A DESCRIPTIVE STUDY OF CERTAIN PERSONALITY DIFFERENCES AND TEACHER SATISFACTION AMONG TEACHERS IN ECONOMICALLY DISTRESSED SCHOOLS

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AN ABSTRACT OF A THESIS

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ABSTRACT

A DESCRIPTIVE STUDY OF CERTAIN PERSONALITY DIFFERENCES AND TEACHER SATISFACTION AMONG TEACHERS IN ECONOMICALLY DISTRESSED SCHOOLS

by Gene Walter Franks

Statement of the Problem

In recent years education has been challenged with the problem of selecting, preparing, and retaining teachers who can work effectively with a rapidly growing disadvantaged youth population. The 1970 estimates suggest that more than one-half the youngsters in the country's fifteen largest city school systems are disadvantaged.

The school administrator is continually confronted with the responsibility of assigning new staff members or of reassigning experienced individuals in order to accommodate changes in enrollment and to combat teacher retention problems. Thus, teachers are assigned to economically depressed schools by a rotation system or by other methods which place teachers in positions which they neither desire nor understand. Consequently, a high percentage of these teachers resign and leave the system.

The dilemma of identifying, placing, and retaining the type of individual who is best suited to teach in these schools prompts this study of the satisfaction and personality differences of persons teaching in economically depressed areas.

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The study is based upon the participation of 213 elementary classroom teachers from eleven schools classified as primary target schools under the Elementary and Secondary School Act of 1965. Their personality characteristics were measured by the Myers-Briggs Type Indicator, which isolates a person's basic preference in regard to perception and judgment. Their satisfaction levels were determined by the use of thirty-seven questions from two of the subtests of The School Socio-economic Status Study. Additional satisfaction data were obtained by means of a separate satisfaction questionnaire. Effectiveness categories were then determined by a forced choice ranking of teachers by building principals on the basis of common criteria. Thus, identification of effectiveness categories and satisfaction levels provided a framework for a subsequent comparison with personality types. On the personality type indicator, it was necessary to compute the mean scores and the frequency of preference in order to establish a personality type profile. A Chi-Square Test of Significance was used to investigate the relationship of personality to teacher effectiveness and satisfaction. The analysis of satisfaction factors was determined by the frequency of response to each item on two separate satisfaction questionnaires.

Findings

1. On all factors relating to personality type preference, no total pattern of personality type emerged that would distinguish one category from another. Individual type patterns did materialize: a. Judgment was preferred over perception in both the higher and lesser effectiveness and higher and lesser satisfaction categories; and, b. Age

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and longevity factors indicated a transition from a feeling orientation in younger and less experienced teachers toward a thinking orientation in older and more experienced teachers.

2. Few significant relationships were found between personality types and effectiveness levels, satisfaction levels, college degrees, and age.

3. No correlation was found between teachers judged high or low in effectiveness and those indicating a high or low level of satisfaction.

4. The data revealed no significant difference between the various groups on the satisfaction items, although the final objective sought to examine the nature of satisfactions and dissatisfactions among teachers in economically distressed schools. In spite of the fact that no discriminating patterns emerged between effectiveness and satisfaction categories, some patterns did develop which were common to all.

Conclusions

No systematic differences between the Myers-Briggs profiles on the effectiveness and the satisfaction categories became evident; however, certain personality types, such as Sensing-Judgment, were generally indicative of the total population.

The personality type profile indicated that "age" and "longevity" have classifications similar in type to those of the "effectiveness" and "satisfaction" categories, with the exception of their ratings on the thinking-feeling orientation scale. Thus, younger and less experienced teachers used "feeling" as a means of making judgments, while older and

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more experienced teachers used "thinking." Though there were no patterns which discriminated between the various groups on the satisfaction questionnaire, several important and relevant patterns did develop which were common to the total population.

The most discernible area of agreement was that of expressed satisfaction in working with children. The highest percentage of satisfaction reflected the desire to work with children instead of with adults. These data furthermore suggested that teachers, on the whole, like to work best with average pupils, second with exceptional pupils, and last with slow pupils.

The teachers responding perceived teaching in these schools as a challenge; but, more significantly, they indicated a strong sense of being needed and of serving a useful function. This point was further corroborated by their responses to the question, "Which class of people would you choose to work with and why?" Seventy-five per cent indicated that they would prefer to teach in low socio-economic area schools. Their most prevalent reasoning was that by so doing they felt that they were fulfilling an important need of society.

The major dissatisfaction seen by all groups was that these children have so many problems that it is difficult to know where to start or how to find time to work with them. These teachers also saw the problems of little hope of change in behavior and control of children as important factors influencing teacher satisfaction.

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ACKNOWLEDGMENTS

Special acknowledgment is due the many persons who have contributed in varying ways to the completion of this endeavor.

I would particularly like to thank Dr. William V. Hicks, my major advisor, for his guidance, encouragement, patient understanding, and support throughout my doctoral program. The direction, support, and questioning provided by Drs. Ann Almsted, Gene Rex, and Byron Van Roekel, my committee members, were sincerely appreciated.

Acknowledgment is due also to the Cincinnati faculty and administrators who participated in this investigation, and I should especially like to thank my wife and children for their patience, understanding, and belief in its completion.

TABLE OF CONTENTS

Table

3.1

3.2

3.3

3.4

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

LIST OF TABLES

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CHAPTER I

INTRODUCTION

Education has always been beset by innumerable problems and challenges, but recently, the culturally disadvantaged--usually construed to mean the poverty-stricken youth--have become a growing concern of our nation. Frank Riessman has predicted that by the 1970's one out of every two public school pupils in the large metropolitan schools would be economically impoverished,[1] and M. Harrington has indicated that upward of one-third of our population is presently impoverished.[2] Speaking of the problem, Robert D. Strom states that "[w]hereas in 1950 approximately ten percent of the pupils in fifteen of the largest city school systems were classified as disadvantaged, the 1970 estimates suggest that in those same cities more than one-half of all the youngsters are disadvantaged."[3] In 1969 the United States Office of Health, Education, and Welfare placed the number of disadvantaged students of school age, five through seventeen years, at 16,800,000. Thus, by today's standards some on-fifth of the total population is considered at

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[1]Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers, 1962).

[2]Michael Harrington, The Other America (Baltimore, Maryland: Penguin Books, 1963), p. 15.

[3]Robert D. Strom, The Urban Teacher (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971), p. 48.

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poverty level, and some seventeen to twenty-three million youngsters, from a fourth to a third of all children, are growing up in the gray shadow of poverty.[4] Within the last decade millions of dollars have been expended to modify and create school programs, practices, materials, and services. However, significant improvement will depend upon the recruitment and retention of competent and committed teachers.[5] As Dean Harry Rivlin has stated, "It is clear that even the most imaginative superintendent and the most cooperative board of education cannot solve the problems of urban education until the schools get an adequate staff of skilled and understanding teachers, and then make use of their abilities."[6]

The Purpose of the Study

An extremely serious problem in urban schools is the high degree of turnover of teachers each year and the concomitant negative effect of such turnover on parent, teacher, and pupil morale; on stability of program; and on the general quality of instruction. Since the school administrator has the responsibility of selecting and assigning new staff members to these schools, teachers may be placed on a rotation system or some other arbitrary arrangement which may put them in a position they do not desire or may not fully understand.

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[4]Margaret Gordon, ed., Poverty in America (San Francisco, California: Chandler Publishing Company, 1965), p. 10.

[5]Harry Passow, Education in Depressed Areas (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 237.

[6]Ibid.

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Why do teachers resign when assigned to economically depressed areas? Are there some types of individuals who function more effectively than others in urban schools? Are there personality type differences among teachers who feel satisfied or dissatisfied with teaching in schools serving children from poverty areas? What are the major concerns of satisfied or dissatisfied teachers? The purpose of this study was to explore, to gain insight into, and to describe certain personality and satisfaction characteristics of teachers in economically distressed schools.

The influence of personality on teaching has been of key interest and concern to researchers for many years. For example, Lord and Cole in their study of teaching success state that personality is a more accurate indicator of teaching success than data based on conventional academic information.[7]

Sheldon, Coale, and Copple related personality to the selection of students entering teaching.[8] Their goal was to examine the current validity of a number of empirically developed scales such as the MTAI and MMPI K Scale. They proposed that if these tests were in some way measuring a particular personality structure then those scoring high on a number of these scales should differ on certain other psychological measures from individuals who scored low on these scales. They found that those with a high cumulative score on the MTAI and MMPI K Scale

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[7]Robert Lord and David Cole, "Principle Bias in Rating Teachers," Journal of Education Research, LV No. 1, (September 1961), pp. 33-35.

[8]N. L. Gage, ed., Handbook of Research on Teaching (Chicago, Illinois: Rand McNally and Company, 1963), p. 547.

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(potentially good teachers) scored significantly higher on Affiliation and Dominance and significantly lower on Aggression, Succorance, and Abasement than did those low on the "warm teacher scales."

A. S. Barr states that

> [p]ersonality may be considered a factor in teacher effectiveness in somewhat the same way as scholastic proficiency, understanding of children, or verbal fluency. Whether one considers personality as a factor in teacher effectiveness depends on how one conceives of personality and its relation to the means, goals, and processes of education. In any case, the problem of personality assessment as it relates to teacher effectiveness merits thoughtful consideration.[9]

Thomas A. Ringness furthermore suggests that study of teacher satisfaction is not only worthy in terms of efficiency but in terms of recruitment and the permanency of the teacher's career.[10]

In reviewing the limitations and restrictions of such studies, and on applying the findings of teacher characteristics research, David Ryans concludes that "[d]espite limitations, evidence about teacher characteristics is accumulating--and will accumulate more rapidly in the future. Studies being conducted have great potential and will eventually be directly useful to teacher education and to practicing teachers and administrators."[11]

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[9]A. S. Barr, et al., The Measurement and Prediction of Teacher Effectiveness (Madison, Wisconsin: Dunbar Publications, Inc., 1968), p. 117.

[10]A. S. Barr, "The Assessment of the Teacher's Personality," The School Review, LXVIII (1960), pp. 400-408.

[11]Bruce Biddle and William Ellena, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart, & Winston, 1964), p. 101.

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Statement of Objectives

The purpose of this study was to investigate the satisfaction and personality differences of teachers of children in economically depressed schools. The specific objectives of the study were the following:

Objective I: To determine whether differences existed in personality types among teachers in inner city elementary schools judged high or low in effective teaching.

Objective II: To determine whether differences existed in personality types among teachers who indicated high or low levels of satisfaction in teaching in inner city elementary schools.

Objective III-A: To examine the relationship of personality types to teachers in inner city elementary schools judged high or low in effectiveness.

Objective III-B: To examine the relationship of personality types to teachers stating a high or low level of satisfaction with teaching in inner city elementary schools.

Objective IV: To examine the relationship between teachers judged high or low in effectiveness and teachers stating a high or low level of satisfaction with teaching in inner city elementary schools.

Objective V: To examine the nature of the satisfactions and dissatisfactions among teachers in inner city elementary schools.

Population of the Study

The study utilized data gathered from the responses and reactions of a population of classroom teachers selected from eleven

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Cincinnati schools classified as primary target schools under the Elementary and Secondary School Act of 1965. Involved in the study were 213 teachers who had volunteered to participate.

Obtaining the Data

Information concerning the study was presented in each of the eleven schools during the winter of 1970 and data gathering instruments were distributed, completed, and returned in the spring of that year. Personality types were measured by the Myers-Briggs Type Indicator and the level of teacher satisfaction indicated by scores on several sub-lists of The School Socio-economic Status Study.* Each teacher was also asked to complete an inventory which included questions related to the nature of the satisfactions and dissatisfactions of teaching in central urban schools.

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*By permission of Dr. Neal Gross, Dean of the College of Education, University of Pennsylvania.

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CHAPTER II

REVIEW OF LITERATURE

This chapter constitutes a review of the literature dealing with the personality characteristics of teachers in economically depressed schools. Most professional literature touching on the career patterns of teachers is usually in the areas of teacher utilization, selection, or retention. An occasionally occurring design may investigate the formative influences of career experiences on the teacher. Such an experience as a move from the inner city to a school in a lower middle class neighborhood (or the reverse) might constitute a dramatic change in the social world of the teacher.[1]

Teaching does not take place in a vacuum but in a very relevant tangible situation. Since teacher effectiveness, therefore, does not arise solely from the teacher, but also from the interrelationship of a number of vital aspects of the learning-teaching situation and the social environment, these aspects of the question merit more attention than they have heretofore received.[2]

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[1]N. L. Gage, ed., Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), p. 754.

[2]A. S. Barr, et al., The Measurement and Prediction of Teacher Effectiveness (Madison, Wisconsin: Dunbar Publications, etc., 1968), p. 141.

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In 1952, H. S. Becker, working in Chicago, examined the interplay between the demands of the teaching situation and the teachers' modes of adjustment to them. He found that the basic problems revolved around "the important categories of people in the structure of the school: children, parents, principal, and other teachers." These problems were concentrated most heavily in lower class schools where teachers experienced their initial contacts with teaching. Here, problems of gaining intrinsic rewards and of filling teacher needs soon became evident. Consequently, teachers in "slum areas" (now "economically distressed neighborhoods") made an early exodus to schools in "better neighborhoods." Becker interpreted this mobility as one mode of adjustment to the problems of teaching. Such a flight could be regarded as an alternate solution derived from the teacher's incapability of adjusting adequately to need fulfillment.

Becker suggested the above rationale when he offered other modes of adjustment, such as encouraging teachers to discover ways of adapting themselves to the basic problems of working in difficult schools. He concluded that the techniques and outlooks a teacher develops to suit the requirements of his teaching circumstance may be entirely inappropriate to another teaching situation.[3]

Studies of Teacher Satisfaction

For a number of reasons, teacher satisfaction with working conditions is difficult to analyze. Even a cursory examination of the

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[3]H. S. Becker, "Social-Class Variations in Teacher-Pupil Relationships," Journal of Educational Sociology, XXV (1952), pp. 451-465.

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literature dealing with job satisfaction reveals that teachers, as members of a profession, do not seem to have as many primary interests in common as poeple in most other occupations. So diverse is the nature of the profession that teachers tend to cluster around special interests such as grade levels, academic areas, specialized teaching, and administration more strongly than around teaching itself. This diversity among teachers may be a strength for the profession, but analysis and prediction of teacher satisfaction with working conditions thus becomes more difficult.

Several generalizations formulated by Donald Super and taken from Vocational Interests Measurement: Theory and Practice bear on this point:

1. The process of compromise between individual and social factors, between self-concept and reality is one of role playing, whether the role is played in fantasy, in counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

2. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.[4]

NEA research on teacher morale and job satisfaction corroborates these generalizations, concluding that:

> . . . teachers generally view their social status in the community in a way more consistent with their overall job-related morale. If teachers are generally unhappy in many areas on the

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[4]John Darley and Theda Hagenah, Vocational Interests Measurement: Theory and Practice (Minneapolis: University of Minnesota Press, 1955), pp. 160-161.

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> satisfaction scale, they tend to perceive the community's view of teachers as being low. If the teachers are generally happy, they view the community as thinking highly of teachers.[5]

As Isabel Myers brings out, role conflict becomes even more complex when two or more people in similar roles use opposite types of perception and judgment and thus precipitate a conflict of roles through personality differences.[6]

In the study of Jenkins and Lippitt, role conflict was expressed in terms of the effects of misperceptions on the satisfactions of the participants in the role relationships, but, as in other studies, was also related to social psychological theory. The authors noted but did not test the following relevant consequences of divergence in the interpersonal perceptions of teachers:

1. Teachers become insecure in their jobs and need a greater amount of recognition and attention from their students when parents fail to satisfy these teachers' needs.

2. Relationships within teacher groups deteriorate when the needs of teachers are not met satisfactorily by members of other groups; this common frustration may result in agressions among the group members themselves, thereby reducing their ability to get on with their own task efficiently.[7]

For example, the NEA Research Study found that when teachers in a particular school are dissatisfied with the school's principal, they tend to become more dissatisfied with system-wide factors than teachers in other schools who are more satisfied with their principals. Also, teachers who feel dissatisfied with their principals tend to be

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[5]"Are Teachers Happy?" NEA Research Bulletin, XLVI (May, 1968), pp. 40-41.

[6]I. B. Myers, The Myers-Briggs Type Indicator Manual (Princeton, New Jersey: Educational Testing Service, 1962), p. 51.

[7]N. L. Gage, ed., Handbook of Research on Teaching (Chicago, Illinois: Rand McNally and Company, 1963), p. 778.

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dissatisfied with the superintendent and with their students.[8] The study therefore suggests that satisfaction-dissatisfaction factors tend to be general in nature rather than personal or specific.

A factor limiting the assessment of teacher satisfaction is the absence of consistent findings. For example, L. W. Anderson found that teachers of students with a high degree of academic achievement reported more satisfying community relations than those who taught students of low achievement; whereas Knox found no significant correlation between the various efficiency ratings of teachers and their reports of satisfaction.[9] Nevertheless, research in attitudes has suggested that situations to be considered should be viewed through the teacher's eyes and not by means of some arbitrary scale or model. Teacher satisfaction is therefore more complex than has previously been assumed and is to a great degree related to interpersonal relationships. Consequently, personality, effectiveness, social standing, role conflict, and other variables must be seen as affecting teacher satisfaction.

Studies of Teacher Effectiveness

Probably no facet of education has met with greater concern or frequency of discussion by educators than teacher effectiveness and how to define it, identify it, measure it, or evaluate it. Expressing this common concern, Bruce Biddle says, "Few, if any, problems are more

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[8]"Are Teachers Satisfied with Their Working Conditions?" NEA Research Bulletin, XLVII (March, 1969), pp. 6-7.

[9]N. L. Gage, ed., Handbook of Research on Teaching (Chicago, Illinois: Rand McNally and Company, 1963), pp. 800-801.

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[10] Teacher Ef 1964), p.

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crucial in education; and as elusive as teacher excellence may be, research toward its understanding must continue."[10]

Many different types of measurements have been used in the assessment of effectiveness. Such techniques have included ratings (by various persons), direct observation of behavior, objective instruments, and other devices. Of these methods, behavioral observations and objective instruments are recommended over existing records, self reports, and ratings.

Most attempts to measure teacher effectiveness have used scales built upon dimensions believed by the researcher to be related to effectiveness. Generally, however, these did not yield sufficiently significant correlations to warrant serious consideration. Judgmental factors have also influenced findings.

In an earlier study, Cole found that principals' ratings of teacher effectiveness over a five-year period tended to be severely skewed toward the favorable side. When, in an effort to reappraise principal bias, Lord and Cole redirected data collecting procedures so that principals had to rate teachers on a forced choice quintile assignment, the principals' judgments became more realistic and prediction improved.[11] Again, H. I. Von Haden found that personal subjective data

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[10]Bruce Biddle and William Ellena, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart, and Winston, Inc., 1964), p. v.

[11]Robert Lord and David Cole, "Principal Bias in Rating Teachers," Journal of Education Research, LV (September, 1961), pp. 33-35.

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made a substantial contribution to the accuracy of predictions of teacher effectiveness.[12]

David Ryan's study involved three dimensions of teacher behavior: warmth, organization, and stimulation. An important aspect of this study was its effort to identify the personal or social characteristics differentiating groups of teachers receiving uniformly high or uniformly low assessments on three patterns of teacher classroom behavior. Ryan's study supported establishment of a difference between the "High" and the "Low" in several broad areas of teacher personality:

> The "High Group" had more favorable opinions of pupils, more favorable opinions expressed about democratic classroom procedures, higher mean verbal intelligence score, and suggested superior emotional adjustment of stability.
>
> The "Low Group" [was] characterized by being self-centered, anxious, and restricted.[13]

Research in teacher effectiveness has, therefore, been extended to cover the multi-dimensional aspects of the topic. Studies have focused on effectiveness as problem-solving (Turner and Fatu), on classroom interaction (Meux, Smith, and Flanders), on environmental variables (Kounin and Gump-Redl and Gump; and Barker), and on age, sex, and generation (Peterson).[14]

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[12]H. I. Von Haden, "An Evaluation of Certain Types of Personal Data Employed in the Prediction of Teaching Efficiency," (unpublished Ph. D. dissertation, University of Wisconsin, 1946).

[13]Bruce Biddle and William Ellena, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart, and Winston, Inc., 1964).

[14]Ibid.

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Further review of the literature indicates that research on teacher effectiveness has been descriptive in character as well as exploratory. The principal aim of these investigations has been to gain some ideas about the nature of teacher effectiveness and to find out how it might be evaluated and predicted.

Worcester lists a number of assumptions stated or implied in the teacher effectiveness literature completed at the University of Wisconsin:

> Subjective evaluation of teaching performance has considerable validity.
>
> Teaching effectiveness can be adequately rated by supervisors, superintendents, principals, subject-matter specialists.
>
> Certain personality characteristics or patterns of characteristics are essential to effective teaching. These are the same for all ages, all types of pupils and all types of learning. Certain characteristics are effective in certain situations and other characteristics in other situations.
>
> Effectiveness is determined by motivation of the teacher. Some types of motives result in greater success than do others.
>
> Teaching effectiveness is a matter of an almost infinite number of interrelationships among teachers, pupils, administrative personnel, colleagues, the community, influenced by inherent talent and professional training so that at best, perhaps, identification of individuals with some very high ability or several average abilities and no completely negative one is all that can be hoped for.
>
> The performance of a teacher when participating in a research program is representative of her customary or best performance.[15]

A statement by David Ryans concerning the aspects of placement, teacher satisfaction, and teacher utilization projects the hope that,

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[15]A. S. Barr, et al., The Measurement and Prediction of Teacher Effectiveness (Madison, Wisconsin: Dunbar Publications, Inc., 1968), p. 132.

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if it were possible to identify and estimate effective teacher characteristics, then:

> . . . ideally, in assigning a teacher to a particular school or situation an effort [would be] made to match the abilities of the teacher to the situation in which teaching [was] to be done. In its grosser and very obvious application, this means assigning teachers educated for elementary school teaching to elementary school classes, secondary school English teachers to English classes, and so on. At a more refined level, successful assignment is judged in terms of the matching of teacher-behavior patterns, teacher view points, and educational preparation to the objectives of a particular school program and to the needs and requirements of the pupils to be taught.[16]

Importance of Personality in Teaching

The importance of personality in teaching is indicated by the tremendous number of studies and research projects devoted to the topic. For example, Sister Mary Amatora states, "The prominence of personality as the number one quality of the teacher is no longer a disputed topic. The fact that the personality of the pupil is influenced by the personality of the teacher is maintained by many educators."[17] Furthermore, Lord and Cole, in a research study, concluded that predictions of teacher effectiveness based upon personality data were more accurate than predictions derived from conventional academic data.[18]

The instrument predominantly used to measure personality needs is the Minnesota Multiphasic Personality Inventory. However, studies

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[16]Biddle and Ellena, op. cit., p. 98.

[17]Sister Mary Amatora, "Similarity in Teachers' Personality," Journal of Psychology, XXXXVIII (January, 1954), pp. 45-50.

[18]Robert Lord and David Cole, "Principal Bias in Rating Teachers," Journal of Educational Research, LV No. 1 (September, 1961), pp. 33-35.

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by La Bue, Hedlund, and others have found few positive correlations between the MMPI and teacher effectiveness. A major addition to the MMPI has been the development of the K scale. Several studies have indicated that it possesses a high discriminatory power. For example, Tanner found that the K scale was the only assessment of the MMPI that discriminated between superior and inferior male teachers.[19] Specific items from the MMPI which have been proved to discriminate between effective and ineffective teachers have become the basis for new scales. One such teacher evaluation scale, developed by Gowan, is called the Teacher Prognosis Scale. Validity tests tend to indicate that this scale can be used to discriminate between very effective teachers and those termed "normally successful."[20]

Although the studies of Cook, Medley, and Gowan have been encouraging, other studies seem to indicate a still greater need for theory and information concerning the personal traits and characteristics of "normal" persons.

The personality index used in this study was developed from C. G. Jung's theory of personality type. Isabel Briggs Myers' interpretation of the way in which type theory is implemented stresses that

> [a] modern personality theory must take into account the fact that individuals are the unique product of their particular heredity and environment, and are therefore different. It is difficult, however, to construct an economical theory for explaining the principles on which individuals accept or reject

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[19]J. C. Gowan, "Self-Report Tests in the Prediction of Teaching Effectiveness," School Review, LXVII (1960), pp. 409-419.

[20]N. L. Gage, ed., Handbook of Research on Teaching (Chicago, Illinois: Rand McNally and Company, 1963), p. 542.

> certain elements of their environment, the way they act and react, the bases on which they reason, or the highly individual differences in interests, values, and satisfactions that motivate them.
>
> The merit of the personality theory presented here is that it accounts for many of the differences which other theoretical frameworks leave to random variation; yet, the theory has the merit of unusual simplicity, and, indeed, is not incompatible with most other approaches. Briefly, the theory is that much apparently random variation in human behavior is actually quite orderly and consistent, being caused by certain basic differences in mental functioning.
>
> These basic differences concern the way people prefer to use their minds, specifically the way they use perception and judgment.[21]

While the work of I. B. Myers was useful as a general resource in the pursuit of this problem, specific questions dealt with in this study were not the subjects of her research.

Jackson and Guba, in a study using the Edwards Personal Preference Schedule, found interesting differences between high school teachers and norm groups of liberal arts students. In Deference and Heterosexuality, there were significant differences between all four teacher groups and the norms. Furthermore, the study showed that teachers exhibited higher scores (with the exception of male elementary teachers) in Order and Endurance than did the norm group but scored lower on Exhibition. These five needs were found to be typical, in general, of the needs of teacher groups as differentiated from those of liberal arts people.[22]

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[21]I. B. Myers, The Myers-Briggs Type Indicator Manual (Princeton, New Jersey: Educational Testing Service, 1962), p. 51

[22]N. L. Gage, ed., Handbook of Research on Teaching (Chicago, Illinois: Rand McNally and Company, 1963), p. 546.

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Summary

Studies of certain of the personality and satisfaction characteristics of teachers in economically distressed schools have led to articles and books dealing with teacher personality, teacher satisfaction, teacher effectiveness, teacher recruitment, teacher placement, and teacher evaluation. No studies, however, seem to have been made which directly related personality to teacher effectiveness or teacher satisfaction in inner-city school settings; although many writers, such as Kenneth Clark and Patrick Goff, continually stress the need to examine teacher personality and effectiveness in relation to disadvantaged children.

Nevertheless, despite the critical importance of these teacher characteristics and the abundant research performed, very little is known for certain about teacher personality and its relationship to effectiveness and satisfaction.

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CHAPTER III

PROCEDURE

This chapter consists of descriptions of the design of the study, of the sources and procedures for obtaining the data, of the types of data obtained, and of the means of analysis of data.

Rationale for the Study

The personality characteristics of the teacher have long been considered a significant variable in the classroom. The school administrator is continually confronted with the responsibility of assigning new staff members or reassigning experienced individuals in order to accommodate changes in enrollment and to combat teacher retention problems. It is common practice in large cities to assign teachers to economically depressed schools by means of a rotation system or other method whereby teachers are placed in positions which they do not desire or understand. Nevertheless, many administrators maintain that certain individual qualities better equip teachers for teaching. Many believe that teachers of inner city children must possess even higher degrees of warmth in teaching than usually are expected for other classrooms.

The dilemma of identifying, placing, and retaining the type of individual who is best suited to teach in these schools therefore

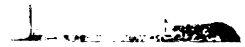
prompts this study of the satisfaction and personality differences of persons teaching in economically depressed areas.

The Design of the Study

The study was designed to investigate and describe certain personality types and satisfaction characteristics of teachers in economically distressed schools, and the objectives were thus constructed to provide a structure for examination of the relationships of teacher personality, satisfaction, and effectiveness. The literature pertaining to the relationship of teacher satisfaction and teacher effectiveness offered little support, since the studies to date did not exhibit adequate or consistent findings. Personality research, on the other hand, indicated possible evidence of a relationship to effectiveness; for example, the teacher effectiveness scales developed from specific items in the MMPI have proved to be to some degree discriminatory. The objectives of this study, moreover, allow for further testing of and inquiry into the inter-relationship of satisfaction, personality, and teacher effectiveness in investigation of the nature of teacher satisfaction in central urban schools.

The Setting of the Study

The study was carried on in the Cincinnati Public School District. This district is located in an urban, industrial area with a population of 500,000. Its enrollment consists of children of various ethnic, racial, and socio-economic backgrounds, whose distribution among the attendance districts varies according to the residential patterns within the city.



The data were derived from the responses of 213 elementary classroom teachers from eleven schools classified as primary target schools under the Elementary and Secondary School Act of 1965. Table 3.1 shows the population size and the response from each school.

Participation in the study was limited to teachers who had at least one year or more of teaching experience. Their distribution by age was uniform, with no one classification significantly outweighing another. Table 3.2 gives the distribution by age for the total population.

Table 3.2

Summary of the Characteristics of the Sample:
Age Distribution

Age Range	Number
20 - 24	30
25 - 29	45
30 - 34	25
35 - 39	29
40 - 49	33
50 and over	36

The educational background of the teachers in this study was as follows: twenty-eight teachers had taken course work beyond the Master's degree; twenty-nine had attained the Master's level; and seventy per cent had taken college work beyond the B. S. degree. Table 3.3 shows the variation in educational attainment.

Table 3.1

Distribution of Population among Cincinnati
Primary Target Schools

School	Teachers	Judged Higher Effective (20%)	Judged Lesser Effective (20%)
A Garfield	21 (14)*	4 (4)	4 (4)
B Hayes	32 (30)	5 (5)	5 (3)
C Heberle	34 (28)	7 (7)	7 (7)
D Millvale Primary	21 (19)	4 (3)	4 (3)
E Peasley	23 (12)	5 (5)	5 (4)
F Rothenbery	31 (17)	6 (4)	6 (6)
G Sands	31 (16)	6 (4)	6 (4)
H South Avondale	27 (13)	5 (4)	5 (4)
I Taft	43 (34)	8 (5)	8 (5)
J Webster	18 (12)	3 (3)	3 (3)
K Windsor	27 (18)	5 (5)	5 (5)
Total	307 (213)	58 (49)	58 (48)

*Figures in parentheses refer to the number of responses returned in the survey.

Table 3.3

Distribution of Educational Attainment

Educational Degree	Number
B. S.-	10
B. S.	50
B. S.+	88
M. A.	29
M. A.+	28
Ph. D.	0

The Procurement of Data

In January, 1970, teachers from eleven of thirteen primary target schools volunteered to participate in the study. Effectiveness categories were then determined by a forced choice ranking of teachers by each building principal based on the effectiveness of the teacher as a person and the teacher as a guide to the learning process. Criteria governing these rankings are contained in Appendix A. The sub-categories of these effectiveness groups were composed of the upper and lower twenty per cent of the ranking continuum.* The twenty per cent factor was chosen in order to eliminate the area that would cluster around the median.

Satisfaction level was determined by the use of thirty-seven questions from two subtests of The School Socio-economic Status Study. Material concerning these is contained in Appendix B. Satisfaction

*Lower effectiveness as perceived by the principals did not necessarily indicate "ineffective teachers" but rather the position the teacher held on a continuum of higher effective to lower effective within a given school.

levels were designated by calling scores which fell above the mean "higher satisfied" and those below the mean "lesser satisfied." Table 3.4 presents the mean satisfaction indices by schools.

In the final analysis, the characteristics of effectiveness and satisfaction were combined to form four groups: higher effective more satisfied, higher effective lesser satisfied, lower effective more satisfied, and lower effective lesser satisfied.

Teacher personality characteristics were measured by the Myers-Briggs Type Indicator. This is a 166-forced-choice-item self-report inventory which ascertains a person's basic preferences with regard to perception and judgment.

The Indicator contains separate indices for determining which of the four preferences structures an individual's personality. These various types of personality are described in the Indicator's manual[1] as follows:

> The Extrovert is oriented primarily to the outer world, thus tends to focus his perception and judgment upon people and things. The Introvert is oriented primarily to the inner world and thus tends to focus his perception and judgment upon concepts and ideas.
>
> The Intuitive person relies primarily on the less obvious process of intuition which is understood as indirect perception by way of the unconscious with the emphasis on ideas or associations which the unconscious tacks onto the outside things perceived.
>
> The Sensing individual relies primarily on the familiar process of sensing by which he is made aware of things directly through one or another of his five senses.

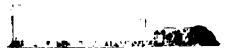
---

[1]I. B. Myers, The Myers-Briggs Type Indicator Manual. (Princeton, New Jersey: Educational Testing Service, 1962).

TABLE 3.4

MEAN SCORES OF SATISFACTION INDICES BY CATEGORIES OF EFFECTIVENESS, SATISFACTION, AND TOTAL SCHOOL

School	N	Higher Effective	N	Lesser Effective	N	More Satisfied	N	Lesser Satisfied	N	Mean Total School	Range Total School
A	4	101.3	4	104.0	5	109.4	9	94.6	14	99.9	32
B	5	111.4	3	105.7	15	114.2	15	95.8	30	104.4	48
C	7	101.9	7	107.3	14	112.3	14	95.4	28	103.9	35
D	3	116.3	3	109.0	11	113.5	8	95.3	19	105.3	46
E	5	105.2	4	100.8	8	109.1	4	95.3	12	104.5	26
F	4	96.3	6	98.3	9	105.1	8	90.3	17	98.1	52
G	4	111.0	4	106.5	5	124.4	11	101.5	16	108.7	48
H	4	113.5	4	109.0	6	126.0	7	99.9	13	111.9	44
I	5	107.0	5	97.0	16	111.8	18	93.9	34	102.4	51
J	3	103.7	3	105.3	5	113.6	7	93.6	12	101.0	52
K	5	113.6	5	103.0	9	115.2	9	98.2	18	106.7	21
TOTAL	49	107.2	48	104.2	103	114.1	110	95.8	213	104.2	66



> The Thinking individual relies his judgment primarily upon thinking and discriminates between true and false while the Feeling person relies his judgment upon feeling and discriminates between valued and not-valued.
>
> The Judging person uses primarily judgment for dealing with the environment while the Perception individual relies mainly upon the perceptive process in his dealings with the outer world.

Procedure for Analysis

The Myers-Briggs Type Indicator is designed primarily for the examination of differences between people of opposite preferences; thus, the statistics describing the Indicator scores of a sample should, on each index, describe the groups to be compared. In establishing a comparison, the first fact needed was the frequency of each preference; the second was the mean reported strength of each preference. From these data, inferences might be drawn as to whether the selective forces determining memberships in the sample had any relation to type and, if so, whether the relationship was to the bare preference or to the strength of the preference or to both.

A two by two contingency table was used to investigate the relationship of teacher effectiveness to teacher satisfaction. Since the data were categorical, it could not in any way be anticipated that the data would resemble a normal distribution. Therefore, the chi-square test for the degree of significance in a contingency table was used. The problems inherent in small sample size made necessary the use of the Yates Correction factor with the chi-square tests of significance.

Analysis of data was performed from June, 1970, through January, 1971. After initial effectiveness and satisfaction categories had been developed, the framework for processing the data was established.

The analysis of satisfaction factors was determined by the frequency of response to each item, and a comparison of frequency of responses for each item was made for each of the sub-groups of the study. Initially, the personality types of the effectiveness and satisfaction categories were compared and found to have no statistical significance. However, in the final comparison, four sub-categories emerged which merited further investigation: higher effective more satisfied, higher effective lesser satisfied, lower effective more satisfied, and lower effective lesser satisfied.

Summary

The identification of effectiveness categories and the establishment of satisfaction levels thus provided the framework for subsequent comparison of personality types and satisfaction factors.

CHAPTER IV

PRESENTATION OF DATA

This chapter embodies the presentation of data. The data are organized into three major subdivisions: 1, statistical descriptions of personality types for the two groups; 2, statistical descriptions of the relationships among groups; and 3, a comparison of groups exhibiting the characteristics of the satisfaction factors.

The Myers-Briggs Type Indicator as a measure of personality is designed primarily for the examination of differences between people with opposite preferences. Strength of preference throughout the data refers to the weight of the score for each type, and the data referring to frequency indicate the percentage of N in which each characteristic occurs. In approximately sixty per cent of the cases the strength of preference score diminishes as the frequency diminishes, as might be expected. But, in the total population data, strength between types remains almost equal, indicating equivalent strength in each of the preferences despite differences in frequency. Because of the limitations of self report instruments, it must be noted that even if items and scoring were flawless, there might still be error in classification, since in any sample some individuals will respond to an item incorrectly, whether by accident or by design.

Objectives I and II proposed to determine personality differences among specific effectiveness and satisfaction groups in low socio-economic schools.

Objective I sought to examine the question of differences that might exist in personality types among teachers judged higher or lower in effectiveness of teaching. Personality type is defined by the Myers-Briggs Manual as the combination of preferences indicated by one of each of four sets of characteristics: extroversion or introversion, sensing or intuition, thinking or feeling, and judgment or perception. No significant differences were found in dominant patterns between higher and lower effective groups, but there were between-school differences on the dominant pattern of Myers-Briggs for each group. Table 4.1 presents the frequency and the reported mean strength of each preference for the totals of the effectiveness and satisfaction categories.[1] The higher effective group was predominantly extrovertive with scattered introvertiveness. Both the higher effective and lower effective groups had a tendency to be more sensing than intuitive in nature. Frequency and mean strength of effectiveness and satisfaction categories for each school are shown in Appendix A. One very noticeable feature of the findings was the high degree of frequency of both groups for the preference of judgment over perception.

For reasons of clarity and interpretation, when personality types are cited in abbreviated form, the following symbols will be used

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[1]A complete description of the Myers-Briggs Type Indicator can be found in Appendix H.

Table 4.1

Frequency and Mean Strength of the Preferences of Effectiveness and Satisfaction Categories for Total Population

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
GRAND TOTAL									
Total Population	213	53.9%	20.2	46.1%	17.2	66.2%	23.3	33.8%	20.3
Higher Effective Teacher	49	67.3%	19.9	32.7%	15.0	65.3%	19.1	34.7%	19.6
Lower Effective Teacher	48	47.9%	21.2	52.1%	18.3	77.1%	26.6	22.9%	19.0
More Satisfied Teacher	102	54.9%	22.5	45.1%	16.3	69.6%	24.5	30.4%	18.3
Lesser Satisfied Teacher	111	53.1%	18.6	46.9%	17.9	63.0%	23.4	37.0%	22.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
GRAND TOTAL									
Total Population	213	45.5%	15.2	54.5%	18.3	69.9%	28.7	30.1%	18.4
Higher Effective Teacher	49	51.0%	14.9	49.0%	18.5	73.5%	30.8	26.5%	14.4
Lower Effective Teacher	48	54.2%	16.2	45.8%	20.4	79.2%	25.4	20.8%	21.0
More Satisfied Teacher	102	43.1%	15.7	56.9%	17.9	76.4%	31.3	23.6%	15.7
Lesser Satisfied Teacher	111	47.7%	14.8	52.3%	18.9	64.8%	26.3	35.2%	19.9

throughout the text: Extroverted, E; Introvertive, I; Sensing, S; Intuitive, N; Thinking, T; Feeling, F; Judgment, J; and Perception, P.

Objective II sought to determine whether differences exist in personality types among teachers who indicate high or low levels of satisfaction in teaching. In computing the satisfaction score from the questionnaires, levels of satisfaction were derived by using the mean as a division point. Table 3.4 shows no between-school differences on mean satisfaction score for: 1. Effective; 2. Lesser Effective; 3. More Satisfied; 4. Lesser Satisfied; and 5. Over Total. There were no significant differences of personality type between the more satisfied and the lesser satisfied.

The judgment factor was still predominant for those teachers in both groups, while those in the more satisfied groups were in schools tending to be more Feeling than Thinking oriented. There were between-school differences in the numbers of satisfied and less satisfied. However, there were no systematic differences on the Myers-Briggs profile in the number of satisfied and less satisfied teachers within a school. Tables 4.2 and 4.3 show the percentage frequencies of the sixteen types among teachers indicating a high or low level of satisfaction and effectiveness.

Moreover, when the effectiveness and satisfaction percentage frequencies were compared with the total population percentage frequencies, no difference was found. Dominant types emerging were ISTJ, ISFJ, ESTJ, and ESFJ, with the judgmental (J) factor dominating throughout. Table 4.4 illustrates the percentage frequency of the sixteen types for the total population.

Table 4.2

Percentage Frequencies of the 16 Types among Teachers Judged High and Low in Effectiveness

Higher Effective N=50				Lesser Effective N=46			
ISTJ	ISFJ	INFJ	INTJ	ISTJ	ISFJ	INFJ	INTJ
18.0	10.0	4.0	2.0	21.7	21.7		
ISTP	ISFP	INFP	INTP	ISTP	ISFP	INFP	INTP
2.0				2.1	2.1	4.3	
ESTP	ESFP	ENFP	ENTP	ESTP	ESFP	ENFP	ENTP
6.0	6.0	8.0	2.0		4.3	4.3	4.3
ESTJ	ESFJ	ENFJ	ENTJ	ESTJ	ESFJ	ENFJ	ENTJ
14.0	12.0	8.0	8.0	26.0	4.3	6.5	2.1

Table 4.3

Percentage Frequencies of the 16 Types among Teachers Indicating a High or Low Level of Satisfaction

More Satisfied N=102				Less Satisfied N=110			
ISTJ	ISFJ	INFJ	INTJ	ISTJ	ISFJ	INFJ	INTJ
12.8	14.7	5.9	1.9	18.0	11.7	1.8	2.7
ISTP	ISFP	INFP	INTP	ISTP	ISFP	INFP	INTP
2.9	4.9	.98	.98	.9	3.6	8.1	.9
ESTP	ESFP	ENFP	ENTP	ESTP	ESFP	ENFP	ENTP
.98	2.9	8.8	1.9	4.5	3.6	8.1	.9
ESTJ	ESFJ	ENFJ	ENTJ	ESTJ	ESFJ	ENFJ	ENTJ
16.6	13.7	4.9	4.9	13.5	7.2	5.4	4.5

Table 4.4

Percentage Frequencies of the 16 Types for Total Population

Total N = 213			
ISTJ	ISFJ	INFJ	INTJ
15.6	13.1	3.8	2.3
ISTP	ISFP	INFP	INTP
1.9	4.2	4.7	.9
ESTP	ESFP	ENFP	ENTP
2.3	3.3	9.9	2.3
ESTJ	ESFJ	ENFJ	ENTJ
15.0	10.3	5.2	4.7

A supplementary analysis was made by combining the effectiveness and satisfaction categories, which resulted in four sub-groups: higher effective more satisfied, higher effective less satisfied, lower effective more satisfied, and lower effective less satisfied. Hereafter, for reasons of clarity and ease of interpretation, when the various groups are cited in abbreviated from, the following symbols will be used throughout the text: HEMS, Higher Effective More Satisfied; HELS, Higher Effective Less Satisfied; LEMS, Less Effective More Satisfied; LELS, Less Effective Less Satisfied.

Although this new dimension developed more precise sub-groups, a few differences between the new sub-groups and the effectiveness and satisfaction categories became evident. Whereas the percentage of preferences for most types remained the same, the HEMS group was predominantly extrovertive, while the LEMS displayed a preference for

introversion. As can be seen in Table 4.5, no complete type pattern developed that discriminated one group from another.

Percentage frequencies of the personality types for the sub-groups were substantially the same as the percentage frequencies of the higher and lower effectiveness groups. Table 4.6 illustrates the conformity of the sub-groups to the effectiveness patterns in Table 4.2.

The use of age and longevity characteristics in personality type analysis resulted in data almost identical to that demonstrated in earlier findings related to effectiveness and satisfaction. There were differences between schools, differences within age and longevity categories, and a high percentage frequency in both groups on sensing and judgment. Mean scores were similar between age and longevity for all personality types. However, in one set of personality types, thinking vs. feeling, there was an inverse order. Here, the 20-34 age group recorded a low percentage selecting a thinking orientation (39.4%) and a high percentage (60.6%) selecting a feeling orientation. The 35-49 age group clustered around the mean, while the over 50 group displayed a high thinking orientation (62.2%) and a low feeling orientation (37.8%). The same inverse pattern developed between longevity and thinking and feeling type. Tables 4.7 and 4.8 summarize the frequency of personality type preferences of age and longevity for the total population in each category.

In summary, for all factors relating to personality type preference, no total pattern of personality type emerged which would distinguish one group from another. However, individual type patterns did

Table 4.5

Frequency and Mean Strength of the Preferences of the Four Categories Formed by the Combination of High and Low Effectiveness and Satisfaction Levels

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
EFFECTIVENESS CATEGORIES									
Higher Effective More Satisfied	26	69.2%	19.7	30.8%	8.6	65.4%	20.6	34.6%	21.4
Higher Effective Less Satisfied	23	69.6%	21.2	30.4%	21.0	60.9%	16.6	39.1%	19.4
Lower Effective More Satisfied	23	39.1%	22.3	60.9%	18.6	87.0%	26.4	13.0%	23.7
Lower Effective Less Satisfied	25	48.0%	21.0	52.0%	18.8	64.0%	26.1	36.0%	12.6

Table 4.5 (continued)

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
EFFECTIVENESS CATEGORIES									
Higher Effective More Satisfied	26	50.0%	15.3	50.0%	17.2	69.2%	34.5	65.4%	12.3
Higher Effective Less Satisfied	23	47.8%	15.9	52.2%	19.8	82.6%	27.9	17.4%	16.0
Lower Effective More Satisfied	23	52.2%	14.2	47.8%	26.1	78.3%	29.3	21.7%	14.2
Lower Effective Less Satisfied	25	60.0%	16.6	40.0%	15.4	76.0%	21.6	24.0%	26.3

Table 4.6

Percentage Frequencies of the 16 Personality Types among Four Categories Formed by the Combination of High and Low Effectiveness and Satisfaction Levels

Higher Effective More Satisfied N=26			
ISTJ 11.5	ISFJ 11.5	INFJ 3.8	INTJ
ISTP 3.8	ISFP	INFP	INTP
ESTP	ESFP 11.5	ENFP 11.5	ENTP 3.8
ESTJ 19.2	ESFJ 7.7	ENFJ 3.8	ENTJ 11.5

Higher Effective Less Satisfied N=23			
INTJ 17.4	ISFJ 8.7	INFJ 4.3	INTJ 4.3
ISTP	ISFP	INFP	INTP
ESTP 13.0	ESFP	ENFP	ENTP
ESTJ 13.0	ESFJ 13.0	ENFJ 17.4	ENTJ 4.3

Lower Effective More Satisfied N=23			
ISTJ 21.7	ISFJ 26.1	INFJ	INTJ
ISTP 4.3	ISFP 8.7	INFP	INTP
ESTP	ESFP	ENFP	ENTP 4.3
ESTJ 21.7	ESFJ 4.3	ENFJ 8.7	ENTJ

Lower Effective Less Satisfied N=25			
ISTJ 20.0	ISFJ 16.0	INFJ	INTJ 4.0
ISTP	INSP	INFP 8.0	INTP
ESTP	ESFP 4.0	ENFP 8.0	ENTP 4.0
ESTJ 24.0	ESFJ 4.0	ENFJ	ENTJ 8.0

Table 4.7

Frequency and Mean Strength of the Preferences by Age
for Total School Population

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
TOTAL									
Age									
20 - 34	99	55.5%	20.8	45.5%	17.9	60.6%	18.6	39.4%	20.7
35 - 49	63	55.5%	22.6	44.5%	20.2	73.0%	22.2	27.0%	25.4
50 -	27	54.1%	16.9	45.9%	17.6	70.3%	20.5	29.7%	14.2

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
TOTAL									
Age									
20 - 34	99	39.4%	13.1	60.6%	17.4	61.6%	23.1	38.4%	20.1
35 - 49	63	44.5%	17.6	55.5%	16.5	74.6%	29.2	25.4%	19.0
50 -	37	62.2%	17.8	37.8%	16.8	83.8%	38.2	16.2%	11.0

Table 4.8

Frequency and Mean Strength of the Preferences by Longevity
for Total School Population

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
TOTAL									
Years									
1 - 8	122	57.4%	21.1	42.6%	16.7	68.8%	24.3	35.2%	23.6
9 - 18	42	47.6%	21.9	52.4%	20.7	73.8%	21.5	26.2%	18.1
19 - 40	28	60.7%	14.3	39.3%	14.4	78.5%	20.9	21.5%	12.3

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
TOTAL									
Years									
1 - 8	122	40.2%	14.1	59.8%	17.8	61.5%	24.1	38.5%	19.7
9 - 18	42	50.0%	15.9	50.0%	23.7	85.7%	30.2	14.3%	21.6
19 - 40	28	57.1%	17.8	42.9%	17.5	82.1%	37.4	17.9%	11.0

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develop: judgment orientation predominated over effectiveness and satisfaction; and, age and longevity factors indicated that younger and novice teachers tended to be feeling oriented and older and more experienced teachers to become thinking oriented. Data regarding the frequency of personality type preferences for individual schools in the age and longevity categories are shown in Appendices B and C.

Objectives III-A and III-B sought to establish the relationship of personality type to effectiveness and satisfaction through the use of a contingency table and the Chi-Square Test of Significance. Objective III-A was to test the relationship of personality type to effective and less effective teaching. No relationship was found to be significant in any of the eleven schools. Table 4.9 presents a summary of the Chi-Square Test of Significance between personality types and teacher effectiveness for all effectiveness categories. The data concerning individual schools are contained in Appendix D.

Table 4.9

Summary of Chi-Square Tests of Significance between Personality Types and Teacher Effectiveness for Total Effectiveness Categories

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
TOTAL Higher Effective N = 49 Lesser Effective N = 48 Total N = 97			
Extrovert-Introvert	3.75141	2.99741	.10
Sensing-Intuition	1.28824	0.82448	.50
Feeling-Thinking	0.09627	0.01143	.80
Judgment-Perception	0.43510	0.17714	.80

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Objective III-B was to examine the relationship of personality type to the more satisfied and lesser satisfied categories. However, only in school F on the E-I preference was there a relationship greater than the .05 level of significance. Consequently, data regarding personality type and satisfaction were considered to have no significant relationship. Table 4.10 is a summary of the Chi-Square Test of Significance between personality types and teacher satisfaction for the total satisfaction categories. Data relating to individual schools are contained in Appendix E.

Table 4.10

Summary of Chi-Square Tests of Significance between Personality Types and Teacher Satisfaction for Total Satisfaction Categories

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
TOTAL Total N = 213	More Satisfied N = 102	Less Satisfied N = 111	
Extrovert-Introvert	0.06544	0.01398	.95
Sensing-Intuition	1.01752	0.74605	.50
Feeling-Thinking	0.45558	0.28865	.70
Judgment-Perception	3.43728	2.90267	.10

No evidence to support any relationship of personality type to effectiveness and satisfaction was found, and analysis of data reflecting the total population reinforced the conclusion that no such relationships exist.

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The next aspect of the study was concerned with the sub-groups formed by the combination of effectiveness and satisfaction categories. In only two of the six pairings of the sub-groups did a significant chi-square develop: LEMS-LELS vs. sensing-intuition and HEMS-LEMS vs. extrovertive-introvertive. Distributions which produce chi-squares of the size evidenced between a 6.72862 (.01) and 5.00051 (.02) are assumed to be beyond the realm of chance--thus significant. In studies such as this, a significance level of .10 may well be quite indicative. Table 4.11 examines these sub-group comparisons. As is shown, sensing-intuition is the only personality type that approaches significance (.10) when the sub-groups are examined in a composite manner. Table 4.12 summarizes chi-squares for the composite analysis of sub-groups.

The chi-square of 9.78957 (.01) for age vs. thinking and feeling reinforces the earlier data which gave an inverse relationship. Here, younger teachers indicated a direction toward feeling orientation, and the older staff exhibited a thinking orientation.

Table 4.13 summarizes the relationship between degree status and personality type. The TF type lends minimal support (.10) to the direction age and thinking-feeling type have developed. The chi-square for TF and degree was not significant, but approached .05. In this, the major factor was the young teacher with a B. A. degree who exhibited a feeling orientation. The higher levels of degree advancement made little impact on the measure. The chi-square of 9.63763 (.05) between degree and J vs. P had significance in that people with lower degrees such as the B. A. tended to be more perceptive, and a high percentage of the perceptive individuals indicated low levels of satisfaction.

Table 4.11

Summary of Chi-Square Tests of Significance between Personality Types and the Four Categories Formed by the Combination of High and Low Effectiveness and Satisfaction Levels

Personality Types	Chi-Square	Significance Level
Higher Effective More Satisfied N=26 Higher Effective Less Satisfied N=23		
Extrovert-Introvert	.09314	.90
Sensing-Intuition	.04450	.90
Feeling-Thinking	.29511	.70
Judgment-Perception	1.03438	.50
Less Effective More Satisfied N=23 Less Effective Less Satisfied N=25		
Extrovert-Introvert	.75659	.50
Sensing-Intuition	6.72862	.01*
Feeling-Thinking	.38322	.70
Judgment-Perception	.27197	.70
Higher Effective More Satisfied N=26 Lower Effective More Satisfied N=23		
Extrovert-Introvert	5.00051	.02**
Sensing-Intuition	2.99678	.10
Feeling-Thinking	.29508	.90
Judgment-Perception	1.12739	.20
Higher Effective Less Satisfied N=23 Lower Effective Less Satisfied N=25		
Extrovert-Introvert	.87917	.50
Sensing-Intuition	.87917	.50
Feeling-Thinking	.27473	.75
Judgment-Perception	.32488	.75

One degree of freedom

*Denotes .01 Level of Significance

**Denotes .02 Level of Significance

Table 4.11 (continued)

Personality Types	Chi-Square	Significance Level
Higher Effective More Satisfied N=26 Lower Effective Less Satisfied N=25		
Extrovert-Introvert	1.59311	.25
Sensing-Intuition	.93614	.50
Feeling-Thinking	.53552	.50
Judgment-Perception	.31907	.75
Higher Effective Less Satisfied N=23 Lower Effective More Satisfied N=23		
Extrovert-Introvert	3.13636	.10
Sensing-Intuition	2.98700	.10
Feeling-Thinking	.00000	.--
Judgment-Perception	.00000	.--

One degree of freedom

Table 4.12

Summary of Composite Chi-Square Tests of Significance between Personality Types and the Categories Formed by the Combination of High and Low Effectiveness and Satisfaction Levels

Personality Types	Chi-Square	Significance Level
Higher Effective More Satisfied N=26 Higher Effective Less Satisfied N=23 Lower Effective More Satisfied N=23 Lower Effective Less Satisfied N=25		
Extrovert-Introvert	5.54031	.25
Sensing-Intuition	6.73706	.10
Feeling-Thinking	.57309	.95
Judgment-Perception	.17175	.99

Three degrees of freedom

Table 4.13

Summary of Chi-Square Tests of Significance between Personality Types and Degree

DEGREE B. A.-, B. A., B. A.+, M. A., M. A.+		
Personality Type		
Extrovertive-Introvertive	2.37649	.--
Sensing-Intuition	2.51282	.--
Feeling-Thinking	8.62197	.10
Judgment-Perception	9.63763	.05*

Four degrees of freedom

*Denotes .05 Level of Significance

Another concern of the study was the relationship of satisfaction to age, longevity, and degree. Age was the only characteristic to provide a significant chi-square 5.8340 (.05). The relationship was found to be inverse in that the 20-34 age group exhibited a high degree of lesser satisfaction, while the upper two age groups, 35-49 and 50-, exhibited more satisfaction than dissatisfaction. In the lower age classification, 39.6% indicated a more satisfied level of teaching in ghetto schools, while 60.4% exhibited a lesser degree of satisfaction. The middle and upper age groups reversed the flow, the majority being more satisfied, 56.6% and 57.1%, while the minority, 43.4% and 42.9%, were less satisfied teaching in disadvantaged schools.

The characteristics of age, longevity, and degree were also examined for their relationship to effectiveness, but chi-square tests of significance revealed only the characteristic of degree to be related. Here, the chi-square for effectiveness and degree was 11.106 at the .05 level of significance. Teachers with a B. A. degree exhibited 25% effectiveness, while teachers with an M. A.+ indicated 75% effectiveness. Nevertheless, considering the small number of students evaluated, these differences could not be said to be reliable.

Thus, only two sub-group pairings of effectiveness and satisfaction were significant. When measured in a composite group, these did not produce any relationship beyond the .10 level. A lack of consistent findings therefore precluded the establishment of any patterns or relationships between personality types as related to effectiveness and satisfaction.

Younger teachers, however, exhibited different characteristics than older staff members in thinking and feeling orientation. Teachers with a B. A. and an M. A.+ degree differed on TF and JP orientations, while the various age groups were dissimilar in levels of satisfaction. Consequently, degree status was the only characteristic to discriminate between high and low effectiveness groups.

Objective IV sought to investigate the relationship between teachers judged high or low in effectiveness of teaching and teachers stating a high or low level of teaching satisfaction. However, results of analysis data using the Chi-Square Test of Significance offered no evidence of a relationship when teacher satisfaction was based on the responses of all teachers. A summary of the Chi-Square Test of Significance between teacher effectiveness and level of teacher satisfaction is presented in Table 4.14.

The goal of Objective V was to examine the nature of satisfactions and dissatisfactions among teachers in economically distressed schools. The data revealed no significant differences between groups in their responses to the items. Although no discriminating patterns emerged between groups, some patterns developed that were common to all with a high degree of frequency.

The most discernible area was the expression of satisfaction in working with children. The highest percentage satisfaction reflected a desire to work with children instead of adults. The data suggested that teachers on the whole like to work best with average pupils, second with exceptional pupils, and last with slow pupils. Table 4.15 presents the percentage distribution in each area.

Table 4.14

Summary of Chi-Square Tests of Significance between Teacher Effectiveness and Levels of Teacher Satisfaction

Effectiveness-Satisfaction	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL A	2.00000	0.50000	.50
SCHOOL B	0.03556	0.32000	.70
SCHOOL C	0.28571	0.00000	.--
SCHOOL D	1.20000	0.00000	.--
SCHOOL E	0.90000	0.05625	.90
SCHOOL F	0.27778	0.01736	.90
SCHOOL G	0.00000	0.00000	.--
SCHOOL H	0.00000	0.00000	.--
SCHOOL I	0.47619	0.00000	.--
SCHOOL J	0.00000	0.00000	.--
SCHOOL K	3.60000	1.60000	.30
TOTAL	0.25673	0.09217	.80

One degree of freedom

Corrected chi-square by Yates correction formula

*Denotes .05 Level of Significance

Table 4.15

Responses Indicating Satisfaction in Working with Children of Various Abilities

Ability Groups	Higher Eff.[1]	Lesser Eff.	More Sat.[2]	Less Sat.	Total
Exceptional Pupils	88%	87%	86%	82%	84%
Average Pupils	94%	93%	95%	94%	95%
Slow Pupils	73%	69%	87%	71%	79%

Although the responses indicated that satisfaction or desire to work with children, as opposed to adults, was first, the second highest percentage was found in the satisfaction of talking to parents about problems concerning their children.

In the area of dissatisfaction, only one major concern became uniformly evident throughout all groups. This was dissatisfaction with the academic performance of the students in the school.

Some dissatisfactions which appeared with less percentage frequency were: the necessity to discipline children; the methods employed in schools for making decisions on curriculum matters; and the amount of recognition given to teachers by non-educators and society as a whole.

No differences were found between the more effective and the lesser effective, or between the more satisfied and the lesser satisfied on the basis of response to: 1. influence patterns; 2. perception of other's satisfaction; 3. perceived assets and liabilities of building;

[1]Abbreviation for "Effective."

[2]Abbreviation for "Satisfaction."

and 4. own expressed satisfaction with teaching: a. in the city; and b. the culturally disadvantaged.

Although the teachers responding indicated some dissatisfaction with decision making methods, seventy-five per cent saw the principal as most influential, teachers as second, and parents as least effective in this process. Nevertheless, six per cent saw the teachers as the most influential, while thirteen per cent saw parents as possessing the most influence.

The more effective, lesser effective, lesser satisfied, and total population were balanced between "Very well" and "Pretty well" in their responses to the question: "How well do you feel most other teachers like this building as a place to work?" The more satisfied responded two to one in the "Very well" category. Only eighteen per cent replied, "Not too well," (most would prefer to teach elsewhere), and just two people stated that they planned to leave their particular building.

The most evident asset of each building reinforced the satisfaction preference of principal and staff for being understanding, helpful, and sympathetic. They saw their schools as less pressured than other buildings. They perceived teaching in these schools as challenging; but, more significantly, they indicated a strong sense of being needed and of serving a useful function. This point was corroborated by their responses to the question: "Which class of people would you choose to work with and why?" Seventy-five per cent indicated that they would prefer to teach in low socio-economic schools. Their most prevalent reason was that they felt they were fulfilling an important need of society.

The major dissatisfaction as seen by all groups was that these children had so many problems teachers found it difficult to know where to start or to find time to work with them. These respondents also saw little change in behavior and the control of children as important factors influencing teacher satisfaction. The children's arrogant, aggressive, noisy, or foul-mouthed behavior was recorded as least important of the areas questioned, along with the children themselves being slow, irresponsive, and lacking in ability.

The majority of teachers classified themselves in the second position as being satisfied, liking more things about teaching in their immediate situation than they disliked. Only eleven per cent responded that they were somewhat dissatisfied, and 2.4 per cent indicated that they were not at all satisfied. Fifty-seven per cent of the group questioned felt that teaching in a culturally disadvantaged school had affected them so positively that they now appreciated the importance of teaching, and thirty-one per cent responded that teaching in this area had exercised a positive influence to some extent. Seven per cent felt that their concept of teaching and satisfaction would have been different had they worked in a different kind of school.

No differences were therefore found to exist between groups as they responded to the satisfaction index and the satisfaction questionnaire. There were, however, some dissatisfactions that ranked consistently high among all four groups.

A summary of the study, conclusions, and recommendations drawn from the data analyzed in Chapter IV are contained in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the Problem

In recent years education has been challenged with the problem of selecting, preparing, and retaining teachers who can work effectively with a rapidly growing population of disadvantaged youth. The 1970 estimates suggest that more than one-half of the youngsters in the country's fifteen largest city school systems are disadvantaged. Speaking of the problem, Dean Harry Rivlin stated,

> It is clear the most imaginative superintendent and the most cooperative board of education can not solve the problems of urban education until the schools get an adequate staff of skilled and understanding teachers, and then make use of their abilities.[1]

In consequence, this study was designed to investigate certain personality and satisfaction characteristics of elementary teachers working with disadvantaged youth.

Related Literature

In the past many studies have been made dealing with teacher personality, satisfaction, effectiveness, or the relationship between them. Nevertheless, despite the critical importance of these

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[1]Harry Passow, Education in Depressed Areas (San Francisco, California: Chandler Publishing Company, 1965), p. 10.

characteristics of teachers and the abundance of research that has been performed, very little is known for certain about teacher personality and its relationship to teacher satisfaction and effectiveness. In a search of the literature, few studies were found that dealt with these relationships in teachers of low socio-economic youth. One dealt with the impact of race and poverty on teachers. Another dealt with social class composition and the attitudes and behaviors of teachers and administrators. Still another concerned itself with teacher satisfaction in general, not with satisfaction in working with low socio-economic youth. Thus, the dearth of related material in the general literature desperately urged the examination of teacher personality and effectiveness in core urban schools.

In his study of teacher effectiveness, A. S. Barr states,

> Personality may be considered a factor in teacher effectiveness in somewhat the same way as scholastic proficiency, understanding of children, or verbal fluency. Whether one considers personality as a factor in teacher effectiveness depends on how one conceives of personality and its relation to the means, goals, and processes of education. In any case the problem of personality assessment as it relates to effectiveness merits throughtful consideration.[2]

Procedure

The study utilized the participation of two-hundred-thirteen elementary classroom teachers from eleven schools classified as primary target schools under the Elementary and Secondary School Act of 1965. Their personality characteristics were measured by the Myers-Briggs Type

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[2]A. S. Barr, et al., The Measurement and Prediction of Teacher Effectiveness (Madison, Wisconsin: Dunbar Publications, Inc., 1968), p. 117.

Indicator, which ascertains a person's basic preferences in regard to perception and judgment. Their satisfaction level was determined by the use of thirty-seven questions from two of the subtests of The School Socio-economic Status Study. Additional satisfaction data were obtained by the use of a separate satisfaction questionnaire, and effectiveness categories were determined by a forced choice ranking of teachers by building principals on the basis of common criteria. Thus, the identification of effectiveness categories and satisfaction levels provided the framework for subsequent comparison with personality types. On the personality type indicator it was necessary to compute the mean scores and frequencies of preference in order to establish a personality type profile. Furthermore, a chi-square test of significance was used to investigate the relationship of personality to teacher effectiveness and satisfaction. The analysis of satisfaction factors was determined by the frequency of response to each item on the satisfaction questionnaires.

Summary of Findings

Objective I. No significant differences were found in the dominant pattern between higher and lower effectiveness groups, but there were differences between schools on the dominant pattern of the Myers-Briggs Indicator for each group. Judgmental orientation was the only factor which showed a consistently high frequency of preference for all categories.

Objective II. There were no between-school differences on the mean satisfaction score for: 1. More Effective; 2. Lesser Effective;

3. More Satisfied; 4. Lesser Satisfied; and 5. Total Population. There were, however, between-school differences in the number of more satisfied and lesser satisfied teachers. Nevertheless, no systematic differences were found on the Myers-Briggs profile on the basis of number of satisfied and less satisfied teachers within a school. The judgment factor was again predominant for both satisfaction levels.

When the categories of effectiveness and satisfaction were combined to form the four sub-categories; HEMS, HELS, LEMS, and LELS; no systematic differences on the Myers-Briggs profile were found to be significant.

An analysis of personality type and of the variables of age and longevity resulted in almost identical data concerning effectiveness and satisfaction. There were differences between schools, differences within age and longevity categories, and a high percentage frequency for both groups toward the judgment type. One type pairing, thinking vs. feeling, developed an inverse order for both age and longevity. In this category, younger and less experienced teachers manifested a higher frequency of feeling type, while the older, more experienced teachers showed themselves to be thinking type.

Consequently, on all factors relating to personality type preference, no total patterns of personality type emerged on the Myers-Briggs profile that would distinguish one group from another. Individual type patterns developed, however, for: 1. frequency of judgment types uniformly high on all groups; and 2. feeling and thinking types, and age and longevity.

Objective III-A. Objective III-A sought to test the relationship of personality type to the teacher who had been judged more effective or lesser effective. No relationship was found to be significant in any of the eleven schools.

Objective III-B. In objective III-B the relationship of personality to the more satisfied and less satisfied categories of teachers was examined. In only one school on the E-I preference was there a relationship greater than the .05 level of significance. Consequently, data regarding personality and satisfaction were considered to have no significant relationship. Furthermore, analysis of data reflecting the total population reinforced the conclusion that no relationship existed.

When the sub-groups formed by the combination of effectiveness and satisfaction were examined, only two of the six pairings were significant at the .05 level. However, when the sub-groups were examined in a composite manner, only one personality type, sensing-intuition, reached the .10 level. There was thus no consistent evidence to support any relationship of personality type to effectiveness and satisfaction.

Analysis of college degree and personality type gave rather weak support (.10) to the importance of the direction that age and thinking-feeling type had developed. A comparison of age and thinking-feeling type revealed a .01 level of significance, younger teachers displaying a feeling orientation and older teachers being thinking oriented.

Age-Longevity-Degree and Effectiveness

Analysis of the correspondence between age, longevity, and degree in relation to effectiveness revealed only the characteristic

of degree to have a significant relationship. A significance level of .05 was obtained between degree and effectiveness, but because of the small number in the population, these differences could not be said to be reliable.

Objective IV. In this analysis, the data gave no evidence of relationship between teachers judged high or low in effectiveness and those indicating a high or low satisfaction level.

Objective V. The goal of this objective was to examine the nature of satisfactions and dissatisfactions among teachers in economically distressed schools. The data revealed no significant differences between groups in their responses to the items on the satisfaction questionnaire. However, although no discriminatory patterns emerged between groups, some relevant patterns did develop which were common to all.

Conclusions

Within the limitations of this study and on the basis of the evidence of the data, the following conclusions seemed warranted:

1. Teachers who were judged high in effectiveness in inner-city schools did not differ in personality type preference pattern and strength of preference from teachers in these schools judged low in effectiveness.

2. Teachers who indicated a higher level of satisfaction in inner-city schools did not differ in personality type preference and strength of preference from teachers who indicated a lower level of satisfaction in inner-city schools.

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3. Examination of the mean satisfaction scores between schools demonstrated that no significant differences occured among the: 1. Higher Effective; 2. Lower Effective; 3. More Satisfied; 4. Less Satisfied; and 5. Total Population.

4. Although there were no systematic differences on the Myers-Briggs profile in the effectiveness and satisfaction categories, certain personality types, such as sensing-judgment, manifested themselves that were generally indicative of the total population.

5. The personality type profile indicated that "age" and "longevity" had type classifications similar to those of the "effectiveness" and "satisfaction" categories, except in their ratings on the thinking-feeling orientation scale. Younger and less experienced teachers used "feeling" as a means of making judgments, while older and more experienced teachers used "thinking" as a means of making judgments.

6. Analysis of data indicates that there is no relationship between personality type as defined by the Myers-Briggs Type Indicator and the principals' judgmental levels of effectiveness in inner-city schools.

7. Analysis of data indicates that there is no relationship between personality type as defined on the Myers-Briggs Type Indicator and satisfaction levels as determined by teachers in inner-city schools.

8. Analysis of data indicates that there is no correlation between those teachers judged high or low in effectiveness and those who profess a high or low level of satisfaction.

9. The data reveal that although no patterns were established which discriminated between the various groups on the satisfaction

questionnaire, some important and relevant patterns did develop which were common to the total population.

Implications

Several implications concerning teacher personality and satisfaction may be drawn from the results of this investigation. Those submitted here are presented in the hope that they may be valuable in improving teacher satisfaction and retention.

The results of this study, and their interpretations, suggest that the assignment to a given school of teachers possessing varied personality types might be considered a desirable practice. Interpretative instructions for the Myers-Briggs Type Indicator suggest that a diversity of individual personality types might be mutually supportive. This is to say that two or more people having the same type preference pattern as defined by the test would probably use the same means of perceiving and making judgments, thus find themselves quite compatible. This would not necessarily mean, however, that they would make the best team, since in all probability they would be prone to make the same mistakes. When teachers have two or three of the four basic personality type preferences in common, as evidenced in this study, such teachers have the potential to compensate for each other's limitations, thus supplementing one another and making in actuality a more effective team. Therefore, the results of the study tend to reinforce Robert G. Owens' concept of organizational equilibrium in dealing with interpersonal relations and organizational behavior.[1]

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[1]Robert G. Owen, Organizational Behavior in the Schools (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970), pp. 66-89.

A plausible interpretation of the above in terms of implications leads the investigator to conclude that this information should be useful to administrators, since it would strongly suggest the advisability of regularly scheduled planned sessions to maximize this inter-relationship between teachers of varying personality types and thus bring about more effective exercise of their professional skills and practices. Moreover, while there may have been a feeling in the past that homogeneity of personality was essential to the successful functioning of a group of teachers, the findings of this study suggest the desirability of heterogeneity of personality characteristics in staff members working together.

The judgments of the investigator resulting from this study tend to support the findings of Egerton, which conclude that the vast majority of teacher preparation programs are, at best, only marginally concerned with producing teachers equipped to teach in inner-city schools.[2] In light of this, therefore, college curricula for teachers of disadvantaged children should focus on the social and learning problems of inner-city youth. With this in mind, provisions should be made to examine, rethink, and redo the curricula for the teaching of educational personnel around actual classroom activities, actual community-school relations, and a variety of other experiences that characterize education as the disadvantaged experience it. Classroom exposure to minority problems, to racial and ethnic cultures, and to human relations, and a move

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[2]John Egerton, "Survey: A Lack of Preparation in the Colleges," Southern Education Report (April, 1967), quoted in Robert D. Strom, The Urban Teacher: Selection, Training, and Supervision (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971), p. 61.

from the survey approach in teacher education to a more practical diagnostic approach are but a few ways of making the curriculum more relevant.

What implications for teacher recruitment and placement arise from this study? Of particular importance is effective preparation for the job at hand. For example, teachers who expressed low levels of satisfaction and a desire to transfer to schools in outlying areas of the city found that their actual experiences did not match their expectations of job satisfaction. The scope and depth of the complex problems they encountered were something they had not been prepared for. Thus, the school will have to take the initiative in developing new techniques to communicate the needs of the inner-city children to those preparing to work with them. Several ways to implement this might be:

1. Use teachers from inner-city schools to teach teacher candidates.

2. Use teachers from inner-city schools to work with teachers from other schools in order to increase comprehension and understanding of the ghetto schools and thus, possibly, open new avenues for recruitment of teachers for inner-city schools.

3. Develop new approaches for recognizing and acknowledging outstanding efforts and achievements in inner-city schools as a means of upgrading the general quality of education in these schools. The beneficial effects on staff morale of such recognition would do much to counteract the present defeatism so often found in these schools.

Moreover, the personnel officer must go beyond traditional and academic criteria. The prospective teacher's willingness and commitment to work with children in low socio-economic schools must be assessed. Personality type data (if such data are available) should be examined

with a view toward completing a staff organizational unit which would function well together, yet which would have the potential to supplement any differences that might exist. What is more, the candidate's amount and type of teaching experience and association with children from inner-city schools should provide a valuable index of potential success. Additionally, the findings of this study and their interpretation suggest that priority be given to candidates who are older and more mature, as they seem to be more satisfied in inner-city schools. This suggests that the frequent practice in many large cities of assigning a high percentage of newly hired and usually inexperienced teachers to inner-city schools can be seriously questioned in light of study data relative to the satisfaction factor. The personnel director needs to consider college experiences and special preparation in various aspects of sociology; cultures, history, and religion of minorities, group dynamics and discipline, diagnostic and remedial techniques; and specialized studies in urban education. Furthermore, while the administrative structure for doing so would be open to some question, it might be most expedient if teams of inner-city teachers could assist in the screening of prospective teachers.

A further implication is to be found in the subjective comments of a significant number of teachers in the study indicating their satisfaction with the knowledge that they, the teachers, had the support and encouragement of their principals. Therefore, if a desirable climate is to be established in schools, particularly in the inner cities, which seek to provide fuller job satisfaction, principals must express support of their teachers.

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Still another implication of the study growing out of the comments of teachers deals with the importance to teacher satisfaction of adequate help in carrying out the multitudinous tasks of the classroom. Such necessary helps might include:

1. The use of para-professionals to free the teacher from less crucial duties so that her time could be better spent with student needs and problems.

2. The use of subject matter and other specialists in music, art, reading, body management, psychology; who would provide the in-depth and technical knowledge and assistance so often needed by classroom teachers, and thus reassure them and reinforce their classroom positions and programs.

3. The provision of a wide range of instructional and other learning tools so that the teacher's efforts to meet widely varying individual needs of students could be facilitated.

The above constitute the major implications to be derived from the results of the study. The complex and interrelated nature of the numerous factors involved in these results might be examined with continued interest and benefit by the readers.

Recommendations

The findings of this study and their interpretation strongly suggest that several problems investigated here are deserving of further and deeper study. Furthermore, the trends demonstrated by the findings; particularly those which deal with the relationship of teacher effectiveness to college degree, age to satisfaction, and personality type index of thinking-feeling to longevity and age; might well be found to reach statistical significance in a larger study.

As the study shows, additional knowledge must be gained about conditions which cause teachers in inner-city schools to request

transfers or to leave teaching permanently. Follow-up studies of students graduating from institutions initiating programs to prepare teachers for inner-city experience are needed to determine the appropriateness of such instruction to their jobs. Research is also necessary which will determine the real value of para-professionals to classroom teachers and their students insofar as more effective teaching and learning are concerned. Research is further needed to establish the amount and nature of knowledge and understanding required by classroom teachers about the communities in which they teach. For example, must teachers know about the life styles and problems of the family and the community? If the teacher is to establish effective communication and understanding, what aspects of this knowledge are essential?

Moreover, the investigator's contact with numerous teachers and administrators during the period of this study, as well as his investigation of the literature, leads him to conclude that the reasons why teachers leave or request transfers from inner-city schools are of great importance and deserve continued study and analysis. These investigations could, in turn, produce findings which would lead to the continued improvement of teacher working conditions, would have the potential of providing greater teacher satisfaction and retention, and would ultimately benefit the student.

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APPENDICES

APPENDIX A

FREQUENCY AND MEAN STRENGTH OF THE PREFERENCES OF EFFECTIVENESS AND SATISFACTION CATEGORIES

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL A									
Total Population	14	33.3%	22.4	64.7%	8.6	57.1%	16.0	42.9%	22.6
Higher Effective Teacher	4	75.0%	19.7	25.0%	5.0	25.0%	1.0	75.0%	31.7
Lower Effective Teacher	4	25.0%	31.0	75.0%	7.7	50.0%	16.0	50.0%	3.0
More Satisfied Teacher	5	40.0%	24.0	60.0%	9.7	60.0%	16.3	40.0%	22.0
Lesser Satisfied Teacher	9	33.3%	23.7	66.7%	8.0	55.6%	15.8	44.4%	23.0
SCHOOL B									
Total Population	30	63.3%	18.5	36.7%	15.0	70.0%	24.4	30.0%	19.4
Higher Effective Teacher	5	60.0%	16.3	40.0%	5.0	40.0%	19.0	60.0%	20.3
Lower Effective Teacher	3	33.3%	17.0	66.7%	26.0	66.6%	23.0	33.4%	7.0
More Satisfied Teacher	14	71.4%	22.4	28.6%	13.5	71.4%	25.2	28.6%	20.0
Lesser Satisfied TEacher	16	56.2%	17.4	43.8%	15.9	68.7%	23.7	31.3%	15.0
SCHOOL C									
Total Population	28	57.1%	20.0	42.9%	18.7	60.7%	20.2	39.3%	16.6
Higher Effective Teacher	7	57.1%	23.5	42.9%	12.3	71.4%	16.6	28.6%	29.0
Lower Effective Teacher	7	71.4%	19.4	28.6%	12.0	85.7%	20.0	14.3%	17.0
More Satisfied Teacher	14	57.1%	22.0	42.9%	17.0	57.1%	29.5	42.9%	12.7
Lesser Satisfied Teacher	14	57.1%	18.0	42.9%	20.3	64.7%	23.2	35.3%	27.4

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL A									
Total Population	14	42.9%	19.0	57.1%	17.0	78.4%	34.2	21.6%	31.7
Higher Effective Teacher	4	50.0%	29.0	50.0%	15.0	75.0%	23.0	25.0%	37.0
Lower Effective Teacher	4	50.0%	13.0	50.0%	28.0	75.0%	23.7	25.0%	47.0
More Satisfied Teacher	5	60.0%	22.3	40.0%	21.0	80.0%	35.0	20.0%	37.0
Lesser Satisfied Teacher	9	33.3%	15.7	66.7%	15.7	77.2%	23.9	22.8%	39.0
SCHOOL B									
Total Population	30	53.3%	10.8	46.7%	18.0	76.7%	35.4	23.3%	24.4
Higher Effective Teacher	5	60.0%	22.3	40.0%	22.0	100.0%	35.8	0.0%	0.0
Lower Effective Teacher	3	66.6%	13.0	33.4%	11.0	66.6%	23.0	33.4%	5.0
More Satisfied Teacher	14	64.2%	11.4	35.8%	13.8	92.8%	35.2	7.2%	35.0
Lesser Satisfied Teacher	16	43.8%	9.6	56.2%	20.3	62.5%	35.8	37.5%	22.7
SCHOOL C									
Total Population	28	32.1%	14.1	67.9%	14.8	60.7%	30.4	39.3%	15.5
Higher Effective Teacher	7	28.6%	23.0	71.4%	15.0	71.4%	29.0	28.6%	24.0
Lower Effective Teacher	7	57.1%	13.0	42.9%	13.7	85.7%	26.3	14.3%	3.0
More Satisfied Teacher	14	28.5%	10.0	71.5%	13.8	78.6%	32.1	21.4%	2.3
Lesser Satisfied Teacher	14	35.3%	17.4	64.7%	15.9	42.9%	27.3	57.1%	20.5

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL D									
Total Population	19	47.3%	24.1	52.7%	15.2	68.4%	20.2	31.6%	28.0
Higher Effective Teacher	3	66.7%	9.0	33.3%	31.0	66.7%	18.0	33.3%	39.0
Lower Effective Teacher	3	66.7%	17.0	33.3%	19.0	100.0%	27.7	0.0%	0.0
More Satisfied Teacher	11	45.4%	22.2	54.6%	10.7	81.8%	22.3	18.2%	26.0
Lesser Satisfied Teacher	8	50.0%	26.5	50.0%	22.0	50.0%	15.5	50.0%	29.0
SCHOOL E									
Total Population	12	41.7%	19.8	58.3%	14.1	66.7%	16.3	33.3%	32.5
Higher Effective Teacher	5	60.0%	15.0	40.0%	23.0	80.0%	16.5	20.0%	5.0
Lower Effective Teacher	4	50.0%	27.0	50.0%	9.0	75.0%	14.3	25.0%	51.0
More Satisfied Teacher	8	50.0%	16.0	50.0%	8.0	62.5%	21.0	37.5%	27.7
Lesser Satisfied Teacher	4	25.0%	35.0	75.0%	22.3	75.0%	8.3	25.0%	47.0
SCHOOL F									
Total Population	17	70.6%	12.4	29.4%	19.4	82.4%	23.7	17.6%	17.0
Higher Effective Teacher	4	100.0%	9.8	0.0%	0.0	100.0%	18.5	0.0%	0.0
Lower Effective Teacher	6	33.3%	20.0	66.7%	15.5	83.3%	26.6	16.7%	11.0
More Satisfied Teacher	9	33.3%	11.7	66.7%	18.3	88.8%	26.3	11.2%	37.0
Lesser Satisfied Teacher	8	100.0%	12.6	0.0%	0.0	75.0%	20.3	25.0%	7.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL D									
Total Population	19	47.3%	12.8	52.7%	21.8	68.4%	29.2	31.6%	26.7
Higher Effective Teacher	3	66.7%	12.0	33.3%	11.0	66.7%	43.0	33.3%	3.0
Lower Effective Teacher	3	66.7%	22.0	33.3%	27.0	100.0%	19.7	0.0%	0.0
More Satisfied Teacher	11	45.4%	12.6	54.6%	16.3	81.8%	33.4	18.2%	18.0
Lesser Satisfied Teacher	8	50.0%	13.0	50.0%	30.0	50.0%	22.0	50.0%	31.0
SCHOOL E									
Total Population	12	25.0%	9.7	75.0%	18.1	50.0%	25.0	50.0%	15.8
Higher Effective Teacher	5	40.0%	11.0	60.0%	29.0	60.0%	26.3	40.0%	8.0
Lower Effective Teacher	4	25.0%	7.0	75.0%	18.3	50.0%	27.0	50.0%	20.0
More Satisfied Teacher	8	25.0%	11.0	75.0%	22.0	50.0%	18.0	50.0%	14.0
Lesser Satisfied Teacher	4	25.0%	7.0	75.0%	10.3	50.0%	39.0	50.0%	19.0
SCHOOL F									
Total Population	17	41.2%	14.7	58.8%	19.4	64.7%	33.7	35.3%	13.7
Higher Effective Teacher	4	50.0%	8.0	50.0%	11.0	50.0%	32.0	50.0%	8.0
Lower Effective Teacher	6	33.3%	7.0	66.7%	26.0	66.7%	32.5	33.3%	20.0
More Satisfied Teacher	9	33.3%	17.7	66.7%	20.5	66.7%	40.0	33.3%	19.0
Lesser Satisfied Teacher	8	50.0%	12.5	50.0%	20.0	62.5%	26.2	37.5%	8.3

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL G									
Total Population	16	50.0%	25.8	50.0%	20.0	50.0%	30.8	50.0%	19.8
Higher Effective Teacher	4	25.0%	1.0	75.0%	19.7	100.0%	27.5	0.0%	0.0
Lower Effective Teacher	4	75.0%	21.7	25.0%	21.0	50.0%	26.0	50.0%	25.0
More Satisfied Teacher	5	80.0%	31.0	20.0%	1.0	60.0%	21.0	40.0%	15.0
Lesser Satisfied Teacher	11	36.3%	20.5	63.7%	22.7	45.4%	36.6	54.6%	21.3
SCHOOL H									
Total Population	13	38.5%	17.8	61.5%	25.0	92.3%	26.5	7.7%	27.0
Higher Effective Teacher	4	75.0%	28.3	25.0%	15.0	100.0%	25.5	0.0%	0.0
Lower Effective Teacher	4	25.0%	1.0	75.0%	36.3	100.0%	31.0	0.0%	0.0
More Satisfied Teacher	6	33.3%	28.0	66.7%	31.5	83.3%	27.8	16.7%	27.0
Lesser Satisfied Teacher	7	42.8%	11.0	57.2%	18.5	100.0%	25.6	0.0%	0.0
SCHOOL I									
Total Population	34	55.9%	18.7	44.1%	17.7	67.6%	30.0	32.4%	12.1
Higher Effective Teacher	5	80.0%	25.0	20.0%	5.0	20.0%	1.0	80.0%	13.0
Lower Effective Teacher	5	20.0%	33.0	80.0%	16.5	100.0%	40.2	0.0%	0.0
More Satisfied Teacher	16	62.5%	17.4	37.5%	20.3	62.5%	31.8	37.5%	11.8
Lesser Satisfied Teacher	18	50.0%	20.1	50.0%	15.9	72.2%	29.2	27.8%	12.2

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL G									
Total Population	16	56.3%	11.9	43.7%	13.9	81.3%	25.9	18.7%	8.3
Higher Effective Teacher	4	75.0%	9.0	25.0%	39.0	100.0%	29.5	0.0%	0.0
Lower Effective Teacher	4	75.0%	20.3	25.0%	7.0	100.0%	26.0	0.0%	0.0
More Satisfied Teacher	5	40.0%	14.0	60.0%	10.3	80.0%	32.0	20.0%	21.0
Lesser Satisfied Teacher	11	63.4%	11.3	36.6%	16.5	81.8%	24.3	18.2%	2.0
SCHOOL H									
Total Population	13	53.8%	13.6	46.2%	22.0	69.2%	28.6	30.8%	7.5
Higher Effective Teacher	4	75.0%	13.7	25.0%	15.0	75.0%	35.7	25.0%	7.0
Lower Effective Teacher	4	50.0%	17.0	50.0%	32.0	75.0%	17.7	25.0%	5.0
More Satisfied Teacher	6	33.3%	19.0	66.7%	2.0	66.7%	44.0	33.3%	11.0
Lesser Satisfied Teacher	7	71.4%	11.4	28.6%	19.0	71.4%	16.2	28.6%	4.0
SCHOOL I									
Total Population	34	50.0%	19.2	50.0%	16.5	82.4%	23.6	17.6%	12.5
Higher Effective Teacher	5	60.0%	13.7	40.0%	11.0	100.0%	31.8	0.0%	0.0
Lower Effective Teacher	5	40.0%	20.0	60.0%	11.7	100.0%	20.6	0.0%	0.0
More Satisfied Teacher	16	37.5%	22.7	62.5%	18.6	81.2%	20.5	18.8%	12.3
Lesser Satisfied Teacher	18	61.1%	17.4	38.9%	13.1	83.3%	26.2	16.7%	12.3

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL J									
Total Population	12	50.0%	29.3	50.0%	15.7	66.7%	8.8	33.3%	23.5
Higher Effective Teacher	3	66.7%	37.0	33.3%	19.0	66.7%	9.0	33.3%	5.0
Lower Effective Teacher	3	33.3%	27.0	66.7%	17.0	66.7%	15.0	33.3%	19.0
More Satisfied Teacher	5	60.0%	35.0	40.0%	10.0	80.0%	8.0	20.0%	5.0
Lesser Satisfied Teacher	7	42.8%	23.7	57.2%	18.5	57.2%	9.5	42.8%	29.7
SCHOOL K									
Total Population	18	66.7%	21.5	33.3%	22.7	50.0%	26.8	50.0%	22.8
Higher Effective Teacher	5	80.0%	23.0	20.0%	13.0	60.0%	27.7	40.0%	9.0
Lower Effective Teacher	5	80.0%	22.0	20.0%	29.0	60.0%	23.0	40.0%	24.0
More Satisfied Teacher	9	55.4%	28.2	44.6%	23.0	66.3%	23.0	33.7%	20.3
Lesser Satisfied Teacher	9	77.7%	16.7	22.3%	22.0	33.7%	34.3	66.3%	24.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL J									
Total Population	12	50.0%	28.3	50.0%	21.0	83.3%	30.6	16.7%	26.0
Higher Effective Teacher	3	66.7%	14.0	33.3%	15.0	100.0%	29.0	0.0%	0.0
Lower Effective Teacher	3	66.7%	25.0	33.3%	29.0	100.0%	30.3	0.0%	0.0
More Satisfied Teacher	5	60.0%	21.7	40.0%	16.0	100.0%	33.4	0.0%	0.0
Lesser Satisfied Teacher	7	42.8%	35.0	57.2%	23.5	71.4%	27.8	28.6%	26.0
SCHOOL K									
Total Population	18	44.4%	14.5	55.6%	24.4	44.4%	24.8	55.6%	22.2
Higher Effective Teacher	5	20.0%	3.0	80.0%	21.0	20.0%	17.0	80.0%	15.0
Lower Effective Teacher	5	80.0%	16.5	20.0%	19.0	60.0%	31.7	40.0%	35.0
More Satisfied Teacher	9	55.4%	15.0	44.6%	22.5	55.4%	28.6	44.6%	17.0
Lesser Satisfied Teacher	9	33.7%	13.7	66.3%	25.7	44.6%	19.0	55.4%	26.2

APPENDIX B

FREQUENCY AND MEAN STRENGTH OF THE PREFERENCES BY AGE

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL A									
Age									
20 - 34	7	42.8%	27.0	57.2%	8.5	42.8%	11.0	57.2%	16.7
35 - 49	5	40.0%	19.0	60.0%	9.6	60.0%	11.0	40.0%	33.0
50 -	2	0.0%	0.0	100.0%	12.0	100.0%	15.0	0.0%	0.0
SCHOOL B									
Age									
20 - 34	10	60.0%	19.6	40.0%	19.0	80.0%	27.0	20.0%	18.0
35 - 49	9	77.7%	21.8	22.3%	29.0	77.7%	19.5	22.3%	31.0
50 -	6	66.6%	21.0	33.4%	5.0	66.6%	28.0	33.4%	27.0
SCHOOL C									
Age									
20 - 34	12	58.3%	17.5	41.7%	18.6	50.0%	17.6	50.0%	21.0
35 - 49	9	44.4%	23.5	55.6%	19.0	77.7%	19.2	22.3%	16.0
50 -	6	83.3%	20.6	16.7%	33.0	50.0%	23.6	50.0%	11.6

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL A									
Age									
20 - 34	7	14.3%	17.0	87.7%	21.0	71.4%	24.6	28.6%	29.0
35 - 49	5	80.0%	22.0	20.0%	5.0	80.0%	34.0	20.0%	27.0
50 -	2	50.0%	9.0	50.0%	5.0	100.0%	24.0	0.0%	0.0
SCHOOL B									
Age									
20 - 34	10	60.0%	6.3	40.0%	17.5	60.0%	30.6	40.0%	28.5
35 - 49	9	33.4%	16.3	66.6%	15.3	77.7%	35.2	22.3%	26.0
50 -	6	83.3%	12.6	16.7%	1.0	100.0%	38.0	0.0%	0.0
SCHOOL C									
Age									
20 - 34	12	33.4%	16.0	66.6%	11.0	50.0%	16.3	50.0%	19.6
35 - 49	9	33.4%	17.6	66.6%	11.0	88.8%	37.5	11.2%	27.0
50 -	6	33.4%	5.0	66.6%	19.5	50.0%	39.6	50.0%	5.6

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL D									
Age									
20 - 34	8	37.5%	27.6	62.5%	13.0	75.0%	26.6	25.0%	25.0
35 - 49	7	71.4%	22.2	28.6%	24.0	71.4%	15.8	28.6%	30.0
50 -	3	33.4%	23.0	66.6%	3.0	66.6%	12.0	33.4%	15.0
SCHOOL E									
Age									
20 - 34	4	25.0%	41.0	75.0%	10.3	50.0%	23.0	50.0%	26.0
35 - 49	7	57.1%	14.5	42.9%	11.0	71.4%	16.2	28.6%	39.0
50 -	1	0.0%	0.0	100.0%	11.0	100.0%	3.0	0.0%	0.0
SCHOOL F									
Age									
20 - 34	3	100.0%	19.6	0.0%	0.0	33.4%	27.0	66.6%	24.0
35 - 49	4	50.0%	5.5	50.0%	9.0	100.0%	13.0	0.0%	0.0
50 -	7	71.4%	9.8	28.6%	24.0	85.7%	26.0	14.3%	3.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL D									
Age									
20 - 34	8	50.0%	7.0	50.0%	17.0	62.5%	22.6	37.5%	33.0
35 - 49	7	71.4%	17.4	28.6%	16.0	71.4%	37.4	28.6%	27.0
50 -	3	0.0%	0.0	100.0%	26.3	1-0.0%	29.6	0.0%	0.0
SCHOOL E									
Age									
20 - 34	4	0.0%	0.0	100.0%	22.5	25.0%	19.0	75.0%	17.0
35 - 49	7	42.9%	9.6	57.1%	17.0	57.1%	24.0	42.9%	14.3
50 -	1	0.0%	0.0	100.0%	5.0	100.0%	35.0	0.0%	0.0
SCHOOL F									
Age									
20 - 34	3	0.0%	0.0	100.0%	11.6	33.4%	23.0	66.6%	16.0
35 - 49	4	25.0%	11.0	75.0%	23.0	50.0%	32.0	50.0%	17.0
50 -	7	71.4%	17.8	28.6%	9.0	71.4%	40.6	28.6%	8.0

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL G									
Age									
20 - 34	9	33.4%	25.0	66.6%	16.8	33.4%	37.6	66.6%	16.3
35 - 49	5	80.0%	31.0	20.0%	35.0	60.0%	27.0	40.0%	30.0
50 -	2	50.0%	7.0	50.0%	21.0	100.0%	26.0	0.0%	0.0
SCHOOL H									
Age									
20 - 34	6	50.0%	13.0	50.0%	13.0	100.0%	28.6	0.0%	0.0
35 - 49	5	20.0%	47.0	80.0%	29.5	80.0%	27.5	20.0%	27.0
50 -	2	50.0%	3.0	50.0%	44.0	100.0%	18.0	0.0%	0.0
SCHOOL I									
Age									
20 - 34	22	55.5%	17.6	45.5%	18.0	72.7%	24.8	27.3%	15.3
35 - 49	7	42.9%	29.0	57.1%	17.0	71.4%	42.2	28.6%	12.0
50 -	3	66.6%	11.0	33.4%	17.0	33.4%	31.0	66.6%	7.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL G									
Age									
20 - 34	9	66.6%	7.6	33.4%	8.0	77.7%	22.4	22.3%	2.0
35 - 49	5	20.0%	19.0	80.0%	15.0	80.0%	27.0	20.0%	21.0
50 -	2	100.0%	21.0	0.0%	0.0	100.0%	36.0	0.0%	0.0
SCHOOL H									
Age									
20 - 34	6	50.0%	23.6	50.0%	19.6	66.6%	30.0	33.4%	4.0
35 - 49	5	60.0%	14.3	40.0%	16.0	60.0%	20.3	40.0%	11.0
50 -	2	50.0%	13.0	50.0%	41.0	100.0%	38.0	0.0%	0.0
SCHOOL I									
Age									
20 - 34	22	50.0%	15.7	50.0%	14.6	77.2%	23.7	22.8%	14.6
35 - 49	7	28.6%	36.0	71.4%	22.2	85.7%	15.0	14.3%	1.0
50 -	3	66.6%	23.0	33.4%	9.0	100.0%	45.6	0.0%	0.0

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL J									
Age									
20 - 34	6	66.6%	25.5	33.4%	19.0	66.6%	10.0	33.4%	35.0
35 - 49	1	100.0%	25.0	0.0%	0.0	0.0%	0.0	100.0%	19.0
50 -	4	25.0%	47.0	75.0%	18.3	75.0%	6.3	25.0%	5.0
SCHOOK K									
Age									
20 - 34	12	83.3%	21.6	16.7%	21.0	41.7%	21.8	58.3%	24.1
35 - 49	4	50.0%	21.0	50.0%	21.0	75.0%	35.0	25.0%	5.0
50 -	1	0.0%	0.0	100.0%	31.0	0.0%	0.0	100.0%	31.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL J									
Age									
20 - 34	6	0.0%	0.0	100.0%	21.0	66.6%	16.5	33.4%	26.0
35 - 49	1	100.0%	37.0	0.0%	0.0	100.0%	1.0	0.0%	0.0
50 -	4	100.0%	30.0	0.0%	0.0	100.0%	44.5	0.0%	0.0
SCHOOL K									
Age									
20 - 34	12	33.4%	18.5	66.6%	25.0	41.7%	21.4	58.3%	21.8
35 - 49	4	50.0%	3.0	50.0%	22.0	75.0%	29.0	25.0%	13.0
50 -	1	100.0%	19.0	0.0%	0.0	0.0%	0.0	100.0%	33.0

APPENDIX C

FREQUENCY AND MEAN STRENGTH OF THE PREFERENCES BY LONGEVITY

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL A									
Years									
1 - 8	8	50.0%	24.0	50.0%	8.5	37.5%	11.0	62.5%	22.2
9-18	3	0.0%	0.0	100.0%	9.7	100.0%	11.0	0.0%	0.0
19 - 40	2	0.0%	0.0	100.0%	12.0	100.0%	15.0	0.0%	0.0
SCHOOL B									
Years									
1 - 8	12	58.3%	18.1	41.7%	20.6	75.0%	26.7	25.0%	20.3
9 - 18	7	71.4%	19.8	28.6%	19.0	71.4%	21.8	28.6%	32.0
19 - 40	3	66.6%	22.0	33.4%	3.0	100.0%	26.3	0.0%	0.0
SCHOOL C									
Years									
1 - 8	16	62.5%	18.6	37.5%	17.3	62.5%	18.2	37.5%	28.0
9 - 18	7	42.8%	17.6	57.2%	21.5	57.2%	27.0	42.8%	7.0
19 - 40	4	75.0%	23.6	25.0%	1.0	75.0%	17.6	25.0%	21.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL A									
Years									
1 - 8	8	25.0%	29.0	75.0%	21.0	62.5%	24.6	37.5%	31.6
9 - 18	3	66.6%	15.0	33.4%	5.0	100.0%	31.0	0.0%	0.0
19 - 40	2	50.0%	9.0	50.0%	5.0	100.0%	48.0	0.0%	0.0
SCHOOL B									
Years									
1 - 8	12	58.3%	11.2	41.7%	15.8	58.3%	34.6	41.7%	25.6
9 - 18	7	14.3%	9.0	85.7%	14.0	85.7%	31.6	14.3%	35.0
19 - 40	3	100.0%	13.6	0.0%	0.0	100.0%	41.0	0.0%	0.0
SCHOOL C									
Years									
1 - 8	16	31.2%	16.6	68.8%	14.2	56.3%	24.7	43.7%	18.1
9 - 18	7	57.2%	11.0	42.8%	12.3	71.4%	16.6	28.6%	17.0
19 - 40	4	0.0%	0.0	100.0%	20.5	75.0%	37.0	25.0%	3.0

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL D									
Years									
1 - 8	11	54.5%	24.6	45.5%	13.0	63.6%	23.5	36.4%	27.5
1 - 18	5	60.0%	23.0	40.0%	16.0	80.0%	16.0	20.0%	15.0
19 - 40	1	0.0%	0.0	100.0%	5.0	100.0%	21.0	0.0%	0.0
SCHOOL E									
Years									
1 - 8	7	42.8%	20.3	57.2%	10.5	42.8%	18.3	57.2%	32.5
9 - 18	3	33.4%	35.0	66.6%	23.0	100.0%	21.0	0.0%	0.0
19 - 40	2	50.0%	3.0	50.0%	11.0	100.0%	6.0	0.0%	0.0
SCHOOL F									
Years									
1 - 8	7	71.4%	16.6	28.6%	7.0	71.4%	19.4	28.6%	24.0
9 - 18	1	0.0%	0.0	100.0%	25.0	100.0%	39.0	0.0%	0.0
19 - 40	8	75.0%	8.8	25.0%	25.0	87.5%	25.8	12.5%	3.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean F Score	%	Mean P Score
SCHOOL D									
Years									
1 - 8	11	45.5%	10.2	54.5%	16.6	54.5%	24.6	45.5%	30.6
9 - 18	5	60.0%	12.3	40.0%	30.0	100.0%	38.2	0.0%	0.0
19 - 40	1	0.0%	0.0	100.0%	19.0	100.0%	37.0	0.0%	0.0
SCHOOL E									
Years									
1 - 8	7	28.6%	11.0	71.4%	18.2	42.8%	15.0	57.2%	16.5
9 - 18	3	33.4%	7.0	66.6%	19.0	66.6%	35.0	33.4%	25.0
19 - 40	2	0.0%	0.0	100.0%	17.0	50.0%	35.0	50.0%	3.0
SCHOOL F									
Years									
1 - 8	7	14.3%	3.0	85.7%	21.0	42.8%	27.6	57.2%	16.5
9 - 18	1	0.0%	0.0	100.0%	39.0	100.0%	21.0	0.0%	0.0
19 - 40	8	75.0%	16.0	25.0%	11.0	75.0%	35.6	25.0%	8.0

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL G									
Years									
1 - 8	12	41.6%	32.6	58.4%	20.8	41.6%	34.2	58.4%	17.5
9 - 18	3	66.6%	21.0	33.4%	21.0	66.6%	26.0	33.4%	35.0
19 - 40	1	100.0%	1.0	0.0%	0.0	100.0%	23.0	0.0%	0.0
SCHOOL H									
Years									
1 - 8	7	57.2%	21.5	42.8%	13.0	100.0%	29.3	0.0%	0.0
9 - 18	4	0.0%	0.0	100.0%	31.5	100.0%	21.0	0.0%	0.0
19 - 40	1	100.0%	3.0	0.0%	0.0	100.0%	29.0	0.0%	0.0
SCHOOL I									
Years									
1 - 8	25	52.0%	17.3	48.0%	19.5	80.0%	30.2	20.0%	17.8
9 - 18	4	100.0%	24.5	0.0%	0.0	50.0%	31.0	50.0%	13.0
19 - 40	3	66.6%	11.0	33.4%	17.0	33.4%	31.0	66.6%	7.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL G									
Years									
1 - 8	12	58.4%	22.1	41.6%	10.2	75.0%	24.3	25.0%	8.3
9 - 18	3	66.6%	21.0	33.4%	7.0	100.0%	27.0	0.0%	0.0
19 - 40	1	0.0%	0.0	100.0%	39.0	100.0%	37.0	0.0%	0.0
SCHOOL H									
Years									
1 - 8	7	57.2%	20.0	42.8%	19.6	71.4%	31.0	28.6%	4.0
9 - 18	4	50.0%	17.0	50.0%	32.0	75.0%	23.6	25.0%	5.0
19 - 40	1	100.0%	13.0	0.0%	0.0	100.0%	31.0	0.0%	0.0
SCHOOL I									
Years									
1 - 8	25	40.0%	17.4	60.0%	17.4	76.0%	19.5	24.0%	12.3
9 - 18	4	100.0%	25.0	0.0%	0.0	100.0%	24.5	0.0%	0.0
19 - 40	3	66.6%	23.0	33.4%	9.0	100.0%	45.6	0.0%	0.0

		Preference for E		Preference for I		Preference for S		Preference for N	
		%	Mean E Score	%	Mean I Score	%	Mean S Score	%	Mean N Score
SCHOOL J									
Years									
1 - 8	4	75.0%	24.3	25.0%	33.0	75.0%	9.0	25.0%	41.0
9 - 18	2	0.0%	0.0	100.0%	19.0	100.0%	9.0	0.0%	0.0
19 - 40	1	50.0%	47.0	50.0%	17.0	50.0%	1.0	50.0%	5.0
SCHOOL K									
Years									
1 - 8	13	76.9%	21.8	23.1%	23.0	53.8%	24.1	46.2%	22.6
9 - 18	3	66.6%	21.0	33.4%	15.0	33.4%	45.0	66.6%	19.0
19 - 40	1	0.0%	0.0	100.0%	31.0	0.0%	0.0	100.0%	31.0

		Preference for T		Preference for F		Preference for J		Preference for P	
		%	Mean T Score	%	Mean F Score	%	Mean J Score	%	Mean P Score
SCHOOL J									
Years									
1 - 8	4	0.0%	0.0	100.0%	20.5	75.0%	21.0	25.0%	49.0
9 - 18	2	100.0%	31.0	0.0%	0.0	100.0%	47.0	0.0%	0.0
19 - 40	0								
SCHOOL K									
Years									
1 - 8	13	46.2%	13.3	53.8%	24.1	46.2%	25.3	52.8%	19.2
9 - 18	3	0.0%	0.0	100.0%	25.0	66.6%	21.0	33.4%	31.0
19 - 40	1	100.0%	19.0	0.0%	0.0	0.0%	0.0	100.0%	33.0

APPENDIX D

SUMMARY OF CHI-SQUARE TESTS OF SIGNIFICANCE BETWEEN PERSONALITY TYPES AND TEACHER EFFECTIVENESS

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL A			
Total N=8	Higher Effective N=4	Lesser Effective N=4	
Extrovert-Introvert	2.00000	0.50000	.50
Sensing-Intuition	0.53333	0.00000	.--
Feeling-Thinking	0.00000	0.00000	.--
Judgment-Perception	0.00000	0.00000	.--
SCHOOL B			
Total N=8	Higher Effective N=5	Lesser Effective N=3	
Extrovert-Introvert	0.53333	0.00000	.--
Sensing-Intuition	0.53333	0.00000	.--
Feeling-Thinking	0.03556	0.32000	.70
Judgment-Perception	1.90476	0.07619	.80
SCHOOL C			
Total N=14	Higher Effective N=7	Lesser Effective N=7	
Extrovert-Introvert	0.31111	0.00000	.--
Sensing-Intuition	0.42424	0.00000	.--
Feeling-Thinking	1.16667	0.29167	.70
Judgment-Perception	0.42424	0.00000	.--
SCHOOL D			
Total N=6	Higher Effective N=3	Lesser Effective N=3	
Extrovert-Introvert	0.00000	0.00000	.--
Sensing-Intuition	1.20000	0.00000	.--
Feeling-Thinking	0.00000	0.00000	.--
Judgment-Perception	1.20000	0.00000	.--
SCHOOL E			
Total N=9	Higher Effective N=5	Lesser Effective N=4	
Extrovert-Introvert	0.09000	0.14063	.80
Sensing-Intuition	0.03214	0.39375	.70
Feeling-Thinking	0.22500	0.05625	.90
Judgment-Perception	0.09000	0.14063	.80

One degree of freedom
Corrected chi-square by Yates correction formula
* Denotes .05 Level of Significance

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL F			
Total N=10	Higher Effective N=4	Lesser Effective N=6	
Extrovert-Introvert	4.44444	2.10069	.20
Sensing-Intuition	0.74074	0.04630	.90
Feeling-Thinking	0.27778	0.01736	.90
Judgment-Perception	0.27778	0.01736	.90
SCHOOL G			
Total N=8	Higher Effective N=4	Lesser Effective N=4	
Extrovert-Introvert	2.00000	0.50000	.50
Sensing-Intuition	2.66667	0.66667	.50
Feeling-Thinking	0.00000	0.00000	.--
Judgment-Percention	0.00000	0.00000	.--
SCHOOL H			
Total N=8	Higher Effective N=4	Lesser Effective N=4	
Extrovert-Introvert	2.00000	0.50000	.50
Sensing-Intuition	0.00000	0.00000	.--
Feeling-Thinking	0.53333	0.00000	.--
Judgment-Perception	0.00000	0.00000	.--
SCHOOL I			
Total N=10	Higher Effective N=5	Lesser Effective N=5	
Extrovert-Introvert	3.60000	1.60000	.30
Sensing-Intuition	6.66667	3.75000	.10
Feeling-Thinking	0.40000	0.00000	.--
Judgment-Perception	0.00000	0.00000	.--
SCHOOL J			
Total N=6	Higher Effective N=3	Lesser Effective N=3	
Extrovert-Introvert	0.66667	0.00000	.--
Sensing-Intuition	0.00000	0.00000	.--
Feeling-Thinking	0.00000	0.00000	.--
Judgment-Perception	0.00000	0.00000	.--

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL K			
Total N=10	Higher Effective N=5	Lesser Effective N=5	
Extrovert-Introvert	0.00000	0.00000	.--
Sensing-Intuition	0.00000	0.00000	.--
Feeling-Thinking	3.60000	1.60000	.30
Judgment-Perception	2.00000	0.41600	.--

APPENDIX E

SUMMARY OF CHI-SQUARE TESTS OF SIGNIFICANCE BETWEEN PERSONALITY TYPES AND LEVELS OF TEACHER SATISFACTION

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL A			
Total N=14	More Satisfied N=5	Less Satisfied N=9	
Extrovert-Introvert	0.06222	0.11062	.30
Sensing-Intuition	0.02593	0.16204	.70
Feeling-Thinking	0.93333	0.16204	.70
Judgment-Perception	0.00943	0.33939	.70
SCHOOL B			
Total N=30	More Satisfied N=14	Less Satisfied N=16	
Extrovert-Introvert	0.74077	0.23133	.70
Sensing-Intuition	0.02551	0.05740	.90
Feeling-Thinking	1.26515	0.57576	.50
Judgment-Perception	3.84649	2.33668	.20
SCHOOL C			
Total N=28	More Satisfied N=14	Less Satisfied N=14	
Extrovert-Introvert	0.00000	0.00000	.--
Sensing-Intuition	0.14973	0.00000	.--
Feeling-Thinking	0.16374	0.00000	.--
Judgment-Perception	3.74331	2.39572	.20
SCHOOL D			
Total N=19	More Satisfied N=11	Less Satisfied N=8	
Extrovert-Introvert	0.03838	0.07257	.80
Sensing-Intuition	2.17016	0.94737	.80
Feeling-Thinking	0.03838	0.07257	.80
Judgment-Perception	2.17016	0.94737	.80
SCHOOL E			
Total N=12	More Satisfied N=8	Less Satisfied N=4	
Extrovert-Introvert	0.68571	0.04286	.70
Sensing-Intuition	0.18750	0.04687	.90
Feeling-Thinking	0.00000	0.02976	.90
Judgment-Perception	0.00000	0.00000	.--

One degree of freedom
Corrected chi-square by Yates correction formula
* Denotes .05 Level of Significance

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL F			
Total N=17	More Satisfied N=9	Less Satisfied N=8	
Extrovert-Introvert	8.24242	5.58170	.02*
Sensing-Intuition	0.56217	0.01265	.80
Feeling-Thinking	0.48517	0.04132	.90
Judgment-Perception	0.03220	0.10822	.80
SCHOOL G			
Total N=16	More Satisfied N=5	Less Satisfied N=11	
Extrovert-Introvert	2.61818	1.16364	.30
Sensing-Intuition	0.29091	0.00000	.--
Feeling-Thinking	0.78038	0.11544	.80
Judgment-Perception	0.00746	0.36550	.70
SCHOOL H			
Total N=13	More Satisfied N=6	Less Satisfied N=7	
Extrovert-Introvert	0.12381	0.04836	.90
Sensing-Intuition	1.26389	0.00645	.95
Feeling-Thinking	1.88662	0.66511	.50
Judgment-Perception	0.03439	0.17411	.70
SCHOOL I			
Total N=34	More Satisfied N=16	Less Satisfied N=18	
Extrovert-Introvert	0.53684	0.14954	.70
Sensing-Intuition	0.36583	0.05646	.90
Feeling-Thinking	1.88889	1.06250	.50
Judgment-Perception	0.02530	0.08503	.80
SCHOOL J			
Total N=12	More Satisfied N=5	Less Satisfied N=7	
Extrovert-Introvert	0.34286	0.00000	.--
Sensing-Intuition	0.68571	0.04286	.90
Feeling-Thinking	0.34286	0.00000	.--
Judgment-Perception	1.71429	0.27429	.50

Personality Types	Original Chi-Square	Corrected Chi-Square	Significance Level
SCHOOL K			
Total N=18	More Satisfied N=9		Less Satisfied N=9
Extrovert-Introvert	1.00000	0.25000	.70
Sensing-Intuition	2.00000	0.88889	.50
Feeling-Thinking	0.90000	0.22500	.70
Judgment-Perception	0.22222	0.00000	.--

APPENDIX F

PRINCIPAL RATING SCALE

Teacher Rating Form

School _____

Teacher Characteristics

Teacher as a person

1. Physical, mental, and emotional stability
2. Inherent interest in students and teaching
3. Awareness of personal limitations
4. Able to absorb and accept negative behavior

Teacher as a guide to learning process

1. Has working knowledge of modes of living of different social and cultural groups
2. Establishes specific and meaningful goals within the range of the learner's potential
3. Tailors learning situation in accordance with major needs of individual children
4. Evaluates in terms of individual differences

1.	24.
2.	25.
3.	26.
4.	27.
5.	28.
6.	29.
7.	30.
8.	31.
9.	32.
10.	33.
11.	34.
12.	35.
13.	36.
14.	37.
15.	38.
16.	39.
17.	40.
18.	41.
19.	42.
20.	43.
21.	44.
22.	45.
23.	46.

Teacher Effectiveness Form

School _____

Highly Effective Groups _____	Least Effective Groups _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX G

SATISFACTION QUESTIONNAIRE

TEACHER QUESTIONNAIRE

Education:
less than B.A. ____, B.A.____
B.A.+____, M.A.____
M.A.+____, Ph.D.___

Name of Building _____

Code # _____

Years in Teaching _____

Grade Level _____

Sex ____ Age: 20-24 ____ 25-29 ____
30-34 ____ 35-39 ____
40-49 ____ 50+ ____

Student Population Data

How many children are in this building?

____ Fewer than 50
____ 50 to 100
____ 200 to 300
____ 300 to 400
____ 400 to 500
____ More than 500

Approximately how many children are there per room in this building?

____ Under 20 per room
____ 20 to 25 per room
____ 26 to 30 per room
____ 31 to 35 per room
____ 36 to 40 per room
____ Over 40 per room

What is the approximate rate of attrition per year (turnover of children) in the building?

____ Less than 10% per year
____ 10 to 20% per year
____ 20 to 40% per year
____ 40 to 60% per year
____ 60 to 75¢ per year
____ More than 75% per year

Approximately what percentage of the children in this building come from complete families (Homes in which both the mother and father are present)?

____ 75 to 100% of the children
____ 50 to 75% of the children
____ 25 to 50% of the children
____ 0 to 25% of the children

What is the grade range within this building?

____ K-2
____ K-3
____ K-4
____ K-5
____ K-6
____ K-8
____ 4-8
____ 5-8
____ 6-8
____ 7-8
____ 6-9
____ 7-9

To what extent is this school located in a changing neighborhood?

____ Yes, neighborhood changing rapidly; transition area school.
____ Yes, to some extent; neighborhood is in early stages of change.
____ No real change; neighborhood has had its present character - either high or low - some time.

Of what racial composition are the children in this building?

____ All children are Caucasian (white)
____ At least 90% of the children are Caucasian
____ 75 to 90% of the children are Caucasian
____ 60 to 75% of the children are Caucasian
____ 40 to 60% of the children are Caucasian
____ 25 to 40% of the children are Caucasian
____ 10 to 25% of the children are Caucasian
____ Less than 10% of the children are Caucasian

What percent of the families represented in your classroom would be classified in the following income levels.

_____ Below 3,000
_____ 3,000 - 5,000
_____ 5,000 - 7,000
_____ 7,-00 - 9,000
_____ 9,000 - 12,000
_____ Over 12,000

Building Data

When was this building constructed?

____ Before 1900
____ 1900 - 1910
____ 1910 - 1920
____ 1920 - 1930
____ 1930 - 1940
____ 1940 - 1950
____ 1950 - 1960
____ Since 1960

What changes have been made in this building since it was first constructed (excluding routine painting, repair, etc.)?

A. Have additions been made (rooms or wing or wings added)?

____ Yes ____ No

B. If yes, has more than one addition been made to this building?

____ Yes ____ No

C. If yes, in what year or years was (were) the addition(s) made? ____

D. Has this building been remodeled (new lighting, ceilings, different type floors, plumbing, wiring, changes in interior walls, etc.)?

____ Yes ____ No

E. If yes, what major changes have been made? (Please specify)

_____

F. If yes, in what year or years was this building remodeled?

_____

Please answer Question A for each of the items found below. In answering this question, write in the number which best represents your answer.

Question A

How do you feel about the following items? . . . ____

4 = Very satisfied 2 = Slightly dissatisfied

3 = Satisfied 1 = Dissatisfied

ITEMS:

____ 1. The state of teaching as a "profession."

____ 2. The amount of recognition which teachers are given by society for their efforts and contributions.

____ 3. The capabilities of most of the people who are in teaching.

____ 4. The effect of a teacher's job on his social life.

____ 5. The level of professional standards maintained by most teachers.

____ 6. The amount of recognition which noneducators give to teachers as compared to what they give to other professionals.

____ 7. The amount of time for leisure activities which teaching affords.

____ 8. The level of competence of most of the other teachers in this school.

____ 9. The method employed in this school for making decisions on curriculum matters.

____ 10. The method employed in this school for making decisions on pupil discipline matters.

____ 11. The attitude of the students toward the faculty in this school.

____ 12. The manner in which the teachers and the administrative staff work together in this school.

____ 13. The cooperation and help which I receive from my superiors.

____ 14. The educational philosophy which seems to prevail in this school.

____ 15. The level of competence of my superiors.

____ 16. The adequacy of the supplies available for me to use in my teaching in this school.

____ 17. The amount of time which is available to me while I am at school for my personal professional growth.

____ 18. The extent to which I am informed by my superiors about school matters affecting me.

____ 19. The academic performance of the students in this school.

The role of the Teacher is a varied one, involving many different tasks and calling for the application of many different skills. Most teachers find that they enjoy these different skills of their role to varying degrees.

Please answer Question B below for each aspect of the teacher's role listed. In answering this question, write in the number which best represents your answer.

Question B:

To what degree do you enjoy each of the following aspects of a teacher's role?

4 = A great deal 2 = Very little

3 = Somewhat 1 = Not at all

____ 1. Attending teachers' meetings.

____ 2. Working with pupils in extracurricular activities.

____ 3. Talking with individual parents about a problem concerning their child.

____ 4. Talking with a group of parents about a mutual problem.

____ 5. Working with youngsters who are having a hard time adjusting to a school situation.

____ 6. Working primarily with children rather than adults.

____ 7. Working with "exceptionally able" pupils.

____ 8. Working with "average" pupils.

____ 9. Working with "slow" pupils.

____ 10. Handling administrative paper work.

____ 11. Evaluating pupil progress.

____ 12. Working with guidance personnel.

____ 13. Working with curriculum specialists.

____ 14. Having a different group of pupils to work with each year.

____ 15. Having a different group of pupils to work with periodically during the day.

____ 16. Having to discipline problem children.

____ 17. Having to follow specified curricula.

____ 18. Working with a committee of teachers on a common problem.

Excluding school district administrative personnel, in your judgment, who is from most to least influential in the decision-making process in this building?

____ Principal most; parents (PTA) second; teachers least
____ Principal most; teachers second; parents least
____ Teachers most; parents second; principal least
____ Teachers most; principal second; parents least
____ All three groups would be equally influential

How well do you feel most teachers like this building as a place to work?

____ Very well, most would not choose to leave this building.
____ Pretty well, there are some other buildings which provide as good work situations.
____ Not too well, most would prefer to teach elsewhere in the system, but few are actively seeking transfer.
____ Not at all well; I plan to leave this building as soon as I can.

As you see it, what are the assets of this building?

____ Staff is understanding and helpful to each other.
____ Principal sympathetic and helpful.
____ Not too much pressure on you. More pressure felt in other buildings.
____ Teaching is very challenging in this kind of school.
____ Children are grateful for any interest shown them.
____ More autonomy--children have so many and varied needs, a strict curriculum can't be adhered to.

____ Feel real sense of being needed and serving a useful function.
____ See no assets in building.
____ Other _____

_____

If you could change one thing about this building (students, colleagues, organization, etc.), what would you change?

_____

_____

If you had your choice of any building in this system, in which type would you choose to teach? (Middle class, working class, low economic class, etc.) _____

Why this one? _____

_____

In your opinion, what are major sources of dissatisfaction for teachers in this building?

____ See so little change in children's behavior or knowledge (low motivation).
____ Children hard to control.
____ Children have so many problems, it is difficult to know where to start or find time to work on them.
____ Physical condition of children (dirty, sleepless, hungry, etc.).
____ °sychological strain due to inability to accomplish all that needs to be done.
____ Apathetic, hostile, or non-existent parents.
____ Children arrogant, aggressive, noisy, foul-mouthed, etc.
____ Children slow, irresponsive, and lacking in ability.
____ Other _____

In general, how satisfied are you with teaching in an urban center school?

____ Very satisfied, liking nearly everything about it.
____ Satisfied, liking more things about it than I dislike.
____ Somewhat dissatisfied, but desiring quite a few changes.
____ Not at all satisfied, feeling disadvantages outweigh the advantages.

To what extent do you feel your attitude toward teaching has been affected by your assignment in a culturally disadvantaged school?

____ Positively affected, very much so. Made me come to appreciate the importance of teaching.
____ Positively affected, to some extent. Feel I would have liked it anyway, but it increased my satisfaction with teaching.
____ Not affected at all; don't see it as important.
____ Somewhat negatively affected. Feel I would have liked teaching better had I worked in a different kind of school.
____ Negatively greatly affected. Feel I would have a completely different view of teaching had I been in a different kind of school.

APPENDIX H

DESCRIPTION OF THE MYERS-BRIGGS TYPE INDICATOR

THE MYERS-BRIGGS TYPE INDICATOR

Purpose

The purpose of the Indicator is to implement Jung's theory to type (1923). The gist of the theory is that much apparently random variation in human behavior is actually quite orderly and consistent, being due to certain basic differences in the way people prefer to use perception and judgment.

"Perception" is here understood to include the processes of becoming aware, of things or people or occurrences or ideas. "Judgment" is understood to include the processes of coming-to-conclusions about what has been perceived. If people differ systematically in what they perceive and the conclusions they come to, they may as a result show corresponding differences in their reactions, in their interests, values, need and motivations, in what they do best and in what they like best to do.

Adopting this working hypothesis, the Indicator aims to ascertain, from self-report of easily reported reactions, the people's basic preferences in regard to perception and judgment, so that the effects of the preferences and their combinations may be established by research and put to practical use.

The Four Preferences

The Indicator contains separate indices for determining each of the four basic preferences which, under this theory, structure the individual's personality.

Index	Preference as between	Affects individual's choice as to
EI	Extraversion or Introversion	Whether to direct perception and judgment upon environment or world of ideas
SN	Sensing or Intuition	Which of these two kinds of perception to rely on
TF	Thinking or Feeling	Which of these two kinds of judgment to rely on
JP	Judgment or Perception	Whether to use judging or perceptive attitude for dealing with environment

The EI index is designed to reflect whether the person is an extrovert or an introvert in the sense intended by Jung, who coined the terms. The extrovert is oriented primarily to the outer world, and thus tends to focus his perception and judgment upon people and things. The introvert is oriented primarily to the inner world postulated in Jungian theory, and thus tends to focus his perception and judgment upon concepts and ideas.

The SN index is designed to reflect the person's preference as between two opposite ways of perceiving, i.e., whether he relies primarily on the familiar process of sensing, by which he is made aware of things directly through one or another of his five senses, or primarily on the less obvious process of intuition, which is understood as indirect perception by way of the unconscious, with the emphasis on ideas or

associations which the unconscious tacks on to the outside things perceived.

The TF index is designed to reflect the person's preference as between two opposite ways of judging, i.e., whether he relies primarily upon thinking, which discriminates impersonally between true and false, or primarily upon feeling, which discriminates between valued and not-valued.

The JP index is designed to reflect whether the person relies primarily upon a judging process (T or F) or upon a perceptive process (S or N) in his dealings with the outer world, that is, in the extroverted part of his life.

In terms of the theory, a person may reasonably be expected to develop most skill with the processes he prefers to use and in the areas where he prefers to use them. If he prefers E, he should be more adult and effective in dealing with his environment than with ideas. If he prefers S, he should be more effective in perceiving facts than possibilities. If he prefers T, he should be more adult in his thinking judgments than in his feeling judgments. If he prefers J, he should be more skillful at ordering his environment than in adapting to it and conversely.[1]

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[1]I. B. Myers, The Myers-Briggs Type Indicator Manual. (Princeton, New Jersey: Educational Testing Service, 1962).

APPENDIX I

COVER LETTER TO TEACHERS

MIAMI UNIVERSITY
Oxford, Ohio

TO THE TEACHERS:

Your assistance is needed to supply some crucial information for a research project which is being conducted by Gene Franks, College of Education, Michigan State University and Miami University. This project was initiated in April, 1970, with the objective of improving the selection and retention of teachers in urban schools.

The population of the study consists of approximately two hundred twenty teachers and principals of Cincinnati primary target schools.

Because we need information regarding teacher satisfaction and attitudes relating to urban teaching, we are asking for a few moments of your time in completing the following questionnaires. The accuracy of the questionnaires depends upon each individual responding independently. Complete involvement should require less than two hours.

Upon completion, the questionnaires should be returned to your school office. Each respondent's information will be treated confidentially and will be coded to preserve anonymity. Participation is voluntary. Your assistance and cooperation in this research project is essential to its success.

We will send each participating school a summary of the results of the project.

Thank you for your cooperation.

_____

APPENDIX J

POPULATION DATA

POPULATION DATA

		N	Percent			N	Percent
A.	Caucasian	111	51%	B.	Male	23	10.8%
	Negroid	88	41%		Female	190	89.2%
	NR*	16	8%		TOTAL	213	

		Caucasion		Negroid		
	School	N	Percent	N	Percent	NR*
C.	A	6	46%	7	54%	0
	B	5	20%	20	80%	3
	C	17	68%	8	32%	3
	D	6	33%	12	67%	1
	E	8	67%	4	33%	0
	F	13	88%	3	12%	1
	G	11	73%	4	27%	1
	H	3	25%	1	75%	1
	I	24	67%	12	33%	3
	J	6	60%	4	40%	2
	K	12	71%	5	29%	1
	TOTAL	111	56%	88	44%	16

*No response on questionnaire