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Effective Introvert Teachers: A Phenomenological Study of Their Lived Experiences

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Effective Introvert Teachers: A Phenomenological Study of Their Lived Experiences

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Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

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Brianna Parsons, Ed.D., Faculty Chair Dissertation Committee

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Abstract

In this qualitative, phenomenological study, effective K–12 introvert teachers were interviewed to determine how they achieve effectiveness within Danielson's (2011) four domains of planning and preparation, classroom environment, instruction, and professional responsibilities. The participants discussed the strategies they use to overcome the challenges they face as teachers, as well as how they leverage their introvert personality strengths. The 10 study participants frequently experienced exhaustion related to their job responsibilities and expressed the need to find ways to recharge in order to have the energy needed to be effective. Participants avoided extrovert behaviors when possible, but they also realized that sometimes they must use these types of behaviors in their profession in order to be effective. The relationships they developed with their students were important to them, and they described often engaging in actions that were contrary to their introverted nature in order to develop these relationships. Participants also described their strong need to feel prepared for instruction as well as other professional responsibilities. Finally, the participants shared how they have experienced an extrovert ideal in their profession and how they navigate this by coming to terms with their own needs and strengths as introverts. The findings of the study provide insight into the unique challenges and needs of introvert teachers, as well as the strategies they use to achieve effectiveness.

Keywords: personality type, introvert, introversion, Danielson framework, teaching, teacher effectiveness, qualitative, phenomenological, introvert exhaustion, extrovert ideal

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Chapter 1: Introduction

The United States is experiencing a teacher shortage. During the 2015–2016 school year,

Sutcher, Darling-Hammond, and Carver-Thomas (2016) reported a shortage of qualified teachers

available to fill positions and predicted, "By 2020, an estimated 300,000 new teachers will be

needed per year, and by 2025, that number will increase to 316,000 annually" (p. 1). This

increased need is exacerbated by a dwindling supply of new teachers. Between 2005–2006 and

2014–2015, the number of bachelor's degrees awarded increased in all major fields of study,

except in education, which experienced a *decrease* of 15% (Will, 2018). Will (2018) also

reported, "Between the 2007–08 and 2015–16 academic years, there was a 23% decline in the

number of people completing teacher-preparation programs" (para. 3). These numbers paint a

grim picture for the future of schools and the children who attend them.

Although an obvious solution to this problem is to recruit, train, and employ more

teachers, having a larger supply of teachers does not alone solve the problem. Another crucial

component is the matter of teacher effectiveness, which is the ability of a teacher to have an

impact on students' learning. Some teachers are more effective than others, and this discrepancy

has a long-term impact on the students who have less effective teachers (Duckworth, Quinn, &

Seligman, 2009). The current supply–demand gap increases the likelihood that more teaching

positions are being filled by less qualified individuals. Additionally, Garcia and White (2019)

asserted that high quality teachers are unevenly distributed, producing the result that underserved

communities, especially those in high poverty areas, are impacted much more severely by the

shortage.

Teacher effectiveness is a complex matter; many different factors exist that contribute to

it (Kennedy, 2008). It is also difficult to measure (Muijs, 2006). Among these many factors,

studies have shown that a person's personality can contribute to their potential to be an effective teacher (Arnon & Reichel, 2007; Duckworth et al., 2009; Greasley & Bocarnea, 2014; Opt & Loffredo, 2003; Patrick, 2011; Peterson & Custer, 1994; Pishghadam & Sahebjam, 2012). This study explores one segment of the teaching force—introverted teachers—to examine how individuals with this personality type have been able to become effective teachers. Chapter 2 explores in more detail what current research has found about the relationship between personality and teacher effectiveness.

Cain (2013) asserted that modern society tends to favor extroverts in many ways, often putting them at a perceived disadvantage in social and professional settings. However, she also noted that introverts possess certain strengths that may help them to be successful, despite the potential bias against them (Cain, 2013). Since not all effective teachers are extroverts, one might wonder how it is that some can overcome an extrovert ideal and any ways their personality seems to disadvantage them in highly interactive and social activities such as teaching. By learning about their experiences, I hope to create a better understanding of how introverts can be successful teachers in the context of their personality traits and in spite of the challenges and barriers their personality type may present, while also learning more about the many facets of what contributes to effective teaching.

Background, Context, and Conceptual Framework

Federal government initiatives such as No Child Left Behind (NCLB) in 2002 and the Every Student Succeeds Act (ESSA) in 2015 have prompted a greater focus on teacher quality because of its impact on student achievement (Berliner, 2005). According to Steinberg and Kraft (2017), as of the 2015–16 school year "88% of both states and the largest 25 districts and the District of Columbia had revised and implemented new teacher evaluation systems" (para. 1),

which measure effectiveness by using classroom observations, student achievement, and student perceptions. Measuring effectiveness, however, is difficult because of the complexity of the concept (Kennedy, 2008) and the fact that measures of effectiveness are often inadequate for reflecting actual effectiveness (Berliner, 2005). Darling-Hammond (2010) noted that there are many factors outside of a teacher's control that also impact student growth and achievement. Student perception of effectiveness, however, may be impacted by a teacher's personality (Arnon & Reichel, 2007; Tahir & Shah, 2012), and the quality of teacher-student interactions may also contribute to effectiveness (Ripski, LoCasale-Crouch, & Decker, 2011). Although teacher effectiveness is a central component of recent educational reform, it appears that there is still much to be learned about how to measure it.

Conceptual Framework

Ravitch and Riggan (2017) explained that conceptual frameworks involve two main principles: reason and rigor. Reason includes the research topic, its relevance, and the audience. Rigor involves the research questions relative to the topic and the methodology that will be used to answer those questions. By considering key components of the research topic, the researcher uses past research and theory "to take ownership of the study's core concepts and logic" (p. 8). The conceptual framework, then, asserts the relevance of the study and the methods that will be used to conduct research (Ravitch & Riggan, 2017). The current study's conceptual framework connects the important and difficult task of measuring teacher effectiveness with the impact that a teacher's personality type (introversion specifically) has on such effectiveness, while also considering the potential bias that may exist against introverts.

An individual's personality can impact how they work in ways that can either contribute to or detract from their own success (Benoliel & Shechter, 2017; Buttner, Pijl, Bijstra, & Van

den Bosch, 2016; Jung, 1923; Myers & Myers, 1980; Ones, Dilchert, Viswesvaran, & Judge, 2007; Pishghadam & Sahebjam, 2012). Central to personality theory are the opposing characteristics of extroversion and introversion (Jung, 1923). Although some studies suggest that extroversion may be a preferred personality type for certain types of professions (Opt & Loffredo, 2003) including teaching (Gruber, Reppel, & Voss, 2010; Ripski et al., 2011), other studies have indicated no significant difference between extroverts and introverts in terms of teaching behaviors (Buttner et al., 2016; Clayson & Sheffet, 2006; Murphy, Eduljee, Croteau, & Parkman, 2017; Wilson, Woolfson, Durkin, & Elliott, 2016). Cain (2013) further suggested that there is a societal *extrovert ideal* that can put introverts at a disadvantage socially and professionally. As an educator for more than three decades, I have witnessed the success of many introverted teachers, and I have witnessed the extrovert ideal, as some educational leaders, parents, and others have incorrectly assumed that introverts could not be effective due to their lack of extroverted characteristics.

One challenge of drawing a connection between personality type and personal or professional success, is the complexity of both concepts. In terms of measuring teaching effectiveness, many have noted the difficulty of developing useful evaluation methods (Berliner, 2005; Muijs, 2006; Ripski et al., 2011). Danielson's (2011) Framework for Teaching is a widely accepted method for evaluating teachers within four domains that comprise the components of effective practices. In this study, I used the content of these domains to explore how it is that introvert teachers can achieve effectiveness in the context of their introversion, and how their professional work is affected. I also explored whether introvert teachers experience an extrovert ideal as they work and interact with others in their professional lives, and, if they do, how they overcome this to be effective teachers. This exploration of the intersection of teacher

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effectiveness and personality type provides insight into the unique dynamic of how an introverted teacher can be effective.

Problem Statement

One essential way education is improved is through increased teacher effectiveness (Darling-Hammond, 2010). However, the multi-faceted nature of teacher effectiveness which typically includes evaluations of teachers with competency tests, classroom observations, and surveys of students makes it difficult to determine how various factors contribute to effective teaching (Berliner, 2005; Collinson, 1999; Kennedy, 2008; Muijs, 2006). Although society may tend to favor extroverts (Cain, 2013), particularly in highly social professions like teaching, understanding how introverts can achieve success in teaching can shed light on the phenomenon of introverts who are effective teachers. This study examined the lived experiences of introverts who are effective teachers, seeking to better understand how they achieve effectiveness through their work in the four domains of planning and preparation, classroom environment, instruction, and professional responsibilities (Danielson, 2011).

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Purpose of the Study

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The purpose of this phenomenological study was to examine the lived experiences of effective introvert teachers in order to gain a better understanding of how they work in the context of their own personality traits. Although many studies have considered the impact of personality on a person's professional work (Greasley & Bornacea, 2014; Hurtz & Donovan, 2000; Ones et al., 2007; Patrick, 2011; Peterson & Custer, 1994) and specifically on teachers (Clayson & Sheffet, 2006; Duckworth et al., 2009; Perry & Ball, 2004; Shabani & Ghasemian, 2017), a gap in the literature exists in terms of how specific personality traits affect the work that leads to teacher effectiveness. Through exploration of how introverted teachers work within each

of the domains of effective teaching, much can be learned about how their personality may contribute to and/or create barriers to their effectiveness. Also, introvert teachers were be able to discuss if and how they experience an extrovert ideal in their profession and how they were able to cope with or overcome this deal to achieve effectiveness. Through deepened understanding of this phenomenon, various aspects of teacher effectiveness were clarified, as well as the distinct ways an introvert's personality affects their work in the teaching profession.

Research Questions

The research questions for this study were:

1. How do teachers who identify as introverts understand and describe how their personality affects their daily work and activities within Danielson's (2011) four domains of effective best practices for teachers?

2. How do teachers who identify as introverts overcome or cope with the challenges of being effective teachers?

3. Do teachers who identify as introverts experience an extrovert ideal in their profession? If so, how do they perceive its influence on their effectiveness and/or others' perception of them as effective teachers?

Rationale, Relevance, and Significance of the Study

Research has shown that teaching effectiveness is essential to student achievement (Boyland, Harvey, Quick, & Choi, 2014). Goldhaber and Anthony (2007) asserted that effective teaching impacts student outcomes, noting that "the quality of a teacher can make the difference of a full year's learning growth" (p. 135). Muijs (2006) noted that student outcomes were impacted by twice the rate at the classroom level than at the school level. Also, "in some studies up to 75% of this variance has been explained by teacher behaviours" (p. 53). The reality is that

teaching matters. Effective teaching leads to more learning which serves young people, communities, and the nation well.

A significant challenge is that teacher quality does not always correlate to what is commonly evaluated through observations of teachers, but instead other traits or attributes that are not typically evaluated may impact effectiveness (Goldhaber & Anthony, 2007). Some studies have considered personality traits as a key factor (Arnon & Reichel, 2007; Landrum, Guilbeau, & Garza, 2017; Prather-Jones, 2011). These quantitative studies examined relationships between personality type and teacher effectiveness, but qualitative studies that address these topics are few. Despite a societal extrovert ideal (Cain, 2013), prior studies do not show conclusively that extroverts are necessarily more effective teachers (Buttner et al., 2016; Clayson & Sheffet, 2006; Ripski et al., 2011; Wilson et al., 2016). Given the social nature of the teaching, introverts would not seem to be drawn to a profession that requires high levels of personal interaction. How an introverted teacher can be effective, then, could be considered a phenomenon worth exploring. By exploring this phenomenon, much was revealed both about this personality type and how effectiveness in the classroom is achieved.

This study delved into an area that has little prior qualitative, phenomenological research. Though this research, introverted individuals, particularly those who are teachers or who are considering entering the teaching profession, may benefit from understanding how others of their personality type have achieved effectiveness. Those in higher education who train future teachers, might benefit from a deeper understanding of how introverts can achieve success in the teacher profession. Educational leaders may gain a better understanding of the complexity of teacher effectiveness that are revealed in the nuances of the work introverted teachers do. Teachers, in general, may benefit from understanding how introverts overcome challenges that

an extrovert ideal presents, or how they leverage their personality strengths to become effective teachers.

Definition of Terms

Introvert: An introvert is a person who (a) prefers to focus on their own thoughts and ideas rather than other people and things, (b) is energized by spending time alone rather than with others in social settings, and (c) is generally uncomfortable or uneasy in unfamiliar social settings (Cain, 2013; Jung, 1923; Myers & Myers, 1980).

Extrovert: An extrovert is a person who (a) prefers to focus on the objects of the world, including other people, (b) is energized by social interaction and activity, and (c) is outgoing and thrives in social settings (Cain, 2013; Jung, 1923; Myers & Myers, 1980). (Note: The use of *extrovert* in place of *extravert* has become common; the two terms are used interchangeably in this study.)

Extrovert ideal: The extrovert ideal is a societal preference for the extrovert personality in social, educational, professional, and other settings (Cain, 2013).

Teacher: For the purposes of this study, the term "teacher" refers to an individual who has taught full-time in the K–12 grade range for a minimum of three years.

Teacher effectiveness: Teacher effectiveness is the ability to facilitate student learning in a classroom setting through work in four domains: planning and preparation, classroom environment, instruction, and professional responsibilities (Danielson, 2011).

Assumptions, Delimitations, and Limitations

Assumptions

Assumptions are beliefs about research components that are needed to conduct the research but that cannot necessarily be proven to be true (Simon & Goes, 2013). In this study,

assumptions included that research participants accurately and honestly acknowledged that they fit the definition of an introvert. Further, it is assumed that participants have correctly self-reported regarding their effectiveness as teachers. Also their reporting of full-time teaching for at least three years in a K–12 setting was assumed to be accurate.

Although an assumption is being made that introverts can be successful teachers, the connections between introversion and teacher effectiveness cannot be considered causal or correlational. Since participants were asked both in the interviews and their journal entries to make connections between their introversion and their practice as teachers, assumptions were made that the effects of introversion on those practices, both positive and negative, were accurately and honestly portrayed. Assuring participants of the confidentiality of their data helped to encourage this honesty.

Delimitations

Delimitations are boundaries of a study that are chosen as the research methodology is developed (Simon & Goes, 2013). Because this was a qualitative study, a nonrandom sample was used. As such, generalizability of results cannot be concluded (van Manen, 1990). A purposive sample was used that included self-identifying introvert teachers who have taught at least three years and were currently employed full-time as K–12 teachers (or had recently ended such employment). A convenience aspect of the sample was that participants preferably were located within a 75-mile radius of the researcher's residence to make face-to-face interviews feasible. This delimitation narrowed the scope of the sample in terms of geographic location, but it also provided the opportunity for in-depth, in-person interviews which enhanced the quality of the data derived from the interviews.

Limitations

Limitations are those characteristics of a study over which the researcher has no control, but that might impact the credibility and dependability of results (Simon & Goes, 2013). A limitation of the study was that participants self-identified as introverts and as effective teachers. Levels or degrees of either introversion or effectiveness were not measured, so no quantitative correlations can be drawn from the results. Phenomenological research focuses solely on the phenomenon under study, specifically introverts as effective teachers in this study, through phenomenological reduction (Moustakas, 1994). Other insights into teacher effectiveness that arose but did not relate to the teacher as an introvert were set aside. Since a single researcher collected and analyzed all data, themes and meanings derived from the data were limited by dependence on the researcher's use of the epoché (Moustakas, 1994) to validate findings. These limitation should be considered when interpreting results of this study.

Summary

In this study, as a researcher I examined how effective introvert teachers achieve effectiveness. I explored the challenges they face as introverts in an interactive profession and how they overcome these challenges. I also examined how they experience an extrovert ideal in their work. Finally, I learned how they leverage their personality strengths to teach effectively.

This chapter introduced the basic premise of the study. Chapter 2 provides an extensive review of literature regarding personality theory and teacher effectiveness. Studies that address the relationship of these topics are synthesized and critiqued. The relative strengths and weakness of quantitative and qualitative research approaches are examined. Chapter 3 discusses the phenomenological, qualitative method for this study. Details of the design, methodology, instrumentation, data collection, and data analysis processes are provided in detail. Credibility

and dependability measures are discussed, as well as ethical issues. Study results are presented in

Chapter 4, and Chapter 5 includes a discussion of the results as well as recommendation for

further research.

Chapter 2: Literature Review

What makes an effective teacher? Berliner (2005) asserted that an effective teacher is not only an effective teacher—one who helps students reach achievement goals, but also a good teacher—one who meets the accepted standards of the teaching profession. To be both good and effective, a teacher must have significant knowledge of the content they teach. The skills and techniques or "best practices" of teaching well can be learned and refined with experience. But what role does personality play in effective teaching? Does the presence of certain inherent qualities or personality traits better position a person to be a successful teacher? Since by nature the teaching-learning process involves a high level of activity that involves social interaction, it would seem that personality plays an important role in the quality of these interactions. An image of an ideal teacher might be one of a dynamic, outgoing person, an extrovert, who thrives in social settings. Is it also possible, however, for an introverted person to be an effective teacher? Exploring the intersection of personality and teacher effectiveness can provide insight into not only the essential components of effective teaching practices, but also how one's unique personality contributes to the application of the knowledge, skills, and dispositions that contribute to effective teaching.

Introvert Personality and Teacher Effectiveness

Personality is comprised of many components, each contributing to the characteristics that comprise each person's uniqueness. This unique personality impacts how a person responds to other people as well as to events in their professional and personal lives. A teacher's personality, then, would ultimately also influence their effectiveness in teaching and other tasks related to their profession. This study explored how a teacher's personality affects their effectiveness as a teacher by examining how teachers of one particular personality type—

introverts—engage in the practices of effective teaching, despite the perception that they may be ill-suited for professions like teaching that require high levels of social interaction (Barrick & Mount, 1991).

Carl Jung (1923) introduced seminal works that defined various personality types and how individuals who possess given personalities understand the world and interact with others. Although personality theory has developed and expanded over the past century, it is helpful to understand Jung's (1923) foundational definitions of personality types, including the extravert and introvert, which he described as two opposite types. Extraverts are defined as those who are comfortable and thrive in social settings and who respond well to objective realities within these social contexts. In other words, their focus is on the people and things of the world. Introverts, conversely, focus more on their own internal ideas and thoughts (Jung, 1923). As a result, introverts may be uncomfortable in social settings and may often appear to be shy or even anti-social (Jung, 1923). Despite more recent refinements and expansion of the concepts and terminology of personality types, Jung's (1923) original concepts of extravert and introvert have endured.

To be able to consider how personality impacts effective teaching, the concept of teaching effectiveness must also be defined. Although a number of approaches to measuring and evaluating teaching exist, Danielson's (2011) Framework for Teaching is widely accepted as a valid and reliable tool used in many schools and school districts across the nation for measuring teacher effectiveness and providing a context for teacher improvement and development (Milanowski, 2011). This evaluation and feedback system identifies skills and behaviors in four specific domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. A teacher's knowledge and skills that lead to effective teaching can

be evaluated within each of these domains. Competency in the domains indicates a high likelihood of effective teaching that leads to student achievement. By considering teacher effectiveness through the lens of these four domains, education leaders and teachers can understand, analyze, and improve upon the factors that impact the learning environment and the teaching-learning process.

Context of the Research

Since the inception of NCLB in 2002, teacher quality has become a high priority both in education and in public policymaking (Berliner, 2005). Also ESSA, which was passed in 2015 puts an even greater emphasis on teacher evaluations, but it gives individual states the decision making power regarding how evaluations are done (Steinberg & Kraft, 2017; White, 2018). Most states now have laws that govern teacher evaluation processes and include three measure of teacher effectiveness: classroom observations, student achievement, and student perceptions (Steinberg & Kraft, 2017). Within the many factors that may contribute to teacher effectiveness lies the concept of personality type. Many researchers have studied the impact personality traits can have on both the life and work of an individual (Arnon & Reichel, 2007; Duckworth et al., 2009; Greasley & Bocarnea, 2014; Patrick, 2011). Some studies suggest that introverts are not well-suited for effective teaching in terms of their communication skills (Opt & Loffredo, 2003), job satisfaction (Peterson & Custer, 1994) and predisposition to burnout (Pishghadam & Sahebjam, 2012). Duckworth et al. (2009) noted a preference for extroverted teachers both by university students and trained observers, but asserted that these preferences could be the result of a halo effect or "intuitions about what effective teaching looks like" (p. 541), rather than actual effectiveness as demonstrated through student learning and achievement.

The extrovert ideal. Cain (2013) discussed what she called the *extrovert ideal* that suggests a general bias against the introvert personality type and a preference for more extroverted individuals as models for success in the business world and society in general. The author asserted that this is not a new concept. Psychologist Gordon Allport created a method for measuring social dominance and found, "Our current civilization . . . seems to place a premium upon the aggressive person, the 'go-getter'" (Allport, 1928 as cited in Cain, 2013, p. 26). This was in the 1920s, the same time that Jung was developing his theories of extraversion and introversion. Despite what Jung saw as benefits that introverted thinkers could bring to society, he also noted that their "reserve and apparently groundless embarrassment naturally arouse all the current prejudices against this type" (Jung, 1921, as cited in Cain, 2013, p. 26).

Around the same time, Alfred Adler identified some of the results of introversion as a condition called an inferiority complex (Cain, 2013). Since introversion was now considered a condition that inhibited one's success in society; doctors, parents, and even governments had a reason to try to fix the problem of introversion through education, training, and anti-anxiety drugs (Cain, 2013). This attitude has prevailed through the mid-late 20th century, as observed through preferences towards extroverts in prominent business schools like Harvard and Yale and in the workplace (Cain, 2013). Cain (2013) posited that "nowadays we tend to think that becoming more extroverted not only makes us more successful, but also makes us better people" (p. 42). This extrovert ideal may reflect a bias against introverts in various professional and social situations and may make it difficult to recognize the strengths that introverts bring to their roles and relationships in society.

Significance of the Research

American society depends on an educated citizenry. As such, effective teachers are an essential component of an education system that serves the common good (Ripski et al., 2011). Better teachers make for better schools which makes for a better society. Despite the complexity of measuring teacher effectiveness (Kennedy, 2008*)* and the many factors that contribute to teacher success or lack thereof, continued study of *how* introverted teachers use (or in some cases overcome) their own personality traits to teach effectively can provide valuable insight into how leaders recruit, train, and retain a capable teacher workforce in our schools.

Despite the aforementioned studies that suggest introverted personalities are not ideal for the teaching profession, how do some introverts defy this conclusion and become effective teachers? By exploring, through the lens of Danielson's (2011) framework, how introverted teachers approach their tasks and responsibilities, insight can be gained as to how they either overcome their challenges as introverts or even how they leverage those characteristics as strengths for developing effectiveness in the four domains of teacher effectiveness. This understanding could provide important insight into how we recruit potential teachers, how we train them to be effective, how we evaluate their effectiveness, and how we provide the support and ongoing training for introverts and all teachers to improve in their practice of effective teaching.

Statement of the Problem

This transcendental phenomenological study explored how introverted teachers use their unique personality traits to become effective teachers. The insight gained revealed how teachers can use their personal strengths and apply them to the various components of the best practices of effective teaching. Through a deeper understanding of how introverts approach various

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aspects of their profession, educational leaders will better be able to support teachers in their growth and development, help them increase their effectiveness, and provide more appropriate training and professional support.

Conceptual Framework

What is it that makes people successful in their lives and their careers? Social scientists have studied human behavior and developed theories of personality that provide insight into how people live, work, and interact with the world in ways that either promote or detract from their own personal success (Benoliel & Shechter, 2017; Buttner et al., 2016; Jung, 1923; Myers & Myers, 1980; Ones et al., 2007; Pishghadam & Sahebjam, 2012). A central element to these theories are the contrasting personality characteristics of extroversion and introversion. Extroverts naturally relate to the objects of the outside world through *feeling*, so they tend to be outgoing and more comfortable in social situations. In a school setting, for example, an extroverted student "may prefer activities like classroom discussions, working with other students, and opportunities to interact with the teacher (Murphy et al., 2017, p. 438). Introverts, however, relate to the inner world of their own thoughts or ideas through *thinking*. An introverted student, then, would more likely prefer activities that involve thinking and reflecting independently (Murphy et al., 2017). Due to these preferences, extroverts tend to enjoy and thrive in environments that require a high level of social interactions, while introverts are typically less comfortable in many social situations (Cain, 2013; Jung, 1923; Myers & Myers, 1980).

Researchers have explored personality measures to determine whether a person is well suited for leadership (Greasley & Bocarnea, 2014) or for a given occupation (Ones et al., 2007*).* Some studies suggest that the introvert personality is not a good fit for professions that require

high levels of communication (Opt & Loffredo, 2003) or social interaction that leads to student satisfaction (Gruber, Lowrie, Brodowsky, Reppel, Voss, & Chowdury, 2012; Ripski et al., 2011). Other studies have found no difference in the impact on teaching behaviors between introverts and extroverts (Buttner et al., 2016; Clayson & Sheffet, 2006; Murphy et al., 2017; Wilson et al., 2016). Cain (2013) suggested that an *extrovert ideal* exists that favors extroverts and can disadvantage or marginalize introverts in many social and professional settings.

Given this context, one might conclude that introverts cannot be effective teachers. My personal experiences as an educator and school administrator, however, have provided many anecdotal examples to the contrary. I have encountered many introverts who have been effective teachers, some of whom could even be described as outstanding or exemplary teachers—the best of the best. A gap in the research literature exists around how it is that introverts can be successful in social contexts like teaching, despite their seeming disadvantage in terms of others' perceptions of them and how they typically function within social contexts.

A society that depends on an educated citizenry requires effective teachers (Ripski et al., 2011). Recent trends in education and the federal government initiatives such as ESSA and its predecessor NCLB have caused policymakers and education leaders to put a greater emphasis on teacher quality. This has necessitated the development of methods for measuring teacher effectiveness (Berliner, 2005; Muijs, 2006; Ripski et al., 2011). Development and implementation of such methods of measurement, however, has proved to be a difficult, complex endeavor (Berliner, 2005; Hanushek & Rivkin, 2010; Kennedy, 2008; Muijs, 2006). Because of the complexity of teacher effectiveness and the many facets of the profession that comprise effective teaching, few valid and reliable measures exist that address the complexity of trying to measure teacher effectiveness.

The need for effective teachers and the complexity of measuring effectiveness provide the context for this study which will considered *how* introvert teachers achieve effectiveness within the many aspects of their profession. Using Danielson's (2011) four domains as the context for what contributes to effective teaching, I examined how successful introvert teachers overcome the *extrovert ideal* and the challenges they may face because of others' perception of them. I also explored how they overcome or use their unique introvert traits to implement the best practices for teaching that contribute to their effectiveness. This information provides important insight into this segment of the teaching force and how we can better recruit, prepare, evaluate, and support all teachers.

Organization of the Literature Review

The literature review that follows provides an overview of key concepts of the current study. First, the history and development of personality theory over the past century is discussed, with a particular emphasis on the extrovert/introvert component. Then a survey of the body or research and knowledge regarding how personality impacts how people live and work is discussed, primarily focusing on the teaching profession. This includes a discussion of the biases against introverts in society and the work world, as well as the personality strengths of introversion. Finally, the complex concept of teacher effectiveness is analyzed to provide perspective on how it is defined and measured in educational contexts.

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Literature Review

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How does personality influence behavior? Each person possesses unique characteristics that affect how they understand the world and respond to it. Researchers have studied human behavior and have identified patterns that give us insight into various personality types. These distinctive personality types may influence how people act and interact personally and

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professionally. What follows is an examination of how personality types intersect with the teaching profession and what it means to be an effective teacher.

Development of Personality Theory

   Extrovert and introvert types. To explain how people are different, social scientists have developed theories of personality. Jung (1923) defined and explained the diametrically opposed personality types of introvert and extravert (also commonly used interchangeably with extrovert). Extroverts are people who mainly focus on the material things of the world through feeling. Their focus, then, is on the outer world. Introverts, conversely relate to the world through thinking instead of through feeling, so their focus is on the inner world of their own thoughts about the world and the things in it as opposed to the people and objects around them (Beebe, 2016, p. 53). In Jung's (1923) type-based personality theory, the dichotomous extravert and introvert were the only two personality types. Although personality theory has expanded over time, the foundational extravert/introvert component has remained at the core of later type-based personality theories.

   Jung's (1923) definitions of extroverts and introverts came from looking at the extremes of each type. Hysterical subjects displayed the tendencies of the extrovert personality, and schizophrenic subjects displayed those of an introvert personality. Extroverts fit well in social and other conditions by responding to the objective realities they encounter. This outward focus can actually lead to a neglect of the inward needs of the body which are often ignored. "[T]he extrovert's danger . . . [is that] he becomes caught up in objects, wholly losing himself in their toils" (p. 420). This can lead extroverts to accomplish and acquire things they desire. However, in extreme cases, Jung (1923) suggested, this focus on objects can lead to neurotic hysterical behaviors. The person can become so intensely and singularly focused on that one thing that it

eventually leads to a "nervous collapse" (p. 425). Now the subject either "no longer knows what

he really wants and nothing any longer interests him, or he wants too much at once" (p. 425). To

compensate, an extreme extrovert's neurotic response could lead to alcoholism or drug

dependency (Jung, 1923). Introverts, on the other hand, prefer to focus internally on their own

thoughts and ideas, rather than the facts and details of external objects. This affects the way

introverts interact with others; they tend to consider themselves to be in a negative relationship

with others. Even when introverts attempt to be in relationship with others, "Courtesy,

amiability, and friendliness may be present, but often with a particular quality suggesting a

certain uneasiness" (Jung, 1923, p. 485). Despite the reality that most people would not exhibit

the most extreme tendencies of each type, Jung's depiction of each can provide a better

understanding of these tendencies.

   Big Five. One commonly used measure of personality traits is Goldberg's (1992) Big

Five personality inventory. Jordan (2011) noted that "The Big Five model provides valuable

insights into the domain of personality and is one of the most used models for personality

classification" (p. 42). The inventory is a questionnaire that considers five personality factors:

extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism.

Extraversion is a measure as those seen in Jung (1923) and Myers and Myers (1980) along a

scale between extraversion and introversion. The personality trait of Agreeableness deals with

how one interacts with other people "in terms of level of trust, straightforwardness, altruism,

compliance, modesty and tender-mindedness" (Patrick, 2011, p. 242). Conscientiousness

involves the ability of a person to work toward goals in an organized fashion, rather than acting

out of impulse and a lack of self-discipline. Openness to experience relates to how interested a

person is in experiencing new things, as well as different ideas. Neuroticism is a measure of

emotional stability (Patrick, 2011). The Big Five is the foundation for the commonly used

Neuroticism, Extraversion, Openness Personality Inventory (NEO-PI) and the Myers-Briggs

Type Inventory (MBTI) (Goldberg, 1992).

NEO-PI and MBTI. The NEO-PI provides a different method for measuring the Big

Five by using scales that measure the five domains. Several self-report measures have been

developed from this framework, one of the most common being MBTI (Goldberg, 1992). The

MBTI is a survey that was developed to assign an individual to one of 16 personality types that

are combinations of the four vectors of personality: sensing-intuitive, thinking-feeling,

extroverted-introverted, and judging-perceiving. The inclusion of these vectors was not a result

of the development of new concepts, but rather these derived from Jung's original theory (Myers

& Myers, 1980). The sensing-intuitive vector involves how a person prefers to take in

information; the thinking-feeling vector involves how a person comes to conclusions or makes

decisions; the judging-perceiving vector involves how we relate to and deal with our

environment; and the extroverted-introverted vector involves how extroverts interact and are

energized by the world either through external things or how introverts are energized by internal

things (Sprague, 1997). The current study focused only on the experiences of introverts; the other

vectors were beyond the scope of the research conducted here.

Myers and Myers (1980) expanded on Jung's (1923) personality theory in several ways.

First, they emphasized the concept of dominant and auxiliary processes as they relate to introvert

and extrovert behaviors. They proposed that Jung's explication of introverts and extroverts was

based on what he saw as the pure representation of each type, "ignoring the auxiliary process . . .

[which led to] distorted descriptions of the individual introvert types" (p. 17). When people

interact with extroverts, the dominant extrovert process and preferences toward the outer world

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are apparent. Conversely, when people interact with introverts, their "auxiliary process, or their second best" (p. 14), comes out because their dominant process involves *internal* thoughts and ideas rather than the objects of the outside world. Therefore, their outward behavior does not reflect their greatest strengths. The resultant description and understanding of a pure introvert is one of a person with no extraversion who cannot function well in the world. The reality, however, is that many introverts can use extrovert traits when needed to function within the world and to communicate effectively in their work and social lives (Myers & Myers, 1980). Although personality theory has evolved and expanded through continued study and research, the introvert/extrovert component originally developed by Jung (1923) has remained a constant throughout the past century.

Impact of Personality

If personality impacts how people think, live, and interact within the world, it also must affect how they function within work settings. People of certain personality types, it would seem, would perform best at jobs that are compatible with their personality type. Myers and Myers (1980) encouraged individuals to strongly consider their personality type when selecting a career path and specific jobs within the chosen field. Subsequent studies seem to support this notion of personality-job matching. For example, Ones et al. (2007) affirmed the predictive validity of personality measures, suggesting that "the evidence supports the use of self-report personality scales in organizational decision making, including personnel selection" (p. 1003). Also, a meta-analysis of studies that examined the impact of personality on job performance found that personality traits were fairly stable predictors of performance in jobs that require interpersonal interactions (Hurtz & Donovan, 2000). Another study associated ratings of Big Five personality traits with various aspects of job performance (Patrick, 2011). Greasley and Bocarnea (2014)

found that extraversion/introversion and judging/perceiving personality types were predictors of empowerment traits for leaders. The research provides good reason for considering personality type in choosing a profession, hiring employees, and matching leaders to the appropriate task or situation. Given this information, it is worth considering whether personality plays an important role in the teaching profession.

Negative perceptions of introverts as teachers. Cain (2013) asserted that American society favors the extroverted personality. She refers to this as the *extrovert ideal* in which "Introversion—along with its cousins sensitivity, seriousness, and shyness—is now a second-class personality trait, somewhere between a disappointment and a pathology" (p. 4). Although the degree to which personality impacts teachers and their approach to teaching appears to be an unresolved matter, in many cases introverts are considered not to be well-suited to the teaching profession. Clearly, effective communication is an essential skill for teachers, but Opt and Loffredo (2003) found that introverts did not portray a positive communicator image. In a study of job satisfaction, "Extroverts were generally more satisfied than were introverts" (Peterson & Custer, 1994, p. 27), demonstrating that personality can have significant impact on a teacher's feeling of competence and job fit. Pishghadam and Sahebjam (2012) found that introversion (along with neuroticism) contributes to a higher degree of emotional exhaustion which is a major contributing factor to burnout among teachers. Tahir and Shah (2012) found that Pakistani college students who perceived that their teachers were extroverts (as well as those who were perceived as agreeable, conscientious, and open to experience) had a higher degree of achievement. With no apparent evidence to support the notion that introverts are particularly well-suited to be excellent teachers, one could easily conclude that teacher education programs

and the educational community in general would be best served by recruiting extroverts rather than introverts into the teaching profession.

      The strengths of introverts. Cain (2013) suggested, however, that despite a seeming bias against introverts, especially when it comes to measuring them against the idealized image of the charismatic leader, there may be some situations in which introverts actually perform better. Cain (2013) further asserted that introverts bring many important qualities to leadership and workplace success. Nobel (2010) found that introverted leaders produced greater production in business settings than their extroverted counterparts when the people they led were initiative-takers. Extroverted leaders, on the other hand, were more effective when leading people who were more passive in nature and more likely to follow instructions given by the leader. This suggests that there may be other factors that contribute to the success, or lack thereof, of introverts in the workplace.

      Impact of personality on teachers. A connection may exist between a teacher's personality and how they approach the tasks of teaching. This could start with the conception of what constitutes good teaching. Arnon and Reichel (2007) found that new teachers and pre-service teachers connected specific personality factors to the image they have of what makes a quality teacher. Duckworth et al. (2009) found that personality factors such as grit, life satisfaction, and optimism actually do contribute to teacher effectiveness. This effectiveness may be a result of the way a teacher approaches the task of teaching. For example, a study of English language teachers in Iran showed a correlation between personality traits and the teaching techniques used in the classroom (Shabani & Ghasemian, 2017). Perry and Ball (2004) however, found that the impact of personality on effectiveness may vary depending upon the particular subject area taught. They noted that the preferred personality type from the MBTI were as

follows: English-Humanities—ENFJ, Science-Mathematics—ESFP, Health and Physical Education—ESFP, and the Arts—ENFP. Although the way personality impacts teaching may vary, it seems clear that it plays a role in how a teacher does their work.

As important as personality seems to be to success in various professions, including teaching, the effect that levels of extroversion/introversion have on teacher effectiveness has not been consistently found to be significant. Clayson and Sheffet (2006) found that four of the Big Five personality traits were related to teacher effectiveness; only extroversion was *not* related. Similarly, a teacher's self-perception of effectiveness was not influenced by the teacher's level of extroversion according to Buttner et al. (2016). This lack of impact of the extrovert/introvert type also extends to the teacher-student relationship. While studying how teachers engage in inclusive behaviors with intellectually disabled students, Wilson, Woolfson, Durkin, and Elliott (2016) found that the personality trait of conscientiousness impacted how teachers interacted with these students; however, extroversion/introversion did not affect teacher behaviors in these interactions. So while personality traits impact teaching behaviors and effectiveness, extroversion levels seem not to relate directly to teacher effectiveness. These results raise the question of the legitimacy of an extrovert ideal or preference for teachers who are extroverts, and suggests instead that perhaps introverts and extroverts alike can be effective teachers.

One of the challenges in measuring teacher effectiveness is that effectiveness is often determined based on a perception of effectiveness, whether it is from the student, the teacher, or an outside evaluator. While personality factors contribute to student satisfaction, effectiveness is measured, at least in part, by student satisfaction (Gruber et al., 2010). It is worth considering, then, how personality affects student satisfaction. Ripski et al. (2011) found that students equated highly extroverted teachers with lower quality personal interactions. Patrick (2011) suggested

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that personality types might create bias in student evaluations of their teachers rather than actually impacting the quality of teaching. The author noted that although personality traits impact student ratings of their instructors, students' perceptions "may be a source of bias in evaluations" (p. 247) and may not be a valid reflection of teacher effectiveness. The conclusions of these studies suggests that personality is important, but how exactly it is important is not entirely clear.

Theories and Measures of Teacher Effectiveness

One major challenge that has arisen out of determining how personality affects teacher effectiveness is the ambiguity in defining what exactly teacher effectiveness is and how it is measured. Kennedy (2008) noted that the very concept of teacher quality, a key component of effectiveness, is complex and there is no clear, common definition or understanding of it. With the emphasis on teacher quality in recent decades, written competency tests and other quantifiable measures have been devised, but such tests are inadequate for measuring teacher effectiveness (Berliner, 2005). Muijs (2006) noted that in the search for measurable outcomes "a classroom observation instrument or questionnaire is used to measure teacher factors such as classroom behaviours or pedagogical content knowledge, and how that might affect these outcomes" (p. 54). What is missing from such measures is the understanding that teaching encompasses far more than what can be observed in the classroom (Muijs, 2006). Collinson (1999) affirmed the complexity of the concept of teacher effectiveness, asserting that the teacher's character is a central component that contributes to success. Further complicating the measurement challenge is the bias that can be created because of personality types. Sprague (1997) found that student teachers with similar personality type to their cooperating teacher were

rated higher. So at least some of this complexity involves the difference between perceived effectiveness and an authentic effectiveness that is measurable.

Recent trends toward improved methods of evaluating teacher effectiveness have resulted in three main types of evaluation (Boyland et al., 2014). The first is summative evaluation which relies heavily on classroom evaluations conducted by a principal and resulting in some type of a rating for the teacher. The second, formative evaluations, involve the teacher in the process as they set goals for their own improvement and collaborate with school leaders who act more as coaches than evaluators. Finally, emergent approaches incorporate parent and student input in various ways, as well as value-added measures that attempt to determine the teacher's impact on student growth (Boyland et al., 2014).

Darling-Hammond (2010) also discussed the potential for considering teacher effectiveness from a value-added lens. In this model, consideration is given to where the student *was* in terms of achievement and how the teacher had an impact on their progress. This method for measuring individual teacher effectiveness is problematic, however, because other factors such as student characteristics and the school context are also major contributors to student growth (Darling-Hammond, 2010). Recent trends toward performance-based assessments of teachers through the National Board Certification process have shifted the focus away from an emphasis on what teachers do toward the impact that their teaching practices have on student achievement (Darling-Hammond, 2010). Goldhaber and Anthony (2007) found that teachers who successfully completed the National Board Certification requirements were generally more effective teachers in terms of student achievement, as compared to those who either did not attempt or were unsuccessful in receiving this certification. Although value-added approaches have become more common, "it is recommended that value-added measure be used with caution

and only in combination with other teacher evaluation measures" (Boyland et al., 2014, p. 273).

Therefore, although various approaches to measuring teacher effectiveness seem to have merit,

no one best way for measurement exists.

Student perspectives on teacher effectiveness. Where policymakers and educational

leaders seek quantifiable methods for defining teacher effectiveness, students generally take

quite a different view in how they judge their teachers as effective. A teacher's personality traits

impact how students evaluate them (Patrick, 2011). In a study that measured what qualities

students identify as those that lend themselves to effective teaching, all were *affective* in nature

(Burnett & Meacham, 2002), which suggests that personality is at the forefront for students when

evaluating their teachers. Rosemarin (2009) posited, "Students . . . prefer social qualities of their

teachers to academic ones" (p. 53). Personality factors are also important for new and pre-service

teachers in terms of their image of what makes a quality teacher according to Arnon and Reichel

(2007), who asserted that, among other factors, students prefer a teacher "whose personality

stands at the center of their teaching" (p. 448). In the university setting, where student ratings of

teachers are commonly used, the personality trait of agreeableness impacted university students'

perception of effective teaching, which shows that the relationship built between teacher and

student can lead to a better student experience (Kneipp, Kelly, Biscoe, & Brandon, 2010). As

important as student perspective is in understanding what makes an effective teacher, it is only

one part of the total picture.

Components of teacher effectiveness. When evaluating effective teaching, it is helpful

to consider the various components that constitute our understanding of high quality teaching.

Although curriculum content knowledge is essential, teaching excellence requires far more than

content knowledge or expertise. Interpersonal knowledge, reflection, and emotional intelligence

also play a role (Collinson, 1999). Recent research has shown the relational aspect of teaching to be crucially important to the teaching–learning process. Kennedy (2008) suggested three groupings for assessing teacher quality: personal resources, performance, and effectiveness. Ripski et al. (2011) also linked the quality of teacher-student interactions to teacher effectiveness. To understand what makes for effective teaching, then, involves recognizing its component parts.

Although student achievement is a logical metric for considering teacher effectiveness, Hanushek and Rivkin (2010) challenged the validity of trying to link teacher quality to student achievement. Others have challenged the validity of using observations conducted by either students or other experts to evaluate teacher effectiveness. Student teachers with similar personality type to their cooperating teacher are rated higher, suggesting that the rating had more to do with personal preference than actual effectiveness (Sprague, 1997). Duckworth et al. (2009) noted that extraversion is often a preferred quality that leads to high ratings for teachers, but "it is unclear whether these traits actually affect student learning" (p. 541). Also, "it appears that performance ratings may be contaminated by perceptions of teacher personality and that identified traits merely correspond to raters' intuitions about what effective teaching looks like" (p. 541). Thus, the perception of effective teaching and actual effectiveness may not be the same thing.

Danielson's framework for effective teaching. In the search for an instrument that accurately measures effective teaching, many different approaches have arisen. One of the most widely accepted instruments is Danielson's (2011) The Framework for Teaching Evaluation Instrument. The framework provides a comprehensive evaluation tool divided into four domains: planning and preparation, the classroom environment, instruction, and professional

responsibilities. The benchmarks within each of the domains include best practices in which effective teachers engage. Some directly involve what is occurring in the classroom, some involve how the teacher interacts with other stakeholders outside the classroom, and others involve the "work" of teaching that often occurs in isolation from students or others.

The instrument is intended for use by a trained observer who evaluates the teacher's work. Each domain is broken into component parts that comprise the best practices of the domain. Each part is evaluated and placed at one of four levels: distinguished, proficient, basic, and unsatisfactory. Exemplars for each level are provided for the evaluator. *Critical attributes* are also presented which assist the evaluator in distinguishing the qualities that separate adjacent rating levels (Danielson, 2011). The evaluation provides the teacher with more than just a score or rating. The teacher can clearly see their own strengths and weaknesses, using the evaluation as a vehicle for self-reflection and continuous improvement. As discussed above, the framework acknowledges and attempts to address the complex and multilayered execution of the process of teaching that requires knowledge, skills, expertise, an ability to communicate well, and any of a number of other qualities that must be learned and practiced in order for a person to become an expert teacher. Although no such instrument is perfect, this framework addresses a wide range of the knowledge, skills, and abilities required for effective teaching.

A recent study of school principals in Indiana found a preference for the use of teacher effectiveness rubrics because they "have been supported through research as valuable measures when developed and implemented with fidelity" (Boyland et al., 2014). One such model is Danielson's (2011) framework which is currently used in over one thousand organizations in 45 states and at least 12 countries (The Danielson Group, 2019). As of 2014, this framework was also the most commonly used evaluation system in the state of Michigan (Hu, 2015), a state

where multiple evaluation systems are approved from which schools may choose (Michigan Department of Education, 2019) and within which the convenience sample for this study was located.

Summary

Understanding personality types can provide insight into how people think and act. It seems clear that personality impacts teaching effectiveness, but the complexity of both personality types and measures of teacher effectiveness presents significant challenges to fully understanding this impact. Despite possible perceptions that the extrovert personality is better suited to the teaching profession, introverts may possess some unique attributes and skills that contribute to their effectiveness as teachers. Proven measures of teacher effectiveness can provide a lens through which to view how teachers are successful in the various components of their work. By considering through that lens the successes and challenges of introverts in a profession that favors extrovert personalities, interesting and intriguing questions about how teachers become effective and how they leverage their personalities toward effectiveness may be answered.

Review of Methodological Issues

An important consideration for any research endeavor is the choice of the research method. Depending on the purpose of the study, the researcher must decide which method will provide the most useful information, data, and results that can add to knowledge and understanding in the given field of study. A study typically falls into one of three categories: qualitative, quantitative, or mixed methods (Creswell, 2014). Each approach provides its own perspective and type of results, making the decision of methodology critical for creating an appropriate context for the study. Quantitative methods are best for "testing objective theories by

examining the relationship among variables" (p. 4) and involve a deductive approach to research. Qualitative methods, on the other hand, are better suited "for exploring and understanding the meaning individuals ascribe to a social or human problem" (p. 4) using an inductive approach. Mixed methods combine components of both quantitative and qualitative methods within the same research study (Creswell, 2014).

Personality type and teacher effectiveness: Quantitative studies. An abundance of studies exist that present a body of knowledge that often emphasizes the importance of the relational aspect of teaching, drawing correlations between personality traits and teacher behaviors (Duckworth et al., 2009; Opt & Loffredo, 2003; Perry & Ball, 2004; Shabani & Ghasemian, 2017; Tahir & Shah, 2012), as well as the perception of the effectiveness of teachers (Clayson & Sheffet, 2006). All of the aforementioned studies are quantitative. The foundational knowledge derived from these studies is important because it provides support for the idea that personality does influence teacher effectiveness, especially within student-teacher interactions and the resulting relationships.

Strengths of quantitative studies. The predominance of research studies that deal with the intersection of personality type/characteristics and teacher effectiveness are quantitative. Creswell (2014) discussed how researchers make inferences and generalize results of quantitative studies to a larger population to try to gain a better understanding of the factors being studied. Several studies come out of an attempt to identify which personality factors contribute to teacher effectiveness (Buttner et al., 2016; Halder & Dutta, 2014; Kim, Dar-Nimrod, & MacCann, 2018). Others studies considered the impact of personality on how students rated their teacher's effectiveness (Clayson & Sheffet, 2006; Gruber et al., 2010; Kneipp et al., 2010; Patrick, 2011; Rosemarin, 2009). Klassen and Tze (2014) conducted an extensive

meta-analysis and found a significant impact of psychological characteristics on teacher effectiveness across 43 previous studies conducted between 1985 and 2013. The aforementioned quantitative studies provide data and analyses that show how personality can impact a teacher's effectiveness as well as how students perceive quality in their teachers. These quantitative studies, however, have some weaknesses and limitations.

Weaknesses of quantitative studies. Despite the important information gained from these quantitative studies, some issues arise from the attempt to generalize and attribute certain qualities to create an image or ideal of an effective teacher. One question that may arise from the quantitative studies that are correlational, is how fully the correlations explain the interaction among the characteristics or concepts being studied. For example, studies that explore correlations between teacher evaluations (whether conducted by supervisors, students, or even teachers themselves) and teacher effectiveness, may result in conclusions that do not fully consider the multiple aspects of the surveys or evaluation instruments used and how these all interact.

The quantitative studies referenced above established correlations and results that are worth consideration, but one challenge with determining correlation between personality and teacher effectiveness is the complexity of each of these concepts. For example, Wilson et al. (2016) explored how personality affects teacher behavior, but these behaviors do not necessarily correlate with the teachers' effectiveness. Others asserted that a connection exists between personality type and job satisfaction (Peterson & Custer, 1994) or teacher burnout (Pishghadam & Sahebjam, 2012). Although one might infer that a teacher who is satisfied with their job or who is not burned out must be effective, true effectiveness involves other factors. Since both personality and teacher effectiveness are complex concepts, conclusions drawn based on

correlational analyses may provide some useful insight, but they fall short of shedding light on how a given personality type/trait plays out in the actual work and activity of the teaching profession.

Zaccaro (2017) discussed the concept of trait-based leadership, which includes the notion that "leader traits are defined in reference to leader effectiveness" (p. 8). However, as with measures of teacher effectiveness, the complexity of leader attributes and their interplay with what makes an effective leader are complex. Discussing studies that seek to determine the impact of a leader's personal characteristics on their leadership behaviors, Zaccaro (2017) noted that such studies often do not "consider how the joint combinations of particular leader characteristics influence leadership behavior" (p. 6). This seems also to be true of studies on teacher effectiveness, which consistently have tried to determine a correlation between single characteristics or personality types and the behaviors that lead to effectiveness.

Danielson's (2007) widely accepted framework for evaluating effective teaching, however, includes many components within the four domains (planning and preparation, classroom environment, instruction, and professional responsibilities) that are interdependent in innumerable ways. A teacher's work rarely fits neatly into one domain. Instead, activities and practices within the domains are interrelated. A teacher who is highly effective in the instruction domain, for example, would most likely exhibit strengths in planning and preparation as well. Thus, isolating a single variable such as a personality type or characteristic provides only limited insight into the entirety of how teacher effectiveness might be impacted by personality.

Another challenge within these quantitative studies is their reliance on surveys or questionnaires with predetermined responses that are presented as choices. Even when these surveys are grounded in valid theories of teacher effectiveness, they still limit the chance for new

ideas or changes in opinion regarding what makes an effective teacher to emerge because the respondents must select responses from the choices provided, rather than being able to explain or qualify their own responses. A correlational quantitative study, therefore, that establishes an impact of personality on teacher effectiveness is not likely to answer the deeper questions of how a teacher's personality affects their work within this interrelationship of the components of the complex structure of effective teaching. Given these limitations, it would seem that qualitative studies on personality and teacher effectiveness could shed light on the complexity of these concepts in ways that quantitative studies cannot.

Personality Type and Teacher Effectiveness: Qualitative Studies

  Strengths of qualitative studies. Although qualitative studies, and phenomenological studies in particular, could provide greater insight into how personality type affects a teacher's behaviors and subsequent effectiveness, in comparison to recent quantitative studies dealing with teacher personality and teacher effectiveness, qualitative studies are vastly outnumbered. Arnon and Reichel's (2007) qualitative study at an academic college in Israel, utilized an open-ended questionnaire and open coding data analysis to identify student perceptions of what makes an effective teacher. The open-ended questionnaire used in this study provided a vehicle for students to contribute unique insights into what constitutes an effective teacher from their perspective. The results pointed to both personal qualities and professional knowledge as necessary for quality teaching. This study provided useful information not only about the perceived quality types of effective teachers, but it also gave insight into the unique qualities students perceive in their teachers. By using open-ended questions, the researcher provided opportunities for the student subjects to bring their own ideas and interpretations of what constitutes effectiveness. This contrasts the quantitative approaches that typically use some kind

of questionnaire or survey in which the qualities of an effective teacher are already predetermined by virtue of their inclusion in the survey.

In a qualitative study of the impact of personality on attrition of special education teachers who work with students who have emotional and behavioral disorders, Prather-Jones (2011) noted a lack of qualitative studies that "do not lend themselves to being easily measured via survey research" (p. 181). The study utilized open-ended interviews of teachers accompanied by a focus group opportunity, which provided rich insight into the impact of various factors that contributed to these teachers remaining in the field. Personality factors emerged as prominent contributors to teacher retention. Another phenomenological study used interviews of highly effective university professors to understand their own meaning of the act and profession of teaching (Landrum et al., 2017). This study revealed the importance of personality (or personhood), along with the transformation process and the quest for knowledge as important contributors to teaching effectiveness. Another qualitative, phenomenological study used interviews of gifted eighth-grade students to explore their perspectives on learning and interactions with their teachers (Samardzija & Peterson, 2015). Although extroversion/introversion were not considered specifically in this study, personality was an important factor for these students. The research methodology provided nuanced details from the students' perspective that could not have been gathered using the survey approach that is common to quantitative studies.

Although many studies point to a connection between personality and teacher effectiveness, most stop short of analysis that provides insight into the dynamic complexity of this phenomenon. A gap exists as far as studies that examine, as an example, how an introvert might face challenges of bias that comes from an extrovert ideal or how the perception of teacher

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effectiveness often expects or even demands an outgoing, extroverted approach toward teaching. How do effective introverted teachers navigate these challenges? There is a need for studies that explore the lived experiences of teachers who have achieved success by being effective in spite of, or maybe even because of, their introvert qualities. Such studies would help us to better understand both the impact of personality on teacher effectiveness as well as the complex nature of evaluating and measuring teacher effectiveness. A similar approach could be applied to teachers in future studies in order to expand knowledge and understanding of the impact of personality on teacher effectiveness, particularly from the teacher's perspective. This approach could provide a window into their own lived experiences. Such studies would build on the results provided by the many existing quantitative studies, providing a greater understanding of the interplay between personality and effective teaching.

Weaknesses of qualitative studies. Despite the phenomenological aspects of personality, qualitative studies within the past two decades that explore this phenomenon in an educational context, particularly as it relates to teacher effectiveness, are relatively rare. Creswell (2013) asserted that phenomenology looks into the "lived experiences" (p. 76) of individuals in relation to the concept or phenomenon under study. Researchers have considered quantitatively what personality types or traits might contribute to effective teaching as discussed above; however, few, if any, have considered *how* an individual's personality traits lead them to interact with the various tasks and responsibilities that contribute to effective teaching. Qualitative, phenomenological studies could provide greater insight into this important aspect of effective teaching.

Creswell (2013) also noted the need to "suspend all judgments about what is real—the 'natural attitude'—until they are founded on a more certain basis" (p. 77). One component of this

"natural attitude" in the realm of personality studies could very well be the *extrovert ideal* described by Cain (2013). Correlations have been discovered between high levels of teacher extroversion and student ratings of their teachers (Patrick, 2011) lower teacher burnout rates (Pishghadam & Sahebjam, 2012), higher job satisfaction (Ayan & Kocacik, 2010), teacher communicator image (Opt & Loffredo, 2003) and teacher effectiveness to the point of an assertion that the "Extraversion trait is needed to be an effective teacher" (Halder & Dutta, 2014, p. 252). Considering all of this and that extroverts were the preferred teacher type in a variety of different teaching specialty areas (Perry & Ball, 2004), a case could be made that extroverts make better teachers. If this is true, qualitative phenomenological studies could uncover *how* this is true, or they might even reveal how introverts bring their own unique strengths to the practice of teaching.

Summary

Given the body of research around the concepts of personality and teacher effectiveness, it is clear that personality plays an important role in teacher effectiveness. What seems unclear, though, is how an individual can use personality strengths or unique combinations of personality traits to engage in the best practices that lead to effective teaching. Qualitative phenomenological studies could provide an avenue for some important concepts to be revealed that could help teachers, teacher recruiters, supervisors, and others to better understand the complex dynamic of effective teaching.

Synthesis and Critique of Research Findings

This phenomenological study explored the intersection of personality type, particularly the introvert type, and how individuals who identified as introverts have overcome biases and leveraged their personality strengths to become effective teachers. Such a study requires an

understanding of personality theory and the various measures that researchers use to study the personality phenomenon. The concept of teacher effectiveness must also be defined and understood to serve as the lens through which to observe how teacher practices are affected by personality. The synthesis below identifies the salient points of past research to create a context for the current study.

Personality impact. Before engaging in a study that involves personality type, it is important to understand what is already known in the field of personality study. Jung's (1923) foundational work on personality types centered on defining and explaining the extravert and introvert types. Though his theories were expanded by Myers and Myers (1980) who considered the presence of multiple personality features and their level of influence over the overall personality and how it affects behaviors, the core personality types of extravert/introvert were still present. The Big Five (Jordan, 2011) theory expands the analysis of personality to five different concepts: extraversion, openness to experience, agreeableness, conscientiousness, and neuroticism. Each of these involves a scale that measures the level of the named category. In the extraversion category, introversion is the opposite end of the scale. So despite many changes and developments in the theories of personality, extraversion and introversion have remained as essential elements for understanding and interpreting personalities. Through the development of these theories, human behavior can be better understood and studied.

How does a teacher's personality impact their behaviors and their effectiveness? Some studies have shown a preference toward extroverted teachers because of their increased job satisfaction (Peterson & Custer, 1994) and students' perception of their teachers (Tahir & Shah, 2012). Other studies have suggested negative results of introversion in teachers (Opt & Loffredo, 2003; Peterson & Custer, 1994; Pishghadam & Sahebjam, 2012; Gruber et al., 2012; Ripski et

al., 2011). Such studies, supported by what Cain (2013) referred to as the *extrovert ideal*, may lead to an expectation that an effective teacher more likely reflects the extrovert personality type. Klassen and Tze's (2014) meta-analysis supported the assertion that personality does impact teaching. However, the research is inconclusive of exactly how various personality types impact teacher behavior.

Other studies have also provided results suggesting that there is no negative impact of introversion on effective teaching practices or teaching/learning outcomes (Buttner et al., 2016; Clayson & Sheffet, 2006; Murphy et al., 2017; Wilson et al., 2016). It could even be that introversion can be a desirable trait in certain situations. Nobel's (2010) study found that introvert leaders in business settings have strength in dealing with a specific type of employee (initiative-takers) that gives them an advantage over their extroverted counterparts. This seemingly supports Cain's (2013) assertion that introverts possess certain strengths that position them for success. The contrary results of the aforementioned studies suggest that there is still much to be learned about how personality impacts teacher effectiveness and how introverts can be successful as teachers.

Teacher effectiveness. As complex as personality theory is, the concepts and measures of teacher effectiveness are likewise. Kennedy (2008) noted that teacher quality can be measured by the teacher's test scores or credentials; their teaching practices; the level of achievement of their students; or even by the teacher's own personal beliefs. Hanushek and Rivkin (2010) asserted that typical observable teacher characteristics are unreliable and "the most commonly used indicators of quality differences are not closely related to achievement gain" (p. 267). Muijs (2006) was similarly critical of observational measures, noting that "teachers' roles are broader than their classroom practice" (p. 54). Beyond the need for knowledge of subject material

content being taught, various components comprise the concept of teacher effectiveness, including interpersonal relationships, reflection, and emotional intelligence (Collinson, 1999) and the many relational aspects of teaching-learning process (Kennedy, 2008; Ripski et al., 2011). Sprague (1997) asserted that this complexity was complicated by the bias of raters of teacher effectiveness in school settings to the point that what might appear to be perceived as effective teaching might have more to do with interpersonal factors than actual effectiveness. Even if there is agreement, then, on what constitutes teacher effectiveness, identifying and implementing reliable measures is incredibly challenging.

Given this complexity, a direct connection between personality and actual student learning and achievement is difficult to make (Duckworth et al., 2009). Assessments of teacher effectiveness are often dependent on classroom observations which only provide part of the overall picture of what constitutes effective teaching (Muijs, 2006). Some measures rely on student satisfaction measures (Clayson & Sheffet, 2006; Gruber et al., 2010; Kneipp et al., 2010; Patrick, 2011; Rosemarin, 2009) which could measure perception more than actual effectiveness (Gruber et al., 2010).

One method of measuring teacher effectiveness that has been established as valid and reliable is Danielson's (2011) Framework for Teaching. The first version of this evaluation tool was published in 1996, and it has been approved and adapted several times to meet changes in education. The framework recognizes the four domains of planning and preparation, classroom environment, instruction, and professional responsibilities, operationalizing teaching best practices within each of these domains by identifying critical attributes and exemplars of best practices. Through detailed rubrics that provide descriptive ratings of various indicators for

effective teaching, the framework provides a foundation for examining teacher effectiveness and the many factors, practices, and behaviors that contribute to effective outcomes.

Perhaps because of the complexity of both personality theory and the concept of teacher effectiveness, past studies have not often provided deep insight into how these two intersect in affecting the realities of teaching practices. Studies that consider only the *perception* of effective teaching can provide results that are greatly influenced by an extrovert ideal. Those that identify correlations tend to be limited in scope, not considering the many aspects of teacher effectiveness. The dearth of qualitative studies involving these topics suggests that much could be uncovered by studies that provide a platform for introverted teachers to describe their experiences within the profession of teaching.

Summary of the Literature Review

Based on the above review of literature, it is clear that personality as understood through Jung's (1923) descriptions of introversion and extraversion, Goldberg's (1992) development of the Big Five, or Myers and Myers's (1980) expansion of the theory, impacts how people live and work within their world. Although personality theories have become increasingly complex, the central components of introversion and extroversion have endured. These two labels depict how people who possess these personality types each interact quite differently within social contexts. As such, an extrovert ideal (Cain, 2013) seems to exist, particularly in settings and occupations that require higher levels of social interactions, such as teaching. Analyzing the impact of personality on teacher effectiveness presents significant challenges due to the complex nature of what constitutes effectiveness for a teacher. Interpretation of the impact of personality on teacher effectiveness through the lens of Danielson's (2011) four domains, can provide an understanding

of specifically how the qualities of an introvert create barriers to or contribute to effective teaching.

Given the relatively few qualitative studies exploring the phenomenon of the impact of personality on teacher effectiveness, a phenomenological study of effective introverted teachers may provide new information and perspectives. Such a qualitative study would create an avenue for introverted teachers to elicit their own lived experiences as introverted individuals who function effectively in the context of an extrovert ideal and the demands of the socially interactive nature of the teaching profession. The findings of such a study could shed new light on how introverts can be successful teachers, which would add important knowledge to understanding of personality and teacher effectiveness.

This literature review has provided support for the need of a research study to answer the following questions about the personality type of introversion and teacher effectiveness:

1. How do teachers who identify as introverts understand and describe how their personality affects their daily work and activities within Danielson's (2011) four domains of effective best practices for teachers?

2. How do teachers who identify as introverts overcome or cope with the challenges of being effective teachers?

3. Do teachers who identify as introverts experience an extrovert ideal in their profession? If so, how do they perceive its influence on their effectiveness and/or others' perception of them as effective teachers?

Chapter 3: Methodology

How do people learn best? Answers to this question, whether given from an empirical or an anecdotal viewpoint, would certainly be vast and varied. Although much learning can and does occur independently and sometimes serendipitously, most often a teacher is instrumental in the facilitation of a person's learning. Effective teaching involves knowledge, planning, instruction, and other actions that lead to learning. However, teaching is far more than the simple dispensing of knowledge. It is, instead, centered in teacher-student interactions that are highly relational.

Given this perspective, a teacher's ability to create relationships with their students seems essential. As such, a teacher's personality traits must play a role in this relationship building. Jung (1923) identified two main personality types: extraverts and introverts. Outgoing extraverts are comfortable in many social situations and thrive on interacting with others and the world around them. Introverts, conversely, tend to be far less comfortable in social situations, preferring often to be alone or to be able to spend time thinking on their own. These differences might seem to advantage extraverts in various ways (Peterson & Custer, 1994; Pishghadam & Sahebjam, 2012; Tahir & Shah, 2012), including how others perceive them as effective in their teaching roles (Duckworth et al., 2009) due to the social nature of teaching and learning. Some studies, however, have indicated that this disadvantage may not be reality (Buttner et al., 2016; Clayson & Sheffet, 2006; Woolfson et al., 2016). Introverts rather may bring unique strengths to their work (Cain, 2013) and they may be able to use these strengths to become effective teachers.

This qualitative study was designed to provide a better understanding of how introverted individuals can be effective as teachers. In order to describe the lived experiences (van Manen, 1990) of these individuals, I employed a transcendental, phenomenological research design. The

nonrandom sample of 10 participants for the study were experienced teachers (at least three years of full-time teaching) from K–12 schools in Michigan to meet requirements of a convenience sample. Participants self-identified as introverts, based on a researcher-provided definition. They also confirmed that they are effective teachers who either were currently teaching in a K–12 setting or who had recently ended such teaching service.

The primary method for collecting data was a three-interview process (Seidman, 2006), using semistructured, informal interviews (Moustakas, 1994). To focus the interviews around the essential tasks of effective teaching, interview questions were based on Danielson's (2011) four domains of effective teaching: planning and preparation, classroom environment, instruction, and professional responsibilities. Interviews were audio-recorded, transcribed and coded (Saldaña, 2016). Data was analyzed using the modified van Kaam method developed by Moustakas (1994). Further, participants were asked to keep journals between interview sessions to record additional thoughts and reflections regarding their experiences as introvert teachers. These journals were shared with the researcher and used to support, enhance, and validate data from the interviews.

This research design provided ample opportunity for the participants to describe their experiences as effective introvert teachers. Analysis of the data resulted in Composite Descriptions of the phenomenon. The participants' stories provided a deeper understanding of the phenomenon (Moustakas, 1994) of how they experience their work toward becoming effective. I also determined whether some introverted teachers experience an extrovert ideal (Cain, 2013) in their professional lives and how that may disadvantage them in their efforts to be effective teachers.

This chapter presents the purpose and key questions that guided the study. The transcendental phenomenological research methodology is discussed in terms of the instrumentation, data collection, and data analysis processes. I present the limitations of the design as well as the validation of the design methods. Finally, I discuss ethical issues related to the study.

Research Questions

The following research questions guided this study:

1. How do teachers who identify as introverts understand and describe how their personality affects their daily work and activities within Danielson's (2011) four domains of effective best practices for teachers?

2. How do teachers who identify as introverts overcome or cope with the challenges of being effective teachers?

3. Do teachers who identify as introverts experience an extrovert ideal in their profession? If so, how do they perceive its influence on their effectiveness and/or others' perception of them as effective teachers?

Purpose and Design of the Study

Education is a hallmark of modern American society, and effective teaching is necessary for developing a society of educated citizens (Ripski et al., 2011). Government and education leaders have focused on education quality in recent decades as evidenced by initiatives such as ESSA and its predecessor NCLB (Berliner, 2005). An understanding of what constitutes effective teaching can help educational leaders to identify people who will be effective teachers, to support them in their work, and to help them grow and develop in their profession. Danielson's (2011) framework asserted that effective teaching is comprised of certain actions

that impact a teacher's planning and preparation, classroom environment, instruction, and professional responsibilities. A teacher's image of what makes a good teacher may be impacted by personality considerations (Arnon & Reichel, 2007). A teacher's own personality qualities may also influence the teaching techniques they employ (Shabani & Ghasemian, 2017), and personality may play an important role in contributing to the level of their effectiveness (Duckworth et al., 2009). The purpose of this study is to better understand the experiences of introverted teachers as they engage in the practices that contribute to teacher effectiveness.

Rationale for a Qualitative Study

This study used a qualitative approach for a number of reasons that provide advantages over the quantitative approach. Quantitative studies are empirical and use deduction to test "objective theories by examining the relationship among variables" (Creswell, 2014, p. 4). Substantial quantitative research has been conducted to explore correlations between various personality traits and teacher effectiveness (Clayson & Sheffet, 2006; Duckworth et al., 2009; Opt & Loffredo, 2003; Perry & Ball, 2004; Shabani & Ghasemian, 2017; Tahir & Shah, 2012). Such studies provide important information about relationships between personality traits and their role in teaching, but they do not provide insight into the phenomenon of introverts as teachers that this study sought.

Qualitative research, in contrast, involves "the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive" (Creswell, 2013, p. 44). Because the data in qualitative research is collected in the natural setting of the participants of the study, the focus is not only on the data or "facts," but also on the experience of the participants and how they relate to the data. This approach provides the researcher the opportunity to uncover themes in the data, which can lead to a deeper

understanding of the problem or issue under study. So while quantitative research seeks to uncover causal relationships between variables or to make predictions based on quantifiable data, qualitative research seeks to go deeper into the *why* or *how* of that relationship by examining the details and nuance of people's experiences. It is primarily for this reason that this study used a qualitative approach to attempt to learn more about how introverted teachers experience their work to become effective teachers.

Research Design

Within the scope of qualitative studies, several approaches can be considered. Husserl developed many of the concepts of phenomenology, extending research beyond mere physical objects and searching for knowledge instead in the meaning of experiences (Moustakas, 1994). As Giorgi (1997) noted, phenomena can be understood "in terms of the meaning that the phenomena have for the experiencing subjects" (p. 237), so phenomenology is as much about the people within the experience as it is the facts or data they provide. Empirical data is not ignored or disregarded in phenomenology, but Giorgi (1997) suggested that the approach goes beyond empiricism. In fact, the transcendental phenomenological design "emphasizes subjectivity and discovery of the essences of experience and provides a systematic and disciplined methodology for derivation of knowledge" (Moustakas, 1994, p. 45). While a quantitative study on this topic might focus on the impact that personality has on a teacher's effectiveness, this phenomenological study examined how a teacher experiences their work in the context of their personality traits.

Moustakas (1994) asserted that transcendental phenomenology focuses on how people see and experience things in their consciousness. This involves seeing events and experiences just as they are and then breaking them down to determine their meaning. Van Manen (1990)

explained that Husserl's program of phenomenology was not about interpretation but rather about description "achieved 'solely' through a direct grasping (intuiting) of the essential structure of phenomena" (p. 26). Giorgi (2012) asserted the need for the researcher to engage in reflection to derive meaning from the data. Through this transcendental process, an understanding of themes or "the essences of the experience" (Moustakas, 1994, p. 49) can be discovered. This study sought to understand the meaning of introverted teachers' experiences in the activities of teaching that lead to their effectiveness. The experiencing of the personality nuances of introversion are what Husserl called the *noesis*, and the work of teaching is the objective *noema* (Giorgi, 1997; Moustakas, 1994). Through bracketing, the phenomenal experience of the introverted teacher was studied by viewing the data from many angles and trying to understand their experiences by reflection on this data. Using this approach, I was able to move beyond the *what* of this phenomenal experience to elicit the *how* (Moustakas, 1994).

Research Population and Sampling

As is common in phenomenological research, the aim of this study was to understand the phenomenon better, rather than trying to generalize the findings to a general population as is done in quantitative research (Moustakas, 1994). A purposeful sampling technique is often used in qualitative research to identify participants who can provide substantial information about the phenomenon and the related research questions (Creswell, 2013; Palinkas et al., 2015). Although qualitative studies that consider personality factors and teacher effectiveness are not plentiful, purposeful sampling has been used regularly. For example, Beste (2018) used purposeful sampling in her mixed methods study of burnout level and personality type in music teachers. Prather-Jones (2011) also used a purposeful sample in her qualitative study of personality factors in teachers of emotionally or behaviorally disturbed students. Similarly, purposeful sampling

methods (Creswell, 2014) were used in this study to identify participants who have experienced the phenomenon of achieving teaching effectiveness as an introverted person.

Criterion Sampling

A specific type of purposeful sampling is criterion sampling, which can be used to qualify participants for a study, thus promoting "quality assurance" (Creswell, 2013, p. 158). For this study, potential participants were asked to indicate their interest in participating by providing their email address. An initial questionnaire was then sent to each potential participant (see Appendix A) to determine whether they met the criteria for study participants. Because this study considered the experiences of introverts and how they understand their effectiveness as teachers, the initial criteria for participants was that they must be both introverts and effective teachers. The questionnaire confirmed that they fit the researcher's research-based definition of an introvert. Garza et al. (2017) chose teachers for their study "based upon their reputations among both students and faculty as especially good teachers" (p. 333). Since this study considered effectiveness through the lens of Danielson's (2007) framework, participants instead self-reported that they are effective teachers in their current (or most recent) role by confirming that they have achieved ratings on their most recent evaluations conducted by their immediate supervisor (principal or other administrator) that indicate their effectiveness.

In addition to the aforementioned qualities of having achieved teaching effectiveness as an introverted individual, participants must also have had sufficient time in the classroom to experience this phenomenon. Therefore, participants were considered who had at least three years of full-time experience teaching in a K–12 setting. To increase the likelihood of accuracy of recalled information, no more than one year had elapsed since their most recent classroom teaching experience. To ensure that these criteria are met, participants were asked to confirm that

they either were currently employed as a full-time teacher or had ended such employment (either because of retirement or a job change) within six months of the time of their selection for the study.

Convenience Sampling

This study utilized face-to-face interviews with each participant. To help manage time and cost of the study, convenience sampling were used so that participants were within a reasonable distance of the researcher (Miles & Hubberman, 1994, as cited in Creswell, 2013). Initial requests for participation were sent to Michigan Lutheran Schools and through social media groups of K–12 educators on Facebook and the Internet to identify candidates who met the criteria indicated above and who were located within a 75-mile radius of my home. Participants had to be willing to engage in at least three interviews, to allow the interviews to be audio-recorded, to write and share journals about their experience of the phenomenon, and to consent to publication of research data and findings (Moustakas, 1994). Since the initial requests did not produce enough viable candidates, participants were also considered who did not meet the location criteria. In such cases, technology assisted face-to-face interviews were conducted using Skype.

Sample size. Creswell (2014) suggested a sample size of three to 10 participants for phenomenological studies, and Dukes (1984, as cited in Creswell, 2013) also recommended three to 10 subjects. Starks and Trinidad (2007) similarly suggested a sample size of one to 10 for phenomenological studies, noting that the decision for an individual study should rest on the specific purpose of that study. Prather-Jones (2011) and Samardzija and Peterson (2015) exceeded these recommendations, using 13 and 23 participants respectively. In these studies, however, participants were interviewed either once or twice. Given these suggested ranges and

the three-interview process being used in this study, initially I identified between 12 and 15 potential participants who met the above criteria and were willing to participate in the research. This created a margin for participant attrition during the study, ensuring an adequate sample size—ideally eight to 12 participants—to conduct the study and to obtain sufficient saturation of data.

Sample site location. Although Creswell (2013) noted that "participants may be located at a single site" (p. 150) and that using multiple sites could present a challenge in terms of identifying common experiences across those sites, I attempted to identify participants from multiple sites for this study by recruiting participants from a wide range of schools through the use of the various social media platforms. Since the purpose was to examine the experiences of effective introvert teachers, a single-site sample source meant that the context of that source— school culture, administration, student demographics, and other factors—would have been the same for all participants. With a single site, the potential exists that some aspect of the phenomenon, for example the experience of an extrovert ideal, could be more or less prominent due to characteristics specific to that site. Conversely, using multiple sites ensured that themes identified were not the result of a common experience in terms of the site, but rather as something that was common to effective introverted teachers in K–12 classrooms, independent of these other contextual factors.

<center>**Instrumentation**</center>

Creswell (2014) noted that qualitative interviews made up of "open-ended questions that are few in number and intended to elicit views and opinions from the participants" (p. 190) can be used to gather data related to the research topic. These interviews can be conducted in a number of different formats, including face-to-face, telephone, or email (Creswell, 2014). For

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this study, face-to-face interviews were the primary and preferred method, with the technology-assisted option of Skype being presented only when practical considerations such as scheduling issues or participant preference arose. Van Manen (1994) asserted that one purpose of interviewing is to gather participants' descriptions of their own experience, bringing about a better understanding of the phenomenon under study. The face-to-face format is also preferred because it provides the opportunity for the researcher to control the line of questioning and to allow the participants to present their own unique perspectives on the phenomenon (Creswell, 2014).

Seidman (2006) developed an interview process that includes three separate interviews with each participant in a study. The first interview serves to put the person's experience in the context of the research topic. Prather-Jones (2011) conducted interviews that "were informal and conversational" (p. 181) to encourage open sharing of information. Given that the subjects for this study were introverts who were likely to be uncomfortable in a new setting with an unfamiliar researcher, this first interview also served as an opportunity to help the researcher to develop a rapport and a level of trust with each participant, enabling them to answer questions openly and honestly. Van Manen (1994) noted that "the interview may be used as a vehicle to develop a conversational relation with a partner (interviewee) about the meaning of an experience" (p. 66). Therefore, using Seidman's (2006) model, the first interview for this study focused on the overall experience of the participant as an introvert (see Appendix B). Participants had previously self-identified as introverts, but I used this first interview to confirm that each participant fit the definition of introvert for this study to validate their participation in the study.

The second interview delved deeper into the experiences of the participants (Seidman, 2006). Moustakas (1994) encouraged flexibility of questions during the interview process. "The semi-structured interview technique allows for revisions to be made during the course of the interview" (Beste, 2018, p. 42). Prather-Jones (2011) used additional questions as the interviews progressed to draw out more information from her participants. The interviews in this study were semistructured; flexibility in questioning was maintained to allow for the possibility of new ideas or themes to arise out of the participants' responses. Van Manen (1994) warned against the use of semistructured interviews to attempt to uncover the focus of a given study, noting that the interviews should instead focus on well-defined research questions. One approach to interviewing is the "topical-guided interview" (Moustakas, 1994, p. 181). Therefore, to keep the focus of the phenomenon of introversion and its meaning within the context of teacher effectiveness, questions for the second interview was based on the concepts of the four domains of Danielson's (2011) framework that define and operationalize teacher effectiveness (see Appendix B). The themes of these questions allowed the participants to expound on how they function within these areas of the work of teaching to become effective in their profession.

The third interview (see Appendix B) provided an opportunity to seek meaning in the themes that had come out of the first two interviews (Seidman, 2006). As interview transcriptions were completed, each interviewee had the opportunity to review the transcripts from previous interviews and to confirm how I had interpreted their experiences in the context of the emergent and identified themes. Participants were also be able to modify, clarify, or expand on their experiences based on other memories or reflections they had regarding their experiences since the previous interview or as revealed through their journals.

Participants were also asked to write journal entries during the time between interviews. After each of the first and second interviews, open-ended journal prompts related to the topics of the next interview were provided. During the second and third interviews, participants were asked to share key insights from their journals. Although it was considered as an option, no participants were requested to share journal material for transcription, coding, or further analysis.

Data Collection

In phenomenological research, data is commonly collected through observations, focus, groups, or interviews with research participants in order for the researcher to use the data to "describe the meaning of the phenomenon for a small number of individuals who have experienced it" (Creswell, 2013, p. 161). Van Manen (1990) noted that the participants' descriptions are the data that the researcher uses to understand a phenomenon. Given that the participants in this study were introverts, the focus group approach to collecting data was eliminated as an option because the participants might be reluctant to engage fully in a focus group made up of individuals that they may not even know. Although Creswell (2013) noted potential interview challenges with participants who are shy, the one-to-one interview offers greater potential than a focus group for creating an environment in which participants will feel comfortable to open up about their experiences and provide data for the study. Observations were considered but also eliminated because the multiple participants from multiple sites could present practical challenges for the researcher due to school and/or district policies and procedures. Additionally, they would not be likely to produce significant data regarding the varied tasks of teaching, many of which are not directly observable. For these reasons, data was collected through intensive, open-ended interviews with study participants and the journals they kept between interview sessions.

Initial interview questions were developed to try to answer the research questions. These questions were reviewed by the dissertation advisory committee prior to a pilot test of the interview questions. Pilot testing is recommended to help the researcher "refine data collections plans and develop relevant lines of questioning" (Creswell, 2013, p. 165). In addition to improving the questions, a pilot test can also help the novice researcher to refine interviewing skills (Majid, Othman, Mohama, Lim, & Yusof, 2017). After interview questions were modified as necessary, two pilot interviews were be conducted using these questions. The participants for the pilot test met similar qualifications from the criterion sample for the study as suggested by Majid et al. (2017). Based on the feedback from the pilot test participants and reflection by the interviewer, modifications to the questions and/or interview format were made prior to initiating interviews for the study.

To collect detailed information for this study, I used a semistructured interview approach. Creswell (2014) suggested the use of a semistructured interview protocol in qualitative interviews, and previous studies used an interview protocol to guide the interview process and to create a standard approach to all of the interviews (Prather-Jones, 2011; Samardzija & Peterson, 2015). Moustakas (1994) suggested that some interview questions may be created in advance of the interview, but the researcher must also be prepared to change or even abandon the questions if they inhibit the interviewee's ability to tell their story. The interview protocol for this study (see Appendix B) includes pertinent information for each interview, instructions for the interviewer, an opening statement (Fraelich, 1989 as cited in Moustakas, 1994), an ice-breaker question (Creswell, 2014) to encourage a social conversation prior to the core research questions (Moustakas, 1994), the research questions with space left for the interviewer's notes, and a "final thank-you statement to acknowledge the time the interviewee spent during the interview"

(Creswell, 2014, p. 194). The procedures set out in the protocol ensured a consistent process for each research participant and helped the interviews to remain focused on the purpose of the study.

Interview data was collected through audio-recording on two separate devices to minimize the potential for lost data due to equipment malfunction. Each interview session was then transcribed (Saldaña, 2016) using Otter software. Once transcribed, the interviews were then coded and analyzed using MAXQDA. Participants were provided interview transcriptions via email and were able to clarify or expand any information they provided in the previous interviews.

Van Manen (1990) noted the potential value of journals as phenomenological data. At the second and third interview meetings, research participants shared information from the journals they had been keeping, based on prompts provided at the end of the previous interview session. The act of journaling provided a way for participants to consider various aspects of their lived experience, making their responses in the interviews more reflective and complete. Information from the journals was also reviewed to identify any new data, to validate data from the interviews, and to shape the direction of subsequent interview questions.

Attributes

Attributes in a qualitative, phenomenological study are much like variables in quantitative studies. As such, attributes "can be seen as a data field that represents characteristics or features of a data object" (Mohityadav, n.d., para. 3). Participants for this study possessed three key characteristics: (a) they self-identified as introverts, (b) they were currently (or had recently been) teachers in a K–12 setting, and (c) they were currently experiencing (or had recently experienced) the phenomenon of achieving effectiveness within their profession. These

common characteristics will enable a close examination of the phenomenological nature of the experience of introverts as teachers.

The researcher is essential to bringing meaning to the data in a phenomenological study. Schmitt (1968, as cited in Moustakas, 1994) noted that the researcher is the decision maker regarding the validity of the information provided about the experience. Since I have experienced this phenomenon myself as an introverted teacher, I needed to bracket my own experiences in order to see the phenomenon in others exactly as it is (Moustakas, 1994). The epoché, or the process in which the researcher takes a position of receptiveness in order "to perceive and know a phenomenon from its appearance and presence" (Moustakas, 1994, p. 89), was achieved by setting aside my own preconceived expectations or understandings and instead approaching the data "with the newness and wonder of just what is before me" (Moustakas, 1994, p. 89). All but two of the participants were not previously known to the researcher, which helped limit bias and preconceived ideas about individual participants. The two participants previously known to the researcher were recruited through the same means as the others. The relationships with these two participants were professional in nature, so it was determined that no significant personal bias was present that could impact study results.

The interview protocol included open-ended questions framed around Danielson's (2011) four domains for effective teaching (see Appendix B). The individual interviews provided ample opportunity for participants to reflect on their own experiences and provide detailed information about them. As the researcher for this study, I have extensive experience as both a teacher and a supervisor of teachers in K–12 settings. I have also been trained in the use of the Danielson (2011) evaluation instrument. This background and training gave me insight to ask probing

questions that allowed both researcher and participant to explore and uncover unique features of the phenomenon and the participants' lived experience of it.

Saldaña (2016) noted the need to synthesize information to arrive at "*consolidated meaning*" (p. 10). The interview transcript was coded to identify common themes across multiple participants' experiences. The findings from the interview data was interpreted and analyzed from the researcher's perspective. In the context of the research questions for this study, the findings provided insight and understanding into the experiences of teaching effectiveness as achieved by introverted K–12 teachers.

Data Analysis Procedures

As interviews were completed, coding was used to organize and analyze the data. Creswell (2013) explained coding in qualitative research as the method of "describing, classifying and interpreting the data" (p. 184). Saldaña (2016) discussed the use of two cycles of coding to initially classify concepts and then to refine the codes into meaningful units or themes that come out of the research. Saldaña (2016) recommended the use of a priori codes in which potential codes are developed prior to the formal coding, while also remaining open to the possibility of additional codes that emerge throughout the coding process.

Numerous coding types are available to the qualitative researcher, each providing its own benefits (Moustakas, 1994; Saldaña, 2016). This can make selection of the most appropriate coding approaches a challenge. Saldaña (2016) suggested the benefits of a "pragmatic eclecticism" (p. 70) when choosing which methods to use, and he also recommended remaining open to different coding methods that might better serve the researcher's purpose in answering the research questions. Therefore, interview transcript data from this study was coded using multiple approaches as described below.

Data Coding

Coding in the pilot test. As discussed previously, a pilot test was conducted to refine the interview questions. This pilot test also provided an opportunity for test coding and refinement of codes to be used. Saldaña (2016) noted the potential advantage of a priori coding, which is beginning the coding process with a list of predetermined potential codes. This deductive approach to coding helped keep the focus of the coding analysis on the conceptual framework and goals of the study (Saldaña, 2016). Although these coding types were established in advance, they were not fixed. I also remained open to emergent codes that reveal themselves in the data throughout the coding process, as well as the potential for abandoning a certain coding type if it was found not to meet the needs of the study.

First cycle coding. The first cycle coding for this study included both initial coding and in vivo coding. Initial coding, also known as "open coding" (Charmaz, 2014, as cited in Saldaña, 2016, p. 115) helps the researcher to create a large number of codes from the data. This open-ended approach to coding "breaks down qualitative data into discrete parts, closely examines them, and compares them for similarities and differences" (Strauss & Corbin, 1998, as cited in Saldaña, 2016, p. 115). In vivo coding was also utilized in the initial coding in the first cycle. In vivo coding uses direct quotes from the research participants in order to "prioritize and honor the participant's voice" (Saldaña, 2016, p. 295) and to reflect their particular sub-culture. For this study, this approach allowed themes, vernacular, or a particular "voice" that is unique to the teaching profession to be reflected in the data. Using direct quotes allowed me to identify meaning in participants' experiences (Saldaña, 2016). By using initial and in vivo coding simultaneously, I was also able to analyze and reflect on the data to prepare for the next step.

The data from the initial coding and in vivo coding was then organized, analyzed, and synthesized. Saldaña (2016) recommended the condensing of first cycle codes using concept coding, which is also sometimes referred to as analytic coding. Where the previous codes focused more on the details provided by the research participants, during concept coding the focus moved beyond the immediate details and into more conceptual themes. These codes are often reflected through the use of nouns or gerunds that capture the essence of the concepts (Saldaña, 2016). Through this process, key concepts or themes began to emerge.

Second cycle coding. Once thorough first cycle coding was completed, second cycle coding methods were used to begin bringing data components together to create themes or concepts. Pattern coding was used in this process because it uses "explanatory or inferential codes . . . [to] identify an emergent theme, configuration, or explanation" (Saldaña, 2016, p. 236). Focused coding was also used during this cycle, as it typically follows in vivo coding, which was used in the first cycle coding for this research as indicated above. In focused coding, categories of information that was coded in the first cycle were identified by examining similarities and relationships among the first cycle codes (Saldaña, 2016). By completing these steps of the two cycles of coding, I was able to describe the experiences of the research participants in the context of the research questions.

Data Analysis: Modified Van Kaam Method

In phenomenological research, data is carefully analyzed to arrive at "a synthesis of the meanings and essences of the experience" (Moustakas, 1994, p. 144). Tillman (1966, as cited in Solomon, 1980) described Husserl's concept of *bracketing* as approaching a phenomenon with a certain detachment that allows the data to be viewed as it is. Husserl (2017) proposed that "[t]he thesis is 'put out of action'" (p. 109) in order to reveal the essence of the phenomenon. By setting

aside my own experiences and understanding of introversion and its relationship to the various aspects of teacher effectiveness, I was able to approach the data in this way. The van Kaam method provides a structured process for such data analysis. Moustakas's (1994) modification of this method, as described below, was used for this study.

Horizonalization. The first step in the Modified Van Kaam Method involved horizonalization of the data, as I listed the relevant expressions from each of the transcribed and coded interviews and journal entries. These expressions were then tested to determine whether they contain "a moment of the experience" (Moustakas, 1994, p. 121) that is significant and essential for providing a better understanding of the participant's experience. Horizons were determined as those expressions that could be abstracted and labeled. The invariant constituents were those horizons that were not too vague, repetitive, or overlapping or that can be described more distinctly (Moustakas, 1994). Through this process, invariant constituents were determined.

Invariant constituents. Once the invariant constituents were determined, they were grouped together and labeled to arrive at "core themes of the experience" (Moustakas, 1994, p. 121). Validation of these themes and the invariant constituents was conducted by returning to the original interview and journal transcripts. If the themes and invariant constituents were explicitly stated in the transcripts or if they were compatible, they were considered valid and were retained. Any components that did not meet this criteria were eliminated (Moustakas, 1994).

Textural-structural and composite descriptions. The validated invariant constituents and themes were then used, along with appropriate details and quotes from each original interview, to create *individual textural descriptions*. These textural descriptions were used to engage in Imaginative Variation, which "enables the researcher to derive structural themes from the textural descriptions" (Moustakas, 1994, p. 99). This analytic process involved consideration

of the themes that had been identified and the "universal structures" (p. 99) that had led to the

revelation of these themes by the participants. This thorough analysis led to *individual structural*

descriptions, which were then synthesized with the textural descriptions to arrive at *individual*

textural−structural descriptions for the data from each research participant. These individual

descriptions were used to construct a representative essence of the phenomenological

experiences of the entire group of research participants in the final *composite description*

(Moustakas, 1994).

Limitations and Delimitations of the Research Design

       Limitations of the research study. One limitation of this study is the self-identification

of research participants as introverts. The researcher provided a research-based definition that

each participant will need to agree they fit, but the possibility exists that some participants who

identify as introverts may not have been identified as such had a more rigorous measure of

personality types been utilized. Similarly, teacher effectiveness was not quantified but was self-

reported. As such, no causal or correlational relationships can be drawn from any of the data

gathered, especially in terms of degrees of introversion or levels of teacher effectiveness.

       Another significant limitation is the use of a single researcher. As such, the meaning

derived from the data rely on the perception of the researcher. Using the epoché, which is "the

pure state of being required for fresh perceiving and experiencing" (Moustakas, 1994, p. 87), I

derived meaning from the pure data. Husserl (1970, as cited in Moustakas, 1994) said that the

"philosophical solitude . . . is the fundamental methodical requirement for a truly radical

philosophy" (p. 87). He further asserted that this process provides the validity of the

phenomenological process.

Delimitations of the research study. One delimitation for this study was the use of a

non-random sample, which was chosen because generalizability of results and conclusions is not

a goal of qualitative research. In fact, "Phenomenology does not allow for empirical

generalizations, the production of law-like statements, or the establishment of functional

relationships" (van Manen, 1990, p. 22). A convenience sample was chosen for this study to help

the researcher to manage time and cost factors of the research and to allow for a manageable

workload. One aspect of this convenience sample was the sample size of 10 participants, which

fit within slightly the range of three to 10 for phenomenological studies as recommended by

Creswell (2014). The sample also gave preference to one area in Michigan, which constrained

the variety of perspectives that could have been gathered with a more geographically diverse

sample. However, since a phenomenological study focuses on the participant's lived experiences,

this limitation is recognized and accepted because it also provided the advantage of the use of in-

person interviews, allowing the researcher to interpret not only the actual words of the

participants but also their non-verbal body language and voice inflection during the interviews.

Another delimitation of the study sample was that participants were restricted to those

currently serving (or who recently have served) in K–12 schools. This requirement was

determined to ensure that accounts given of the participants' lived experiences included recent

events, rather than a dependence on recall of past experiences that might be less relevant to their

current work. Creswell (2013) noted that participants could be from a single site, but this is not

considered essential. Consideration was given to using a single site for research participants, but

the wider range of sites from which the sample was drawn removed some common elements that

would be part of the participants' experiences if they were from a single site. Lack of initial

closeness to participants (Creswell, 2013) could detract from the accuracy of data, especially

given that the participants are introverts who may be reluctant to share their experiences openly. However, through "extensive time spent in the field" (p. 250) in the three-interview process, a closeness was developed and participants were also generally willing to talk freely because of the lack of connection of the researcher to their personal and professional context. Ninety minutes was scheduled for each interview as recommended by Seidman (2006), to allow adequate time for engagement between the researcher and each participant.

As discussed above, generalizability is not a goal of phenomenological studies, including this one. However, by searching for commonalities in participants' *different* experiences, findings or theories that arise from the study may better be transferred to other situations or settings. Readers can determine the potential for transferability as they consider "shared characteristics" (Erlandson et al., 1993, p. 32 as cited in Creswell, 2013, p. 252) between their own context and that of the current study.

Validation

Validation of data in qualitative research is much different from that of quantitative research, in large part because the naturalistic approach in qualitative research is not congruent with the positivistic approach in quantitative research (Creswell, 2013). As such, many perspectives exist, ranging from those that try to devise validation equivalents to their quantitative counterparts (LeCompte & Goetz, 1982, as cited in Creswell, 2013) to those that broaden the concept of validation in qualitative studies, asserting that it can detract from the purpose of such studies (Wolcott 1990a, as cited in Creswell, 2013). Lincoln and Guba (1985, as cited in Creswell, 2013) suggested terminology that is unique to qualitative research, as well as operationalization of these terms through specific validation techniques such as "prolonged engagement in the field and triangulation of data sources, methods, and investigators" (p. 246).

Creswell's (2013) own understanding of validation is that it gives credence to qualitative studies by providing "an attempt to assess the 'accuracy' of the findings, as best described by the researcher and the participants" (pp. 249–250). This understanding of validation will be applied to the current study.

   Credibility. The first component of validation is credibility (also commonly referred to as validity), which involves various strategies that confirm the accuracy of the findings (Creswell, 2014). The use of a pilot test of the interview process and preliminary coding for this study were conducted with two individuals who fit the criterion sample requirements. This enabled the researcher to confirm that the interview questions were appropriate for eliciting responses that provide insight into the participants' lived experiences. During and after the pilot, the questions were refined as needed. The researcher also examined the questions and responses closely, checking for the possibility of bias or of questions that may have led the participants in their responses.

   Triangulation of data is a common method for confirming validity. Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, (2014) discussed various types of triangulation including method triangulation and data source triangulation. Triangulation often involves the use of data from multiple different data source types (Carter et al., 2014; Creswell, 2013). This type of triangulation can be called method type triangulation. For this study, the use of participant journals in addition to data from the interviews provided validity through this method. Creswell (2013) asserted that triangulation can also occur during the coding of data from the different sources (multiple study participants in this case). Using the data from interview transcriptions from all participants, themes were developed based on data that came from multiple data points

within these different sources. Thus, individual data points or codes were considered insufficient for developing a unique concept or theme.

Credibility of the data came from the development of rich, thick descriptions based on the interview transcripts. Saldaña (2016) recommended "gathering large amounts of data for enhancing credibility and trustworthiness through nuanced analysis, and/or strategic, in-depth interviewing" (p. 198). Robust data acquired from the participants facilitated rich, thick descriptions that assist readers in determining to what degree the findings are transferrable to other contexts, individuals, or groups (Creswell, 2013) "because of shared characteristics" (Erlandson et al., 1993, as cited in Creswell, 2013, p. 252). The descriptions of the participants' experiences in this study allow the reader to determine if any of shared characteristics exist and whether to transfer the results to other settings.

To confirm the credibility of such descriptions, member checking of data from each stage of the three-interview process were conducted with research participants by sharing (electronically through secure email) transcripts for review as each was completed. Humphrey (1991, as cited in Moustakas, 1994) provided copies of his synthesized descriptions to each study participant and asked them to check them for accuracy. In addition to the interview transcripts themselves, each textural-structural description that was developed was provided to the participant for their review. Additions, deletions or corrections were made according to their suggestions. This process of member checking ensured the accuracy of the descriptions and helped to limit any researcher bias that may have occurred during the analysis of the data.

Dependability. Dependability (sometimes referred to as reliability) involves the procedural methods of the research that provide consistency (Creswell, 2014). For a qualitative researcher, careful documentation of processes and procedures are necessary. Details of the

research protocols should be adequate to make the study replicable (Yin, 2009, as cited in Creswell, 2014). Van Manen (1990) suggested the use of logs or diaries of research activities to create replicability. The strategies outlined below will contribute to the dependability of data, results, and findings in this study.

Creswell (2013) emphasized the importance of accurate interview transcription. Multiple recording devices were used to document the exact responses of the participants and to provide a backup should one device have malfunctioned or failed. From these recordings, detailed interview transcriptions were developed using Otter software, and they were double-checked for accuracy. Detailed field notes were also be taken during the interviews to support the recorded data and to provide information should any gaps have occurred in the recordings.

One risk to dependability is the potential for "a drift in the definition of codes, a shift in the meaning of the codes during the process of coding" (Creswell, 2014, p. 203). To prevent this, I regularly referred back to the interview transcripts data during the coding cycles to be sure that codes were derived from the data, rather than from my own interpretation of the data or any other outside influences. Additionally, analytic memos were used to refine codes and to reflect on the transcript data (Saldaña, 2016). This memo writing can also help to prevent drift in code definitions (Creswell, 2014). Through all of the above procedures, the data collection, analysis, and synthesis was validated.

Expected Findings

Given the nature of phenomenology, a researcher must approach the consideration of expected findings with caution. "Husserl called the freedom from suppositions the *Epoche*" (Moustakas, 1994, p. 85), which is a stance the researcher takes in approaching the phenomenon without taking a certain position. The epoché allows the researcher to engage in the process of

phenomenological reduction which involves a denial of the existence of the phenomena under study (Giorgi, 2012). Through phenomenological reduction, I viewed these experiences "with a conscious and deliberate intention of opening [myself] to phenomena as phenomena" (Moustakas, 1994, p. 92). Thus the concept of empirical knowledge is eliminated so that the researcher can attempt to view the phenomenon in its purest sense (Moustakas, 1994). Moustakas (1994) further explained that in phenomenological research the researcher should not have preconceived ideas about potential results. As such, I considered expected findings for this phenomenological study carefully, because such expectations could have biased and influenced the way I explored and understood the lived experiences of the participants. Similarly, establishing expected findings could cause the researcher to insert personal bias inappropriately into the research method.

The research questions for this study were designed to provide a framework for examining the lived experience of successful introverted teachers. I hoped to find out if and how these introverted individuals are impacted by the extrovert ideal as described by Cain (2013) and how others perceive these teachers in the context of their personality type and their teaching role and responsibilities. According to van Manen (1990), the phenomenologist engages in this process "to find out what a certain phenomenon means and how it is experienced" (p. 29). So through epoché and phenomenological reduction, I approached this question without any preconceived expectations of what I would find.

As discussed previously, effective teaching in this study will be viewed through the lens of Danielson's (2011) Framework for Teaching, which includes four domains: planning and preparation, instruction, classroom environment, and professional responsibilities. Interview questions were designed to provide the opportunity for participants to reveal their experiences

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within each of these domains, and to share how their personality inhibits or contributes to their effective work as teachers. Given the propensity of introverts toward inner thoughts and ideas (Jung, 1923), I expected that I might find a particular strength in the area of planning and preparation because tasks in this domain are often performed alone and require thoughtful reflection. In terms of instruction, I thought I might find that introverts somehow need to overcome their tendency to be uncomfortable in larger groups of people as they carry out their teaching tasks. Introverted teachers may also approach instruction differently, providing learning situations that are less teacher-centered and more reliant on student-directed activities. Additionally, since relationships are central to an effective classroom environment as a teacher "creat[es] an environment of respect and rapport" (Danielson, 2011, p. 30), I expected to find out *how* introvert teachers develop these relationships with their students and how they encourage their students to develop similar relationships with one another. Finally, I expected to discover how introvert teachers navigate the challenges of their professional responsibilities in the context of their personality.

As the literature review in this study revealed, qualitative studies, and particularly phenomenological studies, related to personality type and teacher effectiveness are few (Beste, 2018; Palinkas et al., 2015; Prather-Jones, 2011). Therefore, the results of this study may uncover intriguing information regarding how introvert teachers achieve effectiveness. The results may also reveal particular strengths that introverts bring to the tasks and responsibilities of the teaching profession. In a broader sense, this could also provide a better understanding of how teachers in general use or accommodate for their own personality types as they carry out the tasks within the four domains (Danielson, 2011).

Ethical Issues

In research with human subjects, certain ethical issues must be considered. These are always treated in a way that protects the safety and rights of the subjects. Several of these issues that pertain to this study are discussed below.

Conflict of interest. The preferred research participants for this study were from K–12 schools within 75 miles of my residence to fit within the predetermined convenience sample parameters. In my current professional role as the elementary education coordinator for a teacher preparation program at a university within this same geographic area, the potential existed for participants to be from schools with whom I have a working professional relationship. Although I did not intentionally recruit people I know, two participants were people I know professionally, and I also know teachers or administrators with whom they work. The American Psychological Association (2017) asserted that such "multiple relationships" are ethically acceptable if they "would not reasonably be expected to cause impairment or risk exploitation or harm" (p. 9). In these two instances, care was taken to evaluate the potential risk with the potential participant by considering whether the relationship would either impact "objectivity, competence, or effectiveness" (p. 9) of the investigator, or if there existed a risk of exposing the participant to "harm or exploitation" (p. 9). Since no such substantial potential for risk existed, the two individuals remained in the study.

Researcher's position. I served as the principal and sole investigator in this study. The study was conducted for academic and scholarly purposes in order to bring new information and perspective to the education field. The researcher conducted the research in partial fulfillment of the requirements for a Doctor of Education degree and was not compensated in any way for conducting the research. The potential existed for a power imbalance in which research

participants could view the researcher as an authority figure (Creswell, 2014). This position of power was not used to exploit participants in any way (American Psychological Association, 2017). Participants were treated with fairness, dignity, and respect.

Prospective participants were advised of the general purpose of the study in the initial communications that sought to identify participants. An online consent form (see Appendix D) was distributed to potential participants who had expressed an interest in being a part of the study. The form was written in clear language (American Psychological Association, 2017) and included general information about the purpose and process of the study. Participants were also asked to affirm that they fit the researcher's definition of introversion and that they met the other qualifications for participation in the study through a questionnaire (see Appendix A). Individual differences including those of "age, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (American Psychological Association, 2017, pp. 4–5) did not impact selection or process for research participants. No deception was used in this study; the specific purpose of the study was explained to each participant at the initial interview, at which time a signed consent form was also secured. In the case of participants that did Skype interviews, forms were signed, scanned, and emailed prior to the first interview. Finally, signed forms were documented and stored securely in a locked fire safe at the researcher's residence (American Psychological Association, 2017).

Potential benefits. Since the interviews conducted in this research aimed to delve deeply into the lived experiences of introverted teachers, the participants may benefit from the thoughtful reflection on their own practice that comes through this process. They were also a part of the important member checking process as textural and structural descriptions (Moustakas, 1994) were developed. Copies of the final report from this study were made available to the

participants (Creswell, 2014). Through their participation in the study and the report itself, participants may very well have gained greater insight into their own strengths and challenges related to their personality type. This understanding could help them to become better teachers and better colleagues.

Potential issues. Creswell (2014) asserted the importance of respecting participants' privacy. To minimize risk of disclosing the identity of participants, "fictitious names or aliases" (p. 94) were used in the reporting of any data or findings. Where possible, composite profiles (Creswell, 2013) were used in the textural and structural descriptions to further protect the identity of participants. All materials and potentially identifying information, including electronic data on an external USD drive, was stored in a locked safe at my residence and will be destroyed 3 years after the conclusion of the study.

When arranging site locations for individual interviews, I needed to "be cognizant of their impact and minimize their disruption of the physical setting" (Creswell, 2014, p. 97). Location of interviews were carefully considered to protect confidentiality, while also ensuring that they were suitable for conducting and recording interviews without interruption or disruption. For example, conducting interviews at the participants' school in some cases was not the best option because students, parents, colleagues, or others might ascertain their participation and later make connections to information that is communicated in the study report. In such cases, other mutually agreed upon off-site interview locations were utilized. Local libraries with private meeting rooms were used on several occasions for this purpose.

Interview questions have the potential to cause the participants to deal with emotionally charged issues in terms of their own experiences and their relationships with others in their workplace. Although information that is key to the topic and research questions might be

uncovered from emotion-driven responses, participants were advised that their participation was entirely voluntary and that they had the option to refuse response to individual questions during the interviews or to discontinue participation at any time, even within a given interview session. It was also possible that information about other individuals (colleagues, administrators, or others in the school community) could have been revealed during the interviews. Through member checking processes, participants were able to review the transcripts from their interviews as well as any resultant descriptions or reports. Participants had the option to edit or omit any sensitive or potentially harmful comments. In all cases "avoiding harm" (American Psychological Association, 2017, p. 8) to participants took precedence over the collection of data of information for this study. Had potentially harmful information been revealed during the interview process, privacy and confidentiality of the participants and other individuals would have been protected (Creswell, 2014), unless school, district, local, state or federal laws mandate otherwise. Fortunately, no such circumstances arose during the study.

Chapter 3 Summary

The purpose of this phenomenological study was to explore the lived experiences of introverted teachers to better understand the phenomenon of how they engage in the practices that contribute to teacher effectiveness. Using a qualitative, phenomenological approach, I sought to better understand the lived experiences of how introverts can be effective teachers. A purposeful, convenience sample of approximately 10 K–12 teachers who self-identified as introverts and are effective teachers participated in a three-interview process (Seidman, 2006). In a semistructured interview format, I used open-ended questions to elicit participants' experiences as introverted teachers. Questions were framed around Danielson's (2011) four domains— planning and preparation, classroom environment, instruction, and professional

responsibilities—to facilitate responses across the full range of responsibilities that are required of teachers.

After conducting a pilot test to refine research procedures, interview questions, and interview techniques, I audio-recorded, carefully transcribed, and coded the data collected in the interviews to identify themes that brought meaning to the corpus of data. Researcher's interview notes and analytic memos taken throughout the data collection process aided in developing these themes. In the first cycle of coding, I used initial and in vivo coding, followed by concept coding, which helped to develop the themes that emerge. In the second cycle of coding, I used pattern and focused coding to further identify themes (Saldaña, 2016). Data was analyzed using the modified van Kaam method to arrive at textural−structural and composite descriptions that brought meaning to the data (Moustakas, 1994). Member checking with participants served to validate these rich, thick descriptions (Creswell, 2013). Through these processes, this study provides insight into how introverts use or overcome their personality traits to be effective teachers.

Chapter 4: Data Analysis and Results

The purpose of this study was to better understand the experiences of introverted teachers as they engage in the practices that contribute to teacher effectiveness. Various components of the teaching profession were explored in the context of the unique personality traits of introverts. Using a transcendental phenomenological research approach, three separate interviews were conducted with each of 10 effective introvert teachers to try to answer the following research questions:

1. How do teachers who identify as introverts understand and describe how their personality affects their daily work and activities within Danielson's (2011) four domains of effective best practices for teachers?

2. How do teachers who identify as introverts overcome or cope with the challenges of being effective teachers?

3. Do teachers who identify as introverts experience an extrovert ideal in their profession? If so, how do they perceive its influence on their effectiveness and/or others' perception of them as effective teachers?

Interviews were conducted using Seidman's (2006) three-interview process, and participants also wrote two journal entries based on topics related to the study to facilitate in-depth responses. This process provided a rich source of data from which to explore the phenomenon of introverts as effective teachers. With my 32 years of experience in education as a teacher, administrator, and currently a program coordinator and instructor in teacher education, I was able to use my knowledge of effective teaching and the dynamics of the various aspects of the profession to ask probing questions, while also providing participants the space to share freely from their own experiences.

In this chapter, I share information about recruitment and the research sample. I also explain the research processes, coding methods, and the data analysis methods. The data and results are presented in a narrative that reveals the five themes that were discovered in the study.

Description of the Sample

Two separate requests for participants were sent out about three weeks apart to online groups. A total of 25 individuals responded to the request by email, 23 females and two males. A total of six of these respondents did not meet the qualifications for study participants. Of these six, two were not currently teachers, but rather administrators; two did not meet the minimum of three years of teaching experience; and two did not meet the established definition of an introvert, based on their questionnaire responses. Two respondents voluntarily withdrew after completing the initial questionnaire. Three respondents were offered the opportunity to participate but did not follow up with multiple requests to schedule interviews. Four respondents were not offered participation because their responses came in after an adequate sample had been achieved. The 10 respondents who were offered participation and completed the entire interview process made up the research sample for the study.

Sample Summary

All 10 participants in the sample were female. Eight of the participants were current teachers at parochial schools and two at public schools. Of the 10 participants, four taught in high schools, four taught in middle school grades/departmentalized settings, and two taught in elementary grades in self-contained classrooms in which all of the core curricular content was taught by the same classroom teacher. The experience level of the teachers was well-balanced: three have from 3–10 years of experience; four have from 11–20 years of experience; and three have 20 or more years of experience.

Interview Format

Six of the 10 participants were located close enough to be able to meet for face-to-face interviews. Five of these participants completed all three interviews in person. One participant completed two of the three interviews in person, and one interview was conducted online using Skype for reasons of scheduling convenience for both the interviewer and the participant. Face-to-face interviews were conducted in locations determined by the preference of the participants. The remaining four participants lived too far away to practically conduct face-to-face interviews, so these interviews were conducted online using Skype.

Participant Summary

For identification and organizational purposes, the participants were initially designated by letter in the chronological order of their participation in the study. Each was assigned a pseudonym for subsequent written descriptions to protect their identity. Each is described briefly below in order of years of experience from least to greatest.

Anna is a high school social studies teacher who previously taught in a traditional classroom but recently began teaching in an entirely online public high school. She is in her fourth year of full-time teaching. Anna also has an interest and education background in museum studies. Anna is soft-spoken, but also quietly confident.

Marguerite is in her fifth year of full-time teaching. She teaches social studies and language arts in a departmentalized middle school setting at a small town K–8 parochial school. She was single when she began her teaching career but recently married. Her Christian faith is important to her, which was reflected in how she discussed her students and her work with them.

Keecie is a high school science teacher. She is in her ninth year of teaching. She currently teaches at a public school in a small town setting. She previously also taught in a mobile school setting that provided environmental education. She originally intended to go into the medical field and began her undergraduate studies in that area, which has helped her greatly as a science teacher. Keecie was a student-athlete and now also coaches several sports. She speaks with great energy and passion for teaching and her students.

Hannah is a high school science teacher. She is in her 14th year of teaching. She previously taught at a public high school, but currently teaches at a suburban parochial high school. Hannah was a student-athlete and currently coaches track at her school. She loves the outdoors. She speaks with thoughtful confidence.

Deirdre is in her 16th year of teaching. She teaches language arts and social studies in a departmentalized middle school setting at a suburban K–8 parochial school. She previously taught at a parochial school in a similar setting. She enjoys her time alone when she can read. Her calm demeanor is accompanied by an ability to speak thoughtfully in a way that is both concise and meaningful.

Missy is in her 17th year of teaching. She teaches primarily math in a departmentalized middle school setting at a suburban K–8 parochial school. She previously served as a church youth minister. She is a self-described leader at her school. She is very energetic and optimistic, appearing outwardly to be somewhat extroverted. In fact, she described herself as an "extroverted introvert" because she is generally outgoing, and others often do not perceive her to be an introvert.

Debbie is in her 20th year of teaching. She teaches in a self-contained 4th grade classroom at a suburban K–8 parochial school. She previously taught in another K–8 school in a

similar setting. She has a gentle demeanor and is soft-spoken. She is committed to her role as a Christian teacher and role model for her students.

Jane is in her 21st year of teaching. She teaches in a self-contained 1st grade classroom at a suburban K–8 parochial school. She previously taught at a different parochial school in a similar setting. As a person of faith, she has a servant attitude and readily takes on leadership roles. She previously has served as a camp counselor as well. She is relatively soft-spoken but also passionate about her work as a teacher.

Frances is in her 22nd year of teaching. She teaches mathematics at a suburban parochial high school. She previously worked in the business sector as well as starting her teaching career in a different parochial school in a similar setting as her current school. She described herself as a reluctant leader among her colleagues. Her sense of humor which is sometimes self-deprecating, makes her conversation both interesting and engaging.

Molly is in her 24th year of teaching. She teaches language arts and social studies in a departmentalized middle school setting at a suburban K–8 parochial school. She has taught in three different parochial school, the first two being in small town settings. She frequently discusses of the importance of her Christian faith in her class. She is analytical and thoughtful in discussing her life and work.

Research Methodology and Analysis

Because the literature review for this study revealed an emphasis on quantitative studies involving personality types and teacher effectiveness (Buttner et al., 2016; Clayson & Sheffet, 2006; Duckworth et al., 2009; Gruber et al., 2010; Halder & Dutta, 2014; Kim et al., 2018; Kneipp et al., 2010; Opt & Loffredo, 2003; Patrick , 2011; Perry & Ball, 2004; Rosemarin, 2009; Shabani & Ghasemian, 2017; Tahir & Shah, 2012), a qualitative approach was chosen to address

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the gap in the literature. Husserl's qualitative method of *phenomenology* was designed to provide a means for going beyond the physical objects and examining more deeply into the meanings of experiences (Moustakas, 1994). The goal of this study is to examine the lived experiences of a sample of effective introvert teachers. Therefore, a transcendental phenomenological approach was chosen for this study with the goal of trying to better understand how teachers who are introverts achieve effectiveness in the context of their personality type. Interview questions were created based on Danielson's (2011) four domains for effective teaching which are planning and preparation, classroom environment, instruction, and professional responsibilities. Through their responses to these questions, participants were able to share their experiences and reveal *how* they have become effective in the various aspects of their profession. The open-ended nature of the transcendental phenomenological approach provided an effective platform for data collection.

Data Collection

Data for this study was collected through three semistructured interviews with 10 different participants who fit the study criteria for effective introvert teachers. Interviews were designed using Seidman's (2006) three-interview process. The initial questionnaire used to qualify participants (see Appendix A) and the interview protocol and questions (see Appendix B) were pilot tested with a group of three effective introvert teachers. One of the pilot tests was conducted online to determine any potential connection or recording issues. Adjustments were made to the survey and interview questions based on feedback from the pilot participants.

Participants were also given journal prompts (see Appendix C) at the end of the first and second interviews and were asked to respond to them prior to the next interview. These journals seemed to be helpful for participants because it gave them time to think about some of the topics

of the upcoming interview. While unintentional, this need for time to think came out of this study as something that is important for the introvert teachers who participated in this study. All of the participants referenced their responses from their journal entries during the second and third interviews, and some even provided direct quotes from their journals during the interviews. These also became part of their interview transcripts. The participants frequently referenced and/or quoted their own journals during the interview process, so I did not find it necessary to collect copies of the journal data for coding. The information in the journals were not separate data components but instead were integrated into and supported the interview data. The journal entries, then, served an important function in providing valid interview data.

The original study proposal indicated that Dragon software would be used for transcription purposes. However, prior to the start of data collection, I became aware of a different software program called Otter, which is capable of both recording and providing a transcript of the interview. The transcripts created by Otter were not completely accurate, so each transcript was edited by listening to the recording and editing where the transcript did not match the recording. The original proposal for this study indicated that member checking for the first two interviews would be conducted at the third interview; however, I determined that sending each interview transcript to the participants as soon as the individual transcripts were completed would give them more time to review the transcripts for accuracy and would not infringe upon the time scheduled for interviews. Upon completion, each transcript was sent by email to the participant for member checking. Any discrepancies noted by the participants (there were few) were corrected in the working transcripts prior to any coding or data analysis.

Data Coding

      Once accurate transcripts were completed, coding was done using the MAXQDA program. Online tutorials, articles, and an online training course provided information about how to use the various features of this program. First cycle coding was done using initial and in vivo coding. I approached this first cycle by bracketing my own experiences and remaining open to whatever the text in the transcripts revealed. Several *a priori* codes were established at the outset by considering potential concepts related to each of Danielson's (2011) four domains. Numerous additional codes emerged throughout the first cycle. During the first cycle, 50 individual codes were identified. In vivo coding revealed several key concepts that came out through the participants' own words and expressions. Through these coding methods, preliminary themes began to emerge.

      I used pattern and focused coding during the second cycle of coding to begin to identify connections among the codes and to allow preliminary themes to emerge. Through this process, some codes were combined or blended into other related codes. Initially, these connections were considered in the context of Danielson's four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. I used the MAXQDA program in this cycle also to examine frequency of codes and patterns of codes across the sample of research participants. Through lexical searches, I was able to identify words and phrases that were commonly repeated in the transcripts, which pointed to some themes that were common in the experiences of many or all of the participants. Throughout this second cycle coding, categories based on the four domains proved inadequate because some of the thematic connections from the coded information were present across multiple domains. New categories emerged that reflected the concepts more accurately. These categories were as follows: relationships, the practice of

teaching, professional responsibilities, introvert exhaustion, and extrovert ideal/perception of introverts. These categories proved useful for grouping coded passages that pointed to more complex themes based on connections among the data. The new categories became the basis for the themes and codes listed below.

For Theme 1: Introvert Exhaustion and Recharging, I used two main codes, *exhausting/draining* (in vivo) and *recharging*, the latter of which had related codes of *being alone*, *reflection*, and *overanalyzing*. Theme 2: Extroverted Behavior—Avoiding It and Using It also had two primary codes. The first was *avoiding extroverted behavior*, with related codes of *activity types*, *talking/group size*, and *avoid being center of attention*; and the second was *becoming extroverted (using it)*, with the related code of *preparing to be in front*.

The first code for Theme 3: Relationship Dichotomy—Out of Character Teacher-Student Relationships was *relationship groups/dynamics* with the related codes of *small friend group*, *feeling left out*, *understood by others*, *parent interactions*, *preference for kids*, *recognizing introvert students*, and *empathizing*. The second code was *communication* and its related codes *small talk* (in vivo), *listener*, *transparency*, *written*, and *phone aversion*.

Theme 4: Being Prepared—Not Put on the Spot also had two main codes. The first was *planning for teaching/planner*, which had the related codes of *time for planning*, *being organized*, and *deviating from the plan.* The second was *planning for professional responsibilities* with its related codes of *put on the spot* (in vivo), *comfort zone*, and *time to think*.

Finally, Theme 5: Extrovert Ideal Experiences and Coming to Terms With Introversion had two main codes. The first was *extrovert ideal* and the related codes of *parent influence* and *misunderstood by others*. The second was *coming to terms with introversion* and the related code of *understanding introversion.*

Data Analysis

Once the coding of transcripts was completed, I used the modified van Kaam method of data analysis (Moustakas, 1994) to refine the themes further. Through horizonalization, relevant expressions that were revealed in the coding process were listed to determine whether they contained "a moment of the experience" (Moustakas, 1994, p. 121) that was significant and essential for providing a better understanding of the participant's experience. Some coded data was determined not to be essential to the experience and thus was eliminated. The resulting "horizons" were analyzed to determine whether they could be abstracted and labeled. Some other codes that had been established were found to overlap with other existing codes and were either included in those or grouped together and renamed. The invariant constituents that remained were validated as I returned regularly to the original transcripts.

The coded and analyzed data was then used for writing textural and structural descriptions for each study participant. The final textural-structural description for each participant, from which any data, information, or quotes for the final report were drawn, was sent to them for member checking. Adjustments and edits were made according to their feedback. The compilation of this information is presented in the Presentation of Data and Results section of this chapter.

Summary of the Findings

To arrive at the final themes, I employed imaginative variation to view the information from various perspectives and to try to determine connections among the themes that had emerged. The themes that came out of this analysis are interrelated and are presented here as a thematic progression rather than in order of importance or any type of hierarchy. Theme 1: Introvert Exhaustion and Recharging, was the most prominent and it impacts all of the others.

Theme 2: Extroverted Behavior—Avoiding It and Using It, distinguishes the participants'

introvert behavior from extrovert behaviors. Theme 3: Relationship Dichotomy—Out of

Character Teacher–Student Relationships, moves from behaviors into the essential relationships

for the participants. Theme 4: Being Prepared—Not Put on the Spot, involves how the

participants respond to experiences. Theme 5: Extrovert Ideal Experiences and Coming to Terms

With Introversion, pulls together the participants' understanding of how experiences give

perspective on their personal and professional lives. These themes are described in more detail

below.

The Five Themes

The first theme, Introvert Exhaustion and Recharging, deals with the impact of introvert

teachers' engagement in a profession that often demands extroverted behaviors. Because of this

exhaustion, they have an intense need to recharge in order to be able to function personally and

professionally. Their strategies for doing so are revealed. Also significant within this theme is the

benefit of the reflection that occurs when they create opportunities to recharge.

The second theme, Extroverted Behavior—Avoiding It and Using It, focused both on the

desire of these introverts not to engage in behaviors contrary to their nature, but also the

understanding that sometimes they need to do so in order to be effective teachers. Their

avoidance of extroverted behavior in the classroom often resulted in their creating more student-

centered activities. At the same time, they recognize that sometimes they need to leave their own

comfort zones to meet the needs of their students and to carry out their professional

responsibilities.

The third theme, Relationship Dichotomy—Out of Character Teacher-Student

Relationships, came out of the consistent emphasis participants placed on the importance of

relationships in the classroom. The dichotomy that became apparent was between how they developed and interacted in social situations and professionally outside the classroom as compared with how they developed relationships with students in the classroom. The participants consistently reported that they often act differently with their students than they do with adults, and these activities are frequently contrary to their nature as introverts.

The fourth theme, Being Prepared—Not Put on the Spot, came out of the teachers' experiences with not only preparing for their classroom instruction, but also experiences they shared about preparing for other professional activities and social interactions. The term "put on the spot" was repeated frequently across the sample as the participants described their strong desire not to have this happen to them. How they respond in these situations and how they perceive their own effectiveness depended greatly on how prepared they feel in various settings and situations.

The fifth and final theme, Extrovert Ideal Experiences and Coming to Terms With Introversion, exposes how participants have experienced others' expectations of extroversion within their profession. Expectations that are placed upon them often cause significant misunderstanding about their own attitudes and behaviors. To cope with these expectations and the demands placed on them, they have arrived at a better understanding, or a coming to terms, of their own nature as an introvert and how they can both use their personality strengths to be successful, take care of their own needs, communicate those needs to others, and adapt to their personality as necessary to be effective teachers.

Presentation of the Data and Results

Theme 1: Introvert Exhaustion and Recharging

The most common theme amongst the participants of this study is the exhaustion they experience from the activities of teaching. The words *exhausting* and *draining* were commonly used to describe how the effects of their work impacts them, and this seems to be more mental than physical. The only participant who did not describe her experiences this way was Debbie, who used the word "stressful" and asserted her need to reflect, but did not frequently discuss exhaustion and the need to recharge in the way the others did. Deirdre explained that her experiences with introvert exhaustion go back to her childhood days:

> I guess like whenever I was in elementary school, and stuff like that people would talk about going and doing things or like, they were excited to be around people. And I just never was that way; I just never was, it's tiring at times to be around people. It's exhausting. Like, I get done, and I am glad that I'm done being around people.

Keecie also recalled her experience of exhaustion as a student: "School would exhaust me . . . So maybe that's why I took a nap on Sundays." Hannah also recalled that as a child she enjoyed being alone for hours and going into the woods to "pretend play with only myself." In the elementary grades, she did not like sleepovers with friends because she found them to be overwhelming; she just wanted to go home. In high school, when her peers were going out, she would go if invited, but she was also content to stay home and watch a movie or read a book.

The exhaustion that many of the participants described in childhood and adolescence, was similarly shared as part of the personal and professional lives as adults. As Missy described:

> What really is the biggest drain or the biggest, the most taxing part of the profession for me is that, that being on, being around people, being . . . needing to be available and

present for them that whole time, without with the kind of turning off or like checking out

completely. That for me is what is the biggest drain.

It is the nature of the teaching profession, then, and all of the social interaction required, that

causes this exhaustion in introverted teachers. Jane said that after a school day, "I've put out a lot

of emotional energy to be on for people." She also said that the extroversion it takes to be

constantly monitoring students is very draining. The teachers find the times when they are

required to talk and be the center of attention to be the most exhausting.

Exhaustion from other responsibilities. The exhaustion that results from teaching often

does not end when the school day ends. Other professional responsibilities such as faculty

meetings, supervisory duties, parent-teacher conferences, and professional development also

demand energy and can be very exhausting for introvert teachers. Anna described her

participation in a recent focus group she participated in for the state department of education as

"a lot of really in depth thinking and kind of thinking on your feet and interacting with a lot of

people. And it was really quite exhausting." Professional development, especially the type that is

designed for participant interaction, can add to the exhaustion. Hannah, however, described one

conference she attended by herself that was particularly enjoyable. Although there was

interaction with people at the conference, she really enjoyed going back to the hotel room and

being by herself, not needing to talk to anyone. "I still look back at that conference," she says,

"[as] one of the most enjoyable experiences." Missy noted that out of town conferences also

create this exhaustion "because I'm around massive amount of people all day." Instead of being

able to go home, she has to go back to the hotel with roommates.

One commonly referenced professional responsibility was parent−teacher conferences.

These were draining not only because of the additional time required, sometimes at the end of an

already full school day, but also because they require the very social interaction that includes the "small talk," that these introvert teachers dread. Keecie, in particular, described parent-teacher conferences as emotionally exhausting, which causes her to be stressed, even describing their effect as "sucking me dry." There is a cumulative effect to these expectations, as Molly described,

> You know, I can do school. I can do parent teacher conferences or have those, have the
> concert, be there and talk to, you know. But I'm so peopled out by the time I'm done.
> And if you've got a few of those nights, two of those nights in a week just wipes me out.
> And I don't know that people always appreciate it. It's not just that . . . we had a meeting
> we had to go to and then, it's not that. It's just that I have to interact with people for so
> long.

In her explanation of this exhaustion during parent-teacher conference time, Marguerite joked:

> And it is just a special level of tired that I have by the end of the night, and then really by
> the end of the week, I am just so . . . so exhausted. Just talking about it is exhausting me!

Sometimes additional responsibilities can add to the exhaustion. Hannah described that at the end of a long day, she is often required to supervise athletic events, and she says, "The last thing I want to do is go back and interact with more people." She described the exhaustion as mental exhaustion rather than physical exhaustion. The day after such days are especially challenging, particularly if she has no breaks from teaching in the morning. Several participants that teach in parochial schools, also described the draining effect of other church-related demands that are placed upon them. Marguerite noted that many of the ways teachers can get involved—teaching Bible study or Sunday school—are draining just like her regular teaching responsibilities. "I know we need to be visible to the congregation," she shares, "but it's hard for

me to be visible without totally draining myself." Between teaching and other responsibilities, then, there is a cumulative effect of this introvert exhaustion.

Recharging. To combat this exhaustion, participants need to find ways to recharge. Frances describes the exhaustion as "going into debt," and the debt is paid back by having time away from people. Marguerite said, "We're not like sociopaths, but I mean we love people and we need relationships. But we still, you know . . . we need the option to be alone." Missy said she understands now that she needs to "recharge" in order to be an effective teacher. Quiet time is essential, and in this quiet time she reflects and recharges. She also described this process as "filling her cup."

Finding time to do this during a busy school day, however, can be challenging, if not impossible. As Frances stated, "You get to a point where you know, the only thing that will fix you is to be away from people," but because of the nature of teaching and its responsibilities, sometimes "it's the one thing you can't have." Although it is not generally easy, some will try to find ways to recharge during the school day. If they have the option, some will eat lunch alone or read a book during lunch rather than interacting with colleagues. Breaks or prep periods during the day can also provide times to be alone. Keecie, for example, will sometimes eat lunch in her classroom rather than joining her colleagues because she needs a break from people. She will also use the work or planning that she needs to do as an "excuse" to be by herself. "I just need to recharge," she asserted. Marguerite will sit in her classroom in silence during times when she is not responsible for students. She also likes to have some time alone in the morning before her students arrive to prepare herself for the day. Missy will sometimes close her classroom door during prep periods so she is not disturbed. Similarly, when she is able to, she will often eat

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lunch by herself rather than with her colleagues, again creating that quiet time to reflect and recharge.

It was also noted that prep periods that are somewhere in the middle of the day, as opposed to the very beginning or at the end of the day, are preferred. Anna shared that when she was in a physical school, she found that prep periods later in the day were far more effective than those at the beginning of the day because they would provide a break from social interaction. In her current role teaching online, she can recharge by going outside or spending some time with her dogs to get away from her teaching activities to break up the constant social interaction that creates this exhaustion. Deirdre shared that in her current teaching schedule she teaches from the beginning of the school day until lunch without any breaks. As a result, at lunch she is "just fine sitting in silence some of the time." Although she feels this might isolate her from her colleagues, she also recognizes her need to "decompress for the moment."

Once participants leave school for the day, they seek other opportunities for recharging. The drive home can serve this purpose well. Keecie shared that she will often drive home in complete silence, and Marguerite also noted her appreciation of her 20-minute drive home because of the quiet time it provides her. When she does arrive at home, it is best if no one else is there. She noted that she will even try to "beat" others home so she can have some alone time. Missy said that when she gets home after the work day, she "checks out" by cooking dinner. She says, "I don't want people in my space; like I just want that time to be in my head, not have to engage anybody." Hannah shared that her need to be alone can impact her relationship with her husband. When he comes home from work, he wants to talk about his day, but she just wants to be alone. She says they have had to work through this, so he can understand that it is not a slight to him but just her need to have that alone time.

Times at home alone are cherished. Debbie said that it is important to her that she be the first one up in the morning at her house so she can have some quiet time. Frances said that she appreciates the times when her husband goes to bed early so she can be entirely alone. This time away also has a benefit. This down time that she has created because of her own need to be away from others, also creates the space for reflection to occur. She said she often will come up with ideas for lessons when she is not intentionally planning but when she just has that time to reflect. At home, Molly similarly explained that she relishes the time in the evening when everyone is in bed except her. She even joked that during the past summer, her husband stayed up later than usual most nights, and she found herself looking for her quiet time. This quiet time, however, often is not idle time but rather time to reflect. These times for reflection help her think through things that are part of her detail-oriented nature.

Although this time alone to recharge may sometimes mean doing nothing, more often it includes activity. Many choose to read a book during this time or to simply take time to reflect on their day. The reflection that occurs during these times can be very productive, sometimes producing ideas for lessons or classroom activities. Missy said that she feels that "the blessing of that introverted side is the reflection." She enjoys being in her head and thinking about what works and how different strategies and approaches impact her teaching. Many also feel that they use their "free" time at school more productively because they do not have the need to interact with others as some of their more extroverted colleagues do. Missy described that her need for quiet time can help her to maximize time for planning. For example, if she is sitting at the lunch table with other teachers, she is likely to leave the group to work on planning or other work she has to do. She said that,

not needing to be filled up by that interaction and that activity, I'm OK stepping away

and getting work done. So I'm not bogged down with workload, I could see that as being

an advantage where it's like, rather than we've got teachers on our staff who just need

that social time.

She actual appreciates this time away as "quiet time," but also a time when she can get work

accomplished.

The fallout from introvert exhaustion can have an impact on the teachers' social lives.

Anna stated that when she experiences a high level of exhaustion from school activities, she will

often forgo social activities with her spouse and/or friends. Instead of more interaction, she

retreats to activities that help her to recharge, such as "just listening to music or listening to an

audiobook." Keecie also indicated that is common for her to skip social plans, electing instead to

stay home and read a book. Deirdre also said that she would prefer to be home than out doing

other things. Hannah also indicated that she also would rather stay home than do social things.

Even when a group is going to an event and carpooling, she will choose to drive by herself so she

can have alone time. For her, it is well worth the price of gas to have that time. Molly shared that

she does not like to go out to just hang out. If she is going to do something socially, she needs to

"work myself up," and even when the activity is enjoyable, she still finds herself drained when it

is over. Missy also said that it is common for her to forgo certain social activities on weekends

because of her need to recharge.

Although, this recharging helps to meet their needs, it can also have an impact on family

relationships. Jane recalled an experience after she had worked at a summer camp and returned

home to go on a family vacation:

I know that when I came out of that summer, the one thing I wanted to do, or both

summers, like the one thing I wanted to do, when our family left on vacation, the day

after we got done with camp it was, I wanted to hole up, and I would hole up for like 24

to 48 hours, which my mom didn't always appreciate. But I also couldn't tell her, like I

just I wanted to watch movies. I wanted to sit on the couch and I didn't want to be with

my family, and I didn't want to interact with my grandparents. I just wanted to stay in the

cabin, just be quiet.

At Christmas gatherings with extended family, Deirdre will often go off by herself and read a

book or grade papers while others are doing various activities.

Another downside to the recharging is that for some there is a point where there can be

too much alone time. Despite her need for quiet time, Jane acknowledged that there is a limit.

She said that she needs to seek connection with others over the weekend or else she will "find

myself alone and too much in my head." She seeks a balance then, because too much recharging

time is not healthy, either. In some cases, the time alone and deep reflection can cause them to be

too much in their heads or to overanalyze things. Molly described it this way:

I can make a bigger decision more easily than I can make a small decision. You know,

accepting a call, what house to buy, those type of things. I can make those decisions. But

my goodness, to figure out what to make for dinner? It's just like, the things that don't

matter, I can't make a decision on. I will think about those. But the bigger things in life, I

guess I'm more willing to just turn those over to God.

She also indicated that sometimes she cannot turn off her reflective nature, at which point her

thoughts definitely move toward overanalyzing. The complete absence of social interaction is not

the goal either. As Marguerite states, "We love people and need relationships. . . . We need the

option to be alone, but we also don't want to be lonely." As important as alone time is for recharging for the participants in this study, they also expressed the need to find a balance between alone time and social interaction.

Theme 2: Extroverted Behavior—Avoiding It and Using It

As introverts, the teachers in the study preferred to avoid extroverted behaviors. When possible, they plan their lessons so that they are not at the center of attention in the classroom. The main reason they do this is to preserve their own energy. As Anna described, "I just know that if I had to all day, be the center of attention and leading something, that I would just be absolutely exhausted." Jane also explained how she sometimes avoids being the center of attention. She said: "So there will be days when I'm like, OK, we need to do an activity where you're working in your workstations or you're working with your partners, where I'm not directly teaching. And that may be because I'm tired." The need to plan this way is elevated during especially busy times such as when parent-teacher conferences or after school activities are scheduled in the evenings. The middle school and high school teachers also noted that when certain classes require more teacher-centered approaches, they will intentionally plan other classes on the same day to have more student-centered activities. This way, they do not need to be the center of attention for the entire day. Sometimes the plans can even be changed at the last minute to meet the teacher's need. Hannah said, "I've had days where I come in and it's supposed to be teacher centered and I just don't have it in me that day and I change it." Such adjustments are made to meet the participant's need not to be the center of attention.

This approach to planning leads to a variety of approaches and activities in the classroom, many of which are student-centered. Deirdre said in her social studies classes she prefers "some sort of high quality Socratic seminar discussion in which I would never have to talk, and they

would do the talking." Marguerite believes that her introversion prompts her to plan a variety of instructional practices in which "I try to get the kids talking. I try to get the kids working with each other as much as possible. So I think all of that helps me be effective." Debbie explained that at her parochial school, she is occasionally responsible for planning and presenting a chapel service for the entire school. She guides her students and plans this service, but, she noted, she has never said a word in front of the school. Instead, she has the students do it all. All of these approaches give students responsibility, ownership, and active engagement in their own learning, rather than allowing them to be passive recipients of knowledge or information. They also can provide more opportunities for the teachers to work one-on-one with students, which fits the introvert personality better than teaching to the entire class.

This desire to avoid extroversion generally applies in other group settings outside the classroom as well. In faculty meetings, introvert teachers tend to be quiet. Deirdre said that she will stay quiet unless she has "something really important to say." For most of them, speaking in front of large groups at assemblies, parent nights, sports banquets, or other school activities can be intimidating. Hannah described parent nights as "awful" and "stressful," as are other events like sports banquets that put her in the center of attention. The dread of such events is eased only when they feel they have adequate time to prepare their comments in advance of the event. Molly provided one contrary example, in that she is not bothered by speaking in front of large groups. She also described herself as "the only one who talks" at faculty meetings.

Despite the preference to avoid extroverted behaviors, these teacher conceded that the nature of the teaching profession sometime requires them to be more extroverted. As Hannah put it, "You're interacting with people all day long. So I kind of play the extrovert all day long." Missy said, although as an introvert she would love to have "that quiet calm all day long," she

knows this is not the reality of a classroom. Because of the demands of teaching, she described herself an "extroverted introvert," saying that she knows she need to be "on" for her students all day. Sometimes this presents as "putting on a show" to engage students in learning, according to Debbie. Deirdre asserted, "I talk to the kids a lot . . . which is ironic." But she also noted, "I feel like I have to psyche myself up more like at the beginning of the day." Molly described herself as "outspoken" when she is with her students. Frances described herself this way: "I am energetic and excited. I'm probably the entertainer, too, because I get really, really strange sometimes just because I'm excited about stuff." Unlike the others, she does not mind being the center of attention in her classroom. However, when she needs to become extroverted for teaching, she said it is like "flipping a switch":

> So it is kind of like flipping a switch. Like, OK, here we go. Time to, time to turn off the introvert switch and get to the . . . but I'm not in control of the switch. I start talking and it happens. I don't say, it's time for me to turn on now.

The teachers realize that they must be "on" for their students, which is very demanding, but also necessary. When they do engage in this behavior, especially for extended periods of time, they find it very exhausting.

Theme 3: Relationship Dichotomy—Out of Character Teacher–Student Relationships

A key component of personality type is how a person interacts with others. The experiences of introvert teachers in personal relationships compared to their relationships with their students revealed a dichotomy. In personal relationships, introvert teachers tend to have a relatively small circle of friends as mentioned by Debbie, Keecie, Molly, Frances, Marguerite, Hannah, and Jane. The most extreme example in the study is Frances who joked that she can only handle three friends, "So if you want to be my friend, somebody else has got to go because I

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can only do three at a time." This reality of a small group of friends, many recalled, goes back to their childhood and school years, as they also expressed the experience of often feeling like they did not fit in with larger groups. Hannah related:

> I remember I had a lot of friendships that would last for a while and then fall apart. And I look back on it now, and those people were very extroverted. And so, like, I would be friends with them for a while, but then there wasn't a strong enough fit because they always wanted to go off doing things or this or that.

These challenges in developing relationships carry over into their professional work as well.

As teachers, they commonly encounter challenges in developing relationships with their students' parents. Deirdre stated, "The hardest thing for me as an introverted teacher is, is dealing with parents and then figuring out kind of how to relate to them." A common theme pertaining to relationships with parents was the introvert's disdain for "small talk" or "chit-chat," which they also recognized as a sometimes necessary component for these relationships. Hannah described:

> Oh, I can't stand small talk. I'm so bad at it. I feel like I need like a list of topics tattooed to my hand or something because I don't even know how to start small talk. Like I, I sit there and I'm like, there's gotta be something we could talk about, but I have no idea.

Some indicated that they are able to engage in conversations with parents when the parent initiates the conversation, but they are especially bad at initiating conversation themselves. Molly described it this way: "I'm so bad at mingling. I can manage it if somebody approaches me, but for me to have to go up to somebody and start a conversation." Missy said, "I'm not one to like seek out the parents and engage them in conversation," because she does not like small talk.

The dichotomy became apparent when the teachers discussed their teacher-student relationships. These teacher consistently placed relationships with their students as a high priority for their being effective teachers. Marguerite said, "I do enjoy talking to kids more, or maybe it's just because I know that that relationship is important." As much as participants struggle with adult relationships, they expressed that they prefer working on relationships with students. Debbie asserted, "I'd rather have a class of 100, than have 15 parents," and she noted that she frequently has one-on-one conversations with her students about the things that are going on in their lives. This preference for developing relationships with students in the classroom was shared by others. Frances, for example, related, "I'm fine in my classroom. You put me up in front of a group of kids, I'm good. You put me one-on-one in the hallway . . . awkward." Despite her challenges in adult relationships, Molly stated that teaching is "the excuse that gets me where kids are" and that she does "everything through relationships."

One reason for this preference for students over adults, as Hannah said, is that they are "different than adults, because they're just so honest, and they're so genuine usually in what they're doing." Because participants consider relationships with students to be so important, they approach the relationships with intentionality. They initiate and engage in one-on-one conversations about their students' lives and things that matter to them. For example, Anna recalled a student who had an interest in Pokémon. Although she was not particularly interested in Pokémon, she made a point of learning about it enough so that she could engage the student in conversation. Through such intentionality, despite the fact that she finds it challenging to nurture relationships, she also finds it very rewarding when students respond positively. Hannah also related that she has been intentionally trying to initiate conversations about non-school topics to

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build relationships with her students. In these conversations, participants use their introvert strength of being a listener to make themselves available to their students.

The introvert teachers also shared that they often act differently around their students than they would around adults, even to the point of some out of character behaviors. Debbie said:

With kids, I feel a little bit more comfortable that I can act goofy, that I probably wouldn't do in front of the parents. So, you know, having them see me do that, you know, standing on my head kind of stuff. They enjoy that.

Missy described it as follows:

Like when they come in in the morning, I'll do like weird little dances and stuff in the line, but I would never get on the dance floor otherwise. So like in that classroom environment, I feel safe with that. But I think because we've established that community where it's a safe place to do that too, like, I don't really care if a 10 year old thinks I'm cool.

Transparency is also part of the way participants relate to their students. Students, they say, are constantly dealing with people who put up facades or put on a show. By being "real" with them the students "don't feel like I'm putting on a show for them. It's genuine in a sense," says Keecie. Molly made a direct link to her effectiveness as a teacher and this being real: "I think what makes me an effective teacher is that I can be real with them." She feels this transparency makes her students more comfortable to share things from their own lives. Frances also discussed the importance of transparency and shared a recent interaction she had with one of her student's parents:

[Parent] "I have no idea what you said to my kid. But they want to do everything in their power to make you happy." Do you know what I had done? Bawled. I absolutely started

just, just crying in the middle of class. And they perceived that as strength because I

explained where I was at, why I was . . . grabbed a Kleenex, grabbed a couple hugs and

kept going.

These aspects of relationship building with students that are often out of character also seem to be the ones that contribute to quality teacher-student relationships.

A couple of key factors exist that contribute to the quality of these teacher-student relationships. One is the time spent with students. Several of the teachers who interact with multiple different groups of students each day (such as in middle school or high school settings), indicated that the amount of time they had to be with a group made a difference in the quality of relationships that were built. In her departmentalized middle school setting, Deirdre noted that she spends more time with the 8th grade class than with the other grades. As a result, she has developed closer relationships with them. The size of the group also seems to matter—the smaller the group, the easier it is to build relationships. For example, Hannah feels that as a coach she can develop stronger relationships with players on her team than with students in her class, at least partly because of the time spent with them in practice as well as the generally smaller size of the team. Missy asserted that the "small environment" at her Christian school has helped her to develop relationships:

Even though we are one class, one community, it's still a whole bunch of individuals, and

getting to know them for who they are and what they bring to the classroom and what

gifts they have, just as unique children of God.

These principles fit well with the reality that these introvert teachers have small circles of friends in their personal relationships.

One key advantage that introvert teachers believe they have in developing relationships is their ability to recognize and respond to their introvert students. "I think it's easier for an introverted teacher to recognize the skills and the gifts that an introverted student is able to offer" Deirdre asserted. The introvert teachers understand that they can benefit these students by giving them space when other students are trying to push them into doing things. Debbie said she can recognize when her introvert students may be trying to find some quiet time away from others. When she sees their classmates trying to push them into situations, she tries to give them room to stay away and have some quiet time. Jane shared that when students may not want to engage with other students at recess, for example, she will "check in" with them to make sure they are OK, but she also gives them that space to be alone. She also feels it is important for her to communicate to parents that this is OK because the introvert kids are just "wired differently." Keecie also communicated that her introvert students are sometimes willing to confide in her. She said that often they will not share in class, but they sometimes come up to her after class and share something with her directly. As an introvert herself, she feels she is able to communicate to them that it is OK to be an introvert.

Marguerite used the term "approachable" to describe herself. She believes this quality has developed through her willingness to "sit back and observe instead of jumping into things." She feels that her students know she is available to listen to them, and this helps her build strong relationships. Interestingly, Anna shared that this can be true even in an online learning environment. She recalled a student who recently confided in her that she was dealing with some anxiety. She let the student know that she had struggled with that also. She assured the student that she would not be forced to speak on the microphone in the online class. Anna feels that this connection helps her introverted students to feel more comfortable in approaching her, whereas

an extroverted teacher could seem intimidating to them, as they were to her in her own experiences as a student.

In the classroom, participants sometimes may make collaborative activities optional, allowing for students to work alone if they so choose. The teachers also are accepting of the possibility that when their introvert students are not participating vocally in class, they may still be engaged. Knowing their own need to have time to think about a question and formulate an answer, introvert teachers try to give their students time to think to come up with an answer. For example, Molly often approaches her introvert students this way when wanting to elicit a response from them:

> I'll say, "I need to hear your voice today." And I'll give them that notice. They can either answer then right away if they've got something, or they know that I'll be coming back to them because I'll be like, "So and so, I'm going over here, but I'm going to come back to you." You know, and I do that a lot. That's how I get my introverts because they will never, well, they will rarely raise their hands. If they do raise their hand, I don't care what else is going on . . . yes, I'm calling on them.

When the teachers do require group work, they consider carefully how they choose groups, trying to create conditions that will make the introvert students comfortable contributing to the group. Marguerite considers her students' personalities when setting up her groups. Sometimes she will put introvert students in a group together, "because they can figure out how to talk very little, and still get their work done, you know, on their own and then just kind of compile it as a group." Through strategies like this, she is able to make her introverted students more comfortable in her classroom. For Frances, this means keeping groups together for an entire quarter, so the students can get comfortable with one another, while Hannah changes groups

frequently so students do not feel "stuck" with someone for too long. Although the teachers saw these steps as helpful for introvert students in helping them function well within the classroom, they also recognized that introvert students sometimes need to be pushed out of their own comfort zones to be successful, and so they do this in ways that seem appropriate to them. Deirdre shared this example:

> I had a student a few years ago and she, she like me, is very, very introverted. And so she would not always want to work with other people, like group projects were very, very stressful to her. She'd do fantastic work, but while there's definitely times where you should push your students, and I made her do a speech at graduation; she did not want to do it. She did it. But I said, "I understand what you're saying." Like you can see that; with an introverted student you can recognize that.

Because of their understanding of their own preferences and tendencies, the introvert teachers are able to create learning experiences that are both comfortable and challenging for their introverted students.

Theme 4: Being Prepared—Not Put on the Spot

The introvert teachers in this study expressed a strong need to be prepared for their daily lessons in their classrooms. They want to be able to anticipate what is going to happen. As Anna described, "I think that's definitely part of being an introvert, just wanting to know ahead of time what's going to happen so I can be prepared in the best way possible." Being prepared for their lessons and the content they were going to be teaching provided participants a sense of control over the events in their classroom. It also helps to put them in a positive attitudinal or emotional state. Deirdre stated that planning provides stress relief because of the confidence it gives her that she is ready. She says, "If I know exactly what I need to do, or if I have like my notes that I

have, what I need to remember for that class, I feel much more comfortable and confident heading into that class to teach it, no matter what it is."

One important component of preparation is organization. Frances described planning and preparation for teaching as essential for her to keep her sanity. Organization is at the core of her planning because, she says, "If I don't have organization, my brain then is also in chaos." She needs structure in both the physical environment and her lesson plans, which focus primarily on what she needs to accomplish each day. The structure helps "keep me sane," she said. Hannah described a period early in her career when she was not as diligent in her preparation as she is now. "I didn't like the feeling of chaos on Monday when I hadn't done it. To avoid this feeling, she now prepares for the coming week on the Friday before, and she has all of her materials and supplies ready for at least the first couple of days of the week.

Feeling unprepared can create negative emotions and can also decrease performance. Marguerite described the impact of being unprepared this way: "I just will get frazzled, and then I'll get impatient." However, when she is adequately prepared she has a sense of confidence that she will be able to anticipate student responses or questions that come up in class. For Keecie, this level of comfort comes from knowing what she is going to do each day in class. She said, "I don't like to just wing it. Because if I just wing it, I don't feel that I'm on my A game." Molly said, "I do not fly by the seat of my pants ever" because if she is not prepared is causes her stress and makes her more "on edge' and impatient with her students.

This need to be prepared also applies to the organization of the physical space and routines of the classroom. As Missy described, in her classroom there is "a place for everything and everything in its place." She feels that her organization allows her to not have to think about the environment so much, enabling her to focus on her students. In addition to the physical

elements, Debbie shared that she has a prescribed structure for how students move around the room, get materials, and interact with one another. She also noted that in her classroom everything has a place and a purpose. For example, she has a math cart where her students can go when they are directed to play math games. This type of organization creates a sense of order and predictability in her classroom.

Where these teacher do their planning varies—some prefer to plan at home, other prefer to do it at school—but they need to do their planning in a quiet place where they have time to focus on material. Several shared that they always try to complete plans for the coming week on the Friday before. This provides them a sense of being "done" so they can have clear minds for the weekend. For Debbie, this preparation also occurs in the morning before schools starts. In order to be prepared for what she is going to teach, she arrives at school early so she has time to review what she has planned and to make sure she has everything she needs for the day's teaching and activities. Deirdre also emphasized the importance of the time in the morning before her students arrive when she is able to talk herself through the things she will be doing that day, getting everything clear in her own mind.

Despite this need to be prepared, participants consistently expressed that they are willing, and it is fairly common, to deviate from their plans when educational opportunities or teachable moments arise. Missy said that plans often do not go as expected. As a teacher, she stated, "You have to adapt and be flexible with that." Sometimes this means changing plans for what is going to be taught on a given day to fit the circumstances. Even though she does not consider herself to be a flexible person, she has learned flexibility through experience in the profession. She would prefer to have advanced notice when her plans must change because her personality is not one to "go with the flow." However, she acknowledged that sometimes it is necessary to "think on the

fly" depending on what is happening on a given day, whether it is an unexpected fire alarm, a question a student asks, or a family health issue that a student is dealing with. Molly shared that her students would say "She gets off topic a lot," when in reality she is following educational opportunities. Hannah shared that deviating from the plan is sometimes necessary because some things take longer than expected, so usually by the end of the week, the plans need to be modified.

Jane differed from other participants in that she said she does not spend a lot of time on planning. After 19 years of teaching first graders, she said she does not need to spend a lot of time planning but can do it "on the fly" because of the content knowledge and experience she has acquired. She explained, "My planning is very much in my head. I can, you know, skim it out on paper, get it on paper really fast if I need to, when I need to." She is also very comfortable going off the plan, based on what needs arise from whatever students are working on that day. For example, she described a phonics lesson that was based on words that were part of the writing they were doing that day. She had not planned it, but it was a natural progression from the work the students were doing. So as important as planning is to participants, their plans are not set in stone but are flexible. None of the teachers described the need to adapt and be flexible as causing stress in the same way that being unprepared could.

As for responsibilities outside of the classroom, the introvert teachers frequently described this need to be prepared as not wanting to be "put on the spot." For example, Debbie described a recent incident in which she felt she was put on the spot:

> We had the athletic fall night that they wanted to, all the coaches to then meet with the
>
> parents, and we weren't informed ahead of time. And so that they said, "OK, now it's
>
> time for breakout session." What's a breakout session? Oh, I get to talk to all the parents

about, I have nothing prepared, I have nothing in my hands to hand out, you know, that kind of stuff. And so that was a little bit frustrating in my mind, you know, I would have been happy to be prepared.

This theme was also expressed frequently regarding meetings or professional discussions. Introvert teachers do not like being called out or put on the spot by administrators. Their need for time to think and process ideas is crucial. As Deirdre described, "You're going to get a much better answer from me and a much more effective answer from me, than if you spring it on me and then say, now we need to make a decision about things." Keecie said that she dreads faculty meetings because she often feels "put on the spot" by her administrator who asks questions for which she has not had time to think about or prepare her own thoughts. This makes her feel uncomfortable to speak up in meetings. Marguerite recalled that as a student, if a teacher put her on the spot, it was "a surefire way to get me to never talk in that class ever." She recalled that her current principal used to put her on the spot at faculty meetings, asking her to discuss something for which she was unable to prepare. She found this very frustrating.

Anna also expressed a strong need to have time to think and to formulate ideas, opinions, and responses. Even as a student, she reflects that "being cold called was really uncomfortable for me" because she seemed unable to come up with responses off the top of her head as many of her classmates were able to do. This perspective seems to have carried over to her participation in professional meetings. Anna's participation in meetings reflects her introvert personality. She noted,

In planning meetings . . . I might sit back and think about things during our meeting and not really contribute a whole lot. But then I'll come back, or send everyone an email, like with all of these thoughts and sketches, so and then they'll really appreciate that later. So

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I think it's helped me in things like that, where I can focus on what's happening, and not

really contribute yet and just take it all in and then go back to the table and do my

creative stuff.

Deirdre applied a similar approach to decision-making in meetings. She said,

So I think being able to assess the situation, I think that introverts tend to not rush in with

a judgment or a vision very easily because we like to weigh things. We like to be able to

see the big picture of things. . . . I can look at a scene and I can see all the parts.

Hannah noted that she does not like to be "put on the spot" to share her thoughts or ideas because

she is a "verbal processor." She said that she is trying to "sort through ideas" as she responds to

someone, and she "might come to a completely different conclusion than when I started because

I was put on the spot and asked something right there." She prefers, then, to have time to think

through things. When she has the opportunity to do this, she is more apt to give her opinion.

Marguerite expressed a similar feeling related to leadership outside the classroom: "I need to feel

like I can be pretty prepared before I'm going to lead an activity or committee or what have

you." Just as participants need to feel prepared for their classes, they also need that sense of

being prepared in other professional settings, and this seems to come from having time to

mentally prepare thoughts and ideas.

Similarly, participants do not want to be put on the spot by parents when dealing with an

issue or conflict. Despite some parents' need to have an immediate response or answer, introvert

teachers would prefer to have time to think through the matter, consider a reasonable response,

and then get back with the parent. Both Jane and Molly specifically expressed a strong

preference for email communication over the telephone or face-to-face, because the written form

provides them the opportunity to think through and provide a well-thought-out response. No

matter the situation, participants expressed a strong need to be prepared when called on to speak or take action in the professional setting.

Theme 5: Extrovert Ideal Experiences and Coming to Terms With Introversion

Extrovert ideal experiences. Many of the participants recalled as early as childhood, their parents or teachers encouraging them to be more extroverted. Debbie remembered that her teachers tried to push her to do play with other kids when her preference as to sit alone on a swing and read. Her parents recognized her introversion and required her to be involved in at least one activity in high school. Keecie explained how her parents pushed her toward extroversion:

> They were always, it wasn't malicious. It was always, it was more of a social, I mean, looking at it now as more of a social norm that there's like, "We want you to be more extroverted. We want you to be more outgoing, because it's just going to help you more so in life." And I think that's why they pushed me to that way.

Frances also recalled her parents making her join the National Honor Society against her will, and she even recounted her parents wanting her to go to parties when she was in high school. "Whose parents do that?" she quipped. Introversion and its tendencies caused some often to feel weird or strange because they did not always want to interact with others in a group. Hannah stated,

> Before I had a definition for it, I guess, before I really understood that I was an introvert, there was a lot of just like, what the heck is wrong with me? Like why don't I fit in? Why don't I do things the same? Why does this not bother other people?

Molly recalled that especially when she was in middle school and high school, which she describes as "those years where you're trying to figure out where you fit," she always felt like

there was something wrong with her because of her introversion. People would tell her that she needed to be more outgoing or more social, but that never seemed right to her. She also felt that her mother, even though she was an introvert herself, often conveyed to Molly that there was something wrong about her introverted behavior. Is seems that they felt the way they are is not the way they should be.

These now effective teachers received many messages along the way toward becoming effective that seem discouraging. Frances recalled on more than one occasion her professors in her teacher preparation program in college trying to talk her out of going into teaching because she was "not assertive enough." When it came time for her student teaching placement, she wanted to be placed in an inner city school. Her request was denied. She explained:

> which I figured out later was because they didn't think I was going to survive in suburbia, much less in an inner city type of situation. So there was that, and then my student, the cooperating teacher, didn't want me, he didn't think I was going to survive.

Keecie recalled being observed by her college supervisor during student teaching and being expected to present a "showy" lesson, which she felt did not fit her personality. She recalled her evaluations from this supervisor, which she always felt were geared toward trying to make her a more extroverted teacher. She also experienced this extrovert ideal in a prior teaching position, in which she always felt that her administrators wanted her "to be this extremely extroverted person all the time, on all the time . . . and I never had any time to just like breathe, and really, like, reflect." Also, her current principal, an extreme extrovert, expects that teaching should include the teacher "putting on a show," especially when she comes to observe, but Keecie feels that is not who she is as a teacher. Deirdre claimed others who do not know her might think she is not an effective teacher because she does not fit their expectation of what a teacher should be. She

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said that social media supports this image, where videos of teachers "dancing on the table" or engaging in other more extroverted activities are often found. People think, "This is cool. Every teacher should be like that." Anna had an eye-opening experience recently:

> It was my 10 year reunion. So I hadn't seen a lot of these people since 10 years ago. And, you know, telling, what do you do now, and all of that, and some of them were pretty shocked that I had become a teacher, because in 12th grade in the yearbook, I was voted most bashful of our whole class. So the fact that I'm, you know, like public speaking every day, I guess shocked some people.

Whatever the source, it appears that an ideal exists of what good teaching looks like, and it often involves extroverted behaviors.

Some expressed specific experiences that included an expectation from others for extroversion as a part of successful teaching. Anna shared about an interview for a teaching position for which she was hired, but later found out from one of her colleagues that the principal had serious doubts about whether she could handle the position because she was so timid. The principal thought that "those ninth grade boys would just eat [her] up and spit [her] out." As it turned out, she got the position and handled "those ninth grade boys" just fine. Jane shared that she has experienced an expectation that she, as a 1st grade teacher, will be "the happy, clappy . . . first grade teacher who wears the alphabet sweater and the embroidered jumper," but she has never fit that mold. In her first 5–6 years of teaching, she says, "I felt very confused about if I was accepted or not," and she sometimes wondered if she would make it in the profession.

Ironically, some of the participants still catch themselves thinking in terms of an extrovert ideal for teachers, despite their own success as introverted teachers. Anna shared that she came into the teaching profession with something of an extrovert ideal herself. She stated, "I thought

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in the beginning, that I would have to make myself more extroverted. But I found just ways to get around it, I guess, that are still effective." Frances believes many teachers also act from an extrovert ideal: "We praise extroverts in the classroom. We want kids active, talking, volunteering." She shared that this comes, at least in part, from expectations that were projected in her teacher preparation program:

> You have to engage every single kid in the class. You have to have a jar of Popsicle
> sticks with every student's name on it, and pull them out make all of them talk. I'm like,
> why? Why can I not respect them while still encouraging them? And no, you can't stay in
> your comfort zone all the time. But why can we not understand, at least try to understand,
> and try to differ our approach. We do differentiation for everything else, but not for
> introverts.

And Hannah considered her introversion as "like a learning disability almost." The participants have received many messages from various sources that their introvert traits are either not desirable or that they somehow need to be changed.

Participants believed that many people have expectations for their behavior that do not match their introvert personalities. The result is that their actions are often misunderstood or misinterpreted. Keecie recalled more recent adult experiences where she and another introverted friend have been referred to as "weird" by the extroverts in their friend group, a label she attributed to their lack of understanding of introverts. They would say, "You must not like us. Or you don't want to be a part of the group." These experiences have shaped her own perspective on introversion. Because of others' expectations that she should be more extroverted, she says "I always looked at it [introversion] as a bad thing in my in my life." Keecie also noted that the fact that she does not participate verbally in meetings often is interpreted as disinterest. Keecie said,

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"In a staff meeting, I'm not a person that's gonna get up and speak . . . and my principal takes it as a 'you're not interested.'" Deirdre said that her lack of exuberance is sometimes interpreted to mean that she does not have ideas or important things to contribute to a professional discussion. She says, "They assume . . . that what you're going to come up with is not going to be as helpful or productive."

Molly shared that her principal has accused her of "not being a team player," which she interprets as "I don't get excited about the things he gets excited about." For example, she is not a willing to participate in "Ugly Christmas Sweater Day" at her school. Other times, in school assemblies where faculty are asked to participate in what she sees as extrovert activities, she will go along but not necessarily with great enthusiasm. She further shared an interesting perspective on being asked to be more extroverted:

> I think it's interesting that extroverts often plan things and tell introverts that we need to do it. And if we say that we don't really want to, we're told that we need to move outside our comfort zones. And what that means for us is that we have to do something in a very public way. But introverts don't usually ask extroverts to go outside of their comfort zone. And if we did, we wouldn't know if they were doing it or not, because it's a private type of thing. And so in some ways it's, it's frustrating, you know, and I've been more conscious of it.

Marguerite said that her principal "thinks that I don't care about things or that, you know, she thinks if I'm more excited, the middle schoolers will be more excited." Her lack of extroversion is sometimes perceived as "not wanting to help out, or indifference, or laziness."

Misperceptions can also impact relationships with colleagues, and this causes the participants to consider how their behaviors can have a negative impact. Marguerite is concerned

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that her colleagues see her as "aloof" when she does not want to spend time with them after work. Missy said that she is sometimes concerned about others' perception of her as well. Because she is not naturally engaging in social situation, she thinks she sometimes comes off as "disinterested" or "standoffish." This can occur with parents, too, especially the ones she does not know as well personally. She does not want them to think she is uncaring. Similarly, with friends and colleagues she is conscious of not wanting them "to think that I'm mad at them or that something happened and that I'm pouting in the other room" when she goes off by herself to get that quiet time she needs. Frances noted others have considered her to be stuck up and she now realizes that is may be because she sometimes may look miserable or anti-social when she is uncomfortable in a social situation. Hannah explained how she interprets the fact that others find her intimidating:

> It's just, I'm independent. And I'm not really worried about what you're doing. I'm just gonna do my thing, but it comes off as aggressive to people who are not used to it.

Keecie described being misunderstood this way:

> But some of the other extroverted teachers, I don't, I don't think they get it. I think they just think that I'm closed off and I don't want to associate with them. But I also think I don't, I don't send out the warm and fuzzies all the time just because I'm not comfortable. I don't know them.

Deirdre feels that because of her introversion she is often misunderstood. When she meets new people she said that they see that she is quiet, and because "they don't know me, they assume that I'm just a boring person." Of course, participants do not feel they really are this way, but they realize that is sometimes how others perceive them.

Coming to terms with introversion. To deal with these perceptions, expectations, and challenges that come from being an introvert, while striving to be successful people and effective teachers, these individuals often expressed a *coming to terms* with their introversion and its impact on them personally and professionally. An important part of this is accepting who they are as introverts. Participants have learned to accept who they are and how they are different and unique. They recognize that they will sometimes feel like they do not fit in and they are going to have fewer friends, but they can live with this. They also have found it helpful to know that introversion is real, and there are other people who share the same feelings and experiences. Anna recalled an earlier experience when she was in the 8th grade, and her teachers described her as "an image of quiet confidence," which she did not really understand at the time but now recognizes as her ability to be "a sort of leader in a different way." Keecie has realized that she needs to take time for herself to "recharge [her] batteries." She says she discovered, "I'm not being true to myself," and so she shifted from the extroverted "dog and pony show." Hannah did not come to understand the introvert personality type until adulthood. Once she learned about it, she says, "Then I kind of stopped feeling weird about it. Like, oh, there's other people like this, too. Like, it's not just me." This has helped her to better understand who she is. Looking at things "through the introvert lens" has caused her to be more comfortable with her own personality and the challenges it presents.

Deirdre acknowledged that when she began in her current position, she tried to live up to others' expectations. She says, "I tried to be what other people wanted me to be. And that did not make me happy. It was, it was very tough." Since then, she has tried to be more accepting of her own introversion, adapting her life to fit who she really is. This self-acceptance, she asserts, has helped her to continue to gain confidence in her own skills and abilities as a teacher. Frances has

come to accept her introversion, rather than considering it a weakness. She calls herself "weird,"

noting, "I don't consider 'weird' to be an offensive statement towards myself. I don't. But I

know that I'm not like other people. I'm OK with that." She often has felt like she does not fit in

and that used to bother her, but "I don't feel bad about that anymore, because it was part of who I

am. It is part of who I am and that's life. Yeah, I understand *me* better now because of it." Jane

shared that through her experiences, she has become "much more comfortable being an

introverted teacher," knowing that she cannot try to be something she is not to live up to others'

expectations. This knowledge helps her to understand and manage herself better so she can be

effective both personally and professionally. Having a better understanding of introversion has

helped Missy deal with it in positive ways. It has been important for her to recognize that

introverts are not antisocial or reclusive, but they just have this need to be away from people

sometimes to "fill their cups." She says, "I think in a lot of ways, it's more just affirming. Like

knowing, OK, this is how God wired me and it's OK, and owning it as part of my identity."

An important part of this coming to terms is being willing to openly communicate their

needs to others. Frances said, "I recognize now that I need to explain myself so that I don't

become that stuck up person, quote, unquote, that I once was perceived as." As Marguerite has

come to understand introversion and her own needs better, she realizes that she needs to

communicate with others about her need to be alone and to recharge. Keecie has found it helpful

to communicate to others her needs because, as she says, "I can't help others if I don't take care

of myself first." Her words summed it up:

> I'm becoming more aware of what it means to be an introvert and understanding myself
>
> as a person has helped me stick up for myself. And I'm more accepting of who I am. I
>
> don't need to do anything for anyone else. At the end of the day, I have to be happy with

my decisions, be true to myself. My personality is what makes me, me. I'm learning as I

get older to be true to myself. If I don't want to, I don't need to do it. It's OK to say no.

But also don't be afraid to say yes. I'm always challenging myself to be better in all

aspects of my life. Being aware of myself as an introvert, I know my shortcomings, and

try to push myself in those areas.

Jane described herself as a "selfish introvert" but then clarified the term, using instead

"boundaried introvert." This, she said, reflects her need to consciously schedule time to be alone

to recharge and to clearly communicate this need to friends, family, and colleagues. This time

away is good for her as a teacher, she asserted and, ultimately, for her students.

The participants expressed the importance of understanding their needs and protecting

their time alone; however, being alone can also have a downside. Hannah wondered if her

understanding of her own need for alone time sometimes causes her to withdraw more: "I mean,

there are times when I think I could honestly spend months by myself and not care." Marguerite

has come to realize that, although alone time is a necessity, there is a limit:

I think introverts like to be alone, but we don't like to be lonely. And I really realized

that, like my first year of teaching, I was lonely, you know, and I think that, yeah, you

want the option to be alone. But when it's a permanent state of being alone, it's not good

anymore.

Of course, the act of teaching requires personal interactions. The heart of the matter for effective

introvert teachers, it would seem, is coming to terms with their own needs and finding the

balance to meet those needs and also the needs of their students and the school community.

Chapter 4 Summary

This study provided a look into the lived experiences of the sample of effective introvert teachers to see how they have achieved effectiveness across Danielson's (2013) four domains of planning and preparation, classroom environment, instruction, and professional responsibilities. The responsibilities of the teaching profession present many situations that have caused the participants to experience introvert exhaustion. To respond to this exhaustion, participants described the ways they recharge by being away from other people. To develop the relationships that are necessary for effective teaching, the participants have sometimes needed to leave their introvert comfort zone and engage in extroverted behaviors. To deliver effective instruction and contribute positively to the professional community, the participants have needed to prepare well by finding adequate time to think and reflect. The participants also realized that other's perceptions of them may be inaccurate, and so expectations may be unrealistic in the context of their introvert personality type. Finally, the participants' understanding and acceptance of the reality of their introversion and its impact on their teaching has helped them to find ways both to overcome the challenges they face and also to leverage the strengths of the introvert personality type to achieve effectiveness. In the next chapter, I will discuss the significance of the findings and how they can be used to better understand the interplay of the introvert personality type and teacher effectiveness.

Chapter 5: Discussion and Conclusion

The results of this study provided an in-depth look into the lived experiences of a small sample of effective introvert teachers. In this chapter, I will discuss these results in the larger context of the role that the introvert personality type plays toward teacher effectiveness. Since results of this qualitative, phenomenological study are not generalizable to a larger population, the findings are discussed here not as universal truths but rather as interpretations of the phenomenon as experienced by the sample of participants. Introverts, teachers, students, and others in the educational community may benefit from this understanding, and the results and interpretations presented here may be applied to various situations or circumstances. However, any such application should be done in consideration of the unique circumstances of the given context, which could include the school setting (urban, suburban, rural, etc.), school type (public, parochial, charter, etc.), student demographics, school and/or teacher pedagogical philosophy, and any of a number of other factors.

To present my interpretation of the results, in this chapter I will return to the original research questions. Using both Danielson's (2011) four domains and the five themes that were derived from the data as a framework, I will discuss how the results apply to the various components of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities—for introvert teachers. I will also return to the literature reviewed in Chapter 2 to make connections to the broader field of study, including the characteristics of introvert teachers and the broad concept of teacher effectiveness. Limitations of the study will also be discussed. Implications of the results will be explored. Finally, I will make recommendations for further research relative to personality type and teacher effectiveness.

Summary of the Results

The research questions for this phenomenological study of effective introvert teachers were as follows:

1. How do teachers who identify as introverts understand and describe how their personality affects their daily work and activities within Danielson's (2011) four domains of effective best practices for teachers?

2. How do teachers who identify as introverts overcome or cope with the challenges of being effective teachers?

3. Do teachers who identify as introverts experience an extrovert ideal in their profession? If so, how do they perceive its influence on their effectiveness and/or others' perception of them as effective teachers?

Jung's (1923) personality theory provided understanding of two personality types—introvert and extrovert—that are still foundational to personality theory (Goldberg, 1992, Myers & Myers, 1980). A person's personality impacts how they interact socially, how they live, and how they do their work. Cain (2013) asserted that an extrovert ideal exists in society. Despite this ideal, Cain (2013) also denoted specific strengths that introverts possess as a result of their personality, some that can benefit them in their life and work.

The purpose of this study was to better understand the experiences of introverted individuals who have achieved effectiveness in the teaching profession. Although effectiveness was determined based on overall effectiveness as indicated by supervisor evaluations, in order to thoroughly explore the components of effectiveness, the phenomenon was viewed through the lens of Danielson's (2011) four domains: planning and preparation, classroom environment,

instruction, and professional responsibilities. Through a transcendental phenomenological approach, I attempted to reveal the lived experiences of the participants in their personal and professional lives.

A recent search for new studies on the topics of introvert teachers produced few results. One related study supported a preference for extroverts as mathematics teachers, especially as it relates to learner support (Baier, Decker, Voss, Kleickmann, Klusmann, & Kunter, 2019). The authors asserted this preference because "extraverted teachers are probably more oriented towards their social environment and thus more actively seek interaction with students" (p. 778). This seems to support the existence of an extrovert ideal (Cain, 2013) that was also a significant result of the current study. One interesting contrast, however, is the high priority that participants in this study placed on relationships with their students. Although it may not come naturally or easily for introvert teachers, they *do* actively seek interaction with students.

Another recent study of introverted college students uncovered some significant parallels to the findings in the current study (Zafonte, 2018). Although Zafonte's (2018) study was not with teachers but rather with introverted college students, the author found that the students felt that a teacher's effectiveness had a lot to do with their ability to recognize and respond to their introverted students. This closely matches the assertion of many of the participants in this study as discussed in the context of the first research questions and the classroom environment domain later in this chapter. Participants in this study also identified their ability to recognize and respond to the needs of their introvert students as an important contributor to their own effectiveness as teachers.

Zafonte (2018) also found that "the conventional wisdom that introverts must become more extraverted to be good leaders" (p. 177) is not necessarily true. Zafonte (2018) also asserted:

> The introverted leader doesn't need to command a room or boss around subordinates. They can be respected because of relationships. Additionally, it was this personal connection and relationship that participants highlighted as making for the most effective teachers as well. One-on-one interpersonal relationships were indeed important to introverts' comfort in the classroom. (p.177)

This supports the emphasis on relationships of the participants in this study. The need for time to process information for introvert students was also an important theme in Zafonte's (2018) study, mirroring the experiences of the effective introvert teachers studied here.

Data for this study was collected by conducting semistructured interviews with 10 self-identified effective introvert teachers. I used Seidman's (2006) three-interview process that included questions from each of the four domains. Recordings from the interviews were transcribed and coded using initial and in vivo coding in the 1st cycle, and pattern and focused coding in the 2nd cycle. Data was analyzed using the *Modified Van Kaam* method (Moustakas, 1994). This analysis produced five central themes that describe the experiences of these effective introvert teachers: (a) Introvert Exhaustion and Recharging; (b) Extroverted Behavior—Avoiding It and Using It; (c) Relationship Dichotomy—Out of Character Teacher-Student Relationships; (d) Being Prepared—Not Put on the Spot; and (e) Extrovert Ideal and Coming to Terms With Introversion. In this chapter I will discuss the significance, limitations, and implications of these results and will make recommendations for future research.

Discussion of the Results

Research Question 1

The discussion of the results of this study will be organized around the original research questions. The first research question was as follows:

> How do teachers who identify as introverts understand and describe how their personality affects their daily work and activities within Danielson's (2011) four domains of effective best practices for teachers?

I will consider this question in terms of each of the Danielson's (2011) domains separately, starting with planning and preparation.

Planning and preparation. The participants expressed a strong need to be prepared because it gives them a sense of control in their classroom. Their ability to anticipate student responses and maintain a solid grasp of the content they are teaching provided a sense of confidence. The participants' priority for planning was reflected in the time they dedicate to planning, whether that is at the end of the week for the following week, in the morning prior to the start of the day, or on the weekends. When planning was inadequate, some experienced a sense of "chaos" as described by both Frances and Hannah. In some cases, this affects their mental state, as Marguerite suggested that she can become "frazzled" or "impatient" when she feels unprepared. The participants' work in this domain of teaching relates strongly to the theme *Being Prepared—Not Put on the Spot.* The aversion to the negative emotions that come from being unprepared causes the participants consistently to try to be prepared, which certainly contributes to their overall effectiveness. The participants feel at their best when they have thought through the content to be taught, the activities that are planned, and the questions students might ask.

The experiences discussed in the context of planning and preparation also reach into other domains and themes. The need to be prepared certainly impacts the *classroom environment* and the participants' need to be organized. Additionally, the need to be prepared extends into *professional responsibilities* as it relates to meetings as discussed below. It may also be that the participants' disdain for "small talk" may be exacerbated by their inability to prepare for such conversations. Planning and preparation and an introvert teacher's need to be prepared, then, can impact many areas of their teaching.

Classroom environment. Just as the participants want a sense of control with what they teach, they also have a need to control the physical environment. Their classrooms are places of order as Missy said that in her classroom there is "a place for everything and everything in its place." By creating such an environment, a sense of predictability is created for both the teacher and the students.

As important as the physical environment is, perhaps the highest priority is placed on the social environment that is built primarily through relationships. Most of the participants related having a small circle of friends in their personal relationships, and it could be that they view their classes as their small circle of friends at the teacher-student relationship level. Even though building personal relationships with adults presents challenges, participants have a completely different attitude about developing relationships with their students. Although they discussed how they despise "small talk" and "chit-chat" with other adults, some readily shared experiences where they engaged in these types of conversations with their students. Anna, for example, discussed talking about Pokémon with a student, even though she really has no interest in the topic. This seems an awful lot like "small talk," but she is willing to engage in these conversations in order to connect on a personal level with her students.

Part of the way the participants also have built relationships is in the willingness to engage in *Extroverted Behaviors* to connect with their students. Again, actions with students were contrasted with actions around adults, as Debbie said "with kids, I feel a little bit more comfortable that I can act goofy." Missy similarly described, "Like when they come in in the morning, I'll do like weird little dances and stuff in the line, but I would never get on the dance floor otherwise." The willingness to act in this out-of-character manner creates an environment of openness and transparency with students.

An unexpected aspect of relationship building that emerged during the interviews was the participants' ability to recognize, understand, and respond to the introvert students in their classes. The understanding of introverts enables the participants to create an environment where the introvert students do not feel undue pressure to participate in ways that are uncomfortable for them. Frances noted the importance of adapting instruction to meet the needs of introverted students. She said:

> Why can I not respect them while still encouraging them? And no, you can't stay in your
> comfort zone all the time. But why can we not understand, at least try to understand, and
> try to differ our approach. We do differentiation for everything else, but not for
> introverts.

Many of the participants adapted collaborative activities and discussions to meet the needs of the introverted students. Although introvert teachers may be uniquely equipped to address the needs of introvert students, all teachers could benefit from a better understanding of students' personality types, the needs they have because of their personality type, and strategies they can use to create a classroom environment that best meets the needs of all of their students.

Instruction. True to the nature of introverts, the participants in the study, given the choice, would avoid being the center of attention. Instructional practices were often impacted by the desire to avoid extroverted behaviors, as identified in the second theme—*Extroverted Behavior—Avoiding It and Using It*. Avoidance of extroverted behaviors influenced the type of instruction planned and delivered in the classroom. Although often intended to serve their own needs, the choice to avoid direct instruction produces a variety of instructional approaches, many of which are student-centered and make the student responsible for their own learning. Whether it is Deirdre facilitating a Socratic seminar, Marguerite creating collaborative activities, or Debbie's class leading a chapel service in which she is completely behind the scenes, the students, rather than the teacher, are frequently the focal point of the learning experience. Although these approaches alone do not necessarily make the instruction effective, a case can be made that student-centered activities and student ownership contribute positively to instructional effectiveness and student learning.

This is not to say that the participants are *never* the center of attention or never use direct instruction. An important part of the second theme includes using extroverted behaviors, and many of the participants reflected an understanding that in certain cases taking on the extrovert role was necessary in order for instruction to be effective. Some described, however, the need to psyche themselves up as Deirdre related, or to "flip the switch" as Frances shared, to become more extroverted. The willingness to be flexible and deviate from set plans, based on what any given teaching–learning situation required, was also commonly mentioned. So despite a strong desire for things to go as planned as well as the preference to avoid extroverted behaviors, the participants understand that they often must leave their comfort zone to do what will work best for learning to occur for the students.

Professional responsibilities. This domain encompasses the plethora of things that are requirements of the profession of teaching that fall outside the primary role of providing learning opportunities to students (Danielson, 2011). This includes faculty meetings, after school activities, school events, and professional development. Within these areas of responsibility, the participants again expressed the need to feel prepared and not put on the spot. This need is exacerbated in some of these situations because of the necessity to speak in front of groups of people other than the class. Debbie provided a prime example of being expected to give an impromptu presentation to parents at a meeting for the new athletic season. Similarly, several participants shared their frustration with being put on the spot by their administrators at faculty meetings. The need for time to think and process thoughts and ideas, according to the experiences shared, is sometimes ignored. As a result, most of the participants expressed that they do not like faculty meetings and will often not participate vocally because of feeling unprepared to do so. The contrast to feeling unprepared are those times in which time to prepare is adequate. For example, Anna and Deirdre described their ability to make positive contributions to faculty plans and decisions when given sufficient time to prepare. Also, as noted by Marguerite, being given time to prepare can make it more likely that introvert teachers will serve in leadership roles willingly. Administrators who recognize this need can takes steps to provide introvert teachers time to think and prepare prior to a meeting, thus positioning introvert teachers to make positive contributions to the faculty and the school community.

Another key component of a teacher's professional responsibilities is building relationships with parents. The study participants found this aspect of their work to be challenging. One barrier to building parent relationships was their disdain for "small talk" or "chit-chat," which was also recognized as necessary for being able to relate to parents on a

personal level. Some noted that their need for time to think and process as mentioned above, has led to a preference for communication with parents via email. When using written communication with parents, time can be taken for thinking through solutions to problems, facilitating clear communication of thoughts, ideas, and solutions. In all of these areas, the participants expressed that the best results are produced through thoughtful responses that are the result of adequate time to think and prepare.

Research Question 2

Since the second and third research questions do not focus specifically on the Danielson (2011) domains, I will discuss the results relative to concepts from thematic concepts, which often relate to more than one of the domains. The second research question was:

How do teachers who identify as introverts overcome or cope with the challenges

of being effective teachers?

Teaching is a challenging profession in and of itself. However, introvert teachers face some unique challenges in the context of their personality type. To become effective, the participants must find ways to use or overcome their introversion in various ways.

Introvert exhaustion and recharging. The most commonly mentioned feature of what the participants' experienced as introverted teachers was the introvert exhaustion that results from their engagement in the work of teaching, especially the areas that force them out of their comfort zone and into more extroverted behaviors. These most often included activities and responsibilities that require them to be the center of attention and talking a lot. As it pertains to teaching, participants frequently referred to "direct instruction" or "teacher-centered" pedagogy as the type of activity that contributed significantly to their exhaustion. Despite the negative effects these activities can have, participants also expressed an understanding that at times it is

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necessary for them to be at the center of attention in order to be effective. To find a balance, participants described strategies employed to avoid long stretches of direct instruction. In some cases, direct instruction was eliminated altogether for a given class or part of the day. The image of "going into debt" shared by Frances was memorable, as she also shared that the only way to repay the debt was to be away from people. The strategies used by the participants to cope with introvert exhaustion were many, including finding time during the school day, when possible, to be away from others, whether at lunch time or during a prep period.

The exhaustion the participants described does not end when the school day does, but rather many shared how the conclusion of the work day may provide opportunities to recharge. Some, for example, use the ride home as time for silence to recharge. Others shared their need for alone time at home, whether that means getting home before others at the end of the school day, getting up in the morning before others, or staying up after others in the house have gone to bed. Although the strategies varied among the individuals, without exception all expressed this need to recharge and that it could only happen by being away from other people. Participants also described the cumulative effect of introvert exhaustion and how it often produces a need to recharge in the evenings or on weekends. Some described how relationships with friends and family can suffer because of the need for time away from people. Keecie, for example, indicated that on days when she is exhausted, she will often cancel social plans, opting to stay home and read a book instead. Deirdre expressed her thoughts about social activities: "That thought tired me, rather than excited me. It just seemed so exhausting." The need to recharge, then, presents many challenges both personally and professionally.

Recharging can also bring positive results, however. Though the recharging to an observer may appear to be idle time, these teachers shared that these are essential times for

reflection both personally and professionally. These can be the times when new ideas for lessons or activities can come to life in their minds. They can reflect on their students and how they as teachers can meet their needs. Several indicated that by communicating to others their need for this time to be alone and because they do not have a strong need for social interaction, they are able to carve out time that is intensely productive in helping them become more effective.

Research Question 3

The third research question for this study was:

Do teachers who identify as introverts experience an extrovert ideal in their profession? If so, how do they perceive its influence on their effectiveness and/or others' perception of them as effective teachers?

Extrovert ideal. Cain (2013) asserted that an extrovert ideal has long existed and still exists in society. Extroverted behaviors are more desirable in social and professional settings (Opt & Loffredo, 2003; Peterson & Custer, 1994; Pishghadam & Sahebjam, 2012), which can put introverts at a disadvantage for effective performance. The participants in this study have experienced an extrovert ideal in several ways. First, some experienced this ideal from their parents who pushed them into activities in school because they wanted their child to be more involved. Some participants did not view their parents' actions negatively. Instead, an extra push to move outside of their comfort zone often produced positive benefits. Many of the participants also acknowledged that they sometimes push their introverted students out of their comfort zone in a similar way. The extrovert ideal experienced by the participants, it would seem, forces them into actions and behaviors that are uncomfortable and do not come naturally for an introverted person.

Several participants explained that at some point in their lives they have viewed their introversion as something that is wrong with them, or as Hannah said, "like a learning disability almost." The fact that their behaviors do not match what others expect of them causes many misperceptions about them from school administrators. Quietness in meetings can be viewed as indifference or even laziness. A lack of excited emotions may be considered as evidence that they are not team players or are apathetic. In relationships with colleagues, the participants are sometimes perceived as aloof, stuck up, or even intimidating. The participants shared, however that these are misperceptions and not a reflection of their true attitudes or thoughts. Living in a world and working in a profession that sometimes expects them to act contrary to their nature, the participants sometimes must engage in extroverted behaviors. While this is often accepted as a reality, it is not to the exclusion of the belief that introversion carries with it certain strengths that can be applied effectively to a teacher's work. Sometimes the study participants may even seem to become extroverted because they need to employ more extroverted behaviors, but this does not mean that they have become extroverts. Perhaps part of what makes the study participants effective is the ability to negotiate others' expectations with actions that are sometimes consistent with and other times contrary to the nature of the introvert personality type.

Coming to terms with introversion. As the study participants have gained personal and life experience, along with a better understanding of their personality type and how it impacts everything they do, many expressed the importance of coming to terms with this reality. Part of the effectiveness for the participants is the willingness and ability to leave comfort zones and become more extroverted at times. Recognition of the strengths of introversion and applying these strengths in the classroom contributes to effectiveness in ways that are unique to the introvert personality. For example, the desire to spend time observing and reflecting facilitates a

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better understanding of student needs and potential strategies that can be used to meet those needs. Jane felt that her introversion helps her to be effective, for example, because she will take the time to "sit back and observe" her students.

Many of the participants asserted that they are especially well-positioned to recognize introverted students and to address the social and educational needs of these students. Perhaps the most important understanding, however, is of the need to re-energize, which Missy described as "filling my cup," by being away from people. The participants' explained how the work of teaching involves a regular exchange between the sometimes necessary extrovert behaviors that are exhausting and the withdrawal from people that enables recharging. Extrovert behaviors cause "going into debt" as Frances described. The withdrawal from people allows the debt to be paid, at least for the moment. That might happen at school on a lunch break or prep period, on the drive home, doing dishes at a social gathering, in the kitchen while cooking dinner, or on the couch in the evening when everyone else has gone to bed. How and where it happens is not the most important thing—but it *must* happen in order for the participants to be able to function, and teach, at their highest level. Understanding what these needs are, though, is not enough. The participants shared the need to make those closest to them –friends, families, colleagues, administrators, and students—aware of what these needs are, so that recharging can occur and misunderstanding or misperceptions can be avoided.

Discussion of the Results in Relation to the Literature

This study was designed to address a gap in the literature involving how introvert teachers experience an extrovert ideal in their profession and how they navigate the challenges of becoming effective in the context of their personality characteristics. In this section, I return to the original review of literature and examine the results in that context. Consideration is given to

personality theory, the extrovert ideal, components of teacher effectiveness, and what the results suggest for the various sectors of the educational community.

Personality Theory and Effective Introvert Teachers

To consider the results of this study, it is helpful to return to Jung's (1923) original description of introverts. In contrast to extraverts, Jung established that introverts focus on internal ideas and thoughts. The participants in this study shared many experiences that illustrated how they fit this description and definition of introverts, including the need to have time alone to think and reflect. Jung (1923) also found that introverts are generally uncomfortable in social settings. This aspect of the introvert was shown through the participants' challenges in developing relationships with parents and colleagues. This uncomfortableness was most evident in their disdain for and frequent avoidances of situations in which they needed to engage in "small talk" or "chit-chat." It was also quite evident in their classroom teaching as well as in professional settings, such as faculty meetings, in which they generally tried to avoid engaging in extroverted behaviors.

Another important piece of personality theory that relates to the work of the participants is the theory of the dominant and auxiliary processes of the personality type (Myers & Myers, 1980). Myers and Myers (1980) asserted that people are not purely introvert or extrovert, but instead they sometimes must function outside of their dominant process. For an introvert, then, social gatherings or teaching situations in which they are the center of attention force them into their "auxiliary process, or their second best," (p. 14), which includes various extroverted behaviors. Although they shared that it is not their preference, the participants in this study consistently reported that they often had to leave their comfort zone and become more extroverted in order to effectively carry out their responsibilities. Despite having the ability to

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adapt and function in this auxiliary area, however, they cannot stay there. Collectively, participants shared the need to find ways to recharge by returning to the dominant process of internals thoughts, which were often described as "quiet time" or "reflection."

The Extrovert Ideal and Effective Introvert Teachers

Much of what Cain (2013) described as the extrovert ideal was also reflected through the lived experiences of the participants. Jung (1921, as cited in Cain, 2013) asserted in his time that there existed "current prejudices against this type" (p. 26) and Allport (1928, as cited in Cain, 2013) also noted a societal preference for extroverts. For the participants, this ideal revealed itself in various ways. Several experienced it in their teacher preparation programs where Keecie, for example, felt she was expected to produce "showy" lessons. This ideal was also experienced in how other people expect teachers to act and respond in various situations, whether it is school events, faculty meetings, or personal interactions. When the participants do not act in extroverted ways, their actions are often perceived by colleagues, administrators, or parents as aloof, disinterested, standoffish, stuck up, or intimidating.

Cain (2013) also referenced Adler's concept of the inferiority complex that can be the result of introversion. Interestingly, many of the participants viewed their introverted personality as something that was bad or that was wrong with them. Hannah even described it as "like a learning disability almost." In childhood, some of their parents pushed them into activities in order to help them to be more successful. The sense from the participants is that these more extroverted behaviors would help them to be successful later in life. Although the participants generally acknowledged that sometimes they need to be more extroverted to be successful, it is also possible that this ideal at times caused them not to fully understand the strength of their

personality as well. They understood the reality of the challenges they face in trying to meet the expectations of others.

Teacher Effectiveness

The literature supports the significant impact of personality on job performance and is worth consideration in the context of this study. Hurtz and Donovan (2000) found that personality traits were fairly stable predictors of job performance in jobs that require personal interaction. Other researchers support the idea of job-matching according to personality (Ones et al., 2007; Myers & Myers, 19080). Teaching clearly involves almost constant personal interaction among students and their teacher, and the participants in this study consider relationships as an integral part of their teaching. From a purely empirical view, one might conclude that introverts should not become teachers. However, this study revealed the many ways these effective introvert teachers navigate these challenges.

Through the participants' descriptions of how they achieve effectiveness, the complexity of the very concept of what constitutes teacher effectiveness (Kennedy, 2008) was apparent. As helpful as Danielson's (2011) domains are for exploring the components of teaching effectiveness, significant overlap was revealed in terms of how personality impacts effectiveness in general and in each domain. What was clear, is that introversion impacts every area of teacher effectiveness in some way. An introvert's need to be prepared, for instance, obviously impacts work in the planning and preparation domain. The classroom environment and instruction are also impacted because a teacher's preparation contributes to a smoothly functioning classroom and coherent, impactful instruction. Professional responsibilities are handled more effectively when teachers feel well-prepared. Similarly, introvert exhaustion and the need to recharge causes introvert teachers to plan instruction in ways that are frequently student-centered. This

exhaustion may also cause them not to function effectively in their professional responsibilities at times. Clearly, the qualities and characteristics of the introvert personality impacted the way the participants in this study do their work and, subsequently the level of effectiveness they are able to achieve in that work.

Significance for the Educational Community

A society such as the United States needs effective teachers in order to have a productive educational system (Ripski et al., 2011). Increased teacher effectiveness in the nation's schools can be achieved first by retaining current teachers and also supporting them to continuously improve through professional development. Capable new teachers also must be recruited, educated, trained, and supported as they enter the teacher workforce. Unfortunately, the United States is currently experiencing a teacher shortage (Sutcher et al., 2016). Addressing this shortage has been difficult in large part because bachelor's degrees in education have been on the decline in recent years (Will, 2018). Effective teachers are always needed, but in the face of these circumstances, the need to train current teachers to be effective and to find ways to retain effective teachers who are currently in the profession is amplified. Although many factors exist that impact teacher satisfaction and effectiveness, this study has provided insight into the components of teacher effectiveness and how one segment of the teacher workforce, introvert teachers, experience their work and achieve effectiveness. Through their experiences, much can be learned about some of the key factors that inhibit and contribute to their overall effectiveness. This information can inform methods for recruiting, training, and supporting current and future teachers. Below I suggest some ways various groups might use this information.

Introvert teachers. Through the experiences of the study participants, teachers who are introverts and are currently in the field can learn much about their own challenges. The examples

of how the participants have overcome difficulties and also have used the strengths of

introversion to achieve effectiveness can provide useful models for other introvert teachers to

follow. These models may also help other introvert teachers see the challenges they may face as

an introverted teacher. Introvert teachers might benefit from seeing how the participants of this

study respond to the demands of the teaching profession, often by leaving their comfort zone and

become more extroverted. Likewise, to develop meaningful relationships, they might sometimes

have to engage in small talk with others, like parents of their students, for example, even though

it seems awkward or even pointless.

Introvert teachers can also learn from the participants of this study the need to be well

prepared, especially in situations that may require more extroverted behaviors. When introverts

give adequate time to their preparation, they can enter such scenarios with greater confidence.

Time to think and prepare can also be helpful in professional meetings and discussions, so, like

the participants in this study, introvert teachers should not hesitate to ask administrators or other

colleagues to provide them time to process information or reflect on ideas before making

decisions. In doing so, they will not only feel more comfortable in these settings, but they will

also be able to provide positive contributions more consistently.

Relationships must be built with students, parents, colleagues, administrators, and the

community. In their relationships, introvert teachers should communicate to others their need to

sometimes be away from others, rather than constantly interacting. With their students, they

should see the value of being transparent and taking the time to talk with their students about

their lives, not just about the things they are learning in school. They should be sensitive to all of

their students' needs, but particularly their introvert students, because they might be able to relate

to them in a special way. They need to recognize that their introvert students sometimes also need to be pushed outside of their comfort zones in order to be successful.

Perhaps most importantly, introvert teachers need to understand their own need to recharge when they experience introvert exhaustion. They should learn how and where they best are able to do this, and they need to communicate to others not only that they need to be alone but also *why* they need to be alone. In doing so, they can avoid some misperceptions about their behavior. This will also give those they interact with a better chance of having reasonable expectations for the introvert's behaviors. By recognizing the challenges they face because of their introversion as well as their strengths, they can care for themselves in a way that they are able to balance their lives and have the energy and disposition to carry out their personal and professional responsibilities effectively.

Colleagues and administrators. Those who work with introvert teachers can glean much from the experiences of the participants in this study. By recognizing that an introvert's quietness or even awkwardness in social settings does not necessarily mean that they do not care, administrators and colleagues can learn to support introvert teachers. Knowing the introvert's need to be prepared, when possible others can give them time to be prepared to respond in certain situations so that they do not feel put on the spot. For example, providing an agenda with specific topics that will be discussed at a faculty meeting would provide an introvert teacher the time to think about the topics prior to the meeting. As the participants in this study shared, this practice would greatly increase the chances of their participation in meetings, and it would also enhance the quality of their contributions to discussions and important decisions. Colleagues and administrators can learn to respect an introvert teacher's need to recharge during the school day, rather than assuming that they are being anti-social when they take time to be away from others.

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Something as simple as trying to place the teacher's prep periods in the middle of the day instead of at the beginning or end of the day can create regularly scheduled breaks for the teacher. Although lunch, recess, and other supervisory responsibilities are often requirements of teachers, schedules that permit teachers to be away from students and colleagues at these times could also provide valuable recharging time for introverts, as well as all teachers. For important school decisions, administrators can recognize and use the introverts' strength of reflection by providing time and space for in-depth thinking to occur on important issues, rather than expecting quick decisions.

Teacher preparation faculty. Faculty and leaders in higher education who educate and prepare future teachers also need to be cognizant of the potential impact of an extrovert ideal, particularly as it pertains to teachers. Teacher candidates who are introverts may not initially appear to be well-suited to the relational nature of the teaching profession. If such individuals are dismissed out of hand as not being qualified to become teachers or if they are counseled out as was attempted with Frances, opportunities can be missed for future effective teachers who can have a great impact on their students' learning. Instead, those preparing future educators can help all teachers to understand their own personality type and how it can impact their effectiveness in the complex tasks and responsibilities of the teaching profession. Educators in higher education can benefit from a better understanding of both the challenges and strengths of introvert individuals, so they can better prepare them to face challenges and encourage them to leverage their strengths in their future classrooms. All teachers can benefit from a greater awareness of their own needs, much like the coming to term with introversion discussed in this study, to practice self-care that equips them to have the energy and focus to always provide their best for their students, always in a way that is unique to each teacher and their own personality.

Limitations

Several limitations existed for this study and should be taken into consideration when interpreting the results. Participants for the study self-identified as both introverts and as effective teachers, based on the criteria in the initial questionnaire used to qualify them for the study. Although nothing was revealed during the interviews that would indicate any of the participants were either not introverts or were not effective teachers, no other measures were applied to confirm either of these qualifications. Another limitation is that consideration was not given to the degree of introversion or the level of effectiveness. It is possible that if the sample only included extremes of either or both of these components, the results might lead to different conclusions.

Another limitation involves the demographics of the sample. Although recruitment attempts enabled the opportunity to recruit a diverse sample, diversity of the sample was not achieved on a couple of levels. First, the sample was entirely female. Second, the sample was not racially or ethnically diverse. Third, teachers at neither urban nor rural schools were represented in the sample. Finally, a disproportionate number of the participants were from private/parochial schools. Although generalization of results is not expected in a qualitative study such as this one (van Manen, 1990), care should be taken in interpreting these results in the context of these demographic limitations.

This study was conducted by a single researcher, which placed practical limitations on both the sample size and the researcher's perspective when interpreting results. A larger-scale study with multiple researchers could support validity of findings by including the perspectives of these researchers. Such a study could also address some of the demographic sample issues discussed above.

Implications of the Results for Practice, Policy, and Theory

Personality theory, and particularly the introvert and extrovert types as studied and defined by Jung (1923), are foundational to understanding the impact of personality on how a person lives and works. Jung asserted that introverts prefer to focus on their own thoughts rather than the people and objects of the world. This primary way that introverts view the world was apparent in the study participants. The need to reflect and to recharge by having time alone affirm this key aspect of the introvert personality type. Disdain for small talk and the exhaustion that results from constant social interaction also supports the theory.

Myers and Myers (1980) expanded on Jung's (1929) theory by exploring the concepts of dominant and auxiliary processes. The idea is that an introvert can also engage in extrovert type behaviors, but when they do, they are operating in their auxiliary process, which is their second best. This aspect of personality theory presents some intriguing connections to the experiences of the study participants. As described in the *Using It* component of the extroverted behavior theme, participants described how they sometimes needed to become more extroverted in order to be effective and meet the needs of their students. These behaviors, such as using direct instruction, speaking with parents, or taking on a more animated persona in the classroom, do not come naturally and were also identified as major contributors to introvert exhaustion. This seems to imply that in such times, the participants are operating in their auxiliary processes. Molly shared an interesting perspective on this concept in the context of extrovert ideal expectations:

> I think it's interesting that extroverts often plan things and tell introverts that we need to do it. And if we say that we don't really want to, we're told that we need to move outside our comfort zones. And what that means for us is that we have to do something in a very public way. But introverts don't usually ask extroverts to go outside of their comfort

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zone. And if we did, we wouldn't know if they were doing it or not, because it's a private

type of thing. And so in some ways it's, it's frustrating, you know, and I've been more

conscious of it.

It is quite possible that the effectiveness of the study participants is at least in part dependent on their ability to function well when working within the auxiliary processes and also in finding ways to maximize their work in the dominant processes.

Another important consideration is the complexity of personality as reflected in the expansion of personality theory. The Big Five personality inventory considers agreeableness, conscientiousness, openness to experience, and neuroticism in addition to extraversion (Goldberg, 1992). Also, the Myers-Briggs Type Indicator (MBTI) uses four vectors to identify an individual as one of 16 distinct personality types, some of which include introversion (Goldberg, 1992). Although this study focused only on the participants' personality trait of introversion, how other aspects of personality impact or interplay with introversion and effective teaching was not considered. These more precise definitions of personality type could provide nuanced understanding of the results of this study.

The study participants recognized teacher-student relationships as an essential contributor to their success and effectiveness. Ripski et al. (2011) noted the importance of student-teacher interactions for a teacher to be perceived as effective. Introvert teachers can benefit from an understanding that relationship-building sometimes requires them to extend beyond their comfort zone as they engage on a personal level with their students. At the same time, they also need to recognize their own strengths and their ability to be quiet, pause, and reflect to better understand and meet the needs of the students in their classrooms. By doing so, they can develop deep teacher-student relationships that also fit within their own needs as introverted individuals.

School administrators who are responsible for evaluating the effectiveness of the teachers in their schools can benefit from a recognition of the potential for bias that might come from an extrovert ideal (Cain, 2013). As it relates to teachers, evaluations that are based on classroom observations should be approached with an open mind, rather than an expectation (or ideal) of a certain image for what effective teaching looks like. Value-added measures should be an integral part of any measures of effectiveness (Darling-Hammond, 2010). Additionally, administrators should acknowledge the strengths of all teachers, including introverts, advising them and collaborating with them for continuous improvement in the context of each teacher's unique personality traits.

Danielson's (2011) domains are widely used to evaluate teacher effectiveness in each of the four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. The participants in this study self-identified as effective based on their most recent evaluation from their supervisor. Although the participants shared teaching practices and behaviors that likely contribute to their overall effectiveness, due to the nature of this qualitative, phenomenological study, direct correlations cannot be made between certain pedagogical practices and teacher effectiveness. For example, the participants frequently discussed their tendency to plan and implement student-centered instruction. It would seem that this would make their instruction more effective, but it would be interesting to dig deeper into student-centered instruction and studies that demonstrate whether this approach really is more effective. If it is, perhaps the strengths of introverts fit especially well within this pedagogical context.

Given that this was a qualitative study, results are not generalizable to a larger population. Although study results suggest that introverts face some significant challenges in

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achieving effectiveness, their success also demonstrates that introversion does not preclude an individual from success as a teacher. Certainly no case is made here that any and all introverts can be effective teachers. Neither do the results of this study suggest some formula of strategies that can make any introvert an effective teacher. The challenges the participants face because of their personality type are real, and the methods they use to adapt and meet these challenges are unique to each participant's individual needs and style.

Recommendations for Further Research

As with most research, the findings from this study leave many questions unanswered and also raise many new questions that are worthy of consideration for future research. One significant topic of concern in education today, especially given the teacher shortage, is teacher burnout and attrition. Introvert exhaustion was a central theme of the findings, and the study participants found ways to deal with this exhaustion. However, is it possible that other introvert teachers who do not cope as well become burned out from introvert exhaustion and leave the profession? A study of introverts who have left the teaching profession or who are considering leaving the profession could produce some important and useful information about teacher burnout and how it might be addressed.

Another consideration for future study related to introvert exhaustion is how much of the exhaustion is directly related to personality type. A couple of the participants questioned whether their exhaustion was because of their personality type or if it was just because teaching is a demanding profession. A study of extrovert teachers or one that included both introverts and extroverts could uncover more specificity around the cause of this exhaustion which certainly can impact a teacher's emotional state and, subsequently, their effectiveness.

In this study, I attempted to view teacher effectiveness broadly and comprehensively by addressing all four of Danielson's (2011) domains. A study that examined the impact of personality on a teacher's effectiveness within individual domains could provide more specific information about how personality contributes to effectiveness in each domain or how personality presents unique challenges within each domain. For example, are the instructional strategies that introvert teachers use more effective than their extrovert counterparts? Such a study could consider either teacher or administrator perspective and could uncover more specific details about how effectiveness is achieved.

As discussed in the *Limitations* section of this chapter, this study did not consider the level of introversion, but only asked participants to self-identify as introverts through questions asked on the questionnaire. A study that considered the level of introversion of participants could address intriguing questions. For example, does an extremely introverted teacher experience a greater degree of exhaustion than a moderately introverted teacher? Another question might be whether a teacher's level of introversion changes over time as they are required to engage in extroverted behaviors and respond to extrovert ideal expectations. This approach could be applied to any of the strengths or challenges of introvert teachers identified in this study.

Also mentioned in the limitations section were a couple of limitations related to the research sample. No male teachers were included in this study, so it would be worthwhile to explore how male introvert teachers experience the challenges of achieving effectiveness in their teaching. Similarly, given that none of the teachers in the sample taught in urban or rural schools, two demographic areas that are impacted greatly by matters of teacher effectiveness and teacher attrition, studies that consider the impact of teacher personality on effectiveness along with the challenges specific to these community contexts could also be worthwhile.

Finally, one interesting topic of interest came up during this study because one of the participants, Anna, currently teaches in an online environment. Her experiences raised some interesting questions around the comparative benefits or challenges of online teachers for both introvert students and introvert teachers. Although these questions were beyond the realm of this study, they are certainly worthy of consideration for further study, given the increasingly more common use of online platforms for delivery of education at all levels.

Conclusion

To state that effective teachers care about their students may be stating the obvious. However, through the various aspects of their work, the introvert teachers who participated in this study have demonstrated their unique way of delivering that care to their students. Although they find their profession to be exhausting, and their introvert tendencies contribute to the level of their exhaustion, they find ways to recharge and fill their cups, so that they can always try to be their best for their students. Although they would prefer not to, they will engage in extroverted behaviors when they feel it is necessary. They value the relationships they have with their students, putting them as a high priority and engaging with their students in special ways that they would not necessarily do with adults. They take the time to be prepared, so that they are ready to anticipate their students' needs and answer their questions. And, perhaps most importantly, they understand that they are often misunderstood and sometimes others' expectations for them can be unrealistic, but they have to be true to who they are. This understanding helps them to function effectively, and it helps them to reflect this principle to their students as well.

Perhaps in some small way, this study can encourage and inspire introvert teachers. Maybe an introvert who thinks they are not cut out for teaching can benefit from the examples

presented here. In the inside cover of the opening of her book, Cain (2013) presented *A Manifesto for Introverts* which includes the following quote from Mahatma Gandhi: "In a gentle way, you can shake the world." It was my honor and privilege as a researcher to learn how introvert teachers shake the world each and every day.

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Appendix A: Research Participant Questionnaire

Name_____

_____I am currently employed as a full-time teacher.

If not currently employed, I ended my full-time employment as a teacher on

_____(date).

School Name (current or most recent):

School Location (city/state):

Number of years I have been employed as a full-time teacher:

Based on your most recent evaluation by your immediate supervisor, which of the following best

describes your effectiveness as a teacher:

Distinguished/Highly Effective

Proficient/Effective

Basic/Somewhat Effective

Unsatisfactory/Ineffective

In terms of your personality, which of the following are true for you (check all that apply):

_____ I prefer to focus on my own thoughts and ideas rather than other people and things

_____ I am energized by spending time alone rather than with others in social settings

_____ I am generally uncomfortable or uneasy in unfamiliar social settings

If selected to participate in this study, I am willing to do the following:

Participate in three 90-minute interviews within a 2–4 week time frame

Write and provide the text from journal entries between interview sessions

Phone Number (best day/time to call):

Email:

I prefer to be contacted by ___phone

___email

Appendix B: Interview Protocol

Researcher's note: Interviews are considered open-ended and flexible. All follow-up questions are considered optional and may be adapted or eliminated depending on the circumstances of individual interview sessions.

Interview #1:

Briefly describe study (use Purpose Statement on Consent Form)

>   Overall concept

>   Three-interview process

>   Journals

>   Questions?

Go through **Consent Form. Secure signature.**

Proceed with Interview #1 Questions

Interview 1: Focused Life History

>   1. ***Tell about your life history as an introvert, going back as far as you can remember.***

>   Follow up: Can you share a specific life event when you realized you were an introvert?

>>   Did your introversion ever prevent you from experiencing something you wish you had?

>>   Can you tell of an experience where being an introvert worked to your advantage? Can you share an example?

>>   Was there ever a time in your life when you did not consider yourself to be an introvert? If so, please explain.

2. ***Tell about an experience where your introversion impacted each of the following:***

   Family relationships

   School activities when you were a student

   Relationships with friends

   Activities prior to your becoming a teacher when you were in a leadership or "teacher-like" role

3. ***How did you come to the decision to become a teacher?***

4. ***Tell about your experiences as an introverted teacher.***

   Follow up: Can you tell about any experiences where your introversion hindered you professionally?

   Can you tell of an experience where being an introvert worked to your advantage professionally?

Provide Journal #1 Prompt:

Thank you.

Confirm time/date for Interview #2.

Interview 2: The Details of Experience

<u>Domain 1: Planning and Preparation</u>

In the context of your personality as an introvert . . .

1. *How do you experience the planning and preparation for teaching?*

   Follow up: What do you enjoy about the process of planning for teaching? Why?

   What emotions do you connect with preparing?

   How does your introversion affect the type of learning activities you plan?

   How have you experienced team planning?

   How do you know when you are, or are not, well-prepared for a lesson,

   day, or event?

<u>Domain 2: The Classroom Environment</u>

In the context of your personality as an introvert . . .

2. *How do you experience creating and maintaining a classroom environment that is*

   conducive for teaching and learning?

   Follow up: Describe the environment in your classroom.

   How do you develop relationships with your students?

   Is there any part of creating this environment that you find particularly

   challenging? Rewarding?

<u>Domain 3: Instruction</u>

In the context of your personality as an introvert . . .

3. *How do you experience the delivery of instruction in your teaching?*

Follow up: What feelings or emotions do you connect with delivering instruction?

Describe a typical lesson that would show your strengths.

How do you experience being "in front of the classroom"?

Have any of these experiences changed over time as you have gained

experience? If so, how?

Domain 4: Professional Responsibilities

This domain is about activities and responsibilities that are required of you as a teacher

outside of you primary teaching requirements. This could include meetings, professional

development, and other responsibilities.

In the context of your personality as an introvert . . .

4. ***How do you experience the professional responsibilities that are required of you?***

Follow up: Describe a positive relationship you have with a colleague.

How do you deal with challenges in relationships with colleagues?

Describe a positive relationship you have with a supervisor.

How do you deal with challenges in relationships with supervisors?

Describe a professional activity such as professional development,

meetings, etc. that you find useful. Not so useful.

Discuss Journal #1

Were there any new or interesting insights that came from your journal?

Did you discover anything about yourself or your introversion?

Are there any particular phrases or passages that have significant meaning for you?

If so, ask for a copy or photo

Provide Journal #2 Topic

Thank you.

Confirm time/date for Interview #3

Interview 3: Reflection on the Meaning

1. *As you reflect on your development as an introverted teacher, how do you interpret the meaning of your experiences?*

2. *Given what you have shared about yourself as an introvert and its impact on your personal and professional life, what sense do you make of your experiences?*

   Follow up: Do you engage in any rituals or routines as results of your introversion? Explain.

3. *Have your experiences as an introverted teacher caused you to change the way you live or do your work in any way? Can you give an example?*

4. *How have these experiences helped to make you the effective teacher you are today?*

   Follow up: Can you share an example?

5. *Have these experiences in any way made it more difficult to be effective? Explain.*
   Follow up: Can you share an example?

6. ***How do you think your introverted personality impacts how others (students, parents, colleagues, administrators, etc.) perceive you as a teacher?***

      Follow up: Can you share an example?

7. ***How has reflecting on your experiences through these interviews and your journals shaped your understanding of your experiences as an introverted teacher?***

      Follow up: Is there anything else you have learned about teaching that you would like to share?

Discuss Journal #2

      Were there any new or interesting insights that came from your journal?

      Did you discover anything about yourself or your introversion?

      Are there any particular phrases or passages that have significant meaning for you?

      If so, ask for a copy or photo.

Thank you for participation in the study.

Discuss member checking process and remind of the chance to remove anything from transcripts, descriptions, etc.

Appendix C: Journal Prompts

Journal 1 (to be provided at the end of the 1st interview)

Respond to either or both of the following prompts:

1. Reflect on your life and development as an introvert. How has your personality

   contributed to the person you have become?

2. As an introvert, how do you experience your work throughout the day in any or all of

   the following areas of teaching: planning and preparation; classroom environment;

   instruction; professional responsibilities?

Journal 2 (to be provided at the end of the 2nd interview)

Respond to one or more of the following prompts:

1. Reflect on how your introverted personality has influenced the way you live and

   work.

2. How has being an introvert made it challenging for you to be an effective teacher?

3. How has being an introvert contributed to your effectiveness as a teacher?

Appendix D: Consent Form

Research Study Title: Effective Introvert Teachers: A Phenomenological Study of Their Lived Experiences
Principal Investigator: Kyle Chuhran
Research Institution: Concordia University–Portland
Faculty Advisor: Dr. Brianna Parsons

Purpose and what you will be doing:
The purpose of this research study is to learn more about the lived experiences of introverts who are effective teachers. We expect approximately 12 volunteers. No one will be paid to be in the study. We will begin enrollment on _____ and end enrollment on _____. To be in the study, you will participate in three in-depth interviews of no more than 90 minutes each scheduled over a 2–4 week period. The general topics of the interviews are as follows: 1) your life history as an introvert, 2) your experience of being an introverted teacher, and 3) the meaning of your experience as an introverted teacher. You will also write a journal based on these same themes during the time between interviews. Doing these things should take less than six hours of your time.

Risks:
There are no physical risks in inherent to this study other than the information you provide. However, due to the personal and potentially emotional nature of the topics of the interviews, participants may experience a sense of vulnerability or discomfort as a result of disclosing personal information to the researcher. The researcher will always attempt to minimize such risk throughout the interview process by treating you with respect.

Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption or kept on a locked cabinet. When we or any of our investigators look at the data, none of the data will have your name or identifying information. We will refer to your data with a code that only the principal investigator knows links to you. This way, your identifiable information will not be stored with the data. We will not identify you in any publication or report. Your information will be kept private at all times and then all study documents will be destroyed 3 years after the conclusion of the study.
Although all reasonable attempts will be made to protect your confidentiality, a risk exists that you may become recognizable through your words and other information presented in the final report and/or related publications, presentations, etc.

Benefits:
This study intends to add to the body of research regarding teacher effectiveness and particularly how introverted teachers can achieve effectiveness. Through participation in the study, participants may gain a better understanding of how their personality affects the way they do their work within the profession of teaching. This reflection may help them improve their own practice as well as gaining insight into how other introverted teachers might achieve effectiveness.

Confidentiality:
This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us about abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw:
Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. Your participation in any and all interviews or journal writing (or sharing of journal entries) is entirely voluntary. You may skip any questions you do not wish to answer, and you always have the right to discontinue participation at any time without any penalty. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions. Additionally, you may withdraw from participation in the study up to two weeks after the conclusion of the final interview by notifying the researcher of this desire in writing.

Contact Information:
You will receive a copy of this consent form. If you have questions you can talk to or write the principal investigator [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Your Statement of Consent:
I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

_____   _____
Participant Name   Date

_____   _____
Participant Signature   Date

_____   _____
Investigator Name   Date

_____   _____
Investigator Signature   Date

Investigator: Kyle Chuhran email: [redacted]
c/o: Professor Brianna Parsons
Concordia University–Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix E: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

> As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

> **What does "fraudulent" mean?**

> "Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

> "Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

> - Use of unauthorized notes or another's work during an online test
> - Use of unauthorized notes or personal assistance in an online exam setting
> - Inappropriate collaboration in preparation and/or completion of a project
> - Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.

Kyle B. Chuhran
Digital Signature

Kyle B. Chuhran
Name (Typed)

March 18, 2020
Date