18 and above
2	Female 23	B.A. (English Literature)	5	Upper-intermediate	D	18 and above
3	Female 20	B.A. student (TEFL)	1	Elementary	i	18 and above
4	Female 26	M.A. (TEFL)	3	Intermediate	S	18 and above
5	Female 29	M.A. student (TEFL)	1	Young Learners 2	S	7–13
6	Female 31	B.A. (TEFL)	2	Elementary	S	18 and above
7	Female 22	B.A. student (Chemistry)	4	Elementary	S	18 and above
8	Female 23	B.A. (Architecture)	1	Pre-intermediate	S	18 and above
9	Female 24	M.A. student (TEFL)	5	Pre-intermediate	S	18 and above
10	Male 22	B.A. (TEFL)	2	Advanced	D	18 and above
11	Male 22	B.A. (TEFL)	2	Upper-intermediate	i	18 and above
12	Male 22	M.A. student (TEFL)	1	Elementary	S	18 and above
13	Male 20	B.A. student (Translation)	2	Elementary	i	18 and above
14	Female 21	B.A. (Medical Engineering)	6	Upper-intermediate	S	18 and above
15	Female 21	B.A. (French literature)	2	Elementary	S	18 and above
16	Female 21	B.A. (Accounting)	1	Young Learners 1	C	7–13
17	Female 20	B.A. student (Psychology)	1	Young Learners 2	i	7–13
18	Male 21	B.A. (TEFL)	3	Pre-intermediate	D	18 and above
19	Female 24	M.A. student (TEFL)	1	Intermediate	C	18 and above
20	Female 24	M.A. (French Literature)	3	Elementary	S	18 and above

Next, the results of Graph 1 and Graph 2 are combined to form the third Graph (Graph 3) to make the DiSC results more reliable. Then, each section of the D, i, S, and C should be plotted on all graphs to provide the segment numbers and classical pattern results of the respondent. Finally, the description of the respondent's DiSC classical pattern should be read to find out the personality type of him/her.

2.2.2 | DiSC classic reliability and validity

Table 3 illustrates the reliability test results of DiSC assessment. According to DiSC® Classic Validation Report (2008) "Coefficients above 0.70 are considered acceptable, and coefficients above 0.80 are considered very good" (p. 5).

TABLE 3 The four scales of DiSC® Classic have been assessed for their test–retest reliability over different periods of time and the following coefficients were found.

1 week ^t	5–7 months ^{tt}	1 year ^{tt} (10–14 months)
(N = 142)	(N = 174)	(N = 138)
D: 0.89	D: 0.84	D: 0.79
i: 0.87	i: 0.82	i: 0.80
S: 0.89	S: 0.77	S: 0.76
C: 0.89	C: 0.73	C: 0.71

Note: From “DiSC® Classic Validation Report,” 2008; p. 5. N, the number of participants; t, United Kingdom English Version; tt, American English Version.

TABLE 4 Intercorrelations among the DiSC classic scales.

	D	i	S	C
D	0.87			
i	–0.11	0.81		
S	–0.82	–0.22	0.82	
C	–0.37	–0.71	0.30	0.77

Note: Cronbach's α reliabilities are shown in bold along the diagonal, and the correlation coefficients among scales are shown within the body of the table. Correlation coefficients range from –1 to +1. A correlation of +1 indicates that two variables are perfectly positively correlated such that as one variable increases, the other variable increases by a proportional amount. A correlation of –1 indicates that two variables are perfectly negatively correlated, such that as one variable increases, the other variable decreases by a proportional amount. A correlation of 0 indicates that two variables are completely unrelated.

From “DiSC® Classic Validation Report,” 2008; p. 8.

The validity of a test can be examined in a number of different ways. In DiSC Classic, an underlying model has been proposed in which there are certain relationships among the scales within the tool. These relationships are examined by the researchers to see whether they reflect the theoretical association proposed by the test. Adjacent scales (e.g., C/S or C/D), which are proposed by DiSC Classic, have weak to moderate correlations. This means that the correlation must be significantly less than the alpha reliability of individual scales. Data gathered from a 2002 sample of 7038 test takers who finished the US English version of the test are illustrated in Table 4.

2.3 | Data collection procedure

Two types of class observation forms were used in the language school that were employed in the present study. Form A which is used to evaluate the teacher's pedagogical performance (e.g. teaching receptive and productive skills, teaching grammar, teaching vocabulary) and Form B which is used to evaluate the teacher's classroom management techniques.

To collect data for the present study, the researcher decided to use Form B because several workshops on classroom management techniques and learner autonomy were designed and held for the teachers and the supervisor has been training them since 2021 to help them improve their classroom management skills. Thus, teachers were expected to employ the techniques in their lessons. Classroom management techniques are as follows:

- Teacher talk and student talk.
- Student–student interaction.
- Instruction-giving techniques.
- Monitoring.

The first researcher (observer) explained the purpose of this study to the teachers (participants) and they were asked to respond with the utmost sincerity. To meet ethical considerations, all 20 teachers consented to participate in this research and they were fully informed about the fact that they could withdraw from the study at any time. Participants were reassured that their identities and the information collected in form of a recording of the postobservation conference will be kept private and confidential. The aims and the procedures of the present study were also explained to the manager and the principal of the institute and they permitted the researcher to conduct the study.

2.4 | Data analysis procedure

To find out the participants' personality types, they all took the DiSC Personality Assessment at <https://www.idrlabs.com/disc/test.php> and reported their personality styles to the researchers (see Section 2.2.2 for the test validity and reliability). Participants were observed by the supervisor three times, each observation lasted between 30 and 40 min, within two terms each term lasting about 40 days.

The collected data in this study consisted of participants' DiSC personality type reports, 60 audiotaped postobservation conferences (20 teachers and 3 interviews for each) ranging in length from about 7–15 min, and the observer's notes and comments about the teacher's performance in the class. The audiotapes of postobservation conferences were transcribed one by one using Microsoft Word and based on the Walsh (2011) transcription system. Using deductive thematic analysis (Braun & Clarke, 2006), the qualitative data of the present study went through various stages. The transcriptions were read to assign them to each personality type (D, i, S, C). The data were read again several times by the researchers and the common themes among each personality type were highlighted with four different colors. Types D, i, S, and C were coded with yellow, pink, blue, and green colors, respectively. The coded data were read to collate themes. A thematic map was generated based on the coded themes and finally a report was ready.

3 | RESULTS

According to the DiSC test results, among 15 female and five male participants, there are three female teachers with C personality style, one female and two male teachers with D personality style, two female and two male teachers with i personality style, and one male and nine female teachers with S style. The test revealed that the majority of the participants had the S personality type Table 5.

TABLE 5 Gender and personality type.

Gender	D	i	S	C
Female	1	2	9	3
Male	2	2	1	0

As the results from the thematic analysis of the obtained data indicated participants with the same personality style have similar attitudes toward the postobservation conferences (except for one of them in group C who was more reflective and accepted the comments more easily). Some teachers took a passive role in the conferences while some of them were active participants. Some of them expressed their disagreements with the observer's feedback whereas a number of them accepted the feedback without any questions.

3.1 | Teachers with dominance (D) personality style

Teachers with dominant (D) personality styles were not passive participants in the postobservation conferences and tended to disagree with the observer and justify their performance after receiving feedback for improvement (negative feedback). The personality-related significance of the issue raised above became more apparent as we look at the following postobservation conference data. Extracts 1 and 2 represent how these disagreements are expressed by the teacher in two postobservation conferences.

Extract 1

1. Observer: during the lesson, I noticed that you maintain eye contact with the students and it shows that you respect them...however.... um...let me put it this way.... it seems to me that you tend to maintain eye contact with the students sitting on the right side of the classroom more than the ones sitting on the left. Am I right?
2. Teacher 10: Let me think, um....., yeah you're right. I think because they're a group of fast learners and I tend to maintain eye contact with them more than the rest of the students.

Extract 2

3. Observer: During the last postobservation conference we talked about the techniques to reduce TTT (Teacher Talking Time). One of them was to avoid echoing. Remember?
4. Teacher 10: Yes, I completely remember.
5. Observer: But I noticed that you echoed your students' sentences frequently during the lesson.
6. Teacher 10: But I wanted to show that I was listening and paying attention to them.
7. Observer: Good point! Students love it when they realize that their teacher is interested in what they're saying... How about back-channeling? It can be a great way to reduce TTT and at the same time show that you are paying attention.
8. Teacher 10: You're right.

As it is evident in turn 6, the teacher stated that "but I wanted to show..." by which the teacher tries to establish disagreement with the observer.

Extract 3 shows a postobservation conference dialog between a D style teacher and the supervisor in which the D-style teacher does not tend to accept the negative feedback and attempts to justify the lack of group activities in his lesson. In turn 14, teacher 18 expresses his disagreement with the observer's feedback strongly and believes that group activities are culturally inappropriate in Iranian classes.

Extract 3

9. Observer: Did you like the last week's workshop? Which was about Learner Autonomy.
10. Teacher 18: Yes sir, I believe it was a fruitful workshop and I learned a lot
11. Observer: Glad to hear that, but after the previous workshop on learner autonomy, you were expected to set some more group activities. However, I didn't see any group work in your lesson.
12. Teacher 18: Right, but my students don't tend to be active in group activities.
13. Observer: Have you ever tried to design any interesting group activities to encourage them?

14. Teacher 18: I believe it's a cultural problem ...I mean.... because Iranian people tend to do the activities individually, so... I think it's a waste of time.

However, according to the observer's notes, after the second and the third observation, it was revealed that they were trying to integrate most of the supervisor's feedback to improve their teaching quality. As it is evident in Extract 4, the observer noticed that Teacher 10 was trying to reduce the Teacher-Talking Time by employing back-channeling techniques instead of echoing the students' sentences. This reveals that, despite his justifications for echoing the students' sentences in turn 10, he has accepted the feedback for improvement from the observer. It was also observed that Teacher 10 was sharing his eye contact with the students equally. This means that he accepted the fact that he did not pay equal attention to all of the students in his class. Therefore, he was doing his best to compensate for his unjust attitude and behavior toward them. Observer's notes while observing the teachers with D style for the third time is as follows:

Extract 4

15. Teacher 10 is trying to reduce his TTT by using the back-channeling technique. He uses phrases such as "yeah", "uh-huh", "hmm", "right", "great", and "interesting" instead of echoing what students say or repeating the last words in their sentences.

Observer's notes while observing the teachers with D style for the third time can be seen in extract 5.

Extract 5

16. I noticed that teacher 10 is trying to improve his eye contact with the students sitting on the left side of the classroom. He's aware of his unjust way of maintaining eye contact with the students and is doing his best to overcome it.

3.2 | Teachers with influence (i) personality style

All i styles in this study, found the postobservation conferences and feedback-giving process enjoyable. They were the most enthusiastic participants when it came to receiving feedback after the observations. The observer noticed that three of them had a notebook and a pen with them in the postobservation conference to make notes. Interestingly, this tendency to make notes of the observers' feedback was only seen in teachers with i personality style.

None of them remained passive during the postobservation conferences, and they mostly collaborated to reflect on their classroom management performance. In other words, the supervisor did not prescribe actions for the teachers to adopt, the actions mostly emerged out of the collaboration between the teachers and the observer.

As it is evident in Extract 6, the teacher's reflection and collaboration in the postobservation conference led to the emergence of a great solution for a problem. Turn 18 represents the teacher's concern about walking and monitoring the students in his class because he felt that this might make the students uncomfortable and nervous. However, when he received the hint from the observer about the importance of maintaining an eye level in monitoring, he came up with the idea of sitting next to or in front of the students.

Extract 6

17. Observer: I really enjoyed the way you monitored the students when they were doing the task.
18. Teacher11: Thank you... I learned it from the book you had introduced before and I think that monitoring improves the collaboration between me and my students ...ummm.... But I think that I make my students

uncomfortable and anxious when I'm walking in the classroom and looking at the students doing tasks...how can I reduce this anxiety? Is there a way?

19. Observer: I see.... actually you just mentioned a good point, I agree with you. I think you need to maintain an eye level with your students. Do you know how?
20. Teacher11: How about sitting next to or in front of them?
21. Observer: Brilliant!

Accepting the feedback for improvement or negative feedback was easier for them in comparison to D styles. Extract 7 shows that teacher 17 accepts the lack of group activities in her class and aims to compensate it by getting inspiration from a book which is about designing activities for young learners:

Extract 7

22. Observer: Did you like the last week's workshop? Which was about learner autonomy.
23. Teacher 17: Yes, I didn't know anything about autonomy and after that workshop I downloaded a couple of articles related to the topic.
24. Observer: Bravo! Good to hear that. Have you learned anything new about learner autonomy?
25. Teacher 17: Actually...I'm going to start reading those articles from tomorrow...
26. Observer: right..... after the previous workshop on learner autonomy, I suppose you got familiar with the importance of group activities and pair-check in your lessons.... mmmm.... so you were expected to set some more group activities. However, I didn't see any group work in your lesson.
27. Teacher 17: I'm getting used to designing and including group activities in my lessons. You know...because I haven't done it before.... uh, it makes it difficult for me...but I just bought a book which is about activities for young learners and I'm sure it will help me design good group activities.

Observer's notes reveal that after the second and the third observations, it was seen that i style teachers were doing their best to improve their classroom management techniques according to the supervisor's feedback. As it is evident in Extract 8, after the second postobservation conference, teacher 17 has designed some interesting group activities to encourage group work in her class, and teacher 11, who had come up with the idea of sitting next to the students while monitoring, sat on his chair and maintained an eye level with the students while monitoring. Observer's notes while observing the teachers with i style for the third time is as follows:

Extract 8

28. Teacher 17 has included several group activities to her lesson and it seems that she is creative enough to make the activities interesting to the students. It seems that the students enjoy being in groups and no sign of disagreement or complaining exist when they are asked to do the activities in groups.
29. Teacher 11 is trying to maintain an eye level with his students while he is monitoring them, this may reduce the anxiety which was mentioned by him during the second postobservation conference.

3.3 | Teachers with steadiness (S) personality style

According to DiSC profile, S styles need to expand more energy to promote themselves and quickly adapt to change. However, this study found the opposite (except for one of the S-style participants). The second and the third observation revealed that S styles do not have any problems with change because no resistance to change was seen during the second and the third observations.

All S styles avoided disagreeing with the supervisor in the postobservation conference and it might be due to their humble nature. Just one of the participants with S style expressed his disagreement with a supervisor's

negative feedback in form of providing justification for doing that action. However, this disagreement was softened by the teacher and was expressed implicitly, which was not as direct as the D styles' disagreements. As it is evident in Turn 33, at first teacher 20 tried to justify her action but after a very short hesitation, she agreed with the observer's comment.

Extract 9

30. Observer: Do you agree that a teacher's instruction should be clear and precise? I mean teachers need to use clear language?
31. Teacher 20: Yes, I do....I think it's very important.
32. Observer: great...ok, well, uhm, although you adapt your language level with your students professionally, I've written here the teacher is giving complicated and unclear instructions and I felt that the students were confused....mmm,, Did you hear that they were asking each other about what you had asked them to do?
33. Teacher 20: Yes, and because of that I repeated my instructions. But ...you're right. Let's say...uh, I had to use shorter and clearer sentences.

The second and third observation showed that S styles were making an effort to improve their classroom management techniques by employing the postobservation conference feedback in their lessons. Extract 10 represents that after the postobservation conference, teacher 20 was trying to use simple and precise language in her instructions. She also asked some Instruction Checking Questions (ICQs) to ensure that her students understood the instructions.

Extract 10 is the observer's notes to support the S styles' attempt to improve their classroom management techniques:

Extract 10

34. Teacher 20 is trying to use clear and precise language when she is articulating the instructions. She is also using Instruction Checking Questions (ICQ) to ensure that her students understand the instructions.

3.4 | Teacher with conscientious (C) personality style

Three C styles participated in this study and they were similar and different in some cases. A passive-aggressive form of behavior was seen in two of them. The observer felt that their presence in the postobservation conferences is against their will because as it mentioned in extract 11, they hesitated to maintain eye contact with the observer and one of them was constantly checking the time by looking at her watch.

Extract 11

35. Observer: Do you remember our previous conversation on the importance of monitoring?
36. Teacher 1: Yes, but I forgot the different types of monitoring
37. Observer: I see, you mean, participating, vanish, monitoring actively, and discreetly?
38. Teacher 1: Oh...yes. That's what I meant. (She is shaking her leg and looking at her watch)
39. Observer: But it's written here that you spent almost 90% of the class time sitting, and when you wanted to write a new word on board you just leaned over and wrote it on the board...I mean you didn't stand up. (Teacher avoids maintaining eye contact with the observer). Is it hard for you to walk and monitor? I mean... umm... any medical conditions?
40. Teacher 1: No...I'm ok and I have no physical problem. I just...just...forget it. (Still shaking her leg and looking at the floor). Ok...I'll stand up and monitor my students.... you mean...uh, I can't teach while I'm sitting? (Her cellphone is ringing and she rejects the call).

41. Observer: You can, but can you monitor the students while you're sitting behind your desk?
42. Teacher 1: Yeah...right... may I go? I have something important to do.

Their behavior seemed passive-aggressive because although they agreed with the need for improvement in some areas related to the classroom management criteria, they resisted accepting the change according to the supervisor's feedback (e.g., she knew that she had to stand up and then write the words on the board, or she is totally aware that if she wanted to monitor her students, she had to walk in the classroom, but she disagreed with the observer which seemed irrational). Nevertheless, according to the observer's notes, after the third observation, the attempt to integrate the feedback into their lessons, albeit weak, was seen. As it is noticeable in Extract 12, while students were doing an activity, teacher 1 stood up and monitored them. But this was not very short and ineffective. The observer's notes after the third observation are evident in extract 12.

Extract 12

43. When the students were asked to talk together about the assigned topic, I noticed that teacher 1 stood up and walked among the students for about 2 min, but she went back to her desk and spent the rest of the lesson on the chair.

4 | DISCUSSION

Psychological characteristics have always played a crucial role in recruiting individuals into teaching career (Bardach et al., 2022). However, their impact on the teachers' continuous professional development is under-researched. The present study was an attempt to find out the relationship between personality types—based on the DiSC personality test—and one of the elements of continuous professional development called observation and the attitude of teachers toward the observer's feedback. The findings of the study reveal that different personality types, albeit homogeneous within the group, provide dissimilar, unique responses to the observer's feedback and their tendency to employ the comments in the subsequent sessions is diverse (see Table 6).

The first group (*dominance*), type D, showed a strong tendency to justify their choices. This is in line with the findings of Dulieu et al. (2013) who argued that *dominance people* deal with problems and try to control the situations. Their tendency to justify their choices is also in agreement with James (2011) who stated that they are quick to make decisions. However, the researchers expected this group to be strong in applying the comments in their sessions since other studies to date have found them open to change, and innovative (Freeman, 2011; James, 2011; Kim & Yang, 2016). Despite this, they did not show high but moderate implications of the comments which may happen due to their personalities as becoming angry quickly and reacting directly and hostilely if annoyed (Price, 2015).

The second group members called *influence*, type i, were very cooperative, reflective, and enthusiastic in the feedback sessions. Being enthusiastic in the feedback session was expected from this group of teachers as far as enthusiasm and negotiation of conflict are among the significant characteristics of i people (Davenport, 2018). They also highly applied the comments in their following sessions. This was also expected from the members of this group in view of the fact that they tend to apply practical insights (Kim & Yang, 2016).

The third group, type S, or the *steadiness* group were passive listeners. They did not show any lively resistance or critical listening in which they question the criticism or comment on the suggestions, which is in contrast with what Rosenberg and Silvert (2013) have found, which is they are resistant to change and show sensitivity to criticism and confrontation. This can be due to their peace maintenance attitude in the workplace, which roots in their people-oriented attitude (Kim & Yang, 2016; Slowikowski, 2005). They showed an almost strong tendency to employ the feedback in their following sessions. This is in line with their personality traits represented in the DiSC test that characterizes this group as humble, patient, and tactful (what is the DiSC assessment, n.d.).

TABLE 6 DiSC Styles, their behavior in the postobservation conference, and their tendency to employ the feedback.

DiSC style	Behavior in the postobservation conference	Tendency to employ the feedback
D	Active participants, tend to justify their choices, shortcomings, and performance	Moderate
i	Active participants, enthusiastic, collaborative participation, reflective	Strong
S	Mostly passive, good listeners	Moderate–strong
C	Passive-aggressive, tend to justify their performance and shortcomings, resistant to accept feedback	Weak–moderate

The fourth group or *contentiousness*, also known as type C, was mostly passive in the feedback session. It can be caused by a claim by Voges and Braund (1995) who argued that when a C personality is stressed, they become passive and withdraw. However, the members of this group applied the comments in their following teaching sessions. It was compatible with the findings of Kim and Yang (2016) and Freeman (2011) that described this type as task-oriented, systematic, and according to regulations. They share many characteristics with introverted people (Göncz, 2017), which makes us expect silence and reticence in the feedback session but rich thinking skill (Helgoe, 2008) which can lead to high performance in the teaching sessions.

Overall, the findings of the present study lend support to the findings of the previous studies that examined the use of the DiSC assessment in other disciplines (Keogh et al., 2019; Masen et al., 2021; Renaud et al., 2012; Russell, 1994; Scarbecz, 2007; Sitalaksana et al., 2016) in a sense that different DiSC styles act and react differently in the same situations (i.e., postobservation feedback sessions). The results, also, go in line with the studies which believe teachers' personality traits have a significant impact on their consultation, feedback implication, and practices (Bardach et al., 2022; Jalili & Mall-Amiri, 2015; Shabani & Ghasemian, 2017). However, the result of this study contradicts Rehman and Al-Bargi (2014) findings, which claimed that most teachers see observers taking a procrustean view (Kamali, 2020) of education (i.e., measuring everything with predetermined standards) on the ground that different teachers view and respond differently to the feedback of postobservation sessions. This study also contradicts Ameri's (2022) findings pointing out that teachers are the recipient of knowledge in the feedback sessions and this is the observer who is dominant. This study reveals that the dominant person in the feedback session is not always the observer. Yet, it highly depends on to which personality type the teacher belongs.

5 | CONCLUSION

The present study has attempted to explore the existence of a relationship between teachers' personality types based on DiSC personality assessment and their willingness to accept the postobservation feedback and integrate them into their lessons. The findings have revealed that different personality styles act differently in the postobservation conference and also the tendency to employ the feedback is not the same among them. It is worth mentioning that no DiSC style outperforms any other (or at least, this is not the aim of this study) but the DiSC test and the findings of this study will help us facilitate the process of feedback giving by owning several assumptions about each personality type.

The generalizability of these results is threefold: first, this study was conducted qualitatively because the analyzed data were only based on the observer's notes and the transcription of audiotaped postobservation conferences. Mixed method design studies may shed further light on the purpose of the study. Second, the present

study was conducted with a small sample of participants and postobservation conferences and in one institute. Further research can be undertaken at several language institutes and with a large sample size. Third, teachers' personality types are not the only factors affecting their attitude toward receiving and employing feedback and the supervisory discourse and also this kind of study might not provide absolute conclusions. Therefore, supervisors need to take into consideration that in addition to personality types, several variables (e.g., burnout, emotional intelligence, teachers' current mood) might influence the teacher's attitude toward receiving and employing feedback, tolerating criticism, and even their behavior in postobservation conferences.

CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

ORCID

Pourya Javahery  <http://orcid.org/0000-0001-6355-7461>

Jaber Kamali  <http://orcid.org/0000-0003-4018-7597>

REFERENCES

- Agheshteh, H. (2019). Deconstructing the discourse: Mitigation in the supervisory discourse of language teacher supervisors in Iran. *Issues in Language Teaching*, 8(2), 137–162. <https://doi.org/10.22054/ilt.2020.39392.373>
- Agheshteh, H., & Mehrpur, S. (2021). Teacher autonomy and supervisor authority: Power dynamics in language teacher supervision in Iran. *Iranian Journal of Language Teaching Research*, 9(1), 87–106. <https://doi.org/10.30466/ijltr.2021.120977>
- Akbari, R., & Yazdanmehr, E. (2012). EFL teachers' recruitment and dynamic assessment in private language institutes of Iran. *Two Quarterly Journal of English Language Teaching and Learning University of Tabriz*, 3(8), 29–51. <https://doi.org/10.4304/tpls.4.8.1653-1658>
- Ameri, A. F. (2022). Nonnative teachers' and observers' evaluation of teachers' teaching quality: Perceptual convergences and divergences in postobservation conferences. *Education Research International*, 2022(1), 1–10. <https://doi.org/10.1155/2022/3701578>
- Asa'di, E., & Motalebzadeh, K. (2013). European online journal of natural and social sciences: Proceedings. *European Online Journal of Natural and Social Sciences: Proceedings*, 2(2), 523–532.
- Baecher, L., & Beaumont, J. (2017). Supervisor reflection for teacher education: Video-Based inquiry as model. *European Journal of Applied Linguistics and TEFL*, 6(2), 65–84.
- Bailey, K. M. (2006). *Language teacher supervision: A case-based approach*. Cambridge University Press.
- Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34(1), 259–300. <https://doi.org/10.1007/s10648-021-09614-9>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Burns, A., & Richards, J. C. (2009). *Cambridge guide to second language teacher education*. Cambridge University Press.
- Copland, F. (2011). Negotiating face in feedback conferences: A linguistic ethnographic analysis. *Journal of Pragmatics*, 43(15), 3832–3843. <https://doi.org/10.1016/j.pragma.2011.09.014>
- Davenport, L. (2018). Home sales success and personality types: Is there a connection. *Journal of Real Estate Practice and Education*, 21(1), 29–57. <https://doi.org/10.1080/10835547.2018.12091776>
- DiSC® Classic Validation Report. (2008). Inscape Publishing.
- Donaghue, H. (2018). Relational work and identity negotiation in critical post observation teacher feedback. *Journal of Pragmatics*, 135, 101–116. <https://doi.org/10.1016/j.pragma.2018.08.002>
- Donaghue, H. (2021). Teachers and supervisors negotiating face during critical account requests in postobservation feedback. *Journal of Politeness Research*, 18(1), 37–62. <https://doi.org/10.1515/pr-2018-0028>
- Dulieu, T., Westgarth, A., & Westgarth, H. (2013). Is that really you? *Coaching at Work*, 8(2), 52–53. Retrieved from <http://library.gcu.edu/Database>

- Farhady, H., & Hedayati, H. (2009). Language assessment policy in Iran. *Annual review of applied linguistics*, 29, 132–141. <https://doi.org/10.1017/S0267190509090114>
- Farr, F. (2010). *The discourse of teaching practice feedback: A corpus-based investigation of spoken and written modes*. Routledge.
- Freeman, V. (2011). Education leadership: Exploring personality styles: DISC “High I” and colors. *Review of Higher Education & Self-Learning*, 3(11), 54–57.
- Gebhard, J. G. (1991). Language teacher supervision: process concerns. *TESOL Quarterly*, 25(4), 738. <https://doi.org/10.2307/3587097>
- Gholaminejad, R. (2020). When the evil pops in: exploring the unheard voices of teachers working in private language schools in Iran concerning supervisory observation. *International Journal of Leadership in Education*, 23, 1–24. <https://doi.org/10.1080/13603124.2020.1740795>
- Göncz, L. (2017). Teacher personality: A review of psychological research and guidelines for a more comprehensive theory in educational psychology. *Open Review of Educational Research*, 4(1), 75–95. <https://doi.org/10.1080/23265507.2017.1339572>
- He, J., van de Vijver, F. J. R., Dominguez Espinosa, A., Abubakar, A., Dimitrova, R., Adams, B. G., Aydinli, A., Atitsogbe, K., Alonso-Arbiol, I., Bobowik, M., Fischer, R., Jordanov, V., Mastrotheodoros, S., Neto, F., Ponizovsky, Y. J., Reb, J., Sim, S., Sovet, L., Stefenel, D., Suryani, A. O., ... Villieux, A. (2014). Socially desirable responding. *Cross-Cultural Research*, 49(3), 227–249. <https://doi.org/10.1177/1069397114552781>
- Helgoe, L. (2008). *Introvert power: Why your inner life is your hidden strength*. Sourcebooks.
- Henson, R. K., & Chambers, S. M. (2003). Personality type as a predictor of teaching efficacy and classroom control in emergency certification teachers. *Education*, 124(2), 261–248. <https://files.eric.ed.gov/fulltext/ED468156.pdf>
- Jalili, S., & Mall-Amiri, B. (2015). The difference between extrovert and introvert EFL teachers' classroom management. *Theory and Practice in Language Studies*, 5(4), 826–836. <https://doi.org/10.17507/tpls.0504.19>
- James, B. (2011). *Do It! or Ditch It*. Random House.
- Jones, C. S., & Hartley, N. T. (2013). Comparing correlations between four-quadrant and five-factor personality assessments. *American Journal of Business Education (AJBE)*, 6(4), 459–470. <https://doi.org/10.19030/ajbe.v6i4.7945>
- Kamali, J. (2020). ‘Procrustes’ bed’ and the language teacher training classroom. *The Teacher Trainer Journal*, 34(2), 18–19. <https://pilgrimsttj.com/>
- Kassner, L. D., & Cassada, K. M. (2017). Chat it up: backchanneling to promote reflective practice among in-service teachers. *Journal of Digital Learning in Teacher Education*, 33(4), 160–168. <https://doi.org/10.1080/21532974.2017.1357512>
- Keogh, T. J., Robinson, J. C., & Parnell, J. M. (2019). Assessing behavioral styles among nurse managers: Implications for leading effective teams. *Hospital Topics*, 97(1), 32–38. <https://doi.org/10.1080/00185868.2018.1563460>
- Kim, H. M., You, S. H., & Li, S. H. (2019). Effects of DISC behavior types on education recognition, satisfaction and job preference of college students majoring in beauty. *Journal of Convergence for Information Technology*, 9(10), 254–263. <https://doi.org/10.22156/CS4SMB.2019.9.10.254>
- Kim, S., & Yang, S. (2016). Childcare teachers' job satisfaction: Effects of personality, conflict-handling, and organizational characteristics. *Social Behavior & Personality: An International Journal*, 44(2), 177–184.
- Malderez, A. (2003). Observation. *ELT Journal*, 57(2), 179–181. <https://doi.org/10.1093/elt/57.2.179>
- Marston, W. (1928). *Emotions of normal people*. Read Books Ltd.
- Masen, E., Hedlund, D., & Tingle, J. K. (2021). The use of DISC behavioral profiling and training: An innovative pedagogical strategy to enhance learning and future career opportunities in sport management and sport coaching higher education classrooms. *Journal of Higher Education Athletics & Innovation*, 1(9), 82–103. <https://doi.org/10.15763/issn.2376-5267.2021.1.9.82-103>
- Mohammed Abdullah al-Balushi, H., & Saazai bt Mat Saad, N. (2021). Improving classroom observation through training: A qualitative study in college of technology in Oman. *Arab World English Journal*, 12(4), 415–425. <https://doi.org/10.31235/osf.io/evh9b>
- Motallebzadeh, K., Hosseinnia, M., & Domskey, J. G. (2017). Peer observation: A key factor to improve Iranian EFL teachers' professional development. *Cogent Education*, 4(1), 1277456. <https://doi.org/10.1080/2331186x.2016.1277456>
- Myers, I. B. (2003). *MBTI manual: A guide to the development and use of the Myers-Briggs type indicator instrument*.
- Price, L. (2015). PeopleKeys. In *DiSC technical supplement*. Retrieved August 8, 2015, from file: DiSC_tech_manual.pdf
- Raad, B. D. (2000). *The Big Five personality factors: The Psycholexical approach to personality*. Hogrefe & Huber Pub.
- Rahmany, R., Hasani, M. T., & Parhoodeh, K. (2014). EFL teachers' attitudes towards being supervised in an EFL context. *Journal of Language Teaching and Research*, 5(2), 348–359. <https://doi.org/10.4304/jltr.5.2.348-359>
- Range, B. G., Young, S., & Hvidston, D. (2012). Teacher perceptions about observation conferences: What do teachers think about their formative supervision in one US school district? *School Leadership & Management*, 33(1), 61–77. <https://doi.org/10.1080/13632434.2012.724670>

- Razmjoo, S. A., & Rasti, A. (2014). Scratching the knowledge base surface of ministry of education (MOE) English teacher supervisors in Iran. *International Journal of Applied Linguistics & English Literature*, 3(2), 39–46. <https://doi.org/10.7575/aiac.ijalel.v.3n.2p.39>
- Rehman, A. A., & Al-Bargi, A. (2014). Teachers' perspectives on post observation conferences: A study at a Saudi Arabian university. *Theory & Practice in Language Studies*, 4(8), 1558–1568. <https://doi.org/10.4304/tpls.4.8.1558-1568>
- Renaud, M. T., Rutledge, C., & Shepherd, L. (2012). Preparing emotionally intelligent doctor of nursing practice leaders. *Journal of Nursing Education*, 51(8), 454–460. <https://doi.org/10.3928/01484834-20120523-03>
- Rosenberg, M., & Silvert, D. (2013). *Taking flight! Master the DiSC styles to transform your career, your relationships... your life*. Pearson Education Inc.
- Russell, R. (1994). Preparing veterinary students with the interactive skills to effectively work with clients and staff. *Journal of Veterinary Medical Education*, 21(2), 1–5. <https://scholar.lib.vt.edu/ejournals/JVME/V21-2/russell.html>
- Sadeghi, K., & Richards, J. C. (2015). Teaching spoken English in Iran's private language schools: Issues and options. *English Teaching: Practice & Critique*, 14(2), 210–234. <https://doi.org/10.1108/ETPC-03-2015-0019>
- Scarbecz, M. (2007). Using the DiSC system to motivate dental patients. *The Journal of the American Dental Association*, 138(3), 381–385. <https://doi.org/10.14219/jada.archive.2007.0171>
- Shabani, K., & Ghasemian, A. (2017). Teacher's personality type and techniques of teaching pronunciation. *Cogent Education*, 4(1), 1313560. <https://doi.org/10.1080/2331186X.2017.1313560>
- Slowikowski, M. K. (2005). Using the DiSC behavioral instrument to guide leadership and communication. *AORN Journal*, 82(5), 835–843. [https://doi.org/10.1016/S0001-2092\(06\)60276-7](https://doi.org/10.1016/S0001-2092(06)60276-7)
- Sutalaksana, I. Z., Anatasia, M. (2016). Linking safety climate perception to types of behavior. *Work*, 55(1), 231–239. <https://doi.org/10.3233/WOR-162391>
- Voges, K., & Braund, R. (1995). *Understanding how others misunderstand you: A unique and proven plan for strengthening personal relationships*. Moody Publishers.
- Wajnryb, R. (1995). Teachers' perceptions of mitigation in supervisory discourse: A report of a pilot study. *South Pacific Journal of Teacher Education*, 23(1), 71–82. <https://doi.org/10.1080/0311213950230108>
- Wali, O., Vanka, A., Jan, A. S., Chahda, A., Aljahdali, R., & Vanka, S. (2021). Association between the DiSC personality index and academic performance (GPA) of dental students in a private Saudi dental school. *Annals of Medical and Health*, 3(11), 1290–1292. <https://www.amhsr.org/articles/association-between-the-disc-personality-index-andacademic-performance-gpa-of-dental-students-in-aprivate-saudi-dental-s.pdf>
- Wall, D. J., & Hurie, A. H. (2017). Post-observation conferences with bilingual pre-service teachers: Revoicing and rehearsing. *Language and Education*, 31(6), 543–560. <https://doi.org/10.1080/09500782.2017.1340481>
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.
- Walsh, S., & Mann, S. (2019). *The Routledge handbook of English language teacher education*. Routledge.
- What is the DiSC assessment? (n.d.). Discprofile.com. Retrieved April 18, 2022, from <https://www.discprofile.com/what-is-disc>
- Zell, E., & Lesick, T. L. (2022). Big five personality traits and performance: A quantitative synthesis of 50+ meta-analyses. *Journal of Personality*, 90(4), 559–573. <https://doi.org/10.1111/jopy.12683>

SUPPORTING INFORMATION

Additional supporting information can be found online in the Supporting Information section at the end of this article.

How to cite this article: Javahery, P., & Kamali, J. (2023). Teachers' personality types and their attitude toward receiving and employing postobservation feedback. *Psychology in the Schools*, 1–17. <https://doi.org/10.1002/pits.22900>