

ABSTRACT

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Dissertation Title: A CONTINGENCY-BASED PERSONALITY MODEL OF TEACHER PLACEMENT FOR INTERNATIONAL SINGAPOREAN PRIMARY SCHOOLS IN THAILAND

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Effective teacher placement is one of the most difficult problems facing educational administrators today. The data shows that 25% of teachers are leaving the job within their first year of service and 50% within their first 5 years of service. Much of this teacher attrition is believed to be attributed to poor hiring and placement practices. With modern research highlighting the importance of teachers' personalities and dispositions to both their effectiveness and longevity, it is clear that new teacher placement models will be in demand.

This research was conducted in International Singaporean Primary Schools in Thailand to achieve three objectives: 1) To investigate if there is a relationship between teacher personality and the learner satisfaction 2) To compare these potential relationships across four core subject areas and grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping 3) To propose an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand. Teacher personality was assessed and characterized via the True Colors Online Personality Instrument and

student satisfaction was assessed via student satisfaction surveying, classroom observations, and student interviews. The overall goal of this research was to create a new hiring model to complement traditional methods of hiring, which would utilize both personality theory and contingency theories such as person-job fit theories.

At the completion of the data collection process it was determined that a strong relationship existed between teacher personality and learner satisfaction. It was also determined that each subject area and grade grouping had a diverse set of inherent needs that had to be met by the teacher in order to create an effective learning environment in which students were satisfied. It was clear that teachers of certain personality types were more effectively able to meet needs in certain environments. Thusly, the evidence and data necessary to create and endorse a contingency-based personality model of teacher placement was present. Such a model was created and named the Successful Teacher Placement Grid (STPG).

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