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

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FOR INTERNATIONAL SINGAPOREAN PRIMARY SCHOOLS IN THAILAND

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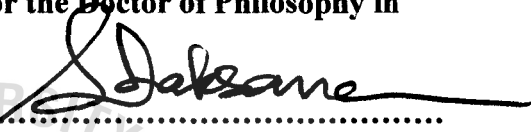**ASSUMPTION UNIVERSITY OF THAILAND**

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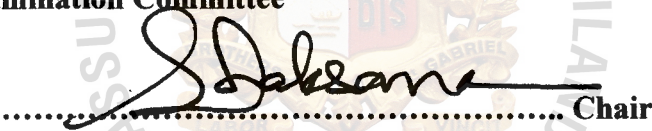
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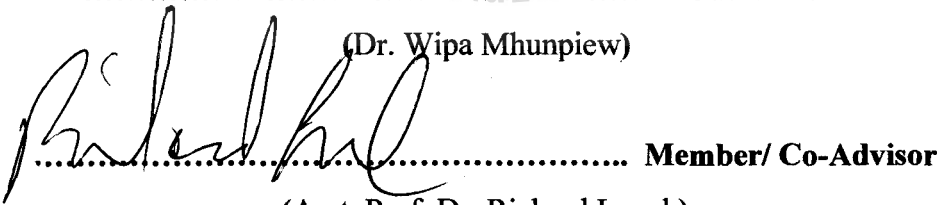
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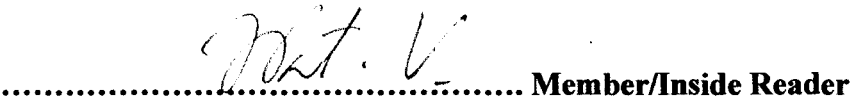
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ABSTRACT

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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Graduate School of Education   Student's signature................................
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I would like to dedicate this life long journey of actualizing my dreams to the people who have supported me my entire life, my family and friends. To my Mother who has always been one of the most loving and supporting people I have ever known. A woman that dedicated her life to both myself and my sister to ensure that we always had what we needed to succeeded in life. I'll never forget the countless hours she sacrificed during my childhood to make sure that I was growing up to be the man that I should be not only academically, but also morally and socially. You truly are the best Mom. If I am fortunate enough to find a woman with half of your love and dedication then I will be a truly lucky man.

To my Father, who helped me become the strong, motivated, and independent leader that I am today. A man who spent his life teaching me the right way to live mine. Over the years we butted heads many a times, and I learned some tough lessons, but they were lessons I never forgot. Without him I certainly would not be the man or the leader that I am today. It is through him that I learned the true value of hard work and sacrifice for the greater good, and the meaning of the word "family". I couldn't have dreamed of a better Father or friend. I am forever in your debt, and I hope that one day I can be as great of a Father to my children as you have been to me.

To my Sister who has always been a constant source of love and support to me; you have been an infinitely better sibling to me than I have to you, whether it be in childhood or adulthood. For that I am forever in your debt, and if ever you should need something I'll be there.

To all of my excellent teachers throughout my life, with whom there are too many to name, you have dedicated your life to filling the cups of others with your knowledge, wisdom, and guidance. Without educators such as you, there is no possible way that I would be who I am today. It is with great thanks and humility that I sincerely thank all of my teachers, advisors, and mentors. It is because of all of you that I am the person and educator that I am today. I hope to have the effect on others that you have had on me.

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Allen A. Dubolino

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CHAPTER I

INTRODUCTION

Background and Problem Statement

There is little doubt that teachers fill one of the most vital roles in society, to ensure that humanity is prepared to deal with the rigors and challenges of the future. Due to the enormity of this responsibility, teaching can be a remarkably stressful and taxing occupation. This is why the teaching profession has a far greater attrition rate than any job in the private sector (Thornton, 2005). In fact, 25% of teachers leave the job after their first year of service, and 50% leave the job within their first five years of service (Thornton, 2005). This is in great contrast to private sector professions, which have attrition rates of approximately 6% per year (Thornton, 2005). Habberman (2004) believes that half of all teacher attrition, within the first five years of service, can be attributed solely to poor hiring and placement practices. With this in mind it is no wonder that many principals consider teacher placement to be the number one factor of school and student success (Kersten, 2008).

In schools today, principals are under a great deal of pressure from school boards, parents, local governments, national standards, and global benchmarks (Kersten, 2008). The success of principals and administrators is forever linked with student achievement. School administrators who are unable to facilitate gains in student achievement could be quickly out of a job. Let's take for example a piece of educational reform out of the United States. In 2001, the United States instituted the No Child Left Behind (NCLB)

Act. The NCLB mandates that schools and school districts not only increase student achievement, but also raise the quality of teachers in these schools. This initiative is backed by research that teacher quality is the single most important factor to student achievement (OECD, 2005). The Organization for Economic Co-operation and Development (OECD), which does educational research in more than 30 countries, has several telling statistics in this area. In their 2005 statistical compilation, OECD found that a quality teacher can: improve student percentile rankings by 4% per year, narrow the achievement gap between students of low-income and high-income families, and explain the difference of up to 23% in the variation of student test scores. Hanushek (2002) found that an effective teacher can increase annual academic growth more than one grade level per year over ineffective teachers. Stronge (2002) purports in his research that teachers have an influence on students that last for a lifetime. He states that teachers not only have a life long effect on what students learn, but also how they learn and how they interact with the world around them. This data makes it clear that, finding, developing, and placing quality teachers is essential to the success of education programs. The number one thing an educational leader can do to improve the academic success of their students is to place them in the care of quality teachers (Claussen-Schoolmeester, 2006).

The question remains however, what is a quality teacher? How can one begin to define and identify a quality and effective teacher? Although many studies in this area are contradictory an examination of some of the evidence can help to shed some light on this complex issue. According to the NCLB in America, in order to be deemed a "high quality" teacher, a teacher must hold a bachelor's degree in a relevant area, be licensed

by a state, and demonstrate subject area competence through a passing of examinations (Claussen-Schoolmeester, 2006). The question remains however, do credentials, licensure, and content knowledge make an effective teacher? It seems that according to some research, the answer may be no. Harris (2008) found that most measures of formal teacher education, especially master degrees, appear unrelated to effectiveness in the classroom. Harris also found both teachers' test scores on state licensure examinations and various forms of teacher certification to be unrelated, or at best, inconsistently associated with teacher effectiveness. However, Harris did find that teacher experience consistently and positively correlated with teacher effectiveness. Other research has shown that a teacher's personality traits help to make up "personal resources," or qualities that teachers have before they are employed, which help to contribute to teaching effectiveness (Kennedy, 2008). To further complicate the matter it appears, according to a 2007 study by Bringham Young University, that what parents desire as a quality teacher is affected by their socioeconomic status (Weigand, 2009). The research stated that in low income schools parents desired teachers who were more academically rigorous, however in high-income schools parents desired teachers who were empathetic, created positive classroom environments, and made the children happy (Weigand, 2009).

Regardless of how quality teachers are defined, this much is clear; the negative consequences of poor hiring decisions that do not place quality teachers in schools are extensive and could potentially be life-long (Stronge, 2002). It is therefore essential to develop modern and innovative hiring practices that will improve the overall quality of teacher placement. Not only does effective teacher placement place quality teachers in positions where they can have a positive effect on the academic and emotional growth of

students, but it also in effect prevents low quality teachers from having long-term detrimental effects. The problem of poor teacher placement is compounded by the fact that low quality teachers are notoriously difficult and expensive to get rid of (Holtom, 2009). Many administrators believe that the removal of poor teachers take too much time, money, and resources. On average, it can take up to 2-3 years to remove a teacher and approximately $60,000USD. Then if the teacher in question appeals this process the cost can spike to upwards of $317,000USD (Holtom, 2009). Although procedures and costs of ineffective teacher removal vary from country to country, the process is complex and expensive, especially within countries that have strong teacher unions, such as the US. So all too often, once a poor teacher gains placement, then the damage is already done and it is unlikely that they will be removed from placement. Therefore it is imperative for school leaders to be proactive and develop safeguards against the placement of such teachers. The time has come for us to reexamine and improve upon our existing hiring and placement strategies.

Research Questions

This research will attempt to answer several key questions. First it will attempt to determine if there is a relationship between teacher personality and learner satisfaction. Then if there does indeed prove to be a relationship between these factors, then this relationship will be analyzed across four core academic subject areas and grades levels 1-6. With this data firmly in hand, the final question will be how can this data be used to create an effective contingency-based personality model of teacher placement?

1. Is there a significant relationship between teacher personality and learner satisfaction?

2. Does the relationship between teacher personality and learner satisfaction change with subjects?

3. Does the relationship between teacher personality and learner satisfaction change with grade levels?

4. What is an effective contingency-based personality model of teacher placement in international Singaporean primary schools in Thailand?

Research Objectives

1. To investigate the relationship between teacher personality and learner satisfaction

2. To examine this potential relationship in four core subject areas (English, Chinese, Math, Science) in grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping.

3. To develop an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand.

Theoretical Framework

This research borrows from both personality theory and contingency theory to attempt to develop a new best practice for the placement of quality teachers. In order to gain a

better understanding of the model developed in this study, it is important to first briefly examine some of the underlying theories and studies that have helped to fuel this research.

Widely considered the "father of personality theory," Carl Jung was the inventor of what we know today as psychological typing (Denham, 2002). Jung discovered in the early 1920's that human behavior was not only classifiable, but also predictable. Jung broke human behavior into eight different personality categories, which allowed people to be "typed" by those preferences (Denham, 2002). By knowing a person's personality type, Jung believed that he could predict their preferred way of behaving (Denham, 2002).

Later in the 1940's Isabel Myers and Katherine Briggs expanded on Jung's theories and worked diligently to develop a standardized test that would objectively identify a person's personality type (Denham, 2002). This test came to be known as the Myers-Briggs Type Indicator (MBTI), and is now widely considered to be the gold standard in psychological testing (Denham, 2002). The MBTI is able to identify a person as belonging to one of sixteen possible personality types. It has been extensively tested through research and has been found to be both a reliable and accurate way to measure one's personality (Denham, 2002).

Following in the footsteps of Myers and Briggs, some modern psychological tests have been developed in more recent times. In 2004, Dr. John Shindler developed a new psychological typing test that was based on the MBTI. Dr. Shindler felt that not only was the MBTI expensive, but it was also difficult and time consuming to score. With this in

mind he set out to develop a user-friendly test that could be administered and scored by non-professionals, this test was named the "Paragon Learning Style Inventory" or PLSI (Shindler, 2004). This test, like the MBTI, also places an individual into one of sixteen possible personality types, and has shown excellent stability and reliability in educational settings (Read, 2006; Yeung, 2005). The major difference between this test and the MBTI is that it is free to use, can be administered and scored by anyone, and it was specifically developed for use in educational settings (Shindler, 2004).

The final modern psychological typing theory and tool to mention is the one that will be utilized in this research, the True Colors Personality Instrument. True Colors was developed by Donald Lowry and Nathan Bryce in the 1990's. Bryce and Lowry wanted to take the complex set of 16 different personality types and simplify them (Tripp, 2008). In their research, they found that many of the personality types put forth by Jung and Myers/Briggs were able to be condensed into personality temperaments. They condensed the 16 personality types into four temperament colors: blue, green, gold, and orange. By understanding a person's primary and secondary color temperaments we can not only understand that individuals personality characteristics, but also how they will react to situations and other people (Tripp, 2008).

This research will borrow from the personality theory above to attempt to identify quality teachers. The question remains however, what exactly makes a quality teacher? Is it merely factors such as degrees, accomplishments, and course knowledge? Or are there qualitative elements, such as personality and disposition, that factor into the mosaic that is the effective teacher? It is my belief that qualitative elements such as teacher personality are the most important to teacher quality and student satisfaction in the

classroom. There are several studies that point strongly in the direction that a teacher's personality is a large component of their effectiveness. The first study that I would like to mention is a fifteen-year longitudinal and qualitative study completed by Walker in 2008. Over a fifteen-year period, Walker studied more than 1,000 students from the United States, Canada, Bermuda, and the Caribbean. He asked students what teachers had the most significant impact on their lives. What he consistently found was that students mentioned personal traits and characteristics of teachers over academic qualifications (Walker, 2008). He was even able to pinpoint the 12 most prominent characteristics that made up an effective teacher in the eyes of students (Walker, 2008). This study clearly shows that personal characteristics of teachers are extremely important to students. So logic follows that qualitative factors about teachers, such as characteristics, disposition, and personality, are all components that make up an effective teacher. This research study will support the Walker study with a more quantifiable approach. Whereas Walker used interviewing and student essays to collect his data, this study will use the True Colors Personality Instrument to assist in quantifying personality utilizing a four-colored temperament system. This will make the study more easily replicated by others in the future.

The second study that I would like to discuss is one that was completed by Magno and Seanbraro in 2007. He studied the link between teacher personality and efficacy to their effectiveness and success. Magno (2007) found that above all a teacher's personality was the strongest correlate to a teacher's success in the classroom (Magno & Sembrano, 2007). In fact, he found teaching efficacy, effective teaching, and teaching performance to all flow downward from personality characteristics (Magno & Sembrano,2007). In

other words, personality characteristics are the starting point for all forms of effective teaching (Magno & Sembrano, 2007). This study shows just how powerful a teacher's personality is, not only to student's perceptions, but also to effective teaching. This research will compliment the Magno study by pinpointing specific personality types of effective teachers. This will give the educational community more clarity into exactly how teacher personality relates to a student's success in the classroom.

The final study I would like to mention was conducted by Singh in 2007. In her research, Singh found that a teacher's disposition affects student learning, student motivation, and student development (Singh, 2007). Singh also found that the National Council for Accreditation of Teachers (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC), now require that all the teacher preparatory programs in the United States assess their teacher candidates disposition (Singh, 2007). This study shows that not only are the personal characteristics of a teacher important in all aspects of a students development, but the new modern trend could be that countries will require teachers to be assessed based on things such as disposition or personality. This is precisely what this study will help to accomplish. By furthering the link between teacher personality and student success, the educational community will realize the growing importance of learning to quantify the personal characteristics of teachers. With this new knowledge of assessment administrators will be better suited to staff their schools with the best possible candidates for the jobs, and the overall quality of education will be given the chance to improve.

Moving beyond personality theory and psychology, another key component of this study is contingency theory. This research will borrow heavily from contingency

theory and will attempt to place the "right person" in the "right position", where he or she can achieve the most success in the classroom. Contingency theories are essentially "Leader-Match" theories and they state that effective leadership is contingent on placing the right person in the right situation (Northouse, 2010). According to contingency theories a proper matching of person and situation can lead to optimal results (Northouse, 2010).

In 1967, Fiedler was responsible for developing the first contingency theory. Through the extensive study of military personnel, Fiedler was able to develop empirical generalization about the types of leadership styles that work best in particular situations (Northouse, 2010). Fiedler identified two major leadership styles, which were task-oriented leaders and relationship-oriented leaders (Northouse, 2010). These styles deal with the primary orientation of the leader and affect how they operate. In addition to the two leadership styles, Fiedler also found three situational variables, which helped to determine a leader's effectiveness: leader-member relations, task structure, and position power (Northouse, 2010).

Another famous contingency theory model develop in the 1960's by Blake and Mouton was called the "Leadership Grid". The Leadership Grid was created to assist organizations in assessing the different leadership styles (Northouse, 2010). This model breaks leadership styles down based on two factors: concern for people and concern for production (Northhouse, 2010). Blake and Mouton's theory differs from the work of Fielder because it is descriptive rather than prescriptive (Northouse, 2010). It simply makes us aware of the different leadership styles and keeps people in tune with the fact that leadership behaviors have an affect on both relational and task levels.

In contemporary times staffing challenges in a globalized world have led to a rekindled interest in contingency theories, and contingency-based models of employee selection have been receiving more attention. These new models have been named "person-job fit models" (PJ fit models), and they focus on matching the employee's personal characteristics with the characteristics of the job being sought after (Sekiguchi, 2007). PJ fit models have shown strong correlations with job satisfaction and organizational commitment (Sekigchi, 2007), and personality has been found to be a strong predictor of PJ fit (Ehrhart, 2006).

In addition to the above studies, the researcher's personal interest and experience with this topic will be discussed. It's been the researchers experience that the most memorable and influential teachers their life have been so influential, not because of *what* they were, but rather *who* they were. Their personalities and their ability to establish a rapport was what made them so successful. It was what provided the drive to want to succeed in their classes. It will be interesting to know if this sentiment holds true for other people. What exactly is it that makes a quality teacher? In this study a quality teacher will be defined as one who is able to inspire their students and help them to be successful both inside and outside of the classroom. Quality teachers are able to give their students a high-level of satisfaction in the areas of academics, general likeability, and relationships. Quality teachers are effective teachers. They are able to provide their students with the satisfaction necessary to motivate themselves into academic excellence. However this research primarily deals with the satisfaction that a quality teacher provides to their students, whereas this is the very core of what motivates and propels students into academic excellence. This researcher believes personality is a piece of the jigsaw that

makes a quality teacher, and hopes to discover whether or not that intuition is true. If it is, it will give much more weight to the qualitative side of teaching and educational research.

All too often school leaders are concerned with credentials, achievement, and high stakes testing. It is so easy to get wrapped up in such things that one can neglect and sometimes even forget the personal side of teaching. One can forget that our students are human beings and that social interaction, in and outside of the classroom, is a large part of our jobs as teachers. Hopefully, this study can help show that there is in fact a link between teacher personality and student satisfaction inside the classroom. This will help to validate further inquiries into the interpersonal side of teaching.

Conceptual Framework

Figure 1: A contingency-based personality model of teacher placement

NEED
- Demand for Student Achievement
- Importance of Teacher Personality
- Teacher Attrition and Turnover
- Ineffective Teacher Placement Strategies

Personality Theory
True Colors

Contingency Theory
Person-Job Fit

Data Collection

Development of Contingency-based Personality model of Teacher Placement for use in International Singaporean Primary Schools in Thailand

- Reduced Teacher Turnover
- Increased Student Satisfaction

Scope of the Study

This study was conducted using all of the International Singaporean Primary Schools in Thailand. Full data sets were collected from all teachers and students in grades 1-6. Subject areas in consideration for this study were core subjects only: English, Chinese, math, and science.

The reason for the selection of this sample is my previous work in and knowledge of International Singaporean Primary Schools in Thailand. All of these schools in Thailand are following assessment standards handed down from the Singaporean Ministry of Education. This was believed to lead to accurate and uniform results across all the schools, which would help allow for the development of a model with a high level of validity and generalizability for this set of schools.

Definition of Terms

Contingency-based personality model – A model that combines both contingency and personality theories. It looks to put the right person, with the right personality, in the right position, so that they may optimize their potential for success. This model borrows heavily from the theories of Carl Jung and Fiedler.

Contingency Theory – A "right person" based theory that states that no one person or style can be the best fit for all situations. Success is contingent upon placing the right person in the right situation.

International Singaporean Primary Schools in Thailand – International Singaporean Primary Schools that contain at least grades 1-6. These schools must be following Singaporean curriculum and assessment standards directly from the Singaporean Ministry of Education. These schools must also be located in Thailand.

Need – A gap between what is and what should be. In this study specifically, the need is for model or programs that assist in the successful placement of teachers. Such program would reduce teacher turnover while improving student achievement.

Personality Theory – A sector of the field of psychology, which deals directly with individuals' psychological processes. It is an investigation of how people act, why they act the way they do, and general patterns of behavioral preference. By studying personality theory we can come to a better understanding of people and why they do the things they do.

Quality Teacher – A teacher whose personality profile significantly correlates with learner satisfaction in their given subject and grade level.

Student Satisfaction – A student's general level of contentment within the classroom concerning the areas of: knowledge acquisition, teacher/student relationships, personal academic performance, and class interest. In this study, student satisfaction is quantified via the use of a survey.

Teacher Attrition – The complete loss of teachers from the teaching profession. Teacher attrition is calculated by the total number of teachers who leave the profession completely.

Teacher Disposition – A teacher's personality, values, attitudes, and beliefs, which are demonstrated through both verbal and non-verbal behaviors.

Teacher Effectiveness – A teacher's ability to provide their students with the satisfaction necessary to motivate themselves into academic excellence. Although learning outcomes are an important measure of teacher effectiveness, this study focuses on learner satisfaction, because without satisfaction there is no motivation, and without motivation no learning takes place.

Teacher Personality – The personality score taken from the True Colors system, which was created by Lowry and Bryce. Personality will be assessed by the score granted by the Insights Personality Inventory. Possible scores on the assessment include: Blue, Green, Gold, and Orange.

Teacher Placement – The hiring and placing of a teacher in a particular subject area and grade level.

Teacher Turnover – The total number of teacher who 1) leave the profession completely or 2) leave their current position at their current school for another position at a different school. Teacher turnover encompasses teacher attrition as well.

Significance of Study

This study is of great importance because it will not only contribute to the educational research currently available, but it will also take that research in a new direction. Many studies have already looked at teacher disposition (Koeppen, 2004; Singh, 2007;

Thompson, 2004; Wasicsko, 2002). However, few studies have analyzed teacher personality with learner satisfaction. This study will help to bridge that gap.

Also, it is important for us as educators to come to a better understanding of what works for students. We might very well find that some personality types make better English teachers for example, or that others make superior math teachers. This is knowledge that can help educators in leadership positions staff their schools with the best possible candidates for the positions available. In fact, the National Council for the Accreditation of Teacher's (NCATE) and the Interstate New Teacher Assessment and Support Consortium in the United States require that all teaching preparatory programs assess the disposition of their teaching candidates (Singh, 2007). They believe that a teacher's disposition plays as crucial of a role in a teacher's effectiveness as their pedagogical skills and content knowledge (Singh, 2007). It is clear, therefore, that the future trend of teacher assessment must also include the assessment of a teacher's personality. This information can help to build more effective models of teacher placement. As noted previously, research indicates that the most important factor affecting student learning is the teacher (Marzano, 2003). Common sense tells us that if the quality of teacher placement improves, then the quality of learner satisfaction will improve along with it. We've already seen that a quality teacher can help students to improve academically one grade level beyond students of a poor teacher annually (Hanushek, 2002). This statistic paints a dire need for schools to be hiring and placing quality teachers, a need that is not soon to go away.

During the next 3-7 years, teachers from the "baby boomer" generation will be retiring, and the demand for qualified teachers will increase vastly (Holtom, 2009). The

world population is also steadily increasing globally and with a population increase comes a higher demand for teachers. The time is now to develop new strategies and processes of teacher hiring and placement so that we can be ready to meet both the demands of future and the present.

Now that the basic foundations of the study are clear, the upcoming chapter will discuss all the pertinent literature that has helped to both shape and inform the research. It will first examine the advent of personality typing and personality inventories. It will look at the work of Carl Jung, Myers & Briggs, John Shindler, and Bryce & Lowry. Then itwill take a look at several studies, which research how personality affects educational outcomes in students. These studies will show that a teacher's personality is not only a major factor to their students' success but also to their satisfaction. It will look at the history of contingency theories and how they have worked their way into modern business practices, specifically in the area of employee placement. It will show that contingency practices not only predict employee satisfaction but also their organizational commitment. Then finally we will examine a complete overview of the Singaporean primary educational system.

CHAPTER II

LITERATURE REVIEW

This chapter will review the pertinent literature that has helped to form and shape the study. It will discuss the history of personality typing and the advent of personality inventories such as the MBTI, PLSI, and the True Colors system. It will look at the beginnings of personality typing with the work Carl Jung (1921), additions to this theory by Myers and Briggs (1962), and finally a modern look in personality typing theory by Bryce and Lowry (1990). Then it will review the pertinent contributions to the study of teacher personality and dispositions. It will look at modern studies, which validate the importance of the effect of teacher personality on their students in the classroom. It will also see how teacher disposition is being used in hiring initiatives, as well as teacher placement programs in the United States. Next, it will examine the existing literature that focuses on contingency-based theories of leadership such as the work of Fiedler and Blake and Mouton. Finally it will review some general information on the Singaporean primary education system and expected outcomes in the four core subject areas of English, Chinese, Math, and Science.

Issues in Studying Teacher Personality

Before embarking on a review of the pertinent literature in this chapter, it is vital to acknowledge the issues in this area of study. One of the major issues in studying teacher

personality is the large amount of ways that it is conceptualized in different studies (Magno, 2007). The primary reason for this is the wide array of theories that explain personality (Polk, 2006). Some of the opposing personality theorists are Jung, Kohlberg, Gilligan, Maslow, and Freud (Clarken, 2008). However, despite the different ways of conceptualizing personality, there is strong evidence of the relationship between a teacher's personality and effective teaching in the classroom (Magno, 2007). Studies by Kruger (1972), Murray (1990), and Schmidt (1991), have all shown that personality is a significant predictor of effective teaching (Magno, 2007). As seen above, historically personality has been proven to be a strong predictor of effective teaching, but in order to fully understand this and how it will be relevant to this study, we must first briefly trace back its origins.

Personality Typing and Personality Inventories

For thousands of years scientists and philosophers have attempted to classify humans and their behaviors according to a set of traits. The ability to objectively indentify human behavioral tendencies gives human beings a distinct advantage in the attempt to better understand humanity at large. Human resources are the driving force of the global economy, and without the ability to employ these resources effectively organizations will be doomed to failure. Important fields such as personality typing, cognitive styles, temperament study, and learning styles all gained serious attention and momentum with the advent of the work of Carl Jung (1875-196).

Jung was the inventor of the notion of psychological typing, and he published this notion in his 1921 book called "Psychological Types" (Denham, 2002). Jung stated in his book that human behavior is not random. He postulated that human behavior is in fact predictable, and therefore classifiable (Denham, 2002). According to Jung, when classifying human behavior, what is important is the preference for how we behave in a given situation (Denham, 2002). This preference for a certain behavior allows human behavior to be "typed" by those preferences (Denham, 2002).

Building from Jung's theories, Isabel Myers and her mother Katherine Briggs developed the Myers-Briggs Type Indicator (MBTI) in order to have a way to objectively "type" people by their personality (Denham, 2002). They began creating the test in the 1940's, but it was not until 1962 that the Educational Testing Service published the first MBTI manual (Denham, 2002). The MBTI has been refined and improved over the years, and is an accurate and reliable way of identifying the sixteen different patterns of action into which every person fits (Denham, 2002).

The MBTI is not a test with right or wrong answers, but rather an assessment to uncover the degree with which the participant expresses a preference for a certain behavior or way of thinking (Denham, 2002). The test breaks participants down into four dichotomous areas, and when combined, this gives 16 possible personality types (Shi, 2007).

The Eight Personality Characteristics

First, the test measures how participants interact with the world, and how they direct and recharge their energy (Denham, 2002). For this section, participants are assessed based on their inclination for introversion or extroversion (Overbaugh, 2005). Introversion and extroversion are the most commonly recognized factors on the test, according to Overbaugh, 2005. An extrovert type is a person who seeks people as a source for recouping energy, whereas an introvert type would seek solitude to recoup energy (Overbaugh, 2005). Extrovert types tend to focus their attention outward to people and objects, whereas introvert types tend to channel their energy inward on internal reality, and concentrate more heavily on concepts and ideas (Overbaugh, 2005).

Second, the test measures the participant's preference for perceiving and acquiring information (Denham, 2002). Participants are assessed as being Sensing or Intuitive types (Aviles, 2001). Someone who is Sensing type prefers to gather information with their five senses. They prefer the concrete and practical and enjoy doing precise and sequential work (Aviles, 2001). In contrast, someone who is Intuitive type, would be preferential to possibility and creative solutions to problems (Aviles, 2001).

Third, the test measures how participants make decisions or evaluate information (Denham, 2002). Participants are measured as either Thinking or Feeling types (Shi, 2007). A participant who shows a preference for Thinking type will prefer to make decisions on facts, verifiable evidence, and substantiated objective analysis (Aviles, 2001). Thinking types tend to focus on fairness of matters over compassion (Aviles, 2001). On the other hand, Feeling types value compassion over things such as objectivity

(Aviles, 2001). Feeling types consider how facts and decisions will affect others (Aviles, 2001).

Finally, the test measures whether the participants prefer to live their lives in a structured or spontaneous way (Denham, 2002). These two categories are named Judging and Perceiving (Shi, 2007). Participants, who show a preference for judging type, will prefer order, structure, specificity, and decisiveness (Aviles, 2001). Judging types prefer to take on one project at a time and see it through to completion (Aviles, 2001). Perceiving types, on the other hand, enjoy flexibility, adaptability, spontaneity, and multitasking (Aviles, 2001). Table 1 outlines all of this information.

Table 1: Eight Personality Characteristics of the MBTI

Learning Style	Function	Characteristics
Extrovert	Concerns the way people deal with other people and ideas	Learn through the outer world of people, things, and actions
Introvert		Learn through the inner world of ideas, reflections, and impressions
Sensing	Deals with how people take in information	Use senses to draw on what is real
Intuitive		Use imagination to envision what is possible
Thinking	Concerns how people make decisions	Make decisions based on logic
Feeling		Make decisions based on people and their actions
Judging	Concerns the lifestyle a person prefers	Have preference for living a planned life
Perceiving		Spontaneous and flexible

Source: (Yeung, 2005)

Now that we have a baseline of information on what personality typing is and how it is assessed, we will discuss another personality test that was developed based on the MBTI.

Myers-Briggs Type Indicator (MBTI) Vs. Paragon Learning Style Inventory (PLSI)

Although the MBTI is the first created and most widely used personality inventory, it does have its drawbacks. First of all, the MBTI can only be administered and assessed by a professional (Denham, 2002). To even purchase the MBTI exam, one must possess graduate course work in tests and measurements, or have completed a MBTI training course (Aviles, 2001). Purchasing and scoring the exams do not come without cost. A set of 10 exams will run approximately 200$ USD, and scoring those 10 exams can cost upwards of 500$ (Aviles, 2001).

Aware of the drawbacks on the MBTI, Dr. John Shindler created a personality inventory based on the MBTI that would be able to be used by non-professionals (Shindler, 2004). The Paragon Learning Style Inventory (PLSI) is a 48 item self-administered/self-scored survey that provides a very reliable indication of personality typing based on the 8 personality characteristics posed by the MBTI (Overbaugh, 2005). The results for the PLSI, like the MBTI, are along the four Jungian dimensions (introversion/extroversion, intuition/sensation, thinking/feelings, and judging/perceiving) (Overbaugh, 2005). A second benefit of the PLSI over the MBTI is that it was developed specifically to be used in educational settings, and it has shown excellent stability and reliability in these settings (Read, 2006; Yeung, 2005).

The PLSI has been found to posses both construct validity and reliability (Hobbs, 2008; Overbaugh, 2005; Read, 2006; Shindler, 2004; Yeung, 2005). So, the questions on the PSLI accurately assess and measure the personality traits that it purports to measure (construct validity), and it can do this consistently test after test (reliability). In his 2005 study, Overbaugh found the PLSI to have a reliability of approximately 70%. Shindler found similar results in his 2004 study, where the 9-month reliability test was approximately 90%. These figures match the reliability of the MBTI (Shindler, 2004). It should also be noted that if a participant shows a strong preference in any dimension of the inventory then the test/retest reliability rises to nearly 100% (Shindler, 2004). In addition, the PLSI has shown high levels of both content and construct validity (Shindler, 2004). Construct validity was demonstrated in the 2004 Shindler study by the high factor loadings and the independence of each factor. Content validity was supported in the 2004 Shindler study by the high degree with which the items' scores correlated across each of the three groups.

True Colors Personality Inventory and Theory

One of the drawbacks of personality inventories such as the MBTI and the PLSI is their sheer complexity. They break individuals down into sixteen possible personality types, and in some cases the difference between these types can be marginal at best (Tripp, 2008). Taking this into account, personality theorists Donald Lowry and Nathan Bryce, took the complex set of 16 labels of the MBTI and broke them down into a four

colored temperament system (Tripp, 2008). Table 2 indicates the grouping for these two theories.

Table 2: Comparison of MBTI vs. True Colors

Myers/Briggs	ENFJ	ENTJ	ESTJ	ESFP
	ENFP	ENTP	ESFJ	ESTP
	INFJ	INTJ	INTJ	ISFP
	INFP	INTP	ISFJ	ISTP
Lowry/Bryce	Blue	Green	Gold	Orange

Source:(Tripp, 2008)

The theory behind the True Colors system can be dated back all way to Hippocrates in 460 BC (Lowry, 2000). Hippocrates was able to classify humans into four temperament categories: sanguine, choleric, phlegmatic, and melancholic (Lowry, 2000). Much like Hippocrates' system, the True Colors system also breaks individuals into four possible temperament categories, which are: blue, green, gold, and orange (Tripp, 2008). By understanding someone's primary temperament, or primary color, we can come to a better understanding of that individual's predominate personality traits and how they will

react to situations and other people (Tripp, 2008). A breakdown of the color classification

in this system can be seen in the table that follows.

Table 3: True Colors Classification System

Blue	Compassionate, supportive, caring, cooperative, communicative, relationship-driven, encouraging, flexible, harmonious
Green	Problem-solving, expert, investigative, intellectual, competent, logical, autonomous, questioning, intolerant, curiosity-driven
Gold	Ordered, traditional, dependable, duty-driven, accountable, responsible, loyal, routine-driven, controlling, organized, authoritarian
Orange	Change-driven, free-spirited, spontaneous, risk-taking, experiential, expressive, hands-on, informal, entertaining, relevancy-driven

Source: (Tripp, 2008)

An individual whose primary color is blue often thinks of relationships first and values

interpersonal connections above all else (Lowry, 2000). Blues are people oriented and all

that they experience in life is filtered through the lens of relationships (Lowry, 2000).

Approximately 10% of the world's population is classified as blue (Bryce, 2002). The

only group that is a smaller minority is individuals classified as green. Greens only make

up approximately 6% of the world's population. Greens are incredibly fact-oriented

people and have a particular affinity for always asking "Why"? (Lowry, 2000). Greens

like to challenge rules and regulations and are not particularly structure or people

oriented (Lowry, 2000). Greens thrive on a constant search for discovery and are often interested in science and math (Lowry, 2000).

The remaining two classifications, gold and orange, make up the majority of the world's population. Individuals classified as gold make up approximately 44% of the world's population (Bryce, 2002). Golds are characterized as being very organized, structured, and disciplined (Lowry, 2000). Most of the world's teachers and administrators are typically gold people (Lowry, 2000). In contrast to the highly structured personality of the golds, people classified as orange embrace the spontaneity of life and do not enjoy structure or planning (Lowry, 2000). Orange people like to be very hands on and require a lot of action and movement (Lowry, 2000). They are the second most dominant classification in the world, making up approximately 40% of the world's population.

Use of True Colors System in Teacher Placement Research

Over the past 40 years, the True Colors system has been widely used in the field of education to reduce drop out rates, improve student attendance, compliment school discipline and counseling programs, and to foster positive school climates (True Colors Inc, 2010). Recent research has even begun to use the True Colors system in teacher placement programs (Tripp, 2008).

In 2008, Dr. Lucretia Octavia Tripp from Auburn University utilized the True Colors system in the matching and placement of secondary science teachers. Tripp identified a strong need for science teachers to possess green or orange temperaments (Tripp, 2008).

Apparently, the green peoples natural affinity for inquiry is vital to being able to meet the goals of national standards (Tripp, 2008). In this study, orange temperament complimented the green's natural love for science, knowledge, and inquiry with innovation and exciting new techniques (Tripp, 2008). Also noteworthy in this study is that teachers with the blue temperament proved to be the strongest mentors and coaches (Tripp, 2008). Blue people's strong commitment to interpersonal relationships helped them in these areas.

Conclusions about psychological typing and testing

The literature discussed above shows that a qualitative concept such as personality is in fact quantifiable if you use the correct instrument. Quantifying personality via a typing instrument allows one to objectively and reliably place individuals into personality types. It should also be noted that the True Colors system has proven to be effective in diverse areas of education and Tripp's study points out the possible potential benefits to using it in teacher placement programs. This chapter will now review the literature on teacher personality and disposition, and explain how it has helped to shape this study.

Teacher personality and disposition

What are the effects, if any, of a teacher's personality on their students? Is there any reason to believe that the personality of a teacher is an important factor in educating our children? Personality is an important channel through which human beings interact, one

that the process of teaching and learning cannot escape. Early research in the field has

shown that personality can be a major reason for teacher failure (Krueger, 1972).

Contemporary research has shown that not only is there a relationship between

personality and effective teaching, but personality can actually serve as a predictor of

teaching effectiveness (Polk, 2006). No matter how one might perceive the issue, one

cannot escape the fact that personality is a major component in the classroom and our

attention to this as educators is warranted. Several modern day studies have shown that

a teacher's personality is a key factor in their success. This section will discuss the

pertinent modern day studies surrounding this topic.

Qualitative evidence of the power of personal characteristics in teaching

In 2008, Professor Robert J. Walker completed a 15 year longitudinal and qualitative

research study, where he engaged college students in discussions and writing assignments

that pertained to the outstanding characteristics of their most memorable teachers

(Walker, 2008). More than one thousand students participated in this study from the

USA, Canada, Bermuda, Africa, and the Caribbean (Walker, 2008). After years of study,

a common theme surfaced. Students from all over the world consistently mentioned

qualitative personal traits of teachers as being the most important factor in an effective

teacher (Walker, 2008). Through these reoccurring themes, Walker was able to pin point

the 12 most important characteristics of teachers that affected students in positive ways

(Walker, 2008).

Of the 12 characteristics found by Walker, a few of them are of particular interest to this study. The first is creativity (Walker, 2008). This is interesting because creativity is one of the most important attributes of people with the Intuitive type personality, or Green temperament type (Aviles, 2001). The second characteristic found by Walker that is of particular interest to this study is the displaying of a personal touch (Walker, 2008). According to Walker, the most effective teachers are ones who display a personal touch, connect with students personally, share personal experiences with their classes, take personal interest in students, find out as much as possible about them, and visit the students' world (Walker, 2008). These behaviors are extremely typical of those individuals with an Extrovert type personality (Aviles, 2001). The final characteristic found by Walker that is of interest to this study is compassion (Walker, 2008). According to Walker, a compassionate teacher is concerned about their students' personal problems and can relate to them and their problems (Walker, 2008). This is interesting because compassion is one of the largest factors of an individual who is of the Feeling type personality, or Blue temperament type (Aviles, 2001).

Overall, the Walker study shows quite clearly that personality characteristics of teachers weigh quite heavily on the minds of students all over the world. This supports the idea that teacher personality is an important component of success inside of the classroom. Now we will review a study that has found teacher personality to be the genesis of all elements of successful teaching.

The importance of teacher personality to successful teaching

There are many elements that go into effective teaching. How much weight does a teacher's personality factor into this equation? Well according to a study conducted by Magno & Sembrano in 2007, a teacher's personality may carry more weight than any other element.

In his study, Magno took a sample of 297 University teachers and 7093 students. Using specific questionnaires and assessment tools, he asked students to rate the effectiveness of their teachers and to note what it was that made them effective (Magno & Sembrano, 2007). Students were able to mention the teaching methods of the teachers, the teachers' knowledge or efficacy on the subject matter, and also personality characteristics (Magno & Sembrano, 2007). In the study, Magno found that positive personality characteristics were the starting point for all effective teachers (Magno & Sembrano, 2007). He found that positive personality characteristics alone could lead to effective teaching and high teacher performance evaluation ratings from students (Magno & Sembrano, 2007). However, high rankings on teacher efficacy and learner centered teaching approaches only lead to effective teaching and high teacher performance evaluations when combined with positive personality characteristics (Magno & Sembrano, 2007). In other words, teacher personality had a greater effect on students in this study than any other factor.

Using Personality to Predict Teacher Success and Longevity

Recent studies have shown that psychological typing of pre-service teachers can be used to predict their future success (Ducharme, 1996; Thornton, 2005). Other studies have shown that personality traits of teachers can predict effective classroom performance and management (Czubaj, 1996; Martin, 1998). The ability to predict a teacher's success in the classroom based on their personality and the situation they are in is an exciting concept to say the least. Several studies in the past have attempted to pinpoint the prototype personality of the "ideal" teacher. Those studies will be examined now.

In a 1979 study of 5, 366 teachers, Lawrence attempted to find the typical typology of teachers. Lawrence found that the most common psychological type for teachers was ESFJ (Extraversion-Sensing-Feeling-Judgmental), or Gold temperament type. Then in 1991, McCutcheon found that the predominate personality type for pre-service elementary teachers was ESFJ, or once again Gold temperament type. Later in 1997, Sears and Kennedy tracked a group of 886 education majors from entrance to graduation. They found that the elementary education majors were predominately Gold temperament type, while secondary education majors were predominately Green temperament types. Their results suggested that individuals with Gold temperaments were draw to elementary teaching, but had no interest in secondary teaching.

Studies such as these have paved the way for and identified the need for further studies, which examine the use of personality in teacher placement programs. More precise teacher placement could potentially increase job satisfaction and reduce teacher

attrition in the long run. Programs in the United States have already begun to consider a candidates disposition, as we will see in the next section.

Assessing Teacher Dispositions and the American National Agenda

Thus far we have found that the literature strongly supports the idea that teacher personality is an important factor to effective teaching and student success. One might pose the question: "Is this modern literature affecting government educational policy?" According to studies completed by Singh in 2007 and Lang in 2008 the answer to that question would be a resounding "yes".

According to Singh, teacher quality has become a top priority for the American national agenda (Singh, 2007). It has been shown that a teacher's disposition plays just as critical role in a teacher's effectiveness as does content knowledge or pedagogical skill (Lang, 2008; Singh, 2007; Thornton, 2005). Following this line of thinking, the National Council for the Accreditation of Teacher Education (NCATE) and the New Teacher Assessment and Support Consortium (INTASC) in America require that all teacher preparatory programs assess the dispositions of their teaching candidates (Singh, 2007). NCATE has found that teacher dispositions affect student learning, motivation, and development, and personality is a major component of these dispositions (Singh, 2007). Since the year 2002, NCATE has also made the measurement of disposition part of the accreditation requirement for teacher certification programs (Thornton, 2005). Thornton postulates that in the next few years school districts across the US will have similar requirement for K-12 schools (Thornton, 2005).

These studies show that modern literature on the qualitative aspects of teaching is being noticed. If America has realized the importance of teacher traits and are now forcing all in coming candidates to undergo disposition assessment, then one could assume that other countries may follow in the future. If candidates are beginning to be assessed based on their dispositions, then witnessing a day where they are also assessed by a personality tool is not too unimaginable for the near future. After all, personality is a key component of disposition, and if the focal point of this study. With this study, this researcher hopes to begin to shine light on the idea that teacher personality type can predict learner satisfaction in the classroom, and that teacher personality is a key component in the matrix that is the quality teacher.

The next section will examine the components that make up a quality teacher.

Teacher Quality

Teacher quality has become such an important buzzword in the modern educational system. It seems that everyone wants to identify it, measure it, improve it, refine it, and reward it (Kennedy, 2008). The major reason for this would appear to be the fact that research has proven that teachers differ dramatically in their ability to educate the students under their care (Kennedy, 2008). Hanushek (2002) found that a quality teacher can increase annual academic growth more than one grade level per year over ineffective teachers. Stronge (2002) found the effects that teachers have on students to be life long.

However, due to the abstract nature of teacher quality, the problem lies in how to define it. Some researchers chose to define teacher quality according to test score. They

feel that teachers who can achieve higher marks on teacher examinations will translate to becoming more effective teachers (Kennedy, 2008). Other researchers chose to define quality teachers according to their credentials; these individuals feel that teachers with higher forms of degrees and certificates will find more success inside the classroom (Kennedy, 2008). Still others chose to define teacher quality based on the techniques that they employ in the classroom, feeling that the simple use of said techniques will increase their effectiveness (Kennedy, 2008). This study however will choose to classify quality teachers in a much different way. In this research, a quality teacher will be one whose personality profile significantly correlates with learner satisfaction in their given subject area and grade level. Motivation theory tells us that someone who has a high level of satisfaction will also innately possess a high level of motivation. Without satisfaction, human motivation is destroyed (Baumeister, 2010). As has been shown in the previous literature, personality is a key component to teacher effectiveness in the classroom. The upcoming section will review some of the components that seem to affect teacher quality, and some of the components, which appear to have no correlation to teacher quality. This research will suggest that a new definition of teacher quality is needed, and that personality is in fact a valid barometer for assessing it.

Components of Teacher Quality

In her 2008 work, Marym Kennedy defined teacher quality according to three components: personal resources, performance, and effectiveness. Personal resources are the qualities that a teacher possesses before they are employed. These include things such

as personality, beliefs, values, and attitudes (Kennedy, 2008). Performance is the work that teachers actually complete in their daily practice. This could include: interacting with colleagues or parents, curriculum planning, setting clear goals and standards, and being a good role model (Kennedy, 2008). Finally, effectiveness includes such things as fostering student learning, increasing the motivation of students, and enhancing a sense of personal and social responsibility (Kennedy, 2008). The problem is that teachers are rarely assessed along all of these key components and are routinely evaluated based simply upon things such as degrees, credentials, and examination scores (Kennedy, 2008). The question remains are things such as degrees, credentials, and examination scores valid and accurate ways of assessing teacher quality?

It seems that according to some research, the answer is no. Harris (2008) found that measures of formal teacher education, especially masters' degrees, appear unrelated to quality teaching. In addition Harris found that testing scores on licensure examinations and other forms of teacher certification to be, at best, inconsistently associated with teacher quality, and, at worst, completely unrelated. Harris did find however that teacher experience and content knowledge did positively correlate with teacher quality.

Another study completed by Bringham Young University in 2007 has shown that how parents define quality teachers depends on their socioeconomic status (Weigand, 2009). The research showed that parents in lower income schools preferred teachers who were more academically rigorous, however parents of higher socioeconomic status desired teachers who were empathetic, created positive classroom environments, and made happy children (Weigand, 2009). This suggests that the affluent sample population in this study would define quality teachers based more on teacher personality and learner satisfaction

than other factors. Hence this research has adopted a definition of teacher quality that revolves not around things such as degrees, certificates, and test scores, but around teacher personality and learner satisfaction. The question is, however, does assessing teachers based on their personality and learner satisfaction equate to academic success and effectiveness? The upcoming section will investigate this question further.

Teacher Personality, Learner Satisfaction, and Academic Success

This research attempts to assess teacher quality according to teacher personality type and the satisfaction of the students in their class. Is this a valid and accurate form of assessment? Historically research has pointed in this direction.

In 1975, Sherman and Blackburn found that 77% of variance in teacher evaluation was explained by teacher personality. They found the relationship to be so high that they stated that teachers wishing to improve their effectiveness would be better suited to work on their personal attributes rather than their course functions or activities (Shermman & Blackburn, 1975). Later, in 1986, Feldman found that teacher personality had a moderate to strong relationship with teacher effectiveness. It seemed that learners who were more satisfied with their teachers' personalities, perceived them as being more effective (Feldman, 1986). According to Feldman, we should assume that an environment, which students perceive to be energetic, accepting, and warm should be optimal for learning (Feldman, 1986). In 1990, Clayson and Haley conducted a structural modeling study of marketing students and found teacher personality to be significantly related to students' perceptions of instructors' knowledge, fairness, and how much they learned. It seems

quite clear that teacher personality and learner satisfaction is vital to both effectiveness and perceived effectiveness inside of the classroom. This research hopes to build upon the historical foundations mentioned above.

The next section in this chapter will move away from personality, teacher quality and learner satisfaction and examine the contingency-based theories of leadership that will help to shape the development of a model for this research.

Contingency Theories of Leadership

In a rapid and ever changing world, it would be foolish to think that any one leader, or any one type of leader, could handle every situation that they encounter with ease. We live in a society where specialization is not just a standard, but also a reality. Finding the right person for the right situation is both intuitive and biologically adaptive. Contingency theories of leadership are "Leader-Match" theories. They state that effective leadership is contingent on placing the right person in the right situation (Northouse, 2010).

The first contingency theory was developed by Fiedler based on his 1967 work. Fiedler primarily studied military leaders and assessed their leadership styles, the situations they worked in, and how effective they were in those situations. After studying hundreds of effective and ineffective leaders, Fielder was able to develop empirical generalizations about which leadership style worked best in particular situations.

In his work, Fiedler argued that there were two dominant styles of leaders: task-oriented leaders and relationship-oriented leaders. Task-oriented leaders are primarily concerned with production and goal accomplishment, whereas relationship-oriented leaders are primarily concerned with the development of close interpersonal relationships (Northouse, 2010). In order to measure the style of a leader, Fielder developed the Least Preferred Coworker (LPC) Scale. A high score on this scale designates a relationship-oriented leader, whereas a low score designates a task-oriented leader (Northouse, 2010).

In addition to a leader's style, Fielder identified three situational variables, which helped to determine a particular leader's effectiveness. Those three variables are: leader-member relations, task structure, and position power. The first variable, leader-member relations, has to do with the atmosphere of the group. If subordinates have a great deal of confidence and trust in their leader, then the relations would be considered good. However, if there is friction and mistrust between the leader and their subordinates, then relations would be considered bad. The second situational variable is task structure, or how clearly a task is defined. High task structures are clearly defined and have a clear path of action. These tasks tend to give more control to the leader. Low task structures on the other hand are vague, unclear, and have no best path of action. These tasks tend to weaken a leader's control and influence. The third and final situational variable is position power. Position power is the amount of authority a leader has to punish or reward their followers. A leader's position power is strong if they have the ability to punish and reward follower, and weak if they do not have such power. These three variables combine to outline the favorableness of a given situation. A highly favorable situation would be one that had good follower-leader relations, clearly defined tasks, and

a high amount of position power. A highly unfavorable situation would be one that was characterized by poor leader-member relations, vague tasks, and weak position power. Utilizing this information, Fielder developed the following model to determine what leadership style is ideal for any given situation. By assessing a leaders LPC score and taking account of the three situational variable, we can predict which leadership style will be most success in a given situation. In figure 2 we can see a chart of the LPC scale.

Figure 2 : Least Preferred Co-worker Scale
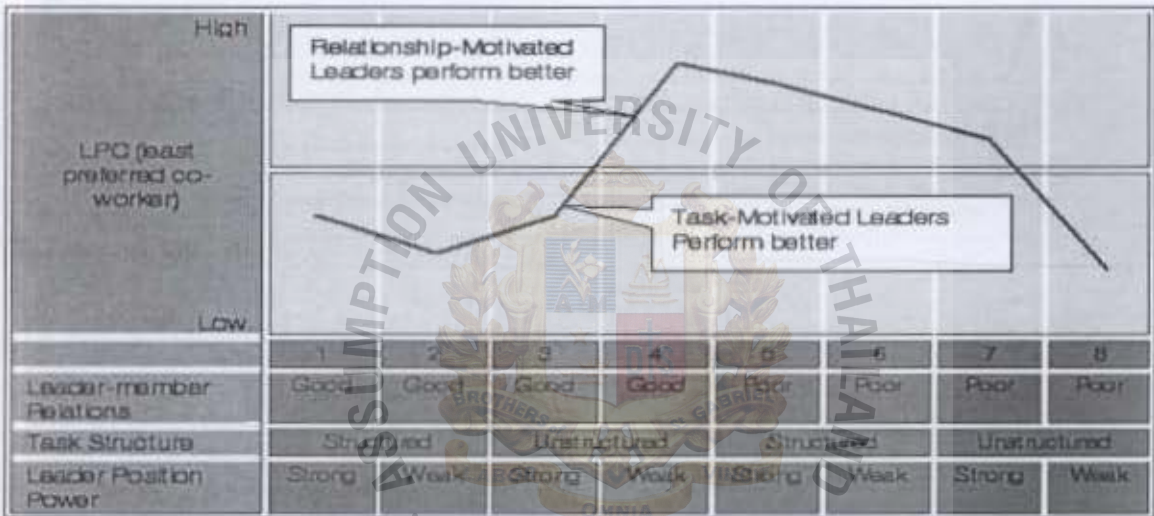
Source: (Fiedler, 1967)

A second contingency-based theory was created by Blake and Mouton in the 1960's. Blake and Mouton's Leadership Grid was created to help organizations reach their goals by outlining a framework for assessing different leadership styles (Northouse, 2010). The Leadership Grid organizes leadership styles based on two factors: concern for production and concern for people. Concern for production is based on task achievement, while concern for people is based upon how a leader attends to people in the organization while

they are trying to achieve their goals (Northouse, 2010). The Leadership Grid has a two-axis approach. The horizontal axis is for the concern of results, and the vertical axis is for the concern of people. Each axis is on a 9-point scale. A score of 9 is representative of maximum concern, whereas a score of 1 is representative of minimum concern. The leadership grid suggests give major leadership styles: authority-compliance (9,1), country-club management (1,9), impoverished management (1,1), middle of the road management (5,5), and team management (9,9). These can be seen outlined in Figure 3.

Figure 3: Blake and Mouton's Leadership Grid
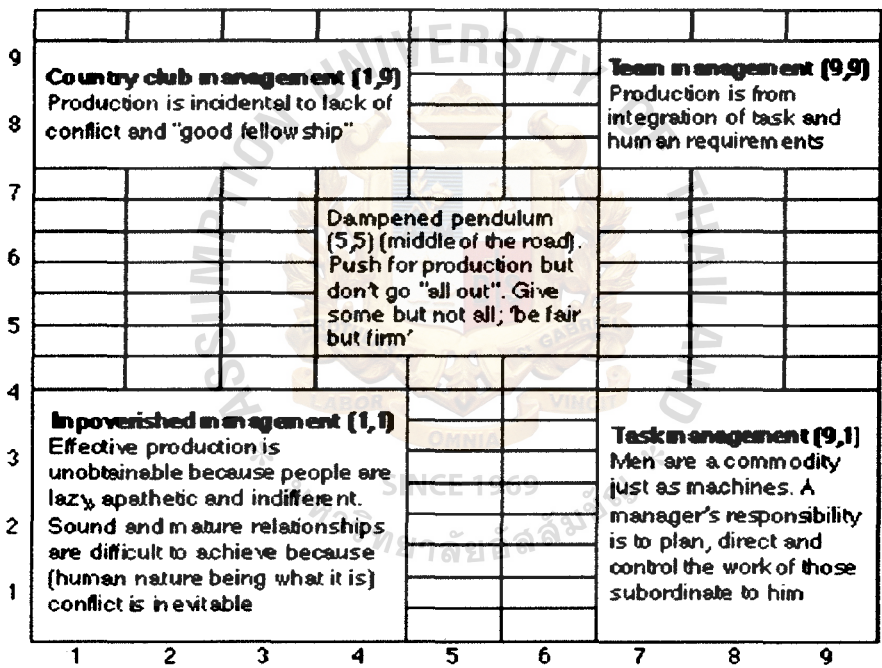
Source: (Blake and Adams, 1991)

Blake and Mouton's theory is not a prescriptive one, but rather a descriptive one. It does not work by prescribing an ideal leadership style for a situation, but simply describes components of the different types and styles of a leader's behavior. This allows

us to assess the behavior of leaders and continually makes us aware that leadership behaviors have an effect on both relational and task levels.

Contingency Theory and Worker Placement

Due to the staffing challenges of a globalized world, much modern research on the use of contingency-based models of employee selection has been receiving growing attention. Such models have been named "person-job fit models" (or PJ fit models), and focus on prospective employee's personal characteristics and the characteristics of the job being applied for (Sekiguchi, 2007). PJ fit models tend to have both a "demand-supplies" and a "needs-supplies" relationship (Sekiguchi, 2007). They focus on the demands of the job and how well the abilities of the candidate match those demands (demand-supplies), and the personal needs of the candidate and how well the job fits those needs (needs-supplies). Essentially, PJ fit refers to how well an individual fits with a particular job both objectively with their abilities and the demands of the job description, and subjectively with their own perceptions of their cohesion with the position (Ehrhart, 2006). PJ fit has shown strong correlations with job satisfaction (0.56), organizational commitment (0.47), and intent to quit (-0.46) (Sekiguchi, 2007). It has even shown moderate correlations with overall job performance (0.20)(Sekiguchi, 2007). In her 2006 work, Ehrhart found personality to be a significant predictor of PJ fit.

These findings highlight the value of contingency-based strategies in employee placement programs. The above findings suggest that contingency-based hiring practices that facilitate the matching of the right person with the right environment will not only

increase employee satisfaction and reduce turnover, but will also aide in improving overall job performance. This particular study will attempt to use personality to facilitate person-job fit, which has already been proven to be a significant predictor of PJ fit by Ehrhart. By utilizing personality profiles to match teachers in environments where they will be most successful, we should not only be able to increase teacher retention rates, but also increase their performance outputs by a significant margin.

Overview of Singaporean Primary Education

This study was conducted in Singaporean Primary School in Thailand, henceforth it is important to review the Singaporean Primary educational system. According to the Singapore Ministry of Education, primary education in a Singaporean system centers on three disciplines that help to achieve desirable learning outcomes. The first discipline is life skills (SME, 2010). Life skills help students during their journey through life and help shape them to become responsible individuals and active citizens. Moral education, health education, physical education, and extra-curricular activities are all considered life skills. The second discipline is knowledge skills (SME, 2010). These skills help in the development of thought processes and communication abilities. Through these skills students learn to interpret, analyze, and understand ideas. They are also able to express themselves clearly, concisely, and articulately. These skills are honed during curriculum time via project-based learning, public speaking opportunities, and integration of IT into the classroom. The third and final discipline is content-based subject disciplines (SME, 2010). These are subjects such as languages, humanities, math, science, and the arts. This

discipline ensures that students develop a well-rounded base of knowledge that will serve

them well into the future. The following diagram in Figure 4 gives an overview of the

Singaporean primary school curriculum.

Figure 4: Overview of Singaporean Primary School Curriculum
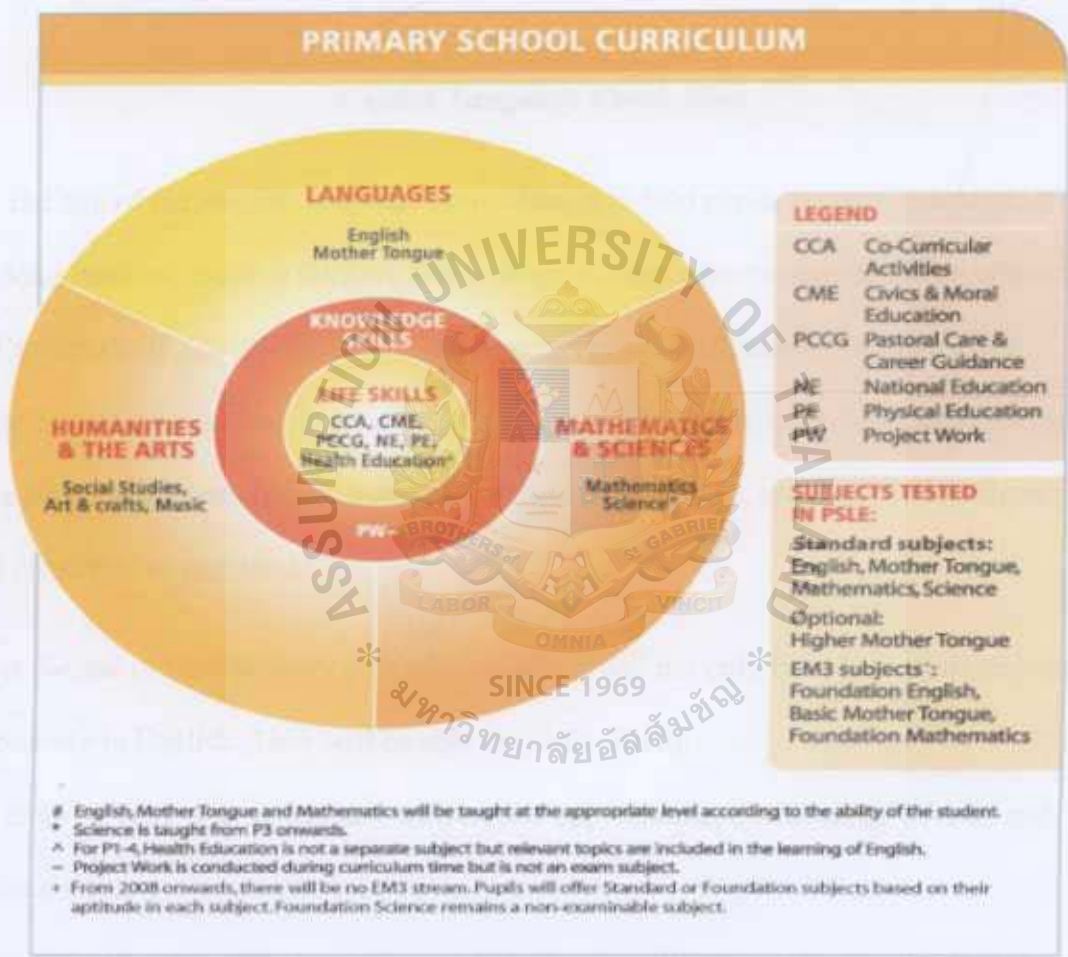
Source: (SME, 2010)

Core Subject Overviews

In Singaporean primary school education, there are four core subjects (SME, 2010). These core subjects are as follows: English, Chinese, Math, and Science. We will now review a brief overview on each of these core subject areas from the Singapore Ministry of Education.

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English Language Curriculum

The aim of the English language curriculum is to help pupils become independent lifelong learners, creative thinkers and problem solvers who can communicate effectively in English (SME, 2010). In order to achieve this many curricular and co-curricular activities must be utilized in a variety of contexts and situations. Students will develop a love for reading, learn how to interpret and analyze language, and respond intelligently and creatively to problems.

At the end of their primary education, students will not only be able to communicate effectively in English. They will be able to (SME, 2010):

1) Listen to, read, and understand with critical appreciation, a wide range of texts and media sources

2) Speak, write, and make presentations in internationally acceptable English that is fluent, accurate, and of appropriate purpose and audience

3) Use creative forms of expression and language that is both inventive and imaginative

4) Interact effectively with people from their own and other cultures

Taking into consideration that language learning can be a high risk endeavor, especially for individuals learning a second or third language, it is possible that teachers with the Blue personality type may find a great deal of success. As we have seen, the Blue personality has a strong focus on relationships and care for others (Tripp, 2008). This innate focus on interpersonal relationships might help Blue personality teachers to create an environment where language learns will feel safe and comfortable. In addition, the Green personality type might also find some success in this area due to its natural affiliation towards critical thinking and problem solving, which are staple of the English language curriculum.

Chinese Language Curriculum

The Chinese Curriculum aims to develop students' competencies in listening, speaking, reading and writing skills. Simplified Chinese characters, similar to those used in China, are found in this curriculum (SME, 2010)

At the end of the students' primary education, students will be able to (SME, 2010):

(1) Listen to a variety of spoken texts and demonstrate understanding of the content at the literal and inferential levels.

(2) Express oneself clearly with confidence and fluency.

(3) Read with good pronunciation and clear articulation.

(4) Write legibly, coherently, and cohesively.

Again taking into consideration that language learning can be a high risk endeavor, especially for individuals learning a second or third language, it is possible that teachers with the Blue personality type may find success in this area. Blue personality teachers may be more adept at creating a safe language-learning environment that will satisfy the students.

Math Curriculum

Mathematics is taught to develop and improve a pupil's intellectual competence in logical reasoning, spatial visualization, analysis and abstract thought. Students develop numeracy, reasoning, thinking skills, and problem solving skills through the learning and application of mathematics (SME, 2010).

At the end of students' primary education, students will be able to (SME, 2010):

(1) Acquire the necessary mathematical concepts and skills for everyday life, and for continuous learning in mathematics and related disciplines.

(2) Develop the necessary process skills for the acquisition and application of mathematical concepts and skills.

(3) Develop the abilities to reason logically, communicate mathematically, and learn cooperatively and independently.

4) Develop positive attitudes towards mathematics

5) Recognize and use connections among mathematical ideas, and between mathematics and other disciplines

6) Develop mathematical thinking and problem solving skills and apply these skills to formulate and solve problems

A unique feature of the Singaporean Mathematics syllabus lies in teaching mathematical problem solving. This involves the acquisition and application of mathematics concepts and skills in a wide range of situations, including non-routine, open-ended and real-world problems. Different methods of problem solving are also taught, which include the model drawing method, the algebraic method, the heuristics approach and the conventional numerical calculation approach. A diagram of the mathematical problem solving approach is seen below.

Figure 5: Mathematical Problem Solving Approach of Singaporean Math
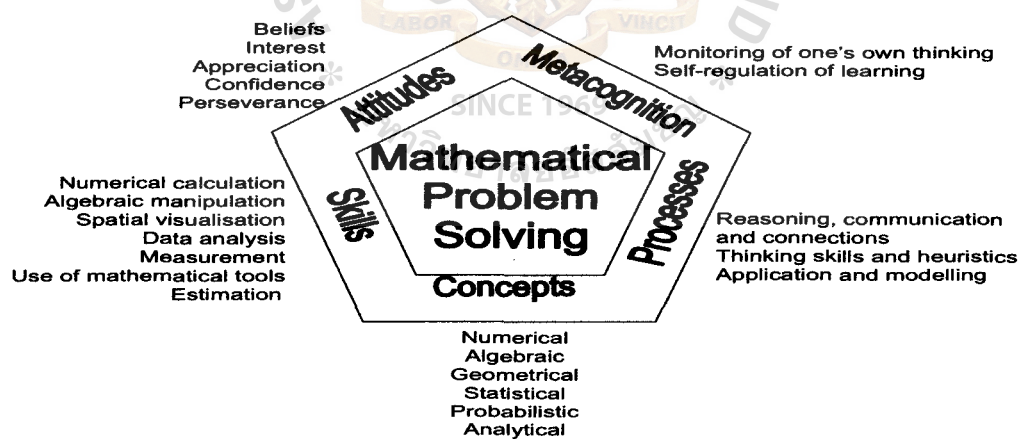
Source: (SME, 2010)

Taking into consideration that crux of the mathematics in the Singaporean system is critical thinking, problem solving, and logical reasoning, then it may be fair to stipulate that individuals with a green personality type would be best suited to teacher this subject. As we have seen the very core of the green personality type is their ability to problem solve and engage in logical reasoning (Tripp, 2008). Due to this reason, individuals with this personality type might be inclined to teach mathematics in this system, whereas it would closely match their personality profile.

Science Curriculum

The Science curriculum emphasizes the need for a balance between the acquisition of science knowledge, process and attitudes. Central to the curriculum framework is the spirit of scientific inquiry. The spirit of inquiry is founded upon three domains: a) knowledge, understanding and application, b) skills and processes, c) ethics and attitude. These three elements are the foundations of the science curriculum and they enable students to see science as both meaningful and useful. Table 4 describes each of these three domains (SME, 2010).

Table 4: The three domains of the Singaporean Science Curriculum

Knowledge, Understanding, Application	Skills and Processes	Ethics and Attitudes
• Scientific phenomena, facts, concepts, and principles • Scientific vocabulary, terminology and conventions • Scientific instruments and apparatus including techniques and aspects of safety • Scientific and technological applications	<u>Skills</u> • Observing, Comparing, Classifying • Using Apparatus and equipment • Inferring, Formulating hypothesis, predicting • Analyzing, generating possibilities, and evaluating <u>Processes</u> • Problem solving • Decision making • Investigation	• Curiosity • Creativity • Integrity • Objectivity • Open-mindedness • Perseverance • Responsibility

Source: (SME, 2010)

Much like the math curriculum, the science curriculum in the Singaporean system focuses around problem solving. Again this type of curriculum should be quite intriguing for someone with a green personality type whose focus would be on logical reasoning and problem solving.

Summary

This chapter has reviewed the history of personality typing and personality inventories. It has shown that the True Colors personality theory is a modern, effective, and easily understood system that can be utilized in educational research. The condensing of the original 16 personality types to four color-coded personality temperaments, helps the True Colors system to more be easily understood and used by a much wider range of individuals. In fact, recently this system has begun to be utilized in teacher placement programs in the United States (Tripp, 2008).

This chapter has also provided evidence that personality is an essential component to teacher effectiveness. Some research has even shown that personality may in fact be more important to effective teaching than any other element (Magno & Sembrano, 2007). Outside of teacher effectiveness, Walker in 2008, has shown that teacher personality weighs heavily on the minds of students all over the world when considering how satisfied they are in their learning environments. This gives much weight to the idea that teacher personality is a key component to not only teacher effectiveness, but also to student satisfaction. It is also possible that the two of these elements are somehow interlinked via one of their commonalities, which is teacher personality.

Contingency theories of leadership were also reviewed in this chapter. In a globalized society, specialization is becoming the standard, and finding the right person for the job is essential to survival. Modern contingency-based worker placement models, such as "Person-Job Fit Models", are being utilized to more effectively place workers in areas where they are able to find the most success (Sekiguchi, 2007). These PJ Fit models

have shown great effectiveness in creating increased employee job satisfaction, organizational commitment, improved job performance, and also reducing the rates of employee turnover. The theoretical foundations and results of such models are compelling, and should be considered for use in models of teacher placement.

Finally this chapter provided a brief overview of the Singaporean primary educational system and its four core subject areas. Analysis of this curriculum showed that individuals with the Blue personality trait might be more adept at finding success in the areas of Chinese and English, due to the inherent risk factors involved with language learning. This is due to the Blue personalities unique ability to focus on interpersonal relationships, which may in turn lead to the development of safer and more comfortable learning environments. On the other hand, analysis of the Math and Science curriculums revealed a strong focus on higher order thinking skills such as critical thinking, problem solving, and investigation. The Green personality type might be best served in this area due to its natural proclivity towards higher order thinking skills.
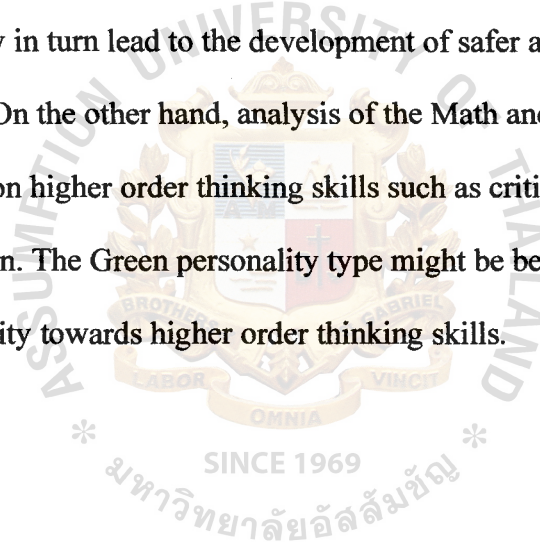
CHAPTER III
RESEARCH METODOLOGY

Research Design

This chapter describes both the methodology and research procedures of this study. This study is classified as descriptive research, which led to the creation of a contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand. The overall objective of this study was to create a model that would assist administrators in placing teachers in positions where both the teachers and students would find a high level of success. This was achieved by investigating if there was any relationship between teacher personality and the learner satisfaction of their students. In addition, this data was compared by grade level, subject area. This was done to determine potential statistically significant differences, so that in turn it could be applied to the creation of the model.

A mixed methods approach was used to gather the information essential to accomplishing the set research objectives. Data was gathered and computed using correlation statistics, and class observations and interviews were conducted to support the data. This chapter will focus on the vital components of the research design. It will discuss the description of the population, sampling information, an overview of the instrument used, and the statistical applications used to analyze the data.

Target groups of the Study

The target group for this study was primary 1-6 students in international Singaporean primary schools in Thailand. There are a total of two schools that fit these criteria, so the total population of these schools was considered for this study. Although both schools are well known in Thailand, they both requested to remain anonymous for the purposes of this study.

Both of the schools in this target group are located in an affluent area in downtown Bangkok. The students and families who are associated with these schools are wealthy and would be considered on the high-end of socioeconomic status in Thailand. The backgrounds of students at these schools are quite diverse, and each has a student body that represents over twenty-five different nations.

This target group was selected by the researcher for the following reasons:

1. In order to conduct research of this nature good relationships and a high level of cooperation from the schools was required. Thusly, the researcher chose a group of schools with which he had experience working in the past. This experience led to a positive and open relationship that was conducive to effectively conducting this research.

2. The researcher in this study wanted to choose an educational system that they had personal experience working in, so that the findings of the study could be practically applied to their daily work. Considering the researcher has had a wealth of experience in the international Singaporean school system, this target group was the logical choice.

3. One major issue at both of the schools in this target group is their teacher turnover rate. Each year for the past five years, both of these schools have had annual turnover rates above

25%. These rates have even reached as high as 40%. Finding a target group of schools that had high turnover rates was an essential component to this research, whereas developing a model that will reduce teacher turnover is one of the purposes of this study.

Population and Sample

The population of this study was 511 primary 1-6 students from the two international Singaporean schools in Thailand. There were also 75 teachers included in this study. Only mainstream teachers and students were considered. Remedial students and teachers were not considered, because the fluctuation in student ability levels was too high to obtain accurate data. The total population of teachers was used in this study, however a random sampling technique was employed to select the students in this study. Exactly ten students in each class from the two schools were selected using a random number generator found on www.random.org. A total of 240 students were selected to represent the study body at these schools. The total population of students and the sample population of students is seen in table 5, and finally the population of teachers in the study is presented in table 6.

Table 5: Total population of students and sample population of students

School	Total Population of Students	Sample of Students
S1	259	120
S2	252	120
Overall Total	511	240

Table 6: Sample Population of Teachers

School	Total Teachers
S1	37
S2	38
Total Sample	75

Instrumentation

Two instruments were utilized in this study. The first instrument selected for this study

was used to assess teacher personality. The instrument selected was the True Colors Online

Personality Instrument. The True Colors Online Personality Instrument is an interactive

forced choice personality test. The instrument is made up of a series of questions that are

composed of characteristics that are unique to an individual's personality. During the test,

participants read each statement and respond with how much each statement reflects them as a

person. Responses range from 4 "always like me" to 0 "never like me". After completing all

of the items, the items are automatically tabulated to reveal the participants color spectrum.

The highest score identifies the participant's primary color, the personality type that is most

like them, while the lowest score represents the personality type that is least like them.

The True Colors Online Personality Instrument has been proven to be both reliable and

valid. It has a test-test reliability score of .94 (Whichard, 2006). This clearly shows that the

instrument is understood the same way each time it is administered and it achieves nearly

identical results time after time. No gender differences are found with this instrument, which

means that the instrument has no gender bias and is equally reliable and valid for both males and females (Honaker, 2003). The True Colors Online Personality Instrument has also shown significant content validity with other personality tests such as the Myers-Briggs-Type-Indicator and the DISC test (Honaker, 2003; Whichard, 2006). The instrument significantly correlated with all aspects of the MBTI at a .05 confidence level, which suggests a very strong relationship between the MBTI and Insight Personality Instrument (Whichard, 2006). The instrument also significantly correlated with 3 of the 4 aspects of the DISC test at a .05 confidence level and 1 of 4 at a .10 confidence level, again suggesting a very strong relationship (Whichard, 2006). This tells us that the True Colors Online Personality Instrument has the ability to measure the same personality, psychological, and temperament characteristics as those found in the MBTI and DISC assessments. Finally, the True Colors Online Personality Instrument also shows high construct validity along its ten indentified dimensions, which tells us that the instrument actually measure what it purports to measure (Whichard, 2006).

During the course of this research, participants were directed to take this free online personality assessment at http://www.truecolorstest.com. Sample screen capture of this test can be found in Appendix A. True Colors Master Trainer Mary Miscisin, who is a recognized authority on the True Colors methodology, developed this version of the test. She is also the author of the foundational book "Showing Our True Colors", which is currently used in True Colors certification trainings.

The second instrument utilized in this research was the Student Satisfaction Survey. This instrument was created by the researcher and modeled after the Elementary Student

Classroom Atmosphere Evaluation Form that was created by Hughes and Uben in 1989. The Student Satisfaction Survey is a 10-item forced choice survey designed to gage student satisfaction in the areas of a student's general feeling of happiness and well being, classroom performance, level of interest in the class, and strength of rapport with their teacher. This survey utilizes a smiley face system, which allows it to be easily understood the same way by both younger and older students. For each question students must chose the face that represents their feeling towards the question. Students may select a happy face, a neutral face, or a frown face. A copy of this instrument can be found in Appendix B.

Instrument Trial for Learner Satisfaction Survey

This research utilized an instrument trial to help validate the learner satisfaction survey that was used in this study. The instrument trial was administered during two consecutive days in school 1. This took place from December 2nd, 2010 – December 3rd, 2010. Three students were randomly selected by using a random number generator randomly from primary grades 1-6. This produced exactly 18 respondents. Then a test/re-test method was used to calculate Cronbach's Alpha to determine the overall reliability of the survey. The Cronbach's Alpha score for this survey was .928, which indicates an extremely high level of reliability.

Validity was then established. Construct validity was established by utilizing a panel of reviewers at the school. The criteria for selection of these reviewers were people who were actively involved in different aspects of the educational system in the sample schools. The researcher wanted to select individuals from different groups of the educational community to gain a more balanced perspective of the effectiveness and suitability of the instrument. Hence

forth, the research composed the panel of reviewers of 6 teachers, 2 administrators, and 10 parents. Positive feedback was received from all respondents. They believed that they survey was indeed a valid measure of learner satisfaction. Teacher and administrative respondents relied on their extensive experience in primary educational systems to make their judgments, whereas parents relied on their knowledge of their own child's abilities. Furthermore, the survey also naturally contains criterion validity because it will be modeled after a "gold standard" survey in this area, which was created by L.W Hughes and G.C. Ubben (1989).

Data Collection

To secure data from the sample population of 240 students and 75 teachers, the researcher traveled to all of the schools in person. The data collection for this study was completed in three phases as follows:

Phase 1: The researcher entered the two schools in the study during the period of November 29th, 2010 – December 3rd, 2010. During this time, the True Colors Online Personality Instrument was administered to all of the teachers in the study. This was done within the confines of the schools' computer labs. This was done to accurately assess each teacher's personality score. At the conclusion of the personality assessments the data was entered into an electronic data table on the researchers personal laptop computer.

Phase 2: During the second phase of the data collection, the researcher once again entered the schools from January 4th, 2011 – January 7th, 2011. At this time the researcher obtained class

lists of all the classes in primary grades 1-6. The researcher then utilized a random number generator to select a random sample of 10 students from each class in those grade levels. The students in the sample were then given learner satisfaction surveys to fill out for their teachers in English, Chinese, math, and science. A copy of the student satisfaction survey can be found in Appexdix B. The results from these surveys were later then entered into an electronic data table on the researchers personal laptop computer.

Phase 3: During the final phase of data collection, the research reentered the schools from January 10th, 2011 – February – March 4th, 2011. At this time, the researcher conducted classroom observations of teachers and students, as well as student interviews. Copies of these forms can be found in Appendix C, D, and E respectively. The researcher examined how the personalities of the teachers being observed affected the students under their care. The researcher also spoke with the students to try to find out more information about how the personality characteristics of their teachers impacted them. This was done to help support and enhance the quantitative data collected during the research process.
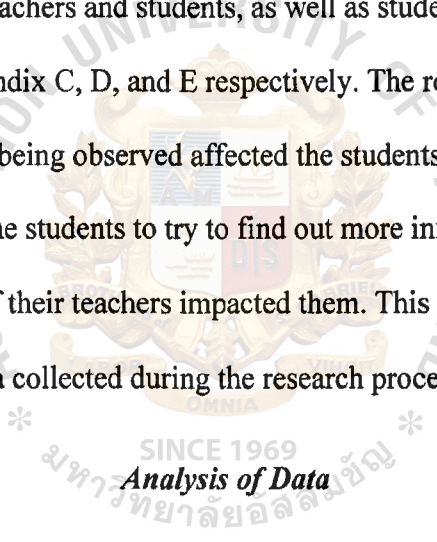
Analysis of Data

In order to effectively answer the research objectives outlined in this study, the researcher utilized the Statistical Package for Social Sciences statistical software (SPSS). In addition, the researcher sought the aide of an experienced statistician to ensure that no mistakes were made. The following section outlines the statistical methods that were used throughout the study.

To analyze the data of the first objective relating to the overall relationship between a teachers personality and the learner satisfaction of their students, mean, frequency distribution, and standard deviation were employed to determine the pattern and profiles of

the data. This was done to ensure normal distribution of the data and to identify any anomalies. From that point, survey data results, classroom observations, and student interviews were used to analyze the relationship between each personality type and the learner satisfaction of students.

The second objective, which compares the relationships from the first objective across four core subject areas and grade levels 1-6, once again utilized mean and frequency distribution to determine the patter and profiles of the data. Then survey results, classroom observations, and student interviews were utilized to analyze relationships amongst and between the variables.

Finally, the third objective which relates to the proposal of an effective contingency-based personality model of teacher placement in international Singaporean schools in Thailand, was analyzed by a panel of experts from both academia and school practitioners. The researcher sought the counsel and advice of school administrators, university professors, and teachers. This advice and direction was used to adjust the model accordingly so that it would have an optimal design for practical use within its target demographic.

Summary of the Research Process

Table 7 reflects an outline of the research process in this study. It breaks down each research objective, the source of the data to achieve that objective, the instrument or data collection method used, the type of data analysis employed, and finally the results expected from objective achievement.

Table 7: Research Summary

Research Objectives	Source of Information, or Sample	Research Instrument / Data Collection	Data Analysis	Expected Results
1. To investigate if there is a relationship between a teacher's personality learner satisfaction	1. Sample of 240 students in grades 1-6 2. Sample of 75 teachers in grades 1-6	1. Review of overall learner satisfaction via survey 2. True Colors Online Personality Instrument	1. Descriptive statistics of teacher personality type utilizing correlation analysis: independent t-test 2. Student Satisfaction surveys, classroom observations, student interviews	Verification of hypothesis on teacher personality and overall learner satisfaction
2. To examine this potential relationship in 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.	1. Sample of 240 students in grades 1-6 2. Sample of 75 teachers in grades 1-6	1. Analysis of learner satisfaction by subject and grade levels 1-6 2. Results from True Colors Online Personality Instrument	1. Descriptive statistics of students by grade level and core subject: mean, frequency distribution 2. Descriptive statistics of teacher personality correlations for core subject at grade levels 1-6: 3. Student Satisfaction surveys, classroom observations, student interviews	Verification of hypothesis on subject and grade levels relation to teacher personality

Research Objectives	Source of Information or Sample	Research Instrument/Data Collection	Data Analysis	Expected Results
3. To develop an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand.	1. Results from research objectives 1-2.	1. Review of literature of teacher effectiveness and learner satisfaction 2. Research results	Review by the experts from academia and school practitioners	Affirmation of overall effectiveness of model by panel

CHAPTER IV

RESULTS OF THE STUDY

This chapter discusses the results of the study, which investigated the relationship between teacher personality and student satisfaction in order to create a contingency-based personality model of teacher placement for use in International Singaporean Schools in Thailand. The purpose of this study was to create a model to assist administrators in these schools to help them effectively place teachers in situations whereby both teachers and students could find not only the most success, but also the most satisfaction. The analysis was carried out in three phases in two International Singaporean Schools in Thailand during the 2010-2011 academic year.

In order to exhibit the results of the study, outcomes of the research are presented according to the phases as follows:

Phase 1 and 2: During phase 1 of the research, the researcher entered both schools and administered the True Colors Online Personality Instrument to all teachers in grades 1-6 who taught English, Chinese, Math, and Science. This was done to accurately assess each teacher's personality score. Then during phase 2, the researcher entered the schools once again and gave a random sample of 10 students in each class a student satisfaction survey. The data collected during phases 1 and 2 was then analyzed to help achieve research objectives 1-2:

1. to investigate the relationship between teacher personality and learner satisfaction

2. to examine this potential relationship in four core subject areas (English, Chinese, Math, Science) in grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping.

The data was also used to help the researcher plan to effectively collect the key data necessary for the phases of the research that would follow.

Phase 3: During phase 3 of the data collection the researcher conducted classroom observations of teachers and students, as well as student interviews. The researcher collected this data from the classes that possessed the highest and lowest satisfaction ratings in their respective subject and grade levels. The researcher examined how the personalities of the teachers being observed affected the students under their care. The researcher also spoke with the students to try to find out more information about how the personality characteristics of their teachers impacted them. This was done to help support and enhance the quantitative data collected during the research process and to help achieve research objectives 1-3:

1. to investigate the relationship between teacher personality and learner satisfaction

2. to examine this potential relationship in four core subject areas (English, Chinese, Math, Science) in grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping.

3. to develop an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand.

Phases 1 & 2 : Teacher Personality Testing and Student Satisfaction Ratings

The following figures and tables show the data collected concerning teacher

personality testing and student satisfaction surveys.

Figure 6: Personality types represented in the study
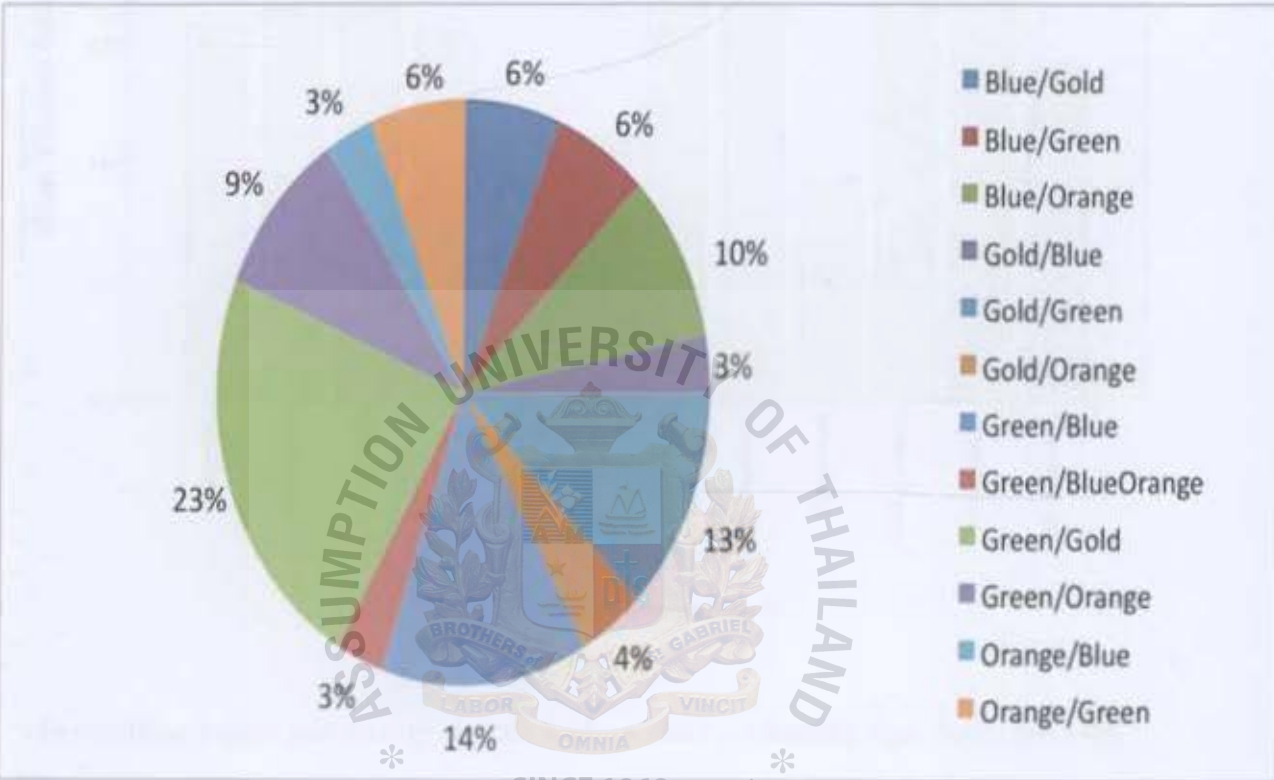
A total of 12 personality types are represented in the study. The personalities

represented varied in frequency ranging from a high of 23% (Green/Gold) to a low of 3%

(Gold/Blue).

Figure 7: The mean student satisfaction ratings of the teachers
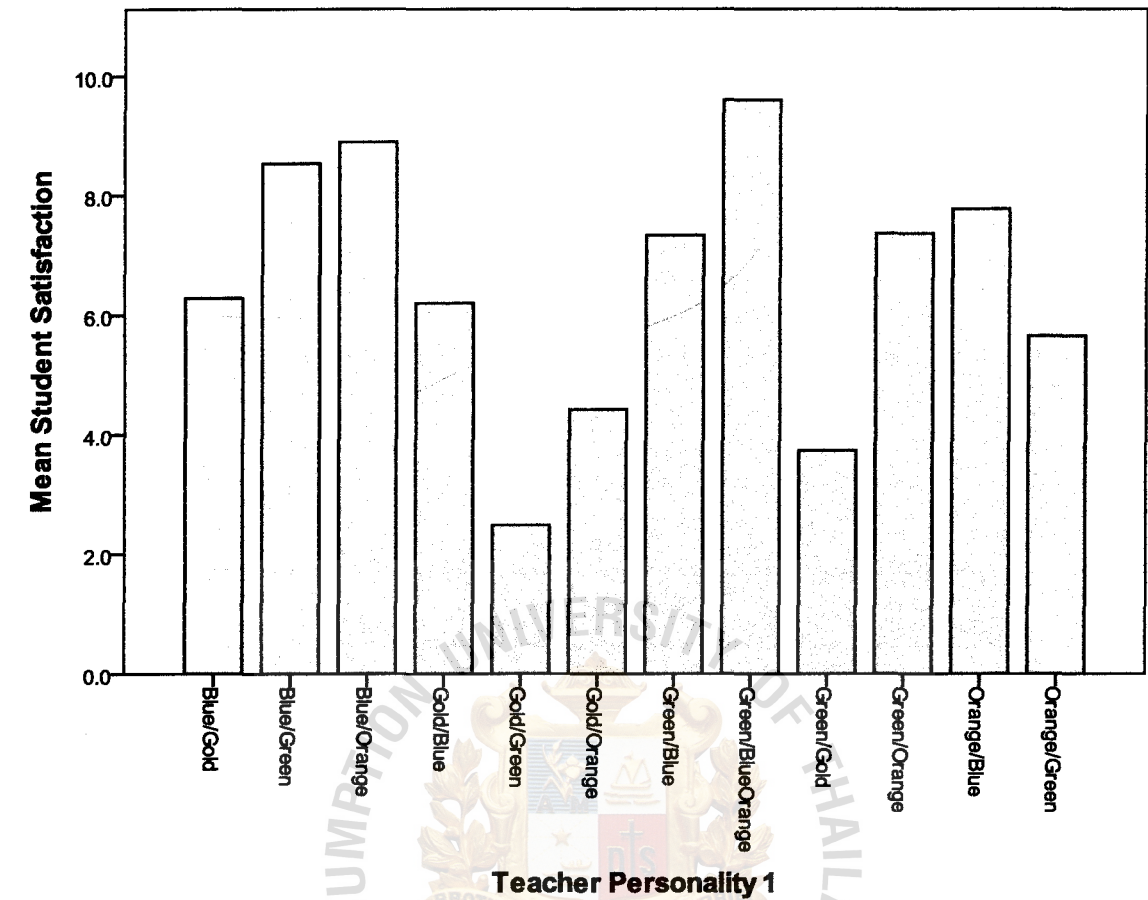
Green/BlueOrange personality was the highest rated personality type throughout the study, and Gold/Green personality was the lowest rated.

Table 8: Mean student satisfaction rating for all of the 96 classes surveyed in the study.

Report

Student Satisfaction

Mean	N	Std. Deviation
5.880	96	2.3970

The mean student satisfaction score across all subjects and grade levels was 5.880, which served as the baseline to which other satisfaction scores were measured. A standard deviation score of 2.3970 shows a large amount of variation amongst satisfaction ratings of the different personality types, which highlights the effect of teacher personality on student satisfaction scores.

Table 9: Mean student satisfaction ratings for each core subject area.

Report

Student Satisfaction

Subject	Mean	N	Std. Deviation
Chinese	6.529	24	2.1932
English	6.192	24	2.5852
Math	5.175	24	2.5297
Science	5.625	24	2.1704
Total	5.880	96	2.3970

Students on average found the highest levels of satisfaction in Chinese classes and the lowest average satisfaction in Math classes.

Table 10: Mean satisfaction ratings, frequencies, and standard deviations of all personality types represented in the study.

Report

Student Satisfaction

Teacher Personality 1	Mean	N	Std. Deviation
Blue/Gold	6.283	6	2.0488
Blue/Green	8.533	6	.5610
Blue/Orange	8.889	9	.6604
Gold/Blue	6.200	3	.8888
Gold/Green	2.483	12	1.1003
Gold/Orange	4.425	4	1.0372
Green/Blue	7.323	13	.4604
Green/BlueOrange	9.600	3	.1000
Green/Gold	3.732	22	.8962
Green/Orange	7.356	9	.6948
Orange/Blue	7.767	3	.8963
Orange/Green	5.650	6	.9072
Total	5.880	96	2.3970

Green/BlueOrange achieved the highest mean satisfaction rating of 9.600, in contrast Gold/Green received the lowest mean satisfaction rating of 2.483.

Table 11: The effect of specific personality traits on student satisfaction

Report

Student Satisfaction

Teacher Personality 1	Mean	N	Std. Deviation
Blue	8.043	21	1.6204
Gold	3.479	19	1.7609
Green	5.794	47	2.1501
Orange	6.356	9	1.3547
Total	5.880	96	2.3970

Each specific personality trait (blue, gold, green, orange) was isolated and its effect on mean satisfaction ratings was measured. Personality types which included the blue trait received the highest mean satisfaction rating of 8.043. This was 0.9024 standard deviations above the mean. In contrast, personality types which included the gold trait received the lowest mean satisfaction rating of 3.479. This was 1.0017 standard deviations below the mean.

Interestingly, the personality traits differed in their effect contingent upon whether they were a primary or secondary personality trait. Tables 12 and 13 below help to highlight these differences.

Table 12: Effect of Teachers' Primary Colors on Student Satisfaction Ratings

Teachers' Primary Traits	Mean	N	Std. Deviation
Blue	8.043	21	1.6204
Gold	3.479	19	1.7609
Green	5.794	47	2.1501
Orange	6.356	9	1.3547
Total	5.880	96	2.3970

Table 13: Effect of Teachers' Secondary Colors on Student Satisfaction Ratings

Teachers' Secondary Traits	Mean	N	Std. Deviation
Blue	7.216	19	.7411
BlueOrange	9.600	3	.1000
Gold	4.279	28	1.5934
Green	4.787	24	2.7296
Orange	7.450	22	1.7714
Total	5.880	96	2.3970

Phase 3: Student and Teacher Classroom Observations & Student Interviews

The following analysis is derived from the tables from phases 1 & 2, as well as classroom observations and interviews conducted during phase 3 of the data collection process. This data helped the researcher to determine the relationship between teacher personality and student satisfaction across the four core subject areas of English, Chinese, Math, and Science, as well as grade levels 1-6. This data was essential to the development of the contingency-based personality model of teacher placement, which can be found in Chapter 5.

For the ease of viewing and understanding, this data will be broken down according to subject groupings (English, Chinese, Math, Science) and primary school section (Lower Primary Grades 1-2, Middle Primary Grades 3-4, and Upper Primary Grades 5-6). Breaking the data down in this manner will help to show the specific effect that personality had on student satisfaction in each area.

English Grades 1-2

In English Grades 1-2, the highest rated personality type was Blue/Orange, which was 1.0388 standard deviations above the mean. The lowest rated personality type was Gold/Green, which was 1.7053 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 14: Satisfaction ratings for English Grades 1-2

English 1-2	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place	Second to Last
	6.250	Blue/Orange 8.900	Orange/Blue 8.800	Gold/Green 1.900	Green/ Gold 2.900
SD above or below mean		+1.0388	+1.0388	-1.7053	-1.3132

English Grades 1-2 – Top Scoring Personality – Blue/Orange

In teacher observations of the Blue/Orange personality in this subject and grade level, the teacher was found to have a very close relationship with the students. The teachers' warm and positive personality seemed to create an overall positive learning environment. They used stories about their personal life and humor to garner the affection of the students under their care. The teachers' also had special nicknames for the students, which the students seemed to love. This teacher had a very exciting and engaging teaching style and was not afraid to act silly or to cut loose in front of the class.

Student observations of the Blue/Orange personality in this subject and grade level revealed that students were very happy to be learning with their teacher, and seemed interested in the subject matter. Students maintained strong eye-contact throughout the lessons, and presented beaming smiles very frequently. Students also seemed confident in their abilities and were also comfortable asking questions. Class participation was nearly 100%, and all questions were answered with eagerness. It was clear that not only were the students engaged, but also that learning was taking place. This was evident because students were able to authentically display their learning through the answering of

questions, and engagement in classroom discussions and activities that allowed them to showcase their new knowledge.

Student interviews of the Blue/Orange personality type in this subject area and grade level revealed that students loved the special connection that they felt with the teacher:

> I love my teacher, he is very funny and silly. He tells us lots of stories and we play fun games. I think he likes us a lot too because he always makes new names for us. (Interviewee 1, School 2)

The interviews also revealed that the students were satisfied with their teacher and that they felt very close to them:

> Yes, I am happy. I think my teacher is close with everyone in my class. He makes us feel special and always talks with us, even when we are not in class. (Interviewee 2, School 2)

Finally, the interviews also revealed that the students felt that they were learning a lot in their teachers classes:

> Yes, I learn a lot everyday. This year is a lot of fun. (Interviewee 1, School 2)

English Grades 1-2 – Second Place Personality – Orange/Blue

In teacher observations of the Orange/Blue personality in this subject and grade level, the teacher was found to be highly energetic. The teacher's energy carried over into the classroom and engaged the students with excitement. The teacher was almost akin to a stage performer, captivating the minds of the audience. The teacher frequently injected humorous stories and jokes into the lesson, which seem to further capture the attention of the class. Wide ranges of activities were also used throughout the lessons. Classroom rules and procedures were minimal in the Orange/Blue classroom, and classroom

management seemed to be handled through a high level of student engagement. It was clear that the catalyst for learning in this classroom was excitement.

Student observations of the Orange/Blue personality in this subject and grade level revealed that students were highly energetic and participative. Hands were constantly shooting in the air throughout the lesson. Students were very excited to share their personal stories with the teacher and the rest of the class. The overall feeling in the room was that of excitement and joy.

English Grades 1-2 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to be very rigid and inflexible. The Gold/Green teacher had extreme attention to classroom rules and procedures and these seemed to take precedent over actually learning in the classroom. The teacher required everything in the classroom environment to be neat and orderly before being able to proceed with the lesson. The teacher was also very cold towards the students and frequently reprimanded them, even when it was simply a matter of lack of understanding on the students' part. Finally, it was observed that the Gold/Green teacher did little to attempt to involve the students in the lesson. The teacher preferred to task the students with silent and independent work at their desks.

Student observations of the Gold/Green personality in this subject and grade level revealed that the class seemed quite fearful of their teacher. The students would actually jump out of their chairs or cower while they were being yelled at. The energy level in the

classroom was very low and students rarely attempted to participate or answer questions. One other important observation was that the students tried to avoid eye contact with their teacher whenever possible.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students were very unhappy with their teacher:

> He always yells at me. Even if my answer is right, then he still yells that I have bad handwriting. His class is boring; I can never work with my friends. I think he's mean. (Interviewee 3, School 1)

> He always makes us copy everything and listen without talking. He just talks talks talks talks. We never have fun or play games. He yells to us and we listen. (Interviewee 4, School 1)

Students also seemed to feel that they were not able to learn effectively in the Gold/Green classroom:

> No, I don't learn a lot because we don't do any activities. We just listen and copy. I like to study with my friends. (Interviewee 3, School 1).

English Grades 1-2 – Second to Last Place Personality – Green/Gold

In teacher observations of the Green/Gold personality in this subject and grade level, the teacher was found to run very structured lessons that never deviated from the subject matter. For example, the teacher would never engage in a personal story or anecdote, and at no time asked the students to share personal information about themselves. The teacher also struggled with the lack of student understanding at times, and instead of answering questions the teacher would criticize the students with phrases like "you need to pay more attention." Finally it was evident that the teacher had some

difficulty with student engagement, as students were generally off task and not tuned into the lesson.

Student observations of the Green/Gold personality in this subject and grade level revealed that students generally seemed unhappy and apathetic in this environment. Students were not smiling, laughing, or joking, as these were punishable behaviors in this environment. In general, the students were tasked mostly with bookwork, which they did not seem to enjoy. Instead of asking the teacher for assistance, students often whispered to their friends for help. Finally, the students seem to lack the opportunity to contribute their ideas or to demonstrate learning. It was unclear in this environment if learning was actually taking place.

English Grades 3-4

In English Grades 3-4, the highest rated personality type was Green/BlueOrange, which was 1.0388 standard deviations above the mean. This personality type was very unique in this study, as it was the only personality type where the participants tied on their secondary color score, which in turn gave them a hybrid personality type. The lowest rated personality type was Gold/Green, which was 1.7053 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 15: Satisfaction ratings for English Grades 3-4

English 3-4	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place
	6.486	Green/ Blue Orange 9.65	Blue/ Orange 8.800	Gold/ Green 1.300
SD above or below the mean		+0.9585	+0.7010	-1.5708

English Grades 3-4 – Top Scoring Personality – Green/BlueOrange

In teacher observations of the Green/BlueOrange personality in this subject and grade level, the teachers were found to have very close relationships with their students and began nearly every lesson with some story from their personal life. The teachers also had special nicknames for their students and seemed to know their students intimately outside of the classroom environment. The teachers were very strict and often rigid with the classroom rules, but it was evident that the class was managed from a basis of love and concern. Green/BlueOrange teachers expected a high level of class participation from all students and often challenged them to go beyond the text and to relate the topic to their actual lives. Finally, Green/BlueOrange teachers also used a positive and negative reinforcement system to both motivate and excite students. This system was called "Team of the Week" and its purpose was to develop leadership skills and healthy competition in the students.

Student observations of the Green/BlueOrange personality in this subject and grade level revealed that students were extremely happy to be in this classroom

environment. Beaming smiles were seen throughout the lesson on the faces of all the students. Class participation was 100%, and students were very comfortable to share their ideas, whereas mistakes were met with warm encouragement. Students had ample opportunity to connect with their teacher and each other on non-academic matters. Students also had ample opportunity to engage in group work, and this process was facilitated by "team leaders."Leadership appeared to be an important theme in the Green/BlueOrange classrooms. Students truly bought into the rewards system organized by the teacher and were highly motivated and competitive. Students in these classroom seemed perfectly synergized with the expectations of their teachers and met those expectations willingly.

Student interviews of the Green/BlueOrange personality type in this subject area and grade level revealed that students truly admired their teacher:

> He is funny and knows how to make learning fun. He can challenge us and make us think about many things. He uses lots of different media in the classroom. He's the best teacher in my life. I am excited everyday when I see him. I think all the students in the school know he is the best, even students he never teach before. They still love to run up and play with him. (Interviewee 5, School 1)

> He is funny and plays with us a lot. He tells us stories about his family and friends. He adds entertainment to learning and challenges our thinking. He can even make bookwork fun. I think he's the best teacher in our school. I wish he could always be my teacher. (Interviewee 6, School 1)

It was also evident from the interviews that the students felt very close with the Green/BlueOrange teachers:

> Yes, I am satisfied. We can always ask him for help and he lets us borrow things from him that he knows we like, such as music cds or movies. I feel close to him because he tells us lots of funny stories about his life. He even lets us call him at home if we have a problem. He always has a solution to my problems. (Interviewee 5, School 1)

> Yes, he is very funny and makes people like him. He talks about things outside of school, which makes us feel close to him. All the students in our school love him. He is just lots of fun. I don't think many teachers are like that way. (Interviewee 6, School 1)

Finally, it was clear that students under the care of the Green/BlueOrange teacher felt

that they were learning a lot:

> Yes, of course we are learning a lot. We learn a little bit about everything, even though he is just our English teacher, he teachers us many things about life too. (Interviewee 6, School 1)

English Grades 3-4 – Second Place Personality – Blue/Orange

In teacher observations of the Blue/Orange personality in this subject and grade level, the teacher was found to create a positive, encouraging, and exciting classroom environment. The teacher often smiled and utilized positive praise to encourage students. The teacher shared information from his or her personal life and always invited students to do the same. Various competitions and activities were utilized throughout the lessons, and both students and teachers were able make jokes about one another in good spirits.

The Blue/Orange teacher possessed a high level of energy and was frequently seen acting out subject matter from the lesson. For example, the teacher would act out the meanings of new vocabulary words for the students. Classroom management was both effective and nurturing.

Student observations of the Blue/Orange personality in this subject and grade level revealed that students had admiration for their teacher. Students were seen smiling and laughing often, and in general seemed to have a positive glow. Class participation was nearly 100% throughout the lessons, and students felt comfortable asking questions

or sharing ideas. In the event that students gave an incorrect answer it was met with encouragement or guidance towards the proper answer. During group work activities students were often rewarded for their efforts with positive reinforcement in the form of stickers and points. These seemed to be a source of motivation for the students. Finally, the students were kept engaged throughout the lesson through the use of various activities.

English Grades 3-4 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to have a negative disposition towards the students. The Gold/Green teacher did not smile or joke with the students, but rather looked angry or displeased for much of the lessons. The teacher would frequently yell at the students when they were not meeting his expectations. Names of the children were not used by the teacher, who frequently used language such as: "You sit down," "Hey, move your desk," "You take out your blue book." Often in this environment the teacher seemed more interested in classroom organization rather than learning objectives. Much of the lessons were spent getting the children in order. Disorder appeared to be a major source of frustration for the Gold/Green teacher. Finally, it was observed that the teacher was either unable or unwilling to deviate from the set subject matter.

Student observations of the Gold/Green personality in this subject and grade level revealed that students were unhappy in this environment and were actually fearful of their teacher. Students were not comfortable asking the teacher questions, whereas these questions were met with claims that the student was not paying attention. Students often

whispered to their friends for help, rather than seeking assistance from the teacher.

Students were expected to listen and do independent work and were not actively engaged

in the learning process. Students were provided with zero opportunities to demonstrate

that learning was taking place.

Student interviews of the Gold/Green personality type in this subject area and grade level

revealed that students strongly disliked the Gold/Green teacher:

> He is very fierce and scary. I never see him smile before. He scolds us a lot, even If we don't know what we did wrong. I think all we do is copy notes. (Interviewee 7, School 2)

Students were also clearly not satisfied with their teacher and felt that they were not

close to him:

> No, I am not satisfied. I feel not happy in that class. Learning should be fun. My other teachers are a lot better than him. I wish they could teach me English instead. (Interviewee 7, School 2)

> No, I am not satisfied. We are not close together. No one likes him of my friends. (Interviewee 8, School 2)

English Grades 5-6

In English Grades 5-6, the highest rated personality type was Green/Orange,

which was 0.9171 standard deviations above the mean. The lowest rated personality type

was Gold/Green, which is 1.2074 standard deviations below the mean satisfaction rating

for this subject and grade grouping. Overall, grades 5-6 had the lowest mean satisfaction

rating for all of the levels of English in this study.

Table 16: Satisfaction ratings for English Grades 5-6

English 5-6	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place	Second to Last
	5.814	Green/ Orange 7.800	Orange/ Blue 7.250	Gold/ Green 3.200	Green/ Gold 3.300
SD above or below the mean		+0.9171	+0.6631	-1.2074	-0.9765

English Grades 5-6 – Top Scoring Personality – Green/Orange

In teacher observations of the Green/Orange personality in this subject and grade level, the teacher was found to focus on reflective thinking and problem solving. The teacher challenged the students to go beyond the text by asking questions such as: "How does this relate to your own life," and "If you were the character in this story, how would you best handle the problem?". The Green/Orange teacher also used various activities such as role plays to help engage the students in the lesson and to have them partake in active learning. Students were also encouraged to investigate things at home on their own that they had questions about during class time.

Student observations of the Green/Orange personality in this subject and grade level revealed that in general students seemed quite happy in this environment, but a few students did at times appear to be overwhelmed. Students were often in focus group discussions and working out solutions to problems via brainstorming sessions. These groups were effective, but at times disruptive. Students were fairly well managed, but the class at times seemed like organized chaos during various parts of the lesson. Class

participation was a normal part of this environment and students were comfortable reflecting on questions posed by the teacher. Finally, students were provided with ample opportunities to demonstrate learning both individually and in groups.

Student interviews of the Green/Orange personality type in this subject area and grade level revealed that students generally feel positive about their teacher:

> He is an enjoyable person and teaches a lot of detail. He helps us to understand everything. He rewards us for doing well and we have exciting classes and do many activities. (Interviewee 9, School 2)

> His classes are fun and he is really funny. I think he is a good person. He makes us think a lot and I enjoy that. (Interviewee 10, School 2)

Students also reported that there are some things that they disliked about their teacher and classroom environment:

> Not quite all the students are focused. Some are chit chatting and fighting together. (Interviewee 9, School 2)

> Well the only thing is sometimes I cannot concentrate that well because some students are rude and talk a lot. (Interviewee 10, School 2).

However, despite the minor concerns of the students in the areas of classroom management, in general the students are happy with the Green/Orange teacher and feel close to him:

> Yes, I am satisfied. The teacher makes learning enjoyable. I feel close because if we have some problem we can go to him for help. (Interviewee 9, School 2)

> Yes, I am satisfied. My teacher helps me if I have a problem. I can depend on him. (Interviewee 10, School 2)

English Grades 5-6 – Second Place Personality – Orange/Blue

In teacher observations of the Orange/Blue personality in this subject and grade level, the teacher was found to be highly energetic and to effectively engage the students. The teacher always referred to the students by name and made sure to laugh and joke with them often. The Orange/Blue teacher seemed to prefer activities where the students were up and moving about the room, whereas the teacher does not seem to mind if the classroom is a bit chaotic. The teacher was not a big enforcer of rules and procedure and students seemed to have the freedom to break the rules somewhat during class time.

Student observations of the Orange/Blue personality in this subject and grade level revealed that students were quite happy in this environment. They were frequently moving about the room to engage in group activities and were able to laugh and joke with their teacher. Students were given some freedom to chat with their friends and to bend the school rules a bit. An example of this would be that the teacher did allow the students to at times use Thai language during English lessons, which is against school policy. Students were able to demonstrate learning both individually and in groups, however students were at times over stimulated and went off task. Classroom organization and management in this environment seemed to be a weakness.

English Grades 5-6 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to provide an extremely controlled classroom environment that never deviated from the subject matter in the text. The Gold/Green teacher utilized

stern looks and scowls as a means of classroom control. The teacher did not call students by name, but instead referred to them in an impersonal manner by calling students "you". Another habit notice during observations was that the teacher often scolded students for their lack of understanding: "What have you been doing this whole time?". The teacher also seemed reluctant to allow the students to go beyond the text and told them to simply focus on the task at hand.

Student observations of the Gold/Green personality in this subject and grade level revealed that some students were fearful of their teachers, while others seemed to have disdain for them. Students were often seen glaring at the teacher and sharing looks of disgust and disapproval to each other. Students were unable to guide the lesson into areas of interest without immediate redirection of the teacher to stay on task. Generally, the students seemed disinterested in the subject matter and appeared to be merely going through the motions. Class discussions were nearly nonexistent, as students were quiet and passive. Students were mainly tasked with listening and independent work.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students in this environment strongly disliked their teacher:

> We are like a stranger to her. I don't even think she knows my name and it is the second term. We can never talk with her. I think she doesn't care about us. She just goes on her computer and doesn't pay attention to us. Then during class she just writes a lot of stuff on the board and scolds us to pay attention to her and to focus. She calls everyone "you". (Interviewee 11, School 2)

> She doesn't care about me or my friends. She just lets us copy and do worksheets while she sits on her computer all the time. There is still people in my class she doesn't know. (Interviewee 12, School 2)

Students in this environment also strongly feel that they are not learning, so much so that they are begging to dislike the subject matter:

No, I am not learning a lot and it's making me hate English. No one is satisfied and we want a new teacher. (Interviewee 12, School 2)

English Grades 5-6 –Second to Last Place Personality – Green/Gold

In teacher observations of the Green/Gold personality in this subject and grade level, the teacher seemed to be distant or disinterested in the students. The Green/Gold teacher's body language (folded arms), suggested that they did not feel open in this environment. The teacher seemed to have difficulty with recognizing when a student was struggling with the subject matter and would continue the lesson despite the lack of understanding amongst the students. Concept checking was completely absent from the lessons, and again the lesson continued to move forward. The teacher simply seemed to set work for the students, and retired to their desk without monitoring the progress of the students.

Student observations of the Green/Gold personality in this subject and grade level revealed that students were having a lot of trouble following the lessons, but they were not seeking the aide of their teacher despite this fact. The energy level in the classroom was low, and students rarely raised their hand to participate or to offer answers. Generally the students seemed shy and lacking in confidence. The students were on their own for the majority of the lesson and had no opportunities to seek guidance from their teacher. There is absolutely no connection between students and teacher present.

Chinese Grades 1-2

In Chinese Grades 1-2, the overall mean satisfaction score was 7.156, which was the highest overall rating throughout the study. This means that students in this study were, on average, most satisfied with their Chinese classes in grades 1-2. The highest rated personality type was Blue/Orange, which was .8220 standard deviations above the mean. The lowest rated personality type was Gold/Green, which was 2.0335 standard deviations below the mean satisfaction rating for this subject and grade grouping

Table 17: Satisfaction ratings for Chinese Grades 1-2

Chinese 1-2	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place
	7.156	Blue/ Orange 9.05	Blue/ Green 8.9	Gold/ Green 2.1
SD above or below the mean		+.8220	+.7130	-2.0335

Chinese Grades 1-2 – Top Scoring Personality – Blue/Orange

In teacher observations of the Blue/Orange personality in this subject and grade level, the teacher was found to be highly energetic and engaging. The teacher had a very upbeat style of having the children choral new vocabulary to reinforce meaning and also practice pronunciation. The teacher allowed the children to engage in fun activities and competitions and was sure to make the students smile and laugh often. The Blue/Orange teacher was also very warm and seemed to have a natural ability to both excite and

nurture the students. It was the combination of nurturing and excitement that made the lessons so effective in this environment.

Student observations of the Blue/Orange personality in this subject and grade level revealed that students were extremely happy and excited to be a part of the lessons. Students were having a blast corralling and learning new vocabulary. Students excitedly raised their hands throughout the lesson, seemingly desperate to give their answers. It was clear that a genuine admiration existed between teacher and students alike. Students were also constantly engaged in a wide range of activities, which made the classroom feel alive. All students had the opportunity to actively participate and to demonstrate their learning.

Student interviews of the Blue/Orange personality type in this subject area and grade level revealed that fun, excitement, and kindness were the things that satisfied students in this environment:

> She is fun because she has games. The class is exciting and she is nice also. My Chinese has gotten much better. (Interviewee 14, School 1)
>
> She is nice. We have a lot of fun in class. She is also very funny. I am close with her because she is very nice. (Interviewee 13, School 1)

Chinese Grades 1-2 – Second Place Personality – Blue/Green

In teacher observations of the Blue/Green personality in this subject and grade level, the teacher was found to possess a very warm and nurturing personality. Each lesson began with the teacher asking the students what they did the previous night. The teacher always intently listened to each student's questions, concerns, and comments.

Much attention was paid by the Blue/Green teacher to constantly circling the room to assist and give attention to all students in the class. Awareness of struggling students was high and the Blue/Green teacher did an excellent job of assisting these students. Joking and laughing with the students was also a normal part of the teacher's role in this environment.

Student observations of the Blue/Green personality in this subject and grade level revealed that students were well maintained in a loving and nurturing environment. Smiles and laughter could be seen and heard throughout the lessons. Class participation was very high and students were quite comfortable offering their answers and ideas, whereas wrong answers were meant with encouragement and guidance. Both students and teachers in this environment seemed to have a true partnership where all members were working together to ensure that learning was taking place.

Chinese Grades 1-2 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to expect an extremely high level of order in the classroom. Unfortunately, this order was maintained through yelling and constant redirection. This environment was very teacher centered, so much so that in fact, the teacher often told the students to put their hands down so that he could continue speaking uninterrupted. Independent bookwork and worksheets filled the remainder of the lesson when the teacher was not talking. This gave the students nearly no opportunities to participate or to demonstrate their learning. Finally, the teacher was visibly frustrated when the students

were struggling to understand the subject matter or were unable to meet the behavioral or academic standards of the teacher.

Student observations of the Gold/Green personality in this subject and grade level revealed that students were not involved in the learning process in this environment. Class participation was non-existent, and students mostly listened to the teacher lecture, followed directives, and completed work independently at their desks. Students were apprehensive to raise their hands since the teacher often waved their hands down so that the lecture could continue. Smiles and laughter could not be seen or heard during the lessons. Overall the energy level in the classroom was very low. The students were very well behaved, but were devoid of any energy or passion for learning.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students were so dissatisfied with their teacher that it was actually making them lose their interest in the subject as a whole:

> I don't like him because he yells a lot. He doesn't let us have fun. He doesn't make me like Chinese like my kindergarten 2 teacher. I think I don't like Chinese anymore. (Interviewee 16, School 2)

> The teacher is very mean. They yell a lot and the class is not fun. No, I am not happy. The teacher doesn't like us. (Interviewee 15, School 2)

Chinese Grades 3-4

In Chinese Grades 3-4, the highest rated personality type was Blue/Orange, which was 1.1855 standard deviations above the mean. The lowest rated personality type was

Gold/Green, which was 1.1855 standard deviations below the mean satisfaction rating for

this subject and grade grouping

Table 18: Satisfaction ratings for Chinese Grades 3-4

Chinese 3-4	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place
	6.625	Blue/ Orange 9.150	Blue/ Green 8.000	Gold/ Green 4.100
SD above or below the mean		+1.1855	+0.6456	-1.1855

Chinese Grades 3-4 – Top Scoring Personality – Blue/Orange

In teacher observations of the Blue/Orange personality in this subject and grade

level, the teacher was found to have a very warm personality and was always smiling

while teaching. The teacher constantly rotated around the room and spent time near all of

the students individually. The Blue/Orange teacher was very encouraging with the

students, and if a child did not know an answer, they would be guided until they found it.

Participation was constantly encouraged by the teacher, and was taken on by the students.

In addition, the Blue/Orange teacher allowed time for personal reflections and

conversation outside of the subject matter. This seemed to bring the class closer together.

Student observations of the Blue/Orange personality in this subject and grade

level revealed that students possessed a genuine admiration for their teacher and actually

seemed to glow when in proximity to their teacher. Nearly all students were excitedly

raising their hands to offer answers, questions, and comments. A very high level of eye

contact with the teacher was present. Students had ample opportunity to demonstrate their learning in a judgment free environment. Activities in the class were varied and group work seemed to be standard. Students were happy, comfortable, confident, and most importantly, learning.

Student interviews of the Blue/Orange personality type in this subject area and grade level revealed that students were very positive about their teacher:

> She's kind, and rewards us with points and prizes when we do well. She explains things very well and is happy to answer our questions. She let's us do many different activities, even songs and dances. I feel close to her because I know I can always ask her for help. I am confident in my Chinese ability. (Interviewee 17, School 1)

> She let's us do fun activities like singing and dancing. She always helps us to learn new works and is very kind to all the students. I feel very close to her because she even lets us call her at home if we have any problems. She is always happy to help. (Interviewee 18, School 1)

Chinese Grades 3-4 – Second Place Personality – Blue/Green

In teacher observations of the Blue/Green personality in this subject and grade level, the teacher was found to have a nurturing and warm personality. The teacher spent much time moving about the classroom and spending time in close proximity to each student. The teacher did not simply stand in front of the classroom, but rather made use of the space of the entire room while teaching. Positive praise was effectively used by the teacher and students received gentle pats when they did a good job. Finally, it was observed that the teacher made it a point to encourage the students to relate the topics to their experiences.

Student observations of the Blue/Green personality in this subject and grade level revealed that students were both comfortable and happy in this environment. Smiles and a sea of raised hands were common sights throughout the lessons. Students maintained good eye contact with the teacher throughout the lesson as well. Furthermore, students seemed to be willing to lend a hand and help others in the classroom that were struggling. This seemed to be common practice in this environment. Overall the environment was very positive and both students and teacher seemed to be happy learning together.

Chinese Grades 3-4 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to be very controlling over the students, and classroom organizational concerns seemed to trump classroom learning or activities. Lessons often paused or stopped completely so that desks could get in line, or certain items could be taken off a student's desk. These interruptions took up a significant portion of teaching and learning time. The teacher mostly assigned independent work for the students and when a child did not know an answer, no guidance was given from the teacher. Ultimately the teacher seemed more concerned with classroom organization than learning objectives.

Student observations of the Gold/Green personality in this subject and grade level revealed that students had no connection with their teacher. They avoided eye contact with the teacher at nearly all times. They kept their heads down in their books for most of the lesson. The class was very quiet and student participation was minimal. Students that

were obviously struggling with the material were not raising their hand to ask for assistance and simply stopped what they were doing. Opportunities to demonstrate learning or to engage in group activities were not present.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students are very dissatisfied with their teacher. This dissatisfaction seems to come from a lack of connection between students and teacher, and also a lack of involvement from the students in the learning process:

> The teacher is very boring and not friendly with the students. She never tells us any stories or jokes. We cannot work with our friends or do fun activities. Last year I could work with my friends in Chinese and learn new songs, but this year just be quiet and listen. The teacher is too strict. I don't think anyone is satisfied with her. (Interviewee 19, School 2)

> The teacher does not make learning fun. Usually we just have to listen and don't a chance to do games or activities. The teacher is also very strict about silly things. I think it wastes a lot of time. I am not learning a lot, and Chinese is my favorite subject. I am lucky though because my Mom is Chinese. Other students may not be lucky like me if they are Thai. (Interviewee 20, School 2)

Chinese Grades 5-6

Chinese grades 5-6 had an overall mean satisfaction rating of 5.614. This was the lowest overall mean for all levels of Chinese. The highest rated personality type in this level was Green/Blue, which was 1.0747 standard deviations above the mean. The lowest rated personality type was Gold/Green, which was 1.5385 standard deviations below the mean satisfaction rating for this subject and grade grouping

Table 19: Satisfaction ratings for Chinese Grades 5-6

Chinese 5-6	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place
	5.614	Green/ Blue 7.650	Green/ Orange 7.000	Gold/ Green 2.700
SD above or below the mean		+1.0747	+0.7315	-1.5385

Chinese Grades 5-6 – Top Scoring Personality – Green/Blue

In teacher observations of the Green/Blue personality in this subject and grade level, the teacher was found to make thinking, analyzing, and problem solving a major focus of their lessons. The teacher did a good job of holding the attention of the students by asking them to reflect on the things they were learning and how they related to their lives. The Green/Blue teacher provided ample opportunities for students to share their ideas and experiences. Discussion groups were utilized often during class time, and overall the teacher was able to maintain a positive and encouraging environment.

Student observations of the Green/Blue personality in this subject and grade level revealed that students were often engaged in reflection and focus group discussions. Most students were actively participating, although a few students did not seem to possess total confidence. Students were well behaved, organized, and kept within the bounds of the lesson. Students seemed generally content in this environment.

Student interviews of the Green/Blue personality type in this subject area and grade level revealed that the students found their teacher helpful and enjoyed the challenge that they provided:

> I think the teacher is very helpful. She wants us to learn to use our minds and helps us think a lot about our life. We often sit in our groups and talk about some problems, or read a piece of news and brainstorm about it. (Interviewee 21, School 2)

> The teacher is helpful and works with us if we have some trouble. We have lots of group activities and discussions. She makes the classes challenging for us, but makes sure we can do the work. (Interviewee 22, School 2)

Although the students were generally positive about the Green/Blue teacher, they did have some concerns with their teacher in the areas of classroom management:

> The teacher has some problems controlling the class sometimes and it makes it hard to concentrate. (Interviewee 21, School 2)

> She can't always manage the class, maybe because the topics are too difficult for some students. (Interviewee 22, School 2)

Overall the students were indeed satisfied with their teacher, however strangely they reported not feeling close to their teacher:

> Yes, I am satisfied, but it would be better if everyone paid attention. No, we are really not close. I mean she is a good teacher, but maybe she is too busy to really know us well. (Interviewee 21, School 2)

> Yes, I am satisfied. I am not close though. That's not her style I think. She isn't a teacher that like plays with the students and jokes with them. She is pretty serious, but I still like her. (Interviewee 22, School 2)

Chinese Grades 5-6 – Second Place Personality – Green/Orange

In teacher observations of the Green/Orange personality in this subject and grade level, the teacher was found to be energetic and to have a focus on thinking processes and

student reflection. The Green/Orange teacher did a nice job at injecting some humor into the lesson, but by no means did teacher and students seem intimately close to one another. The teacher effectively moved between various activities. Side chatter was allowed at times, but did not prevent the lesson from moving forward. At times the teacher seemed to pose questions that were a bit above the level of the students abilities.

Student observations of the Green/Orange personality in this subject and grade level revealed that most students were able to keep up with the subject material; however some lower level students were left behind. The classroom could at times seem a bit chaotic due to side conversations and a lack of organization; this may have been distracting for some students. Generally, students made good eye contact with their teacher and seemed content; however, some students were off task. Overall, this environment seemed to be one where some thrived whereas others suffered.

Chinese Grades 5-6 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to possess a dry teaching style which allowed for little interaction with the students. The Gold/Green teacher was very strict and raised his or her voice often to redirect students. Smiles and encouragement were absent from this environment. Instead of providing encouragement or assistance to struggling students, the teacher simply directed the students to focus more. The teacher ran an extremely organized class and lesson. The lesson went on regardless of students understanding of the material.

Student observations of the Gold/Green personality in this subject and grade level revealed that students did not seem comfortable interacting with their teacher in any way. They maintained little to no eye contact with their teacher, and were unable to get any recognition or assistance when they were struggling with the subject matter. Class participation was minimal and students were often seen sharing confused looks with everyone. The environment overall was quite awkward.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students were very dissatisfied and frustrated with their teacher:

> Oh God, the class is super boring. We don't even know what he teaches and he just says "you pay attention", "you pay attention", "you pay attention". How can we pay attention if we can't even understand? I think it's really boring. He yells at us too because we don't understand anything. (Interviewee 23, School 2)

> I just don't think he is a good teacher. Maybe he doesn't like teaching students that much. He doesn't look happy and makes our classes really boring by always blaming us. (Interviewee 24, School 2)

Students seemed very troubled by the fact that they were not learning in the class and that they were unable to get the assistance that they needed to learn:

> Of course I am not satisfied. I'm not even learning anything. Am I close? No, I don't want to be close to someone that mean who can't even help their student. (Interviewee 23, School 2)

> I feel like I can't get help from him. Actually, I feel scared to even talk to him. His face always looks not happy. (Interviewee 24, School 2)

Math Grades 1-2

In Math Grades 1-2, the overall mean satisfaction score was 5.478. The highest rated personality type was Blue/Orange, which was 1.2783 standard deviations above the

mean. The lowest rated personality type was Gold/Green, which is 1.6407 standard deviations below the mean satisfaction rating for this subject and grade grouping. This was the lowest rated teacher in the entire study.

Table 20: Satisfaction ratings for Math Grades 1-2

Math 1-2	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place	Second to Last
	5.478	Blue/ Orange 9.200	Blue/ Gold 7.750	Gold/ Green .700	Green/ Gold 2.650
SD above or below the mean		+1.2783	+.07803	-1.6407	-0.9711

Math Grades 1-2 – Top Scoring Personality – Blue/Orange

In teacher observations of the Blue/Orange personality in this subject and grade level, the teacher was found to be very outgoing, friendly, and to have an exciting energy. The Blue/Orange teacher expected their students to engage in hands on learning and competitions throughout the lessons. The teacher would group the students together to engage in math competitions, as well as to brainstorm solutions to difficult word problems. Positive group dynamics were a major focal area in the classroom. It was also evident that the teacher took an interest in the students beyond academics. Discussions were had about things the students did outside of school and both teacher and students alike were quite comfortable joking with one another.

Student observations of the Blue/Orange personality in this subject and grade level revealed that students were constantly engaged in this environment. Students were

always smiling and making good eye contact with their teacher. They were engaged in various activities and competitions, which they clearly enjoyed. Students were excited to raise their hands and be an active part of the lessons. Laughter and jokes could be heard throughout the lesson, which positively impacted on the environment as a whole. A high level of familiarity between teachers and students was witnessed; students were mainly referred to via special nicknames made by the teacher. The students appeared to love the personal attention these names gave them.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed a high level of satisfaction for their teacher. Students cite their close relationship with their teacher and the fun inside the classroom as the main reasons for their satisfaction with the class:

> She is very funny and talks with us a lot. She lets us play games and race problems on the board. She tells us funny jokes and really helps me to learn a lot. I also like when she calls my friends a funny name. She makes me happy. I like her a lot. (Interviewee 25, School 2)

> She is always happy and can laugh with me and my friends. We can have fun in the class and play game and try to win our friends. She also lets us tell stories sometimes. I think we are close because she always helps me with everything. She is really nice. (Interviewee 26, School 2)

Math Grades 1-2 – Second Place Personality – Blue/Gold

In teacher observations of the Blue/Gold personality in this subject and grade level, the teachers were found to be quite friendly and nurturing. The Blue/Gold teachers were very mindful to keep the class well organized and maintained, but this was done with a loving hand. The teachers were quite firm, but did not have to resort to yelling at

the students. It seemed that the teachers had the rapport necessary to control the class without resorting to such methods. The teachers spent time in close proximity to each student and did not anchor near the whiteboard, this seemed to make all the students feel involved in the class. Throughout the lessons it became quite clear that the teachers had very routine ways of doing things, but the children bought into these routines.

Student observations of the Blue/Gold personality in this subject and grade level revealed that overall students were comfortable in this environment and generally knew what to expect from their teachers. Students were seen smiling, making good eye contact and raising their hands often to participate in class discussions. Students in these classes knew their routines very well and this helped the lessons to move forward smoothly. It was clear that the students knew what was expected of them both academically and behaviorally and they strived to meet these expectations.

Math Grades 1-2 – Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to have an unwelcoming demeanor while interacting with students and would often raise his or her voice. The Gold/Green teacher had an impersonal way of interacting with students and frequently did not call them by name. The teacher often got upset with students, but did not take the time to explain to the students what they did wrong. For example, the teacher would reprimand a child by yelling "what are you doing!", but would fail to explain to the child exactly what they were doing that was wrong. The students actually looked quite confused and upset by

this. In addition, the teacher seemed to find difficulty in locating or assisting struggling students. These students seemed to slip under the teacher's radar. Overall, the teacher was extremely strict and rigid.

Student observations of the Gold/Green personality in this subject and grade level revealed that not only did students seem scared of their teacher, but they also appeared very unhappy and uncomfortable in this environment. Students were not smiling and laughing and the level of energy in the room was quite deadening. Students also did not have opportunities to actively participate in the lesson, nor did they appear comfortable trying to do so. Students that were brave enough to try to help one another were yelled at to stay quiet. Eye contact was avoided with the teacher at all times, and the room was devoid of positive praise and rewards for strong efforts.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students found their teacher to be both mean and scary, so much so that in fact one students no longer wanting to study math:

> He is not nice and talks loud with us. I think he doesn't like my class. He never . We also cannot have fun or talk with friends. It's boring. I don't like mean people. (Interviewee 27, School 2)

> He is super mean. He always yells to us and says bad things. We cannot play games or have fun. It's really boring. I hate Math. I don't want to study Math anymore. (Interviewee 28, School 2)

Math Grades 1-2 – Last Place Personality – Green/Gold

In teacher observations of the Green/Gold personality in this subject and grade level, the teachers were found to be quite awkward in their classroom environments and

were unable to communicate well with their respective classes. The teachers' lessons felt dry and scripted, devoid of any spontaneity, excitement, or personal touch. Lessons were taught with little student interaction or involvement. It appeared as if a subject was being taught rather than students. Teachers mainly tasked students with independent work. Teachers did not deviate from the subject matter, and also often criticized students for their lack of understanding of the subject matter.

Student observations of the Green/Gold personality in this subject and grade level revealed that students struggled to be successful in this environment and in general were not happy. Students avoided asking questions, whereas a lack of understanding on their part was met with criticism. Students were not making eye contact with their teacher and seemed to be drifting off into their own thoughts. Students were unable to connect to their teacher on non-academic topics; any attempt at this was met with immediate redirection. Generally, the students seemed unable to cope with some of the more difficult problems posed by the teacher, whereas the instruction was insufficient for these challenging problems. This lack of understanding seemed to be a major source of frustration for both students and teachers alike.

Math Grades 3-4

In Math Grades 3-4, the overall mean satisfaction score was 4.938, this was the lowest overall satisfaction rating for any subject and grade level grouping in the study. The highest rated personality type was Green/Orange, which was 1.1073 standard deviations above the mean. The lowest rated personality type was Green/Gold, which was

0.8759 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 21: Satisfaction ratings for Math Grades 3-4

Math 3-4	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place
	4.938	Green/ Orange 7.450	Green/ Blue 7.200	Green/ Gold 2.950
SD above or below the mean		+1.1073	+0.9971	-0.8759

Math Grades 3-4 – Top Scoring Personality – Green/Orange

In teacher observations of the Green/Orange personality in this subject and grade level, the teachers were found to put a large focus on thinking processes in the classroom. The teachers had students competitively work on difficult problems in small group situations. These efforts were rewarded by the teachers in a reward system on the whiteboards. Teachers did a nice job at alternating through various activities, and allowed students a chance to explain their thinking processes for problems in front of the class.. Teachers were quite energetic and able to joke with the students comfortably. The environment was a positive one and it was evident that both teachers and students placed high value on critical thinking.

Student observations of the Green/Orange personality in this subject and grade level revealed that students were challenged in this environment in a very positive way. Students demonstrated an effective ability to think critically and problem solve. At times

a few students did appear overwhelmed, but this certainly was not the norm. Students had ample opportunities to not only demonstrate learning in groups and individually, but also to explain their thinking processes to the class. Class participation and eye contact were quite high, and students seemed to be engaged and excited by the subject material.

Student interviews of the Green/Orange personality type in this subject area and grade level revealed that students were satisfied with their teachers due to their exciting activities and presentation styles. Students also felt that their teachers did a good job of helping them to understand the subject material:

> He explains a lot if we don't understand. He's kind and lets us play match game and fun activities on problem sums and mental additions. He gives us prizes when we do well. We can always ask him for help and he shares things about the trips he takes. (Interviewee 29, School 2)

> He likes to make power points and gives good presentations. He often shows us website to help us understand. He is kind and gives us many activities to do. He also let's the faster students learn more and if it is too hard he will help us. (Interviewee 30, School 2)

Although students were overall very satisfied and felt that they were indeed learning a lot, they did have some small criticisms of the teacher in the area of classroom management and organization:

> There is nothing that I don't really like about my teacher, but he just has a problem controlling the naughty boys. (Interviewee 29, School 2)

> Sometimes he has problems controlling the class and it is disorganized. (Interviewee 30, School 2)

Math Grades 3-4 – Second Place Personality – Green/Blue

In teacher observations of the Green/Blue personality in this subject and grade

level, the teacher was found to create a quiet yet warm classroom environment. The

Green/Blue teacher did a good job at monitoring student understanding, concept

checking, and assisting students who were not keeping up with their work. The teacher at

times did inject some mild humor into the lesson, but mainly stuck to the topic at hand.

Positive praise and reinforcement were effectively utilized throughout the lessons. The

lessons moved forward smoothly, and students were comfortable, however at times the

lessons did feel a bit bland. Excitement and passion for the subject was not felt in this

environment.

Student observations of the Green/Blue personality in this subject and grade level

revealed that students were comfortable in this environment and frequently asked for

assistance. Students maintained a good level of eye contact with their teacher, but at

times did seem a bit bored, whereas there wasn't a lot of activity in the classroom. It did

not appear that the students were excited or passionate about the subject material, but

they did follow the lesson quite well. Overall the students were well behaved, but the

class appeared to be overall too scripted and did not afford the students enough

opportunities to engage in activities or to demonstrate learning.

Math Grades 3-4 – Last Place Personality – Green/Gold

In teacher observations of the Green/Gold personality in this subject and grade

level, the teacher was found to lack a strong rapport with their students. The Green/Gold

teacher seemed to not understand how to, or was unable to, effectively connect with their

students. They were very awkward during interactions with the students. In addition, when students raised their hands with a question, the teacher would always respond with "Yes, what is the problem?". The teacher was unable to effectively monitor student progress and understanding. It was as though the teacher was unaware of students in the class who were unable to follow the lesson or ones that were having difficulty understanding. Lessons were taught to the whiteboard rather than the actual students that were in the class. This was evident because the lesson moved on regardless of the status of the students in the class.

Student observations of the Green/Gold personality in this subject and grade level revealed that students were very unhappy in this environment. Students were not smiling, or laughing, and avoided eye contact with their teacher. Student questions in this environment were treated as problems, and students were unable to get the assistance they needed to broaden their understanding of the subject matter. Some students were not following the lesson at all and were doing things such as reading comics or drawing. This behavior was not noticed by the teacher, even though it was done in plain sight. Class participation was minimal, and students had no opportunity to demonstrate their learning or understanding. Generally, the majority of the students seemed unable to keep up with what the teacher was teaching, and again this was not recognized by the teacher. This environment was not one that was conducive to learning.

Student interviews of the Green/Gold personality type in this subject area and grade level revealed that students felt that they had difficulty understanding and that their teacher did not pay attention to them. Students also stated that they felt uncomfortable with the fact that their teacher treated them as a problem if they had a question:

She is a bit strict and I cannot understand what she says. She doesn't notice when students don't understand. She is always just talking. I feel very far from her. I have a feeling that she is a bit not right. (Interviewee 31, School 1)

She never pays attention to us, and when we don't understand she always acts like something is wrong with us. It's really not nice you know? We are trying to learn, but of course a student needs to have a question. It's like my other teacher says...if we knew everything already...then no need to come to school. (Interviewee 32, School 1)

Math Grades 5-6

In Math Grades 5-6, the overall mean satisfaction score was 5.057. The highest rated personality type was Green/Orange, which was 1.1320 standard deviations above the mean. The lowest rated personality type was Gold/Green, which was 1.2699 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 22: Satisfaction ratings for Math Grades 5-6

Math 5-6	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place	Second to Last
	5.057	Green/ Orange 8.050	Green/ Blue 7.200	Gold/ Green 1.700	Green/ Gold 3.467
SD above or below the mean		+1.1320	+0.8105	-1.2699	-0.6016

Math Grades 5-6 – Top Scoring Personality – Green/Orange

In teacher observations of the Green/Orange personality in this subject and grade level, the teacher was found to be truly excited by the subject matter, and this was evident throughout the lessons. The Green/Orange teacher was highly energetic and engaging.

The teacher engaged students in a wide variety of activities and gave them various opportunities to demonstrate learning. Competition was used to capture the interest and drive of the students, and students were always praised for their ability to think. In addition, the teacher also seemed comfortable laughing and joking with the students. Some allowances were made for discussion outside of subject matter, but not for any extended period of time.

Student observations of the Green/Orange personality in this subject and grade level revealed that students seemed to be excited by the subject matter. Students were engaged in online math competitions, which seemed to bring a nice level of excitement to the class. Class participation was very high and it was clear that students possessed a high level of confidence in their abilities. Students were smiling, laughing, and sometimes joking throughout the lesson. Students were also provided with ample opportunities to engage in problem solving in groups and work together to solve difficult problems. The classroom environment was very conducive to learning.

Student interviews of the Green/Orange personality type in this subject area and grade level revealed that students were satisfied with their teacher because they felt their teacher made the subject matter interesting and fun:

> He makes Math really interesting. We do things like online Math competitions where we race against students in other countries. We do fun activities in class like map out charts and diagrams of the problem sums that we do. I mean, in the past I thought Math was boring sometimes, but my teacher makes it fun for us. (Interviewee 33, School 2)

> I like all the activities that we do like math competitions and projects. This makes the class lots of fun. We can also work on tough problems with our friends and try to come up with solutions together. (Interviewee 34, School 2)

Although students expressed a high level of satisfaction for their teacher, and that they felt their teacher taught them well, they seemed unable to get close to their teacher:

> Yep, he teaches well. We are not really close. He isn't that way. I mean like outside of the class I have no chance to know him. (Interviewee 34, School 2)

> I guess the only thing is I think I really don't know him that well. Like he teaches us really fun, but I don't really know him. Yep, he is a good teacher, but we are not close. (Interviewee 33, School 2)

Math Grades 5-6 – Second Place Personality – Green/Blue

In teacher observations of the Green/Blue personality in this subject and grade level, the teacher was found to regularly reinforce the importance of the problem solving process, and this was reinforced via positive praise. The Green/Blue teacher often challenged the students with difficult problems, but was a constant source of support to help guide the class when necessary. The Green/Blue teacher spent time in close proximity to all students and did not simply hover near the front of the room. The teacher also always referred to students by name. Finally it was observed that the Green/Blue teacher relied on his or her rapport to drive the students: "I know you can do this," "I've seen how smart you are, you will get it, trust me."

Student observations of the Green/Blue personality in this subject and grade level revealed that students were very relaxed and comfortable in this environment. Class participation was high and students were often raising their hands to ask for assistance. Students were challenged by the difficulty of the work, but they were willing to work through it with the guidance of their teacher. Students smiled when they were praised for their intelligence or thinking abilities. Students were able to demonstrate learning

individually and in groups. Overall this was a very positive and supportive learning environment.

Math Grades 5-6 Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to have a very teacher centered approach. The Gold/Green teacher spent the majority of the lessons teaching to the whiteboard and teacher talk time was nearly 90%. The teacher did not seem to be monitoring students or concept checking for understanding. The teacher did not engage the students in group work or spark their interests for the subject matter. The Gold/Green teacher was unable to accept lack of understanding on the part of the students and frequently yelled at them: "What's the problem?." "Aren't you paying attention?", "This stuff is easy, come on."

Student observations of the Gold/Green personality in this subject and grade level revealed that students were silent for the majority of the lessons, whereas teacher talk time dominated the lessons. Students had little desire to share answers or to ask questions in this environment. It was clear that students were visibly confused; often sharing helpless glances with each other. Students were ridiculed for their lack rather than guided. The level of energy in the class was very low, and the environment in general seemed draining. Students were not smiling, and seemed generally disinterested in the subject matter. At the conclusion of the lessons, students would get extremely excited when they saw their next subject teacher walking up the hallway.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that students had a high level of dissatisfaction for their teacher

because they found their classes boring and also felt that their teacher did not care about

them or their learning:

> We can never talk it's super boring. All the teacher does is talk and scold us. We don't even do anything, just try to understand what he is teaching. Then when we ask a question he scolds us and says we don't pay attention. It's terrible. (Interviewee 35 School 2)

> He scolds us, doesn't teach well, and never lets us ask questions or do any activities. It's the worst you know. I think he doesn't care if we understand or not, just care if we shut up or not. Even when we fail exams he just blames us, but never thinks he cannot teach. (Interviewee 36, School 2)

Math Grades 5-6 Second to Last Place Personality – Green/Gold

In teacher observations of the Green/Gold personality in this subject and grade

level, the teacher was found to be extremely strict inside the classroom and often

punishes the students. This seemed ineffective due to the fact that the teacher did not

possess a positive rapport with the students. The Green/Gold teacher was intolerant of

lack of understanding on the students' part and often compared his class to previous

"good" classes they had taught. Throughout the lessons, the teacher seemed to dive into

material that was very challenging for the students, but did so at a rate where the students

were unable to keep up. Lessons went on despite this fact.

Student observations of the Green/Gold personality in this subject and grade level

revealed that students had no personal connection with their teacher. Students were

actually compared to previous "good" classes that the teacher had back in their home

country. Students were visibly unable to manage the work that the teacher set, and they

did not get the assistance they needed to be successful from the teacher. Class

participation was minimal and students had poor eye contact with their teacher. When

students were reprimanded it only seemed to cause resentment towards the teacher instead of improving the environment of the class. The lack of rapport between teacher and students caused significant problems in this environment.

Science Grades 1-2

In Science Grades 1-2, the overall mean satisfaction score was 6.222. The highest rated personality type was Blue/Green, which was .9901 standard deviations above the mean. The lowest rated personality type was Gold/Green, which was 1.4683 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 23: Satisfaction ratings for Science Grades 1-2

Science 1-2	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place
	6.222	Blue/ Green 8.833	Blue/ Orange 7.300	Gold/ Green 2.350
SD above or below the mean		+.9901	+0.4087	-1.4683

Science Grades 1-2 Top Scoring Personality – Blue/Green

In teacher observations of the Blue/Green personality in this subject and grade level, the teachers were found to be very friendly and always smiling. Teachers always called students by their name and were comfortable laughing and joking with the students. Special nicknames and positive praise were utilized by the Blue/Green teachers.

Teachers also spent time in close proximity to all students, smiled warmly, and at times patted students on the shoulder for positive reinforcement of a job well done. Teachers also pushed students to be curious about the world around them and were sure to get students involved in lively class discussion.

Student observations of the Blue/Green personality in this subject and grade level revealed that students were happy to be learning with their teachers and were very comfortable in their classrooms. Students made good eye contact with their teacher and excitedly raised their hands to participate in class discussions and to offer their answers and ideas. Students seemed challenged by their teachers' questions, but always did their best to answer to think about the teacher's points. All student answers were met with encouragement from the teachers. Students were often referred to by special nicknames and it was visibly evident that they enjoyed this from their smiles. Students appeared very curious about the subject matter and frequently asked questions beyond the text: "How did people become people and animals become animals?", "Do any animals live longer than humans?".

Student interviews of the Blue/Green personality type in this subject area and grade level revealed that students were satisfied with their teachers because they felt they were nice, friendly, and helpful. Students also felt that their teacher made learning fun:

> I like my teacher because the class is exciting. She is nice to everyone. She lets us do a lot of experiments. (Interviewee 37, School 1)

> She is very nice and friendly. She always helps me and we have fun together. We play fun games and do experiments. She makes me feel happy. I like her class a lot. (Interviewee 38, School 1)

Science Grades 1-2 Second Place Personality – Blue/Orange

In teacher observations of the Blue/Orange personality in this subject and grade level, the teacher was found to create a warm atmosphere by their friendliness, smiles, and encouragement. The Blue/Orange teacher appeared very familiar with personal knowledge of the students, and was comfortable laughing and joking with them. This was taken as strong evidence of a positive rapport. Classroom organization was not a strength in this environment, and some students were engaging in side conversation. However, the class did move forward and learning was taking place. One thing missing from this environment seemed to be a thirst for knowledge and exploration. The teacher did not seem to be able to spark the curiosity of the students for the subject matter.

Student observations of the Blue/Orange personality in this subject and grade level revealed that students were comfortable in this environment. They were smiling often and actively participating throughout class time. Students did not seem to possess a thirst for knowledge or a natural curiosity of the world. This was noticed because students were not asking questions that went beyond the text and seemed comfortable simply going through the lesson as guided by the teacher. Students made good eye contact with their teacher and were consistently demonstrating learning from the text, but again the desire for knowledge beyond this was not present in this environment. This was in large contrast to the Blue/Green environment, where desire for knowledge beyond the text seemed standard.

Science Grades 1-2 Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to be very controlling over the students. Everything was controlled with a strict vigilance from the angle of the desk, where pencil cases were placed, and how books were arranged inside of the desks. The teacher did not smile and often referred to students as "you", rather than using their given name. The Gold/Green teacher mainly taught to the whiteboard and did not engage the students in class participation or discussions. Teacher talk time was extremely high and the lessons never deviated beyond the subject matter.

Student observations of the Gold/Green personality in this subject and grade level revealed that students appear to have nothing in common with their teacher and have no connection beyond academics. Students did not seem happy and were not smiling or laughing. Students made little to no eye contact with their teacher, and often just stared at their desks. Class participation was minimal at best, whereas students were mainly tasked with listening to the teacher and filling out workbooks independently. The environment was very sterile and teacher centered.

Student interviews of the Gold/Green personality type in this subject area and grade level revealed that not only did students feel that their teacher was mean, but also that they were not learning a lot in the class:

> She is mean and doesn't have fun with us. We don't play games or do fun things like in my other classes. We just need to do a lot of worksheets. I am not learning a lot. We just do a lot of worksheets, but I really don't understand it too much. (Interviewee 39, School 1)

She doesn't smile or laugh with us. She yells too loud. She is scary and mean. I'm scared of her. I'm not learning a lot. I don't like that class. (Interviewee 40, School 2)

Science Grades 3-4

In Science Grades 3-4, the overall mean satisfaction score was 4.963. The highest rated personality type was Green/Blue, which was 1.3822 standard deviations above the mean. The lowest rated personality type was Gold/Orange, which was 0.9404 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 24: Satisfaction ratings for Science Grades 3-4

Science 3-4	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place	Second to Last
	4.963	Green/ Blue 7.700	Green/ Orange 6.2000	Gold/ Orange 3.100	Blue/ Gold 3.200
SD above or below the mean		+1.3822	+0.6248	-0.9404	-0.8899

Science Grades 3-4 Top Scoring Personality – Green/Blue

In teacher observations of the Green/Blue personality in this subject and grade level, the teacher was found to be very well prepared for the lessons and made good use of both visual and tactile aides. The teacher used these aides to garner curiosity from the students. The Green/Blue teacher also brought the students outside to explore things that related to the subject matter such as plant life. The teacher was both warm and friendly, but did seem to have some issues in the area of classroom management. Positive praise

was often utilized in this environment to encourage the students to brainstorm about different problems and solutions.

Student observations of the Green/Blue personality in this subject and grade level revealed that students seemed to enjoy the hands-on learning and exploration provided by the teacher. Students were very curious about topics covered and asked lots of questions about the material that went beyond the text. Students were generally happy in this environment and class participation was high; however, the class at times appeared to be quite disorganized and disruptive.

Student interviews of the Green/Blue personality type in this subject area and grade level revealed that students had both positive and negative feelings towards their teacher. Students really enjoyed the interesting activities that the teacher created, and also felt their teacher was very kind; however, students seemed disheartened by their teacher's lack of classroom management skills:

> She is not very strict and is kind. She let's us do experiments and prepares other good activities for us. What I don't like is she always lets bad students spoil the activities because she is a bit too kind. She gets teased by the naughty boys and stops class when they interrupt. If the lessons weren't spoiled then I would be satisfied. (Interviewee 41, School 1)

> She let's us do experiments and other interesting activities. She always helps us if we have a problem, but she is too soft and has trouble handling the naughty boys. I am not all the way satisfied because she cannot handle the naughty boys. This spoils the class sometimes. (Interviewee 42, School 1)

Science Grades 3-4 Second Place Personality – Green/Orange

In teacher observations of the Green/Orange personality in this subject and grade level, the teacher was found to exhibit a high level of energy while teaching and passion

for the subject matter. The Green/Orange teacher was able to get students to engage in some lively discussions. The class at times felt a bit chaotic, and the teacher was unable to consistently engage all the students, but this did not appear to be a concern for the teacher. The teacher brought the lesson forward regardless of the level of classroom organization. The teacher engaged the students in both independent and group activities, but did not seem to have the ability to monitor the progress of all students to assure understanding.

Student observations of the Green/Orange personality in this subject and grade level revealed that the classroom environment in general was chaotic and disorganized. Some students seemed to be following the lesson well, while others were lost in the crowd. Some students were engaging in lively class discussions, and others were not engaged. This seemed to be a particular pattern in this environment. Half of the class seemed to be thoroughly enjoying the lessons and were actively engaged, while the rest seemed frustrated by the lack of structure in the environment. Overall the Green/Orange classroom in this subject and grade level appeared to be one that was excellent for some, but clearly not a conducive learning environment for all.

Science Grades 3-4 Last Place Personality – Blue/Gold

In teacher observations of the Blue/Gold personality in this subject and grade level, the teacher was found to be friendly, but very firm with the students ensuring that they were organized at all times. The Blue/Gold teacher seemed to have a close relationship with a few students but was not so close with the others. The teacher did not challenge students to go beyond the text or attempt to heighten the students' curiosity of

the subject matter. For example, the teacher did not encourage the students to investigate the topics covered in class on their own, or to reflect on the subject matter within the text. The teacher was generally friendly and helpful, but was not able to inspire or exude passion for the subject matter.

Student observations of the Blue/Gold personality in this subject and grade level revealed that the overall environment seemed quite positive and friendly, but students were not very interested in what they were learning. Students stayed within the confines of the text during lesson time and did not attempt to go beyond that in their search for knowledge. Also, students were not thinking critically about concepts, and this did not seem to be encouraged by the Blue/Gold teacher. Students were comfortable asking questions, and eye contact was normal. Generally there is a lack of passion for the subject matter. Students are comfortable in this environment, yet left bored and uninspired.

Student interviews of the Blue/Gold personality type in this subject area and grade level revealed that although students found their teacher to be kind and friendly, generally they found they were not learning enough in the classroom. This appeared to be due to an uninspiring teaching approach and a lack of activities provided by the teacher:

> She is nice and friendly and will help us when we ask. She is a bit boring and her class isn't exciting. We do too much bookwork instead of fun experiments or activities. I am learning, but not a lot. I want to do experiments. (Interviewee 43, School 2)

> I like that my teacher is nice and answers all of our questions. I don't like that she makes us do a lot of bookwork and worksheets. We don't really do experiments, which is what we really want. She also has too many rules for us. I think we are learning not so much. We just learn stuff in the book only. All the other classes do experiments, take field trips to the science museum, and get to explore stuff outside. I want to do that too. (Interviewee 44, School 2)

Science Grades 3-4 Second to Last Place Personality – Gold/Green

In teacher observations of the Gold/Green personality in this subject and grade level, the teacher was found to be quite strict and place heavy emphasis on behavioral and classroom organization. This seemed to dominate a significant portion of class time. The teacher predominately taught to the whiteboard and rarely posed questions to students to engage them in discussion. The Gold/Green teacher tasked students with independent bookwork at their desks, and afforded no opportunities to work in groups. The teacher also had a poor habit of not always calling the students by their name and had difficulty accepting a lack of understanding on the students' part.

Student observations of the Gold/Green personality in this subject and grade level revealed that students rarely had an opportunity to speak during the lesson due to the teacher centered environment. Students were mainly tasked with listening to their teacher and doing independent bookwork. Eye contact with the teacher was poor and students were not smiling or laughing. Overall students seemed quite bored, whereas they did not have an opportunity to work in groups or to investigate problems or concepts from the subject material. Students that were falling behind their classmates seemed unable to get the proper assistance they needed to catch up. Generally the environment was negative and students were not driven to be curious about the subject matter or to participate by sharing ideas. The environment was completely dominated by the teacher.

Science Grades 5-6

In Science Grades 5-6, the overall mean satisfaction score was 5.614. The highest rated personality type was Green/Blue, which was 1.2722 standard deviations above the mean. The lowest rated personality type was Green/Gold, which was 0.8617 standard deviations below the mean satisfaction rating for this subject and grade grouping.

Table 25: Satisfaction ratings for Science Grades 5-6

Science 5-6	Mean Satisfaction Rating	Top Scoring	Second Place	Last Place	Second to Last
	5.614	Green/ Blue 7.750	Green/ Orange 6.400	Green/ Gold 4.100	Blue/ Gold 4.300
SD above or below the mean		+1.2722	+0.4471	-0.8617	-0.7479

Science Grades 5-6 Top Scoring Personality – Green/Blue

In teacher observations of the Green/Blue personality in this subject and grade level, the teacher was found drive the students to make connections to the world around them. The Green/Blue teacher utilized a wide range of independent and group activities, as well as hands on resources in order to spark the curiosity of students under their care. Positive reinforcement was also used to encourage students to think critically about issues and to brainstorm ideas together in groups. Overall the teacher exhibited a warm and friendly personality and smiled often. The teacher spent time in close proximity to each student and utilized all the space in the room rather than anchoring near the whiteboard.

The only negative point observed was that the teacher seemed to have some issues with classroom management and at times appeared unable to be firm enough with the students.

Student observations of the Green/Blue personality in this subject and grade level revealed that hands on activities seemed to spark the interests of students in this environment. Class participation was high and students were engaged in a wide range of activities where they had ample opportunity to demonstrate learning. At times some students were disruptive, but overall the students seemed quite happy in this environment and demonstrated a clear passion and energy for the subject matter.

Student interviews of the Green/Blue personality type in this subject area and grade level revealed that students were satisfied with their teacher because they found him to be kind and also they enjoy the hands on or experiential learning opportunities that he provided them. The only criticism the students had about the teacher was in the area of classroom management:

> The teacher is super nice and lets us do lots of experiments and activities. I like when he brings real things in that we are learning about. Like when he brought in the calipers when we did a unit on measurement. Instead of just reading about it, we really did it in class. This makes the class more interesting. The only thing I don't like is that sometimes he is too nice and cannot control the rude students. It spoils the class sometimes. (Interviewee 45, School 2)

> He is very friendly and sweet to us. We always do great activities together and experiments too. I like racing against the other groups in our experiments. I like to make a hypothesis with my group and then try to see if we were correct. We are always learning something new. We learn some new topic, and then we get to experience it. The only thing I don't like is he can't really control the class very well and some of the students have bad behavior. (Interviewee 46, School 2)

Science Grades 5-6 Second Place Personality – Green/Orange

In teacher observations of the Green/Orange personality in this subject and grade level, the teacher was found to provide a hectic environment in which the teacher was highly energetic, yet disorganized. It was clear that the teacher had a passion for the subject, but was unable to smoothly direct the class as a whole. The Green/Orange teacher was able to engage some students in lively discussion, while being unable to connect with other students. It seemed that the teacher was jumping between topics quite quickly, which was a source of confusion to some students. The teacher engaged students with a wide variety of group and independent activities. Overall it seemed that the teacher had a connection with some students but this was not true for the entire class. It was clear that some students visibly enjoyed their teacher and their teacher's jokes, but others did not seem very fond of the teacher.

Student observations of the Green/Orange personality type in this subject area and grade level revealed that students were split in their satisfaction in this environment. The environment overall was quite hectic and some students were connecting with this and were actively engaged; however, others appeared lost. Students were at times visibly confused when their teacher leapt from topic to topic. This did not seem evident to the teacher. Students were provided with a wide range of activities in which to demonstrate learning. Generally, the environment was working wonderfully for some students; however, other students may have needed more structured guidance to effectively move through the material.

Science Grades 5-6 Last Place Personality – Green/Gold

In teacher observations of the Green/Gold personality in this subject and grade level, the teachers were found to be very dry and clinical in their mannerisms. They were not energetic or exuding passion for the subject matter, however they did seem very knowledgeable. The Green/Gold teachers went through the subject matter in a lecture type format. Teachers did engage the students in some hands-on activities and encourage them to think critically throughout the lesson. Although, the teachers never deviated from the subject matter at hand and kept the class strictly on the task at hand. Overall the teachers found it difficult to connect with the class and seemed quite awkward around the students.

Student observations of the Green/Gold personality type in this subject area and grade level revealed that students were not responding well to their teachers and seemed bored and disinterested in their classes. Many students were not making eye contact with their teachers during the lecture and were drifting off or doodling in their notebooks. Students were not smiling or joking and the level of energy in the room was quite low. Students were provided with various activities and challenged to think, but there is no passion for the subject matter present. Students didn't seem that they wanted to be a part of the classroom environment, and were simply going through the motions. There was no evidence of a bond between teacher and student of any kind.

Student interviews of the Green/Gold personality type in this subject area and grade level revealed that students had a high level of dissatisfaction for their teachers:

He makes us copy from the board all the time and never teachers. He gives us work without explaining it. He also scolds us for no reason. I am not happy with

him He. He doesn't give us a chance to be close to him. I feel like I only learned two things because he always repeats himself. (Interviewee 47, School 1)

He makes us copy every single time and never teaches. He favors a few students and acts like a showoff. He scolds us even when we don't know what we did wrong. He never lets us do activities and scolds us if we ask. I am absolutely not satisfied, he is annoying. (Interviewee 48, School 1)

Science Grades 5-6 Second to Last Place Personality – Blue/Gold

In teacher observations of the Blue/Gold personality in this subject and grade level, the teacher was found to be warm and friendly but had strict attention towards classroom rules and procedures. The teacher was often correcting the behavior of students throughout the lesson, but did so with positive language. The teacher guided students throughout the lessons, and was happy to help anyone with questions, but generally stayed within the confines of the text. The only negatives observable in this environment was that the teacher did not seem to be effectively promoting problem solving or thinking skills that were necessary to the subject matter. A sense of passion was not being instilled in the students.

Student observations of the Blue/Gold personality type in this subject area and grade level revealed that students generally had a good relationship with their teacher and made good eye contact. Students frequently raised their hand to answer questions to share ideas; however, seemed devoid of passion for the subject matter and natural curiosity was not present in this environment. Students were not challenging each other's ideas or attempting to drive class discussion beyond the text. The thinking of the students in general was not being challenging. They were simply being guided through the text in a calm manner.

Development of the Contingency-based Personality Model of Teacher Placement

At the conclusion of the three phases of the data collection process, the data was then analyzed to develop a contingency-based personality model of teacher placement for use in the International Singaporean Primary schools in the sample. This model borrowed concepts from contingency theories of management, such as "PJ Fit" models, which state that for all specific jobs or roles in a workplace, there is a specific type of person that is able to most optimally fill that job or role. The model also borrowed from the True colors personality theory, which breaks a person's personality down into four distinct color-coded temperaments. This was done so that so that a clear, distinct, and color coded hiring grid was able to be created so that it would be user friendly even for school administrators with little knowledge in the areas of contingency theories or psychology.

The model was named the Successful Teacher Placement Grid or STPG. This model was discussed, analyzed, and endorsed by a panel of seven experts from the field of education. A list of the panel and their personal details can be found in appendix G of this report. The panel's comments about the model can be found in appendix I. Finally more details about the model and discussion concerning how it is actually utilized is found in Chapter 5.

Successful Teacher Placement Grid (STPG) – English

Priority Hire	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6
	Blue/Orange ✳✳✳	**Green/BlueOrange** ✳✳✳	**Green/Orange** ✳✳
	Orange/Blue ✳✳	**Blue/Orange** ✳✳✳	**Orange/Blue** ✳
Mismatch Advisory	Gold/Green ⊗⊗⊗	Gold/Green ⊗⊗⊗	Gold/Green ⊗⊗
	Green/Gold ⊗⊗⊗		Green/Gold ⊗⊗

Key: <u>Priority Hire</u> (✳✳✳ = near perfect match, ✳✳ = excellent match, ✳ = good match)
<u>Mismatch Advisory</u> (⊗⊗⊗ = extremely poor match, ⊗⊗ = poor match, ⊗ = below average match)

Inherent Subject Needs

- Strong Teacher/Student relationship
- Rapport building skills
- Ability to connect beyond academia
- Exciting, engaging, dynamic personalities
- Ability to draw connections between academia and real life

Catalysts of Dissatisfaction

* Inability to develop rapport
* Unwillingness to know students on a personal level
* Introversion

Successful Teacher Placement Grid (STPG) – Chinese

Priority Hire	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6
	Blue/Orange ***	Blue/Orange ***	Green/Blue **
	Blue/Green **	Blue/Green **	Green/Orange *
Mismatch Advisory	Gold/Green ⊗⊗⊗	Gold/Green ⊗⊗	Gold/Green ⊗⊗

Key: <u>Priority Hire</u> (*** =near perfect match, **=excellent match, *=good match)
<u>Mismatch Advisory</u> (⊗⊗⊗ =extremely poor match, ⊗⊗ =poor match, ⊗ =below average match)

Inherent Subject Needs

- Exciting/engaging personalities
- Ability to engage students in various activities
- Ability to connect beyond academia
- Kind and warm attitudes
- Ability to create/encourage an environment of organized chaos

Catalysts of Dissatisfaction

* Overly structured environments
* Strict rule bound personalities
* Personalities that are not energetic or lively

Successful Teacher Placement Grid (STPG) – Math

	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6
Priority Hire	Blue/Orange ***	Green/Orange **	Green/Orange ***
	Blue/Gold *	Green/Blue **	Green/Blue **
Mismatch Advisory	Gold/Green ⊗⊗⊗	Green/Gold ⊗⊗⊗	Gold/Green ⊗⊗⊗
	Green/Gold ⊗⊗⊗		Green/Gold ⊗⊗

Key: <u>Priority Hire</u> (*** = near perfect match, ** =excellent match, *=good match)
<u>Mismatch Advisory</u> (⊗⊗⊗ =extremely poor match, ⊗⊗ =poor match, ⊗ =below average match)

Inherent Subject Needs

- Challenging environment facilitated through activities
- Opportunities to exercise higher order thinking skills
- Ability to inspire passion/energy for subject matter
- Creative ideas for exciting/engaging lessons
- Spontaneity and excitement

Catalysts of Dissatisfaction

* Overly structured or rigid natures
* Lack of relationship focus in lower grades
* Inability to engage students in a variety of activities
* Lack of focus on development of higher order thinking skills

Successful Teacher Placement Grid (STPG) – Science

Priority Hire	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6
	Blue/Green ***	Green/Blue **	Green/Blue **
	Blue/Orange **	Green/Orange *	Green/Orange *
Mismatch Advisory	Gold/Green ⊗⊗⊗	Blue/Gold ⊗⊗	Green/Gold ⊗
		Gold/Green ⊗⊗	Blue/Gold ⊗
	*	*	*

Key: <u>Priority Hire</u> (*** = near perfect match, ** = excellent match, * = good match)
<u>Mismatch Advisory</u> (⊗⊗⊗ = extremely poor match, ⊗⊗ = poor match, ⊗ = below average match)

Inherent Subject Needs

- Strong focus on higher order thinking skills in all levels
- Focus on hands on learning or experimentation
- Ability to make connections to the outside world
- Ability to inspire curiosity and a thirst for knowledge
- Nurturing and supportive behaviors

Catalysts of Dissatisfaction

* Overly structured or rigid natures
* Teacher centered approaches
* Lack of focus on development of higher order thinking skills
* Lack of focus on experimentation and exploration
* Inability to create comfortable and safe learning environments

Conclusion

In conclusion, the data presented in this chapter provides a wealth of evidence that there is indeed a relationship between teacher personality and student satisfaction. It is also clear that this relationship changes according to subject area and grade level. There was great consistency seen among the data collect via student satisfaction surveys, teacher observations, student observations, and student interviews, thus validating the strength of the relationship between teacher personality and student satisfaction.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECCOMENDATIONS

This chapter provides an overview of the entire study including a statement of the research problem, a description of the research design, and a review of the research objectives. Data analysis is presented in reference to each research question and the emergent findings are drawn into conclusions, recommendations, and an overall contingency based personality model of teacher placement for use in international Singaporean schools in Thailand.

Statement of the Problem

This research study investigated the relationship between teacher personality and student satisfaction. The teaching profession has a highly damaging rate of attrition, with 50% of all teachers leaving the profession within the first five years (Thornton, 2005). Half of this attrition is believed to be related solely to poor administrative practices in the areas of hiring and teacher placement (Habberman, 2004). The two schools in the study reported yearly attrition rates as high as 40% for the past 5 years. With that in mind, this research aimed at creating new methods of teacher hiring and placement that would in effect help to diminish these high rates of attrition amongst teachers. It seemed to the researcher that all too often educational administrators were constricted by things such as teacher credentials, achievements, and high stakes testing results. These administrators at times lose or even forget the personal side of teaching. This neglect of the interpersonal

side of teaching and learning may explain why attrition rates are so high due to poor teacher placement and hiring practices. It was with that in mind that the researcher planned to develop a teacher hiring and placement model that was based on interpersonal factors such as personality, relationships, and satisfaction, to compliment hiring models that focus on credentials and experience, in order to provide a more thorough and comprehensive perspective.

Scope and Design of the Study

This study took place in two international Singaporean primary schools in Thailand. The two schools had a total population of 652 students and 47 teachers, across a total of 96 classes, all of which took part in the study. Research was conducted in mainstream classrooms at the two schools in grade levels 1-6 and across the four core subject areas of English, Chinese, Math, and Science.

Data was collected in three separate phases during the study. In phase 1, a sample of 240 students were given a student satisfaction survey which served as a barometer of the general level of satisfaction existing towards the teachers represented in the 96 classes across the two schools. Results from the satisfaction surveys were taken to give the researcher a general idea of how the personalities of the teachers were affecting the satisfaction levels of students inside of these classrooms. With this data in hand, the researcher developed both teacher and student observation checklists which related to the four personality groupings utilized by this study which are Blue, Green, Gold, and Orange. Then for phase 2, the researcher entered all 96 classes in the two schools and

collected data via student and teacher observations. The objective of these observations was to see how the personality of the teacher was affecting not only their own abilities and performance, but how their personality traits were affecting the students under their care. Finally with the results from the data collected during phase 1 and 2 of the research process the researcher extracted the highest performing and lowest performing teachers in each subject and grade grouping. For the purposes of triangulation and the articulation of the data, it was decided to interview students of these especially high performing and low performing teachers to get a clearer picture of the data. For phase 3 of the data collection, the researcher interviewed two students at random in the classes of the highest performing and lowest performing teacher in each subject and grade level grouping. A total of 48 students were interviewed to collect the final pieces of data needed to develop the model of teacher placement and hiring for these schools.

Objectives of the Study

1. To investigate the relationship between teacher personality and learner satisfaction

2. To examine this potential relationship in four core subject areas (English, Chinese, Math, Science) in grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping.

3. To develop an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand.

Discussion of Findings

The findings and conclusions from this research will be presented according to each research objective for ease of understanding.

Research Objective One

To investigate the relationship between teacher personality and learner satisfaction.

To begin this research the essential question was: Does teacher personality have a relationship to learner satisfaction? The answer to this question was triangulated through three different data sources, which were surveys, observations, and interviews. At the conclusion of the data collection process it became quite clear to the researcher that the answer to the essential question was yes. Teacher personality had a significant effect on learner satisfaction.

The data tables in Chapter 4 help to illustrate this effect. Table 12 shows the effect of teachers' primary colors on student satisfaction ratings across the study, while table 13 illustrates the effect of teachers' secondary colors on student satisfaction ratings throughout the study.

As seen in the table 12 in Chapter 4, teachers in this study who had Blue as their primary personality trait overall found the highest mean satisfaction rating of 8.043. This rating was .9024 standard deviations above the overall mean score of 5.880, which shows

the significant positive impact that the Primary Blue personality trait had on student satisfaction in this study. In contrast to that, teachers who had Gold as their primary personality trait scored the lowest overall mean satisfaction rating of 3.479. This rating was 1.0017 standard deviations below the overall mean of 5.880, illustrating the significant negative impact that the Primary Gold personality trait had on student satisfaction ratings in this study.

Table 13 in Chapter 4 illustrates those teachers who possessed the Blue/Orange trait as their secondary personality trait had the highest overall satisfaction ratings in this study at 9.600. This score is 1.5199 standard deviations above the overall mean rating of 5.800, which highlights the tremendous positive impact that this secondary personality trait had on student satisfaction ratings. Secondary Blue and Orange traits standing alone also had a significant positive impact on student satisfaction ratings; teachers who possessed Blue or Orange as secondary traits had mean satisfaction ratings of 7.216 and 7.450 respectively. These ratings were approximately .65 standard deviations above the overall mean of 5.880. In contrast to these positive impact personality traits was once again the Gold personality trait. Teachers who possessed Gold as their secondary personality trait had mean satisfaction ratings of 4.279, this was .6680 standard deviations below the overall mean rating of 5.880, again highlighting the overall negative impact of the Gold personality trait.

In order to further illustrate the impact that teacher personality had on learner satisfaction, profiles of each personality trait will be discussed in the upcoming sections. The conclusions draw on each of these personality traits and their impact on learner satisfaction in the target population have been developed from over 115 hours of

classroom observations and interviews. These profiles will help to discern exactly how different personality traits impact both learner satisfaction and general teacher effectiveness inside of the classroom.

Blue Personality Trait Profile

As can be seen in tables 12 and 13 in chapter 4, the Blue personality trait had a tremendous positive impact on student satisfaction in the classroom. Teachers who possessed the Blue personality trait in this study had an amazing natural ability to connect with their students. These teachers were consistently able to establish a strong rapport with their students, and with this rapport came a natural level of genuine respect. Students were able to feel a real connection to their Blue teachers, and because of this connection they felt both safe and comfortable in their classrooms. Students of Blue teachers consistently felt comfortable not only participating in class, but also sharing their thoughts and ideas with their classmates and teachers. In fact, throughout this entire study no students expressed any negative feelings towards their teacher, nor did they express feelings of discomfort in the Blue classroom environments. Generally the students received teachers with the Blue personality trait extremely favorably.

Another positive pattern that emerged from teachers who possessed the Blue personality trait was that they were willing to step outside of academics and step into the lives of their students. It was quite common for Blue teachers to talk to their students about things that were happening in their lives or in the world around them. This helped both teachers and students to see each other as human beings, rather than just "teacher"

and "student". All too often in classrooms in modern education the role of "teacher" or "student" can be an impersonal one. Teacher and student view each other simply as their role or function, rather than unique individuals with a diverse set of needs, abilities, and emotions. The Blue personality trait helped teachers to break down these barriers and made themselves open and accessible to their students, which in turn made their students open and accessible to them.

If there were to be any criticisms levied against the Blue personality trait, it would be that in some rare cases, the Blue personality trait made teachers "too nice" and this affected their ability to manage their classes effectively. This seemed particularly true in classes with naughty students or older children in the upper primary levels of grades 5 and 6. In classes where this was in fact the case, students were still positive about their teachers, but wished that they had better classroom management skills so the classes would not be spoiled.

Overall the Blue personality trait was extremely vital to student satisfaction and teacher effectiveness in this study. It helped students to feel happy and comfortable with their teacher, and also helped them to gain a much deeper and richer understanding of their teacher. Without the presence of the Blue personality trait in this study, a relationship between teacher and student only existed on a very surface level and completely lacked any depth or substance beyond pure academics. The Blue trait helped to dig deep below the surface and to create a bond that went beyond academics and towards reciprocal holistic development.

Orange Personality Trait Profile

The next personality trait to profile is Orange, Tables 12 and 12 in Chapter 4 show that the Orange personality trait had an extremely positive impact as a secondary personality trait, and an above average impact as a primary personality trait. Teachers who possessed this trait throughout the study were highly energetic and engaging. Orange teachers seemed to thrive on energy and excitement, and enjoyed bringing their students through an assortment of interesting and innovative activities. They had a truly natural ability to make learning fun and exciting, and this seemed to be a huge part of their educational philosophy. Orange teachers were a breath of fresh air compared to traditional teaching practices.

Over the years society has slowly shifted to a culture and expectation of instant gratification. It seems that generation-by-generation children become bored more easily, and as teachers it is becoming increasingly more difficult to engage them and get them interested in the subject matter. This seems to be of particular significance to teachers who teach "less exciting" subjects such as math. It is for these types of factors and situations that the Orange trait shines absolutely. Simply put, in this study the Orange trait helped to reach students who may have otherwise been unreachable.

The Orange personality trait was not without fault however. The major criticism launched against teachers with the Orange trait was that they were disorganized or chaotic. Through observation it was very clear that Orange teachers were almost aversive to rules and structure. It was as if rules and structure were highly demotivating or constricting with people of this personality trait. Thus, the Orange teachers frequently

disregarded the rules and allowed their students to do the same, this at times created a chaotic classroom environment, which was clearly troublesome to some students within these classrooms. Some students in the study expressed an inability to learn effectively in these classrooms, and what is equally troubling is that these teachers were, at times, in effect not supporting the structure of the school. This potentially could contribute to a lack of cohesion on a macro level, which would be a serious concern for any school administrator. It is likely for the above reasons that the Orange personality trait worked much better as a secondary trait, rather than a primary one. In smaller doses the Orange trait was able to add some tremendous benefits inside the classroom, however in larger doses this trait proved to be overwhelming for some.

Overall the Orange personality trait was both positive and negative. On one hand it added enormous value to the classrooms by making the lessons exciting, engaging, innovative, and fun. This spark provided to the classrooms helped classes to be enjoyable and also helped teachers to reach students who may traditionally have not had a high level of intrinsic motivation. In smaller doses, the Orange trait was incredibly positive and a great benefit to any classroom environment. However, in larger doses, as a primary trait, the Orange trait was at times overwhelming. The lack of organization and tendency towards disorder created learning environments that were ineffective for some students.

Green Personality Trait Profile

The third personality trait to be profiled is Green. According to data tables 12 and 13 in Chapter 4, the Green personality trait performed above average as a primary

personality trait and below average as a secondary personality trait. However, this is a far too simplistic assessment of the true substance of this personality trait. In this study, teachers who possessed this personality trait had an extremely strong focus on critical thinking and problem solving skills. They challenged the minds of students with difficult and thought provoking questions and celebrated their students' ability to conquer these difficult problems. Green trait teachers can best be described as "thinking people". Green teachers were able to completely absorb themselves into logic and reasoning, and had an innate ability to inspire curiosity and a passion for thinking in their students. This is likely why the Green teachers were so adept at teaching Science and Math classes. While some of the teachers struggled to inspire curiosity or a thirst for knowledge in subjects that have a high demand for higher order thinking skills, such as Science and Math, the Green trait teachers found high levels of success in these areas. Green trait teachers also faired quite a bit better with older students in the upper primary levels, as their higher order thinking skills were more developed. This allowed the older students to gain a greater appreciation of their teacher over their younger counterparts.

Despite its significant positive contributions on teachers, the Green personality trait did negatively affect teachers in some key areas. Firstly, teachers with the Green personality trait had an extremely high demand for their students to display higher order thinking skills such as critical thinking, problem solving, brainstorming, and predicting outcomes. While these are excellent expectations of any teacher, the Green teachers consistently were unable to accept students who were unable to display these abilities. Their intolerance for their students' lack of understanding often prevented them from achieving their learning objectives for some of the lower level students in their care. This

is a massive issue in the classroom as it not only creates divisions in the classroom between higher and lower achieving students, but it makes proper differentiated learning nearly impossible. The second issue that faced teachers with the Green personality trait is that it was difficult for them to connect with their students and establish an effective rapport. Throughout the study, Green trait teachers appeared to be quite introverted and awkward around their students. They stayed very much on task with academics inside of the classroom and often did not make an attempt to get to know their students as individuals. Green teachers seemed to teach subjects, rather than students. This was a massive issue; especially considering the fact that this research was conducted in primary levels and in a culture where teachers are expected to be surrogate mothers, fathers, brothers, sisters, and friends. Green trait teachers had difficulty connecting with their students, which led to difficulty in earning their students respect, which finally translated to low levels of teacher effectiveness and student satisfaction. Fortunately, in some cases, this issue was partially offset by combining the Green trait with either a Blue or an Orange trait.

Overall the Green personality trait had some great strengths and great weaknesses. The Green trait shined in subjects such as Science or Math where higher order thinking skills were integral parts of teaching and learning. Green trait teachers had a unique ability to inspire curiosity in their students and to promote critical thinking and problem solving skills. However, Green trait teachers struggled to accept students who did not adequately possess or display these skills. Their intolerance for a lack of understanding from their students damaged their ability to achieve success with all students. Finally, the Green trait teachers' major weakness was the fact that they found great difficulty in

connecting with their students. Without the genuine respect or love from the students, Green teachers had problems with achieving learning objectives and creating a sense of learner satisfaction in the classroom.

Gold Personality Trait Profile

The final personality trait to be profiled is Gold. Data tables 12 and 13 in Chapter 4 show that this personality trait was the least successful in bringing about student satisfaction. In this study, teachers who possessed the Gold personality trait were strictly bound by law and order. Gold trait teachers very strictly followed both classroom and school rules, and expected complete organization and submission to authority within the classroom. While Gold teachers did possess great organizational skills and attention to detail, it is how they maintained that organization that caused them problems within this study.

Teaching is a job that requires a great deal of planning and organization. These are two things that are a strength of Gold trait teachers, however within the confines of this study, Gold trait teachers had a tremendous negative impact on student satisfaction for several key reasons. Firstly, the Gold trait teachers in this study had a focus on order and organization that went far above and beyond the call of duty, so much so that in fact it became detrimental to the achievement of learning objectives. In classroom observations throughout the study, it was astonishing the sheer amount of curriculum time that Gold trait teachers sacrificed because their students were not organized to their standard. Curriculum time was often sacrificed for things as trivial as the angle of a

particular desk, improper placement of books inside of desks, improper placement of books inside of lockers, or for items on top of a student's desk. None of these things would have been a detriment to the learning process had they not been fixed, and none a benefit to the learning process once fixed. It was akin to watching an obsessive-compulsive man rearrange his loose change on his desk in some finite order that only he could understand. Several actions of the Gold trait teachers were deemed obsessive by the researcher, and detrimental not only to the learning process, but also to teacher-students relations, which is the second major factor that caused Gold trait teachers to negatively impact student satisfaction.

As was seen in the profile of the Blue personality trait, strong teacher and student relationships are a key factor to student satisfaction. This was a highly problematic area for Gold trait teachers in this study. Gold trait teachers were so incredibly rigid and strict, that students frequently expressed either fear or disdain for their teacher. It was common for Gold trait teachers to yell at their students, neglect to call them by name, or to focus so strongly on the organization of their lesson that, at times, it appeared as if they completely forgot to include their students in the learning process at all. This made it extremely difficult for students to become comfortable in these classroom environments, and also to feel any sense of respect or appreciation for their teachers.

Overall the Gold personality trait was unsuccessful in bringing about student satisfaction or teacher effectiveness in this study. Its naturally obsessive and overbearing nature proved to be too much for the young children in this study. It is quite possible that this personality trait could find more success with another age group or sample

population, however for the purposes of this study, the Gold trait all but guaranteed student dissatisfaction, discomfort, and ineffectiveness on the part of the teacher.

Conclusions for Research Objective One

In this study it is quite clear that teacher personality traits did have an impact on student satisfaction in the classroom. Each trait contributed something different to the classroom environments and to the level of effectiveness of the teachers in those classrooms. Some of these contributions were quite positive, while others were detrimental not only to the learning process but to student satisfaction as well.

The Blue personality trait had an incredibly positive impact on student satisfaction, as this trait helped teachers to form a close-knit bond with their students, which in turn created a comfortable classroom environment where both teachers and students could flourish. The Orange and Green personality traits had both positive and negative impacts on student satisfaction. The Orange trait contributed positively by infusing the teachers with a high level of energy and excitement, which translated into progressive and engaging lessons. The Green trait contributed positively by instilling a focus on higher order thinking skills in the teachers, which allowed them to inspire curiosity and a love of critical thinking and problem solving in their students. This was particularly useful in the areas of Math and Science where high levels of higher-order thinking skills are a must. However, despite these positive contributions, both Orange and Green trait teachers struggled with being overbearing at times. The Orange trait teachers struggled with being too chaotic or disorganized for some students. They created an environment that was difficult for some students to find success in, as they seemed to get

lost in the chaos. On the other hand, Green trait teachers struggled by focusing so much on the value of higher-order thinking skills that they were intolerant of students who did not possess these skills. This led to awkward or counter productive teacher-student relations in their classroom environments. The final personality trait was Gold, and this was the only personality trait in the study that had an overall negative impact on student satisfaction. Gold trait teachers were incredibly strict and gave priority to organization over actual learning in the classroom. The obsessive and overbearing nature of the Gold trait in this study was received extremely poorly by students in this study and guaranteed students dissatisfaction, student discomfort, and teacher ineffectiveness.

Research Objective Two

To examine the relationship between teacher personality and learner satisfaction in four core subject areas (English, Chinese, Math, Science) in grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping.

In this study, the relationships between teacher personality and learning satisfaction in each subject area and grade level grouping were both interesting and unique. The specific needs of the students varied throughout the study according to the subject area and grade level. This provided evidence to the researcher that each subject area and grade level grouping had a unique and diverse set of needs, and in fact required a teacher with the specific personality and skill set to most effectively meet those needs. This provided great support for the actual need for contingency-based models of teacher placement. Not only are students unique individuals with unique sets of needs,

expectations, and desires, but individual subjects and grade levels also come packed with an inherent list of unspoken expectations from students, and teachers must possess the skills and traits necessary to meet these expectations. Throughout this study, teachers who were unable to meet the inherent expectations of the students in a particular subject area or grade grouping were doomed to failure. They simply did not possess the traits necessary to be successful in that particular environment. This is not to say that the teacher was incapable of success in another environment, but rather that the teacher's inherent personality, traits, and skill set was a mismatch for their environment and this led to less than desirable results.

In order to clearly illustrate the diverse and unique needs for each subject area and grade grouping, profiles of each personality trait will be discussed in the upcoming sections. This will provide further evidence of the impact of teacher personality in these areas and will further verify the needs for contingency-based models of teacher placement.

English Profile

In this study, students in the subject area of English had some clear expectations of their teachers. Consistently throughout all grades levels students expressed a desire to feel close to their English teacher. They wanted to get to know their teacher not just as a teacher, but also as a person. Teachers of English who were able to connect with their students beyond academics had tremendous success in creating student satisfaction in the classroom. Effective teachers in this area often shared stories from their personal lives

and invited the students to do the same. Teachers with the Blue personality trait were particularly adept in this area. Close interpersonal relationships helped students to feel both satisfied and comfortable in this subject area. This was particularly noticeable with the younger students in grades 1-4, but still present to a lesser extent in grades 5-6. The younger children in the study clearly had a much greater need for nurturing than the older children. Oddly, students seemed to have the strongest demand to feel a close relationship with their teacher in English classes over all other subject areas. A strong rapport was more indicative of success in English than in the other three subject areas. A possible reason for this is that language learning is inherently a high-risk endeavor. This is because language is at the very core of our personalities, self-concept, and culture. Thus a strong relationship would be necessary with the teacher in order for the student to respond positively to the target language. Yet another potential reason was that English was the only subject area in this study where 100% of the teachers were of a Western background. In fact the majority of the teachers in all of the other subject areas were of an Asian background. It's possible that since Western education has a strong focus on interpersonal relationships inside the classroom that this knowledge then translated to student expectations.

Another expectation of students in the English subject area was that their lessons be exciting and have some connection to their lives. Students did not just want to read about characters in a story, but they wanted to feel the story and know how it related to their life and the world around them. Successful English teachers in this area were akin to dramatic stage performers. Teachers with a combination of Blue and Orange personality traits were particularly successful in these areas. Successful teachers acted out scenes

from stories, acted out new vocabulary words, were extremely animated and engaging while talking to the students, and often found interesting and intriguing ways to connect what students were learning in the classroom to a moral lesson or something in the real world. For example, one of the highest rated teachers in this subject area was teaching a lesson on giving book report presentations in front of the class. The teacher helped the students to draw a parallel between public speaking for book reports and the vast importance of public speaking in the real world. After the lesson students were able to identify that quality public speaking skills were a necessity for strong leadership and effectiveness in the real world. This parallel truly added value to the lesson and not only validated the book report presentation process, but also provided the students with an incredible amount of motivation to do a great job.

Teachers that struggled in this area were ones who were unable to establish a strong rapport with their students. Teachers in this subject area who were unable to establish a close relationship with their class struggled to engage their students. They also struggled to effectively manage and discipline their classes because they did not have the relationship necessary to back it, whereas teachers who did possess a strong rapport were able to be fierce disciplinarians all while maintaining optimal levels of student satisfaction. Teachers of Gold personality traits or a combination of Green and Gold personality traits particularly struggled in this subject area. These teachers were simply unable to connect with their students, and therefore were unable to meet the inherent needs of this subject area. This translated to teacher ineffectiveness and student dissatisfaction.

Overall students in English classes throughout this study had a strong need to feel close to their teacher. They expressed a firm desire to know their teachers outside the area of academics. Students also expected their lessons to not only be exciting, but also have some connection to their life in the real world. In successful classrooms in this subject area teacher and students had not only a friendship, but a mutually beneficial partnership whereby both parties seemed to be enriched by the others presence. Teachers who were unable to meet these desires and expectations incurred high levels of student dissatisfaction and found it difficult to meet learning objectives during curriculum time.

Chinese Profile

Chinese was the second language of students in this study, and it was found that the inherent expectations of students in this subject differed strongly from expectations in the English classroom. One of the major differences was that in the subject of Chinese students did not have the expectation of having great personal knowledge of their teacher. Chinese teachers in this study did not attempt to share stories about their personal lives to the students and did not seek information from the students outside of the academic learning environment. This was perfectly acceptable to the students as it did not negatively affect satisfaction levels, and it seemed to be the unspoken norm in this subject area. In fact when the researcher asked several Chinese teachers why they did not talk with the students about things happening in their lives, the general response was that they didn't realize teachers did that type of thing. This was a large cultural contrast to the

Western teachers in this study, however the students were somehow aware of this contrast and thusly built this cultural difference into their inherent list of expectations.

Even though students in this study did not have the expectation of knowing their Chinese teachers on an intimate level, they did have a few key expectations. First, they wanted their classes to be exciting and engaging. Teachers with the Orange personality trait found success in this area. Students in grades 1-3 had a high desire to model and choral new vocabulary. This was done by the highly successful teachers in a way that was almost like a high-energy rhythmic song. Students in grades 1-3 also had an expectation of learning new vocabulary and grammatical structures through song and dance, again this was done particularly successfully by teachers possessing the Orange personality trait. Once the students reached grade 4, the need and desire to choral vocabulary or to learn through song and dance dissipated. This was replaced by the need to connect what they were learning to the real world and to be able to think critically. This was particularly noticeable in grades 5 and 6 and was done effectively by teachers with the Green personality trait.

Other expectations in this subject area, that were uniform across all grade levels, were that the students wanted their teachers to be kind and wanted to learn in an environment that did not have too much structure or strict attention to classroom rules. In this subject area successful teachers were positive, kind, encouraging, and extremely helpful to students when they had problems inside of the classroom. They spoke to the students in a warm and encouraging tone, spent time in close proximity to all students, and effectively utilized positive praise often. Again, this expectation could potentially be due to the inherent high-risk nature of language learning, as it shapes our personality and

concept of self. This came natural to teachers with the Blue personality trait. Also, while learning Chinese students did not wish to be in an overly structured environment. All students seemingly had the expectation to be able to excitedly call out their answers without raising their hands, or to all shout of the answers as a unified group. Students also had the expectation to be able to rearrange their seats and sit next to their friends. The Chinese classroom environments were quite a bit louder than the other subject areas, and this was the only subject area in the study where a high sense of organized chaos seemed to be a great benefit to the learning environment. Teachers with the Orange personality trait were particularly adept at successfully creating this environment.

Teachers that struggled in this subject area were ones that too strict or closely bound by structure and rules. Teachers with the Gold personality trait found extremely low levels of success in this subject area, as they were unable to meet the inherent needs of the students in this subject area. Gold trait teachers were unable to create an energetic environment of organized chaos that was expected of students of all grade levels in this subject area, and thusly created high levels of dissatisfaction amongst students.

Overall students in the subject of Chinese in this study expected their teachers to be warm, kind, positive, friendly, and encouraging. Students in grades 1-3 expected to have fun learning via the choraling of new vocabulary, or through the use of song and dance, while students in grades 4-6 expected their teachers to help them connect what they were leaning to their life and to be able to think critically. All students in this subject had a stringent demand to learn in an environment of organized chaos whereby they had no expectation to raise their hand or to be bound by classroom seating arrangements. Students wanted to be excitedly engaged in the learning process and be able to contribute

simply by shouting out. Teachers who were unable to meet these inherent demands created high levels of student dissatisfaction and this significantly stifled the learning process in this subject area.

Math Profile

Math was an interesting subject area in this study, as the students had inherent needs that were completely different from either of the languages. Students in this subject area did not expect to know their teachers intimately or to learn in an environment of organized chaos, but rather they expected to be in an environment where their minds would be challenged through a host of various activities. Students not only wanted to think critically and solve problems, but they wanted to do so through fun and enjoyable activities.

In the early grades of 1 and 2 students had a strong desire for nurturing from their teacher. Teachers with the Blue personality trait had great success in Math in these grade levels because they were able to provide the relationship and personal connection that the students required to be satisfied. However, after grades 1 and 2, the desire and inherent need for nurturing dissipated greatly, and the need to exercise higher order thinking skills increased immensely. In grades 3 through 6 teachers who had the primary trait of Green found the most success inside of the classroom. This is because the children's minds in these grades were developed enough to engage in higher order thinking, which is an absolute staple of the Math curriculum. The teachers with the primary Green trait were also noticeably more passionate about the subject matter than teachers of alternate

primary traits, and this passion and energy for the subject matter transferred to the students. This was because the Math curriculum requirements were a near perfect match for the core personality traits of the Green personality. This allowed Green teachers to not only do what they do best, but also do what felt natural and rewarding to them.

Despite its great success and natural prowess in the area of Math, the Green trait alone did not make for a successful teacher in this subject area. In addition to having their minds challenged and passion ignited, the students demanded that their lessons be exciting and engaging as well. Teachers who possessed Orange as their secondary trait found the most success in this area. Orange teachers have a natural affiliation for spontaneity and excitement, and this proved to be a perfect compliment to the Green trait in this subject area, as it added a sense of fun and excitement. This helped to further motivate and inspire the students.

Once again the Gold personality trait struggled greatly in this subject area. The overly structured and rigid nature of the Gold personality trait made the subject matter seem dry, boring, and lifeless. Teachers with the Gold personality trait in the area tended to spend the majority of the lessons lecturing and having the students complete independent bookwork. This left the students feeling uninspired and bored, as it did not meet their inherent need for exercising higher order thinking skills or engagement in fun and exciting activities.

Overall Math students in this study wanted opportunities to think critically and brainstorm solutions to problems both in groups and independently. They wanted a teacher whose passion for the subject matter was infections and translated into a range of

activities that were exciting, engaging, and academically enriching. Teachers who were unable to meet these demands found high levels of student dissatisfaction and greatly stifled the learning process for students under their care.

Science Profile

In the subject area of Science in this study, students again had a list of inherent needs that needed to be met in order for them to feel satisfied in the classroom and to learn effectively. Some of these needs, in varying degrees, were similar to the ones found in Math, while others were different entirely. Students in this subject area expressed strong desires to think critically, problem solve, draw hypotheses, and connect information in the classroom to the outside world. Students wanted to be engaged in a hands on learning process that would let them explore and learn more about the world around them.

More so than any other subject area students expressed an extremely strong desire to exercise higher order thinking skills and to make connections with what they were learning to the outside world. Students had an inherent demand that a sense of curiosity and a thirst for knowledge be sparked in them. Due to these reasons, Green trait teachers found an incredible amount of success in this subject area, as their inherent personality traits perfectly matched these desires of the students. Green trait teachers more so than any other trait were able to inspire a sense of passion for the subject matter and students in "Green classrooms" had a natural sense of curiosity about the world. It was observed that these students were regularly asking questions and posing ideas that went well

beyond the text. This was seen even from children as young as grades 1 and 2. This was a major separation of student expectations from Math and Science. In Math, students in grades 1-2 did not expect to make connections to the outside world and go beyond the text, whereas the students in Science did.

Despite its natural proclivity for this subject area, once again, the Green trait alone was not enough for teacher effectiveness. Science in a subject where students wish to explore the world, a subject where they learn things they never thought were possible. This can be an exciting process for children, but also a delicate one. Students in this study also expressed a strong desire to be nurtured and guided through the scientific method. This was true for students of all grade levels in Science. Due to the high demand for higher order thinking skills, and the complexity of scientific experimentation, students needed the support of the teacher to smoothly and supportively guide them through the learning process in a safe and structured way. Teachers who possessed the Blue trait as their secondary color were found a high level of success in this area. The Blue trait perfectly supported the scientific prowess of the Green trait by providing a humanistic focus that allowed the students to feel safe and comfortable throughout the learning process.

As in the other subject areas, teachers with the Gold personality trait struggled greatly in this area. The strict and rigid nature of the Gold trait prevented students from feeling comfortable in their learning environment, and thereby stifled the learning process. While students in the subject area of Science did appreciate and expect structure, and the overly structured and obsessive nature of the Gold trait teachers in this study prevented students from expressing their curiosity and exploring the world around them.

Gold trait teachers in this subject area acted more like university lecturers, and frequently did not engage students in experiments or hands on activities. Thusly, Gold trait teachers in this area were unable to meet the inherent needs and demands of students in this subject area which caused a lack of satisfaction in students, and in turn an ineffective learning environment.

Students in the subject of Science overall wanted to exercise higher order thinking skills, engage in experiments and hands on activities, explore the world around them, and take their learning beyond the bounds of the text. In order to achieve this, students needed an environment that was safe, nurturing, structured and encouraging. These inherent desires and needs were present throughout all grade levels in this subject area. Teachers who were unable to meet these needs and desires were ineffective in both creating student satisfaction and achieving learning objectives.

Conclusions for Research Objective Two

Analysis of this research objective revealed that there was a distinct relationship between teacher personality and learner satisfaction in each subject area represented in the study. Each subject area came aligned with a specific set of inherent students needs and desires that had to be met in order to create an effective learning environment with optimal levels of student satisfaction. What it took to create such environments varied greatly amongst the subjects and grade levels, thusly teachers of various personality trait combinations were needed to most effectively fill these niche areas. Teachers who were unable to meet the inherent demands present in each subject and grade level were

consistently ineffective throughout all areas of the study. The right teacher, with the right set of traits had to be in a place where their inherent skills and abilities could flourish. It was this teacher-role fit combination that created teacher effectiveness, positive learning environments, and students satisfaction across this study. This further validated the research's objective to explore contingency-based personality models of teacher placement in order to most effectively staff teaching positions within the target population.

Research Objective Three

To develop an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand.

Research objective three, the development of an effective contingency-based personality model of teacher placement, was the overall goal of this study. The data collected during research objectives one and two through student surveying and over 150 hours of observations and interviews provided the information and insight necessary to create the model. Throughout the study it became abundantly clear that each subject and grade level in the two schools came with a set of inherent needs that had to be met by the teacher in order to create both student satisfaction and an effective learning environment. Consistently teachers who were unable to meet these needs exhibited behaviors that were catalysts for dissatisfaction in those particular environments, and in turn that dissatisfaction created an ineffective learning environment. Strong evidence was triangulated through three separate data sources (student surveys, student and teacher

observations, and student interviews) that supported the notion that teachers that possessed specific personality traits were a much better fit for certain subject areas and grade levels. Teachers whose inherent personality traits fit with the inherent needs of a specific subject area and grade level were able to create high levels of student satisfaction and effective learning environments. Thus a contingency-based personality model of teacher placement was created. This model took into account the data collected throughout the study and its implications, and was named the "Successful Teacher Placement Grid", or STPG.

Successful Teacher Placement Grid (STPG)

The Successful Teacher Placement Grid, or STPG, is a contingency-based personality model of teacher placement. STPG borrows the notion from contingency theories of management such as "PJ Fit Models", that for every specific situation or role in the work place, there is a specific person with a distinct set of characteristics that can most effectively fill that role. This is one of the inherent beliefs of the STPG model.

The second major component of the STPG model is personality typing. STPG utilizes the True Colors personality theory to create a clear, distinct, and color coded hiring grid that can be easily followed by any school administrator. Through the course of the research, it was discovered that each subject area and grade level came packed with a set of inherent needs that needed to be filled in order to create both student satisfaction and teacher effectiveness. In the classroom environments where these inherent needs were not filled, student dissatisfaction and teacher ineffectiveness were a certainty. The

STPG model takes the data from student satisfaction surveys, teacher observations, student observations, and student interviews, then outlines the Inherent Subject Needs and Catalysts of Dissatisfaction for each subject area and grade level. This provides clarity as to which personality types and combinations possess the traits necessary to fill a particular subject and grade levels inherent needs, all while maintaining the ability to avoid any catalysts of dissatisfaction.

The final step in the creation of the model is to place personality types in two different categories: "Priority Hire" and "Mismatch Advisory." Only personalities that have been observed in the research process may be placed in these areas, this is to eliminate guesswork and to keep the decision-making process data based. Priority Hires are individuals whose personality types closely match with the inherent needs of their particular subject area and grade levels. There are three different levels of Priority Hires, which demonstrate the strength of the match. They rank from one star to three stars. A one star match is someone that is a good match for the position, two stars are an excellent match, and three stars equates to a near perfect match. On the opposite end of the spectrum we have the Mismatch Advisory. Mismatch Advisories are individuals whose personality traits are likely to be unable to fill the inherent subject needs of their position, and whose personality traits are likely to be catalysts of dissatisfaction in that particular environment. There are three different levels of Mismatch Advisory, which demonstrate the strength of the mismatch. They rank from one $\otimes$ to three $\otimes$'s. A one $\otimes$ mismatch is indicative of a below average match, $\otimes\otimes$ represents a poor match, while $\otimes\otimes\otimes$ represents an extremely poor match. These ratings help administrators to differentiate the potential strengths and weakness of each candidate's personality type

Conclusion for Research Objective Three

Overall the STPG model provides educational leaders an additional tool to use during teacher hiring and placement initiatives, which will compliment more traditional models, which rely only upon experience, credentials, references and interviewing. By gaining a better understanding of the inherent needs of each subject area and grade levels in our schools, we gain a better understanding of the type of person required to most effectively fill these needs. This is where the strength of the STPG model shines, as it allows school leaders to make more informed and comprehensive staffing decisions, which potentially could translate to higher levels of satisfaction, teacher effectiveness, and student learning, and lower levels of staff turnover.

Summary of Findings

The following table is a summary of the findings from the analysis of the three research objectives in this study.

Table 26: Summary of Research Findings

Research Objective 1: To investigate the relationship between teacher personality and learner satisfaction
Summary of Findings for Research Objective 1 There is a relationship between teacher personality and learner satisfaction. Different personality traits effect not only learner satisfaction, but also the learning process. These effects can be both positive and negative.
Research Objective 2: To examine this potential relationship in four core subject areas (English, Chinese, Math, Science) in grade levels 1-6 in order to find the most effective and least effective personalities in each subject and grade grouping
Summary of Findings for Research Objective 2 There is a distinct relationship between teacher personality and subject and grade level groupings. Each subject area and grade grouping comes packed with a set of inherent needs that must be met in order to create an effective learning environment with optimal levels of student satisfaction.
Research Objective 3: To develop an effective contingency-based personality model of teacher placement for use in international Singaporean primary schools in Thailand
Summary of Findings for Research Objective 3 As determined by a panel of experts, the Successful Teacher Placement Grid (STPG) is potentially an effective teacher placement tool, which can complement more traditional methods of teacher hiring and placement. The STPG model can be used to more effectively place teachers in classroom environment where they will be able to meet the inherent needs of those subjects and grade levels, so that they may create an optimal learning environment with high levels of student satisfaction.

Recommendations

1. Research Recommendations

- This research was conducted solely at the primary level and in a very specific set of schools, therefore this research should be expanded to other levels and other schools both inside and outside of Thailand

- Action based longitudinal research should be conducted over a period of several years to gauge the practical effectiveness of the use of the STPG model not only on student satisfaction and teacher effectiveness, but also on the reduction of teacher turnover

- This research was conducted in mainstream classrooms only. Thus, further research should attempt to utilize the STPG model in classrooms that have a diverse set of learning needs, or in schools with special needs students

- Further research should gauge the effect of placing teachers using the STPG model on students' academic outcomes

- A similar model should be replicated for the purposes of placing academic leaders in school environments where they could flourish

- This research did not consider gender or age as a variable of teacher placement, as the research felt there should be no barriers or stipulations to teacher excellence. However, consideration of these variables in future studies would be beneficial.

2. Practical Recommendations

- Private schools should begin to utilize contingency-based personality models of teacher placement in order to complement more traditional methods such as relying on credentials and experience

- School leaders should lend much greater focus to a teacher's personality and how it fits their organization and classroom environments before placing teachers

- School leaders should outline both the inherent subject needs of each subject and grade level in their schools, as well as the catalysts of dissatisfaction in those areas, so that they can come to a much more comprehensive understanding of their schools' classroom environments and needs.

- School administrators should receive basic training in the areas of both personality and contingency theories

In conclusion, the time has come to consider alternate methods of teacher hiring and placement. This research has clearly demonstrated the powerful effect that a teacher's personality can have not only on student satisfaction, but also on teacher effectiveness. As was seen in this study, subject areas and grade levels come packed with an inherent set of needs that must be met in order to achieve optimal results. If these needs are not met, failure and dissatisfaction are likely consequences. Hence, the need for contingency-based personality models such as STPG has come to fruition. These models

can assist school leaders in not only understanding the diverse needs present in their classroom environments, but can help them to ensure that they are placing the right person in the right environment, so that optimal results can be achieved. This will help to divert the attention of educational leaders away from things such as high stakes testing and credentialing, and refocus on the absolute core element of education, which is the dyadic relationship between teacher and student. Only by refocusing on the humanistic and interpersonal side of education will the educational needs of the 21st century be met.

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APPENDICES

APPENDIX A

True Colors Online Personality Test (Online Test Screen Captures)

APPENDIX A

Discover Your True Colors

CLICK HERE when you've finished the Quiz!

Discover Your True Colors

CLICK HERE when you've finished the Quiz!

Discover Your True Colors

CLICK HERE when you've finished the Quiz!

APPENDIX B

Student Satisfaction Survey

APPENDIX B

Student Satisfaction Survey

Class: _____

Room: _____

Teacher: _____

Directions: Fill in the face.

1. When my teacher talks to the class, I feel...

    ☺   😐   ☹

2. When my teacher talks to me, I feel...

    ☺   😐   ☹

3. I am doing well in my teacher's class

    ☺   😐   ☹

4. I learn a lot in my teacher's class

    ☺   😐   ☹

5. My teacher's classes are interesting and fun

    ☺   😐   ☹

6. If I have a problem I can ask my teacher for help

    ☺   😐   ☹

7. I feel I can talk with my teacher about anything

☺   😐   ☹

8. My teacher has helped me become better in this subject

☺   😐   ☹

9. My teacher cares about me

☺   😐   ☹

10. If I had my teacher again next year, I would feel…

☺   😐   ☹

Scoring Rubric

☺ = 1 points

☺ = 0 points

☹ = -1 points

- Add up the points from questions 1-10

9-10 – Very High Level of Satisfaction

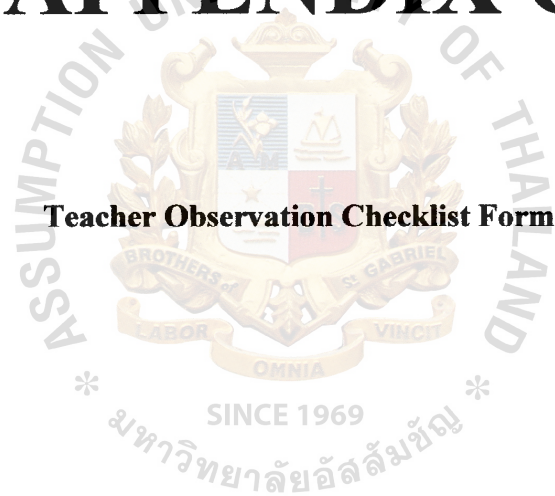8-9 points = High Level of Satisfaction

5-7 = Medium Level of Satisfaction

0-4 = Low level of Satisfaction

APPENDIX C

Teacher Observation Checklist Form

APPENDIX C

Student Satisfaction Rating:

Teacher Personality:

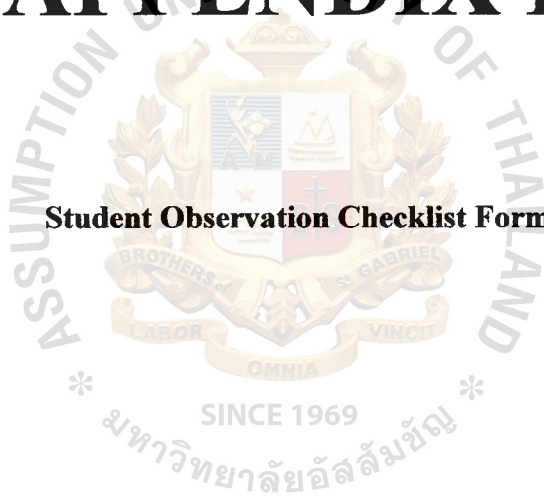**School/Class/Subject**:

Teacher Observation Checklist

A) Teacher has a strong rapport with students	1	2	3	4	
B) Teacher has a warm and positive personality	1	2	3	4	Blue
C) Teacher connects with students on non-academic topics	1	2	3	4	
D) Teacher is spontaneous in the classroom	1	2	3	4	
E) Teacher effectively uses humor	1	2	3	4	Orange
F) Teacher has an exciting and engaging style	1	2	3	4	
G) Teacher rigidly follows rules and protocols	1	2	3	4	
H) Teacher uses an authoritarian management style	1	2	3	4	Gold
I) Classroom and procedures are thoroughly organized	1	2	3	4	
J) Teacher is intolerant of students' lack of understanding	1	2	3	4	
K) Teacher engages students in problem solving/critical thinking	1	2	3	4	Green
L) Teacher pitches lessons above the level of the students	1	2	3	4	
M) Teacher drives students to be curious and investigative	1	2	3	4	

Comments:

*Key: 1 = Clear evidence, 2 = Some evidence, 3 = Limited evidence, 4 = No evidence

APPENDIX D

Student Observation Checklist Form

APPENDIX D

Student Satisfaction Rating:

Teacher Personality:

School/Class/Subject:

Student Observation Checklist

A) Students are happy to be learning with their teacher	1	2	3	4
B) Students are actively engaged in the lesson	1	2	3	4
C) Students are interested in what they are learning	1	2	3	4
D) Students are confident in what they are learning	1	2	3	4
E) Students are comfortable asking questions	1	2	3	4
F) Learning is taking place	1	2	3	4

Comments:

*Key: 1 = Clear evidence, 2 = Some evidence, 3 = Limited evidence, 4 = No evidence

APPENDIX E

Student Interview Form

APPENDIX E

Student Satisfaction Rating:

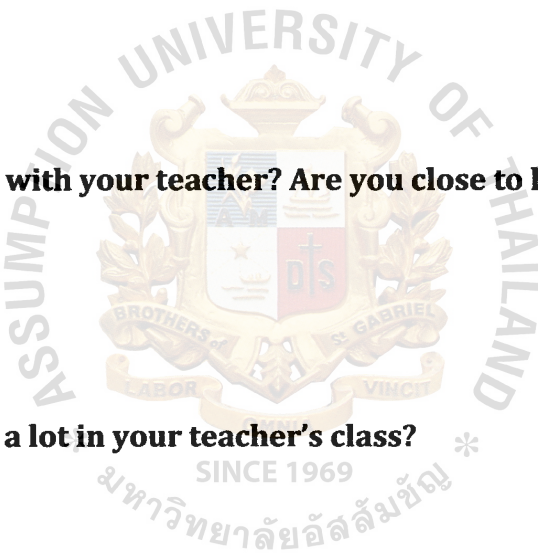**Teacher Personality:**

School/Class/Subject:

1. What do you like about your teacher?

2. What do you not like about your teacher?

3. Are you satisfied with your teacher? Are you close to him or her?

4. Are you learning a lot in your teacher's class?

Comments and Other Questions

APPENDIX F

Participant Consent Form

APPENDIX F

Dear Parents of _____ ,

My name is Allen A. Dubolino. I am a doctoral student at Assumption Univeristy. As a part of the requirements of obtaining a doctoral degree, I am conducting a research project in order to gain an understanding of how teacher personality affects student satisfaction levels on the overall effectiveness of the learning environment.

I would like your child to participate in this research. Their participation would include being interviewed approximately for 15-30 minutes. I will ask them questions that will help me to determine how their teachers' personalities are affecting their satisfaction and success in the classroom. I will not record these interviews, but will write a written transcript via use of a laptop computer.

I will keep whatever information I obtain from your child confidential and anonymous. No names will appear connected with any documents related to the project. Your child's participation is voluntary and there is no penalty for choosing to not participate. Also, your child is free to withdraw from participation at anytime and for any reason. There is no risk for participation in this study, however I am open to discuss any concerns that you may have at your convenience.

Benefits of participating in this project will be to help educators to gain a better understanding of how exactly teacher personality affects student satisfaction and teacher effectiveness in the classroom. The data collected from this study will give school administrators to make more informed staffing decisions, which in turn will lead more effective educational institutes and higher learning outputs.

If you have any questions, comments, or concerns please feel free to contact me by telephone or e-mail.

Aldub1717@hotmail.com

085-836-4531

Please sign below and return this form if you wish your child to participate.

Sincerely,

Allen A. Dubolino

I understand and would like my child to participate _____

<div align="right">Signature of Participant</div>

APPENDIX G

Focus Group Attendance List

APPENDIX G

NAME	JOB TITLE	LEVEL OF EDUCATION
Dr. Nicholas Mishe	Managing Director	Ph.D
Dr. Richard Lynch	University Professor	Ph.D
Jerome Banks	School Administrator (Math Department Head)	Ph.D (candidate)
Annile Alexander	Primary School English Teacher	Masters in Education
Steve Salyer	Primary School English Teacher	B.A
Narisa L.	School Administrator	Double B.A
Sui Shuang	Assistant Head of Chinese Department	Masters in Education

APPENDIX H

Successful Teacher Placement Grid (STPG) Evaluation form

APPENDIX H

Successful Teacher Placement Grid (STPG) – Evaluation Form

Name: _____

Job Title: _____

Level of Education: _____

1. Was the model clear and easily understood?

2. Would this model be an effective complement to more traditional methods of hiring such as consideration of credentials and experience?

3. Any suggestions that might improve the practicality, effectiveness, or clarity of the model?

4. Would you endorse the use of the STPG model in your school if available?

APPENDIX I

Successful Teacher Placement Grid (STPG) Evaluation form Comments

APPENDIX I

Successful Teacher Placement Grid (STPG) – Evaluation Form

Name: Nicholas Mishe

Job Title: Managing Director

Level of Education: Ph.D

1. Was the model clear and easily understood?

   Yes.

2. Would this model be an effective complement to more traditional methods of hiring such as consideration of credentials and experience?

   Yes.

3. Any suggestions that might improve the practicality, effectiveness, or clarity of the model?

   When presenting the color traits, be sure to have a handout about the colors.

4. Would you endorse the use of the STPG model in your school if available?

   Yes, as an additional tool.

APPENDIX I

Successful Teacher Placement Grid (STPG) – Evaluation Form

Name: Annile Alexander

Job Title: Homeroom Teacher

Level of Education: Masters in Education

1. Was the model clear and easily understood?

   Absolutely, you are an effective and commanding communicator. Additionally, it matched my daily observations, so yes.

2. Would this model be an effective complement to more traditional methods of hiring such as consideration of credentials and experience?

   A definite complement to traditional methods; however, not a replacement.

3. Any suggestions that might improve the practicality, effectiveness, or clarity of the model?

   Hand a copy of the color definitions to the next test group.

4. Would you endorse the use of the STPG model in your school if available?

   I see this as progressive and necessary. It is extremely interesting and eye opening, and the thought of seeing the results in other environments has me thinking on so many levels.

APPENDIX I

Successful Teacher Placement Grid (STPG) – Evaluation Form

Name: Steve Salyer

Job Title: Homeroom Teacher

Level of Education: Bachelor's Degree

1. Was the model clear and easily understood?

   Yes, the speaker explained each step clearly.

2. Would this model be an effective complement to more traditional methods of hiring such as consideration of credentials and experience?

   Absolutely, it would take some training + reeducation of administration and parents to help them see the value.

3. Any suggestions that might improve the practicality, effectiveness, or clarity of the model?

   None that I can think of at this time.

4. Would you endorse the use of the STPG model in your school if available?

   Yes, I can clearly see the value of this model.

APPENDIX I

Successful Teacher Placement Grid (STPG) – Evaluation Form

Name: Narisa L.

Job Title: Head of Early Childhood

Level of Education: Double Bachelors

1. Was the model clear and easily understood?

   Very clear, but would not be very clearly understood by all. You need to describe traits out of the current context. (school)

2. Would this model be an effective complement to more traditional methods of hiring such as consideration of credentials and experience?

   Yes, very effective. However, my concern would be how the administration would understand or believe (personal belief). This would be something to check out.

3. Any suggestions that might improve the practicality, effectiveness, or clarity of the model?

   Maybe you could think and research how practical this would be, administered by people with their own "traits". Explain in depth about each personality and how it would suit students at different developmental ages.

4. Would you endorse the use of the STPG model in your school if available?

   Yes!

APPENDIX I

Successful Teacher Placement Grid (STPG) – Evaluation Form

Name: Sui Shuang

Job Title: Assistant Head of Chinese Department

Level of Education: Masters in Education

1. Was the model clear and easily understood?

   Yes, it was.

2. Would this model be an effective complement to more traditional methods of hiring such as consideration of credentials and experience?

   Yes, this model would be an effective complement.

3. Any suggestions that might improve the practicality, effectiveness, or clarity of the model?

   You can survey parents' impression to teachers that what kind of teacher is professional teacher in their opinion.

4. Would you endorse the use of the STPG model in your school if available?

   Yes, I want to try if available.

Biography

Allen A. Dubolino was born on September 4th, 1982. He holds a bachelors degree in Psychology from Penn State University and a master's degree in education from the State University of New York.

Allen has been working for the past two years as the head of an international primary and secondary school in Bangkok. During this time Allen has also served as an educational consultant to several other international and private schools throughout the country.

Allen intends to continue his work in the field of educational leadership and hopes to one day own his own international school.