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Thesis

**PSYCHOLOGICAL TYPOLOGY: ENGLISH
LANGUAGE TEACHERS**

Zuzana Míková

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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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This thesis deals with psychological typology and personality types. It focuses on identification of different personality types among English language teachers by means of the Myers Briggs Type Indicator (MBTI). The theoretical part outlines essential information regarding the MBTI typology, its development, structure and usage. Later on, the MBTI instrument in determining teacher's personality is mentioned. The research part consists of the research methodology and commentaries of the results showing the most frequently appeared MBTI personality types, the proportions of individual preferences and function pairs among English language teachers. Further, the most frequently represented personality types among primary and secondary school English language teachers are presented. Finally, the pedagogical implications useful for teachers are mentioned.

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I. INTRODUCTION

The personality of the teacher is one of the most important aspects participating in the educational process. Not only for teachers immense contribution to their students' knowledge within the particular subjects but also for their personality assets that are presented in front of their students as a worthwhile example suitable to follow. Based on the increasing interest in the role of teacher as an educational and social patter, the psychological typology offers a manner how to define individual personality types and their typical behaviour. All individuals have certain preferences for processing information and interacting with others. Individuals experiencing diverse things in a different manner are assumed to have different attitudes, assumptions and reactions. In most cases, process of detection of personality tendencies happens without control and independently of consciousness. Each personality type has its own way how to understand and deal with aspects of life. The purpose of the type theory is not to evaluate individual personalities but rather to provide description of preferences.

The thesis focuses on identifying and exploring different personality types among English language teachers and determining if there are significant differences, as measured by the Myers Briggs Type Indicator, among them based on their teaching level (the primary or the secondary school) and second subject of the teaching qualification.

The first chapter outlines the theoretical background of the thesis. The essential information regarding the personality and psychological typology is provided. Further on, different existing personality typologies are explained. Next, the MBTI typology, chosen to define psychological types of English language teachers, is described including MBTI history and development, personality preferences, type dynamics, function pairs, sixteen personality types and MBTI instrument, its usage, reliability and validity. The section concluding the theoretical part is dedicated to MBTI in determining teachers' personality where the most typical personality types of teachers are mentioned.

In the chapter titled Research Methodology, the purpose of the study including the main questions to be examined, then research participants and instrument are explained.

Further, the procedure of the research including demographical data, data collection procedure and their treatment are described. In the chapter Research Results and Commentaries, the results of the findings are presented in the form of graphs and figures showing the proportion of individual dichotomies, function pairs and represented personality types among primary or secondary school English language teachers. As well the results of findings concerning the second teaching subjects are delineated. The following chapter focuses on pedagogical implications ensuing from the research results. Further on, certain limitations of the study and recommendations considering the possible following research are described. The last chapter concludes the thesis with the main ideas identified in the study.

II. THEORETICAL BACKGROUND

The focus of the theoretical part of the thesis is to delineate the concept of personality type with respect to the teaching profession. Firstly, the typology in relation to the teaching profession and psychological approach to the typology of teachers are discussed. Secondly, the existing personality typologies are summarized. Thirdly, the MBTI psychological type theory to define psychological typology of teachers is thoroughly examined with a view to its history and development, specifics of MBTI theory, type dynamics and function pairs. Then, a brief description of personality types, reliability and validity of the MBTI theory and its usage are provided. This chapter concludes with the MBTI theory in determining teacher's personality with the aim to define what teachers personality type is the most frequently represented on the basis of surveyed studies.

As an introduction to the topic and to be able to proceed deeper to a study of psychological typology of personality, it is essential to comprehend more closely basic terms as personality, characteristics, typology and type. The first step is to know what is meant by the term *personality*. It is derived from the Latin word *per sona* which means *to speak through* (McManus, 1999). This expression explains a Greek and Roman habit of the ancient period when Greeks and Romans entertained themselves through stage shows where actors wore masks sharply representing their characters and ideas. From there the term *personality* evolved. It is a complex of characteristics that is specific to an individual. These characteristics or characteristic patterns consist of thoughts, feelings and behaviour that make a person unique. It can be said that no two people are the same in terms of their personality. A personality is created by a quality, attribute or trait that helps to identify, describe or differentiate the character or peculiar quality of a person. Typology itself is generally defined as a system of classifying people into various types to gain a greater understanding of their personality and behaviour. In other words, typology is a study of human differences which helps us to recognize innate strengths, weaknesses and other characteristics of people. (Shepherd, n.d.) The purpose of typology is to classify structure and hereby to better

understand a person.

A personality type can include for example complex ways of conduct and behaviours, personality characteristics and qualities. The advantage of the types is prompt personality classification and identification. On the other hand, as Mikova stated “insufficient differentiation and individualization of characters can be seen as a disadvantage” (2006, p. 9). In reality, types do not provide a complete characterization of an individual. According to Nakonečný, a person may simultaneously pertain to several different types (1998, p. 353). It is also necessary to highlight the fact that each person is different and unique - an individual that is concurrently alike and dissimilar to the others in many respects. As Balcar stated, “the personality of an individual is formed by typical and as well as individual aspects” (1991, p.70). Undoubtedly, cases where types mingle together are more common than occurrence of unambiguous types.

Typology in Relation to the Teaching Profession

Teachers dispose immeasurable influence on students. They are the ones who do not merely transmit knowledge and experience but also act upon students on the basis of their own qualities and abilities. As with other people and professions, it is assumed that there are different groups of personalities. Members of a particular group are associated via similar characteristics and these differentiate them from other groups. The typology of teachers functions as a tool to describe such groups. According to Miková, the typology should not remain at the level of description and categorization. The typology of teachers should be used for the purpose of self-knowledge and self-examination (2006, p. 9) In particular, typology should have a practical use for teachers as they are human beings, individuals with biological, social and psychological characteristics creating their personality which they can reveal by means of it. Based on the observations, teachers can maximally utilize their strong characteristics and control or reduce weaknesses.

Psychological Approach to Typology of Teachers

Since personality is a highly complex system that consists of a great deal of subsystems, it is not possible to provide a comprehensive typology of personality that would cover all aspects. Personality itself is an object of science examination such as psychology, pedagogy, sociology, philosophy, biology, etc. The opinion on the personality from the perspective of these sciences is reflected in the different typologies which are as a matter of fact created by the above mentioned individual sciences.

As Pelikán stated in his book, in order to define approaches within the teaching profession two typological areas are usually used: a typological area dealing with a pedagogical impact on students and a typological area in terms of personality qualities of teachers (1991, p. 23).

Concerning the typology dealing with pedagogical impact on students, as Langová claimed “it is possible to understand the pedagogical influence as an intentional, purposeful and relatively systematic development of a student and also encouragement and support of his or her self-development efforts” (1992, p. 1). This influence proceeds from teachers through a variety of teaching methods and procedures. Within pedagogical impact, the aim is considered to be a key element which is set by teachers and that they try to achieve.

The other typology is viewed in term of personality qualities and traits. Teachers and students are two essential elements of the teaching process. The personality of teachers is considered to be a predominant factor of the education process. It is important to keep in mind that teachers are not important merely for their professional qualifications but also for human qualities. According to Langová and Kodým (1987), teachers use their personality with all its characteristic features to interact with students. These characteristics influence how teachers treat students and subsequently how the students behave towards them. All this mutual behaviour then has impact on the quality of pedagogical situations and creates so-called class climate.

For the purposes of this thesis, the personality is viewed from the perspective of

psychology and psychological theories. This one-track view allows more profound insight to individual psychological typologies and ensures an examination on their basis.

Survey of Existing Personality Typologies

The main focus of the following typologies is the personality examined through psychology. According to Čáp & Mareš 2001, there are several personality theories or conceptions as a typological conception, a trait conception and a factor conception (115-116). Individual conceptions are specific for their origin and different insight. According to Hartl & Hartlová (2000), Hippocrates' or more precisely Galen's conception can be stated as an example of a typological conception (p. 635). Their Theory of Humours consists of four temperaments – sanguine, choleric, melancholic and phlegmatic. This typological approach classifies according to personal characteristics into groups with similar features. The concept of Aristotle and his student Theophrastos is a typology of individual features called personality traits. The traits that are considered to be the most peculiar describe the personality (Miková, 2006, p. 13). They deal with a qualitative categorization; a person either has or does not have a specific trait. A view on the trait conception may be also dimensional. Opposites e.g. *sensitive* – *insensitive* are seen as dimensions, where a great deal of grades exists between the extreme features. Dimensional conception is closely associated with factor conception where result of the quantitative data processing, acquired via factor analysis, is called personality factors. Despite the fact that typological, trait and factorial perspective of personality are different from each other, the difference among them is relative (Čáp & Mareš, 2001).

As diverse personality conceptions were introduced above, it would be appropriate to mention briefly individual existing theories to provide an overall overview of typologies. Eysenck himself defined personality as a more or less stable and enduring organization of a character, temperament, intellect and physique which determines the unique adjustment to the environment (Mikšík, 1999). Eysenck characterised personality as a combination of the dimensions: extraversion and introversion, stability and lability (neuroticism). Further

typology, Ivan Petrovic Pavlov's types of nervous system (TNS), proceeding from his experiments on dogs, is based on configurations of the three nervous system properties of the nervous processes of excitation and inhibition: strength, mobility and balance. These individual properties form four basic types: weak; strong and unbalanced; strong, balanced and inert; strong, balanced and mobile (Oldfield, 1965, p. 568). Unlike the previous typologies, Jung's typology defines only two temperament types. As written by Nakonečný, there are people who are rather more dominated by the relationship to the outside world and people who are more controlled by relationship to themselves and their inner life. This differentiation is related to the mental process either focused on an object or subject. On the basis of the above mentioned, Jung distinguished introverts and extraverts. These types can be further divided into intellectual or emotional and passive or active (1998, p. 155). Further, Cattell's theory, known as the Sixteen Personal Factors Mode and its instrument Sixteen PF Questionnaire examine personality by means of description and analyses of the characteristics of human behaviour. According to Mikšík, it is all based on empirically-founded analysis of the personality components, attained via factor analysis (1999, p. 121). Another typology called Big Five Theory emerged to describe the underlying traits that serve as building blocks of the personality. Five personality factors represent a range between two limits. This brief survey is to be completed with Briggs and Myers Typology (hereinafter referred to as MBTI), a profound and specifically formulated approach to the Jung's originally proposed theory. The theory results from the fact that there are sixteen different personality types based on brain functioning. This trait-based instrument measures how much of certain characteristics people possess. The instrument to assess the human personality is called the Myers-Briggs Type Indicator.

MBTI Typology to Define Psychological Typology of Teachers

After a concise description of fundamental psychological personality typologies, this thesis solely focuses on the MBTI typology that was chosen as an instrument to define and clarify English language teachers personality trends.

History and Development of MBTI

Authors, developers and researchers of the MBTI psychological testing method are two American women, Katharine Cook Briggs and her daughter Isabel Briggs Myers. According to the University of Florida Smathers Libraries (2011), the original concept for the type indicator evolved from Katharine Cook Briggs as she extensively studied contemporary education of children and theories of social development. She later correlated these with the theory of the psychologist Carl Jung, whose theory was introduced above, and developed a testing method (A Guide to the Isabel Briggs Myers Papers, para. 2). As stated in CPP (2003), Katharine Cook Briggs was inspired by her first meeting with Clarence Myers, her future son-in-law to study personality differences. She was not inspired by something Clarence said. It was rather how different his personality was from her daughter Isabel. Every member of the family seemed to act differently from his behaviour. She launched into a project and start reading various biographies. She developed her own typology which was created on the basis of patterns she found. She defined meditative, spontaneous, executive and sociable types. This first identification of types was even before Jung published his *Psychological Types* in 1921, where Jung categorized people into primary types of psychological function (Inc. Newsletter for Type Enthusiasts, p. 1)

Later on, Katharine Cook Briggs introduced her daughter Isabel to the theory and Jung's book and both became enthusiastic about monitoring types. The goal of their work was to help people understand themselves and also each other so they might work in job positions that matched their personality types. This theory, in practice should make people happier and also make the world a more productive, creative and peaceful place for living. The running Second World war was for Katherine and Isabel an incentive for developing an instrument helping people being more satisfied and successful in job's fulfilment and thus helping the economy of the country. According to the University of Florida Smathers Libraries (2011), circa in 1939, Katherine and Isabel started developing a type indicator. In 1943 and 1944 the Test form A, Test form B, Test form C and Briggs Myers Type Indicator Handbook were published (A Guide to the Isabel Briggs Myers Papers, para. 4). As stated in University of

Florida Smathers Libraries (2011), “The name changed was to “Myers-Briggs Type Indicator in the late 1940’s when Isabel took over the majority of the work, Katharine semi-retiring along with her husband” (A Guide to the Isabel Briggs Myers Papers, para. 2). As a first step, Isabel started cooperating with Pennsylvania Company for Banking and Trust, which wanted her to validate a primitive test that was already using for appointing employees. The project did not last long and Isabel concluded that test results did not correlate well with any measures of job performance or satisfaction. Katharine was urging her to take into consideration psychological type and Isabel then commenced the creation of a new instrument from the start. Comprehensive effort they put into it was beneficial.

According to CPP (2003), during the late 50’s and 60’s MBTI project grew in association with Educational Testing Service (ETS) and later with the Consulting Psychologist Press (CPP). Since 1975, CPP became the exclusive publisher of the MBTI instrument and turned it into the instrument it is today (Inc. Newsletter for Type Enthusiasts, p. 1). MBTI has undergone numerous revisions since its initial publication. There are several versions where length and wording have been updated. According to Wheeler, Hunton & Bryant (1994), “the MBTI versions used for research are Forms F, G, J and M, with Forms G and M still in use. In contrast to Form G (published 1977), Form M (published 1998) has updated wording, increased reliability and validity via pilot testing, and an improved scoring method. Form M consists of 93 questions and administration requires approximately 25 minutes” (p. 7). As Carrol stated (n.d.), “according to the Center for Applications of Psychological Type, approximately 2,000,000 people a year take the MBTI” (Myers-Briggs Type Indicator, para. 2). It is considered to be an instrument improving work and personal relationships, increasing productivity and identifying leadership and interpersonal communication preference.

MBTI Personality Type

MBTI theory is a type theory which is based on the belief that we all have innate personal preferences and that each person’s personality fits into one of the sixteen types. A personality type can be called also a personality profile. When a person identifies his or her

own preference in each category the personality type is revealed. The personality type can be expressed as a code of four letters (e.g. ISTJ, ENFP). As it was previously mentioned, the objective of knowing the type of one's personality is to understand and also appreciate variances among people. All types can be considered to be equal. No type can be understood as the best one. The preferences determine how people behave in different situations.

Preferences. Personality preferences are a means of classifying natural tendencies of a person. They determine how people respond to the outside world, how they perceive information, make decisions and react to different conditions and environment. There are four dichotomies of opposing preferences, in other words four bi-polar preferences. They are as follows: attitude referring to extraversion (E) or introversion (I); process of sensing perception (S) or intuitive perception (N); process of thinking judgment (T) or feeling judgment (F); and attitude of judgment (J) or perception (P).

Every person uses all existing preferences to a different degree. By an in-depth monitoring of a person, it can be found that the person leans more toward one than the others. As Rodrigue Babtista stated (2009), "the preferences on each scale of indices are independent on preferences for the other three scales, so the sixteen personality types are created. The preferences affect not only what people attend to in any given situation, but also how they draw conclusions about what they perceive" (p. 87).

The first pair of preferences relates to where the individual gathers energy from, either the outside world (E) or the inner world (I). According to Pittenger, an assistant professor and Chair of the Department of Psychology at Marietta College, (2003), "this dimension reflects the perceptual orientation of the individual. Extraverts are said to react to immediate and objective conditions in the environment. Introverts, however, look inward to their internal and subjective reactions to their environment" (para. 9). People who are not acquainted with this type theory commonly misunderstand extravert and introvert types. Indisputably, these two items are two polarities of a preference and indicate that the personality behaves differently. However it cannot be simply and generally said that all extraverts are sociable and all

introverts are withdrawn. As McCaulley stated (1990), “there are eight types of extraverts and eight types of introverts, each of eight similar to and different from the others” (para. 25). The introvert prefers to concentrate perception and judgement on ideas while the extravert prioritize to focus them on the outside world. According to Myers I. & Myers P.”anyone is limited either to the inner world or to the outer. Well-developed introverts can deal ably with the world around them when necessary, but they do their best work inside their heads, in reflection. Similarly well-developed extraverts can deal effectively with ideas, but they do their best work externally, in action. For both kinds, the natural preference remains, like right- or lefthandedness” (p. 7).

The second pair of preferences refers to how the person apprehends information and processes data; either sensing (S) or intuition (N). Those with a preference of sensing focus on the present; they are factual and process information by means of five senses. In other words, they can be described as real and tangible thinkers. Those with a preference of intuition focus on the future and possibilities. They take in information through impressions. They can be expected to be more abstract thinkers as they prefer reading between lines. As Pittenger stated (2003), “people with a sensing preference rely on that which can be perceived and are considered to be oriented toward that which is real. People with an intuitive preference rely more on their non-objective and unconscious perceptual processes” (para. 10).

The third pair of preferences concerns on how people make decisions; Thinking (T) or feeling (F). thinking people make decisions based on facts. They are objective and controlled by their head rather than by their heart. They judge situations and other people on the basis of logic. On the contrary, people with a preference of feeling decide based on values and principles. They can be described as subjective and controlled by their heart. They mostly judge situations and other people on account of feelings. According to Passmore, Holloway & Rawle-Cope (2010), “those with a preference for thinking tend to make decisions through and objective approach with a focus on logic and reason. People with a feeling preference tend to place an emphasis on personal values and personal needs” (p. 3).

The fourth pair of preferences relates to how people live their lives, either judgment (J)

or perception (P). People with a preference of judging plan and like to have things organized and settled. They feel more comfortable when decisions are made. It can be said that judging people seek closure. By contrast, people using perceiving preference like flexible and spontaneous way of life. They can be expected to be open to new experiences and information. To understand and adapt to the world can be typical for them. According to Pittenger (2003), “the judgment–perception preferences were invented by Briggs and Myers to indicate if rational or irrational judgments are dominant when a person is interacting with the environment. The judgmental person uses a combination of thinking and feelings when making decisions, whereas the perception person uses the sensing and intuition processes” (para. 12). The word “judgemental”, stated in the Pittenger`s article *Measuring the MBTI ... And Coming Up Short* should not be understood as the judging person is critical and forms opinions on people and situations quickly; it should not be confused with the negative sense of this word.

Type dynamics. As Myers and McCaulley stated, type dynamics can be described as a dynamical character of type (as cited in Reynierse, 2009, p. 2). According to Bayne (1997), it refers to the hierarchical ordering of Sensing, Intuition, Thinking and Feeling functions. The identification of this order is as follows: the Dominant, Auxiliary, Tertiary and Inferior functions (p. 42). The dominant function has the most influence on a person`s behaviour. The auxiliary function is the second strongest preference and serves to support and balance the dominant. These two functions are the two middle letters of the four-letter type (e.g. NF, ST). Tertiary function is the third one and inferior function is the least strong function. The tertiary and inferior functions tend to be less developed to a person and also tend to have fewer skills associated with them. Their development usually occurs later in life. The inferior function is the opposite of the dominant one and it represents areas of life where a person tends to avoid integrating skills that are difficult to be developed. Use of the tertiary and mainly the inferior functions tends to require a good deal of energy.

To clarify how the four-letter code system is formed, it is necessary to explain mental functions and attitudes. According to Reinhold (n.d.), there are two types of mental functions

and two types of mental orientations. Mental functions consist of two sets of preferences. The first set of preferences relates to how people perceive (second letter in the four-letter type); sensing or intuition. The second set of preferences relates to how people form judgment (third letter in the four-letter type); thinking or feeling. The two types of mental orientations are energy orientation and outer world orientation. Concerning the energy orientation, there are two opposite directions of psychic attention and energy – extraversion and introversion (para. 9). Reinhold (n.d.) stated that “extraversion and introversion refer to the two polar opposite directions of psychic attention and energy. Whatever was a person's dominant mental function was directed to either the external world (E) or the internal world (I). This preference in attitude of the dominant function is a major distinguishing feature in personality type patterns“ (para. 11). The energy orientation attitude is the first letter in the four-letter code of personality type. A second type of attitude, which is related to the type of mental function and turned to the outside world, is called outer world orientation, sometimes called lifestyle preference. On the basis of the fact that Myers and Briggs interfered in Jung’s work and added a second type of attitude, personality type is today a four-letter code system. Jung’s work led them to create Judging and Perceiving polar preferences applying to all functions (S, N, T, F). According to Myers I & Myers P.” there is a time to perceive and time to judge, and many times when either attitude might be appropriate. Most people find one attitude more comfortable than the other, feel more at home in it, and use it as often as possible in dealing with the outer world” (p. 8). The dimensions J and P added to Jung’s theory shows whether people have preference for using either the judging function (T or F) or their perceiving function (S, N) when relating to the outside world. The types that prefer perception attitude prioritize perceiving function (SP, NP). For extraverts, the J or P functions determine their dominant function. Unlike for introverts where J or P defines their auxiliary function. Each function is used either in an extraverted or introverted way. As Myers Myers I & Myers P. declared about the dominant and auxiliary functions, ”for extraverts, the dominant process is concerned with the outer world of people and things, and the auxiliary process has to look after their inner lives, without which the extraverts would be extreme in the extraversion and,

in the opinions of their better-balanced associates, superficial. Introverts have less choice about participating in both worlds. The outer life is thrust upon them whether they want one or not. Their dominant process is engrossed with the inner world of ideas, and the auxiliary process does what it can about their outer lives” (p. 12). According to Lawrence, it is no surprise that people who conduct extravertly are easier to get to know as they show their dominant process most readily. It lasts longer to get to know the ones who favour introverting, who reserve their dominant for the inner life (1993, p. 23).

As an example that can help better understand how the four-letter code system is exercised, two different types are use. First, ENTJ type is extraverted (E). The J indicates that its dominant function is its preferred judging function – extraverted thinking. Auxiliary perceiving function is introverted intuition. The tertiary function is in this case feeling and last, inferior function is extraverted sensing. Second, an example of introverted attitude (I), is INTJ type. The J determines that its auxiliary function is its prioritized judging function – extraverted thinking. This type introverts its dominant perceiving function – introverted intuition. INTJ tertiary function is feeling and the inferior function is extraverted sensing.

Table 1 The Dominant Process of Each Type

	ST	SF	NF	NT
I--J	I <u>S</u> TJ	I <u>S</u> FJ	I <u>N</u> FJ	I <u>N</u> TJ
I--P	I <u>S</u> TP	I <u>S</u> FP	I <u>N</u> FP	I <u>N</u> TP
E--P	E <u>S</u> TP	E <u>S</u> FP	E <u>N</u> FP	E <u>N</u> TP
E--J	E <u>S</u> TJ	E <u>S</u> EJ	E <u>N</u> EJ	E <u>N</u> TJ

Myers I. & Myers B. (1995) – Gifts differing: Understanding Personality Type

Function pairs. One of the key aspects of personality type is a combination of sensing or intuition preference with thinking or feeling preference. There are four possible combinations frequently called function pairs that produce distinctive behaviour patterns as needs, values, habits and traits. These function pairs reveal how people function in life. They are formed by the middle two letters of the four-letter type code and show people`s core mental priorities. The combinations are as follows: ST, SF, NF and NT. As it was previously mentioned the two middle letters of each type represent the dominant function, the preference that is the most used by and thus comes the most naturally to people of that type; and the auxiliary function, the second most used preference that supports the dominant one and sometimes is the first preference others see. According to CPP, Inc. (2012) “extraverted people generally show their dominant function first, while introverted people often show their auxiliary function first. That might be part of the reason why introverts are sometimes misunderstood. Function pairs provide further insight into the intersection of type and interests” (p. 4).

A frequent phenomenon spread in unscientific and popular sources describing the MBTI theory is that MBTI function pairs are fallaciously considered to be temperaments. The two letter temperament types are in fact four combinations of the existing MBTI system grouping SP, SJ, NF and NT mapped by David West Keirsey and described as SP- Artisan, SJ – Guardian, NF – Idealist, NT - Rational. However, the Kersey temperaments are not directly associated with the official MBTI.

The first combination of function pairs, ST relates to people who prefer proceeding only upon the basis of the facts that their senses can verify. They are practical-minded and their best work is done in fields requiring impersonal analysis. SF people also rely on their senses as ST people, although the conclusions they come to are more based on how they feel about these facts rather than impersonal analysis of them. People of NF function pair type tend to be friendly and warm. However instead of focusing on the situation or facts, they are more interested in how things might be changed or future possibilities. Their strength is communication combined with their need to improve things. NT people are as well as focused on possibilities as NF type although they draw on their powers of rational analysis to achieve

outcomes. According to Myers, the SF combination people are sympathetic and friendly, the ST practical and matter-of-fact, the NF enthusiastic and insightful, and the NT logical and ingenious (as cited in Lawrence, 1993, p. 22).

As it was previously mentioned, MBTI typological system introduces altogether sixteen types. There are many lenses through which it can be looked at them. One of the lenses is the function pairs lens which helps in differentiation of distinctive behavioural patterns of the personality. The chart below lists the function pairs and type dynamics of the sixteen MBTI types.

Table 2 Function pairs and the hierarchy of the preferences for the sixteen MBTI type

Function Pair	Type	Dominant #1	Auxiliary #2	Tertiary #3	Inferior #4
ST	ISTJ	Sensing	Thinking	Feeling	Intuition
	ISTP	Thinking	Sensing	Intuition	Feeling
	ESTP	Sensing	Thinking	Feeling	Intuition
	ESTJ	Thinking	Sensing	Intuition	Feeling
SF	ISFJ	Sensing	Feeling	Thinking	Intuition
	ISFP	Feeling	Sensing	Intuition	Thinking
	ESFP	Sensing	Feeling	Thinking	Intuition
	ESFJ	Feeling	Sensing	Intuition	Thinking
NF	INFJ	Intuition	Feeling	Thinking	Sensing
	INFP	Feeling	Intuition	Sensing	Thinking
	ENFP	Intuition	Feeling	Thinking	Sensing
	ENFJ	Feeling	Intuition	Sensing	Thinking
NT	INTJ	Intuition	Thinking	Feeling	Sensing
	INTP	Thinking	Intuition	Sensing	Feeling
	ENTP	Intuition	Thinking	Feeling	Sensing
	ENTJ	Thinking	Intuition	Sensing	Feeling

CPP, Inc. (2012) – Using the CPI 260[®] Instrument with the MBTI[®] Assessment

Sixteen Personality Types

Each of the sixteen personality types has its own habitual patterns of behaviour. Although the type is reported and explained in four parts – the four-letter code system, it is necessary to understand that it is not merely a static combination of these parts. According to Lawrence (1993), “type is a dynamic system, and each type is an integrated pattern” (p. 25). The areas of strength of one type can be the other type’s areas of weaknesses, for example (ESTJ and INFP). To communicate and understand each other, these two types must use their less preferred mental processes to some degree. According to Lawrence (1993), “what one person uses well and naturally, the other person uses less well and with effort. Thus, they can complement and support each other, and help each other to grow. Maturity in terms of type is the capability to use all the processes, whatever process is needed, whenever it is needed” (p. 26). According to Myers, “the strengths of each type materialise only when the type development is adequate, otherwise people are probably to have the characteristic weaknesses of their type and little else” (as cited in Baptista, 2009, p. 52). Both, Jung and Myers viewed a type development as a lifelong process. As Myers stated, “children are most interested in the domain of their preferred function, and are motivated to exercise their dominant function, becoming more skilful, adept and differentiated in its use” (as cited in Baptista, 2009, p. 52). People first put their effort in their dominant process. Once the dominance is developed and stable enough then they can improve the other processes starting with the auxiliary process and finishing with the inferior one.

The specific characteristics of each type are described in Appendix A.

MBTI Instrument and its Usage

The MBTI instrument is a self-administering questionnaire in a forced-choice format widely used in various career counselling and development programs. Specifically, it is used for individual, family and group counselling, for academic advisement and mainly for career counselling from high school students to people of any productive age. Barr & Barr stated that the governments and business organizations adopted the MBTI as a tool for leadership

training, career planning, teamwork, and participative management (as cited in McCaulley, 1990, p. 3). According to Lawrence, “the education community discovered the value of the MBTI in understanding individual differences in learning styles and teaching styles, aptitude, achievement, and motivations” (1982, 1984).

The MBTI instrument can assist in several ways related to career development, as e.g. increasing self-insight and self-understanding, clarifying suitable occupational environments to best match one’s abilities, increasing understanding about one’s own behaviour and also increasing awareness about effectively managing interpersonal relations with others (Nowack, 1996, p. 4). Seeing that MBTI is a psychological test, persons administering it are required to be certified by CCP, Inc., an exclusive publisher of the MBTI instrument since 1975. The usage of the MBTI was limited to occupational agencies and general public until 1985 when Keirsey and Bates published the instrument in their book. Nowadays, anybody can determine their MBTI personality type. Although with its popularization, the MBTI instrument can be misused as it is incorrectly understood. According to Coe (1992), “many people using the MBTI do not sufficiently understand its limitations and its possible pitfalls, one of which is to unfairly stereotype people, thereby hurting both morale and productivity” (para. 4). To be useful, the MBTI personality type instrument must be used with respect to its reliability, validity and effectiveness.

According to McCaulley (1990) and Center for Applications of Psychological Type (CAPT), there are several forms of the instrument, for example research forms – Form F (consisting of 166 questions) and Form J (290 questions) or standard Form M (93 questions) which may be also self scorable. The MBTI instrument is used for second graders through adults.

Reliability and Validity

Reliability. According to Pittenger, an assistant professor and Chair of the Department of Psychology at Mariette College, “reliability refers to the consistency in measurement of a test” (n.d., para. 20). As Shaubnut, Herk & Thompson argued (2009), “an assessment is said to be

reliable when it produces a consistent, although not necessarily identical, result“ (p. 4). Highly reliable tests are preferred as they can provide the same result every time of the measurement. If the test is not sufficiently reliable it cannot be recognized whether the changes in the scores are due to changes in the person or due to some error in the process of testing. To measure the reliability, there are two typical methods: test-retest reliability and internal consistency reliability.

The first method of consistency examination, test-retest reliability, is to apply the test to a test participant at two different times. CAPT supports the sufficient reliability of MBTI instrument and proves it by arguing that people resulted with three to four type preferences the same 75 – 90% of the time (n.d., para. 4). Nevertheless, there are also opinions based on studies that the MBTI reliability does not meet high consistency.

The second method, the internal consistency reliability, according to Cronbach (1951), ”evaluates the consistency of responses to a set of items assessing the same concept” (as cited in Shaubhut, Herk & Thompson, p. 4). The MBTI test is intended to be used by a general population and it is supposed to show similar degrees of internal consistency across diverse participants.

According to Bayne (1997), reliability is mainly concerned with the extent to which a measure gives the same results each time. The MBTI reliability is affected by the factors as age and achievement level of people completing it (p. 14).

Validity. According to Ghiselli & Zedeck 1981; Murphy & Davidshofer, 2005), “the validity of an assessment refers to the accuracy of the inferences that may be made based on the results of the assessment. An instrument is said to be valid when it measures what it has been designed to measure” (as cited in Shaubhut, Herk & Thompson, p. 9). The validity is a difficult property to evaluate as it expresses the degree to which a test measures what it intends to measure and also proves the meaning of the measured thing. There are various ways to evaluate the validity of the MBTI test. The most frequently presented ones are related to construct validity and criterion-related validity.

As Nowack stated (1997), the construct validity proves whether the MBTI relates to

others scales measuring similar concepts and the criterion-related validity searches for evidence whether the MBTI predicts specific outcomes related to interpersonal relations or career success / job performance (p. 5). First, the evidence of the construct validity is frequently examined via using a statistical procedure known as Big Five personality factors. This factor analysis has a close relationship with MBTI test as the research on its preferences is in effect research on the MBTI. Second, the criterion-related validity which can be seen as a relation between MBTI type and occupation should be best viewed, according to Myers (1962, p. 77), “as affording hypotheses for further testing and verification rather than infallible expectations of all behaviors” (as cited in Boyle, 1995, p. 5).

MBTI in Determining Teacher’s Personality

Regarding the MBTI type and teaching preferences, there are two issues to be considered. First, it is how psychological types of teachers influence their behaviour and second, it is how teachers may use knowledge of their types to adjust their own teaching style to better fit the needs of their students (Lawrence, 1993, p. 71). As Fairhurst & Fairhurst suggested, “knowing ones temperament and personality is important for teachers so they can recognize the differences between their personality types and their students’ learning styles” (as cited in Rushton, Morgan & Richard, 2007, p. 434). One of the most important factors in determining student’s educational success is the teacher. The teacher’s influence on the student’s achievement is immense and indisputable. Considering the MBTI psychological type concept, it is evident that teachers’ types do indeed affect their teaching style and teaching preferences. Various observations provide interesting facts about the different ways of teachers’ behaviour in the classroom environment.

The essential step for a future teacher is to decide where to teach and what to teach; in other words decision concerning the level (elementary, middle or high school teaching) and subject. This decision is mostly done unconsciously in compliance with the personality tendencies. All types are represented in all levels of education although in different proportions. According to Lawrence, the four NF types (INFJ, INFP, ENFP and ENFJ) are

almost equally represented at all levels, the four SF types (ISFJ, ISFP, ESFP and ESFJ) are three times as likely to be in pre-school and elementary grades as in higher education. The four ST types (ISTJ, ISTP, ESTP and ESTJ) are evenly distributed across the levels; however the four NT types (INTJ, INTP, ENTP and ENTJ) clearly incline to higher education. These facts correspond to the MBTI type theory, as the SF types are more oriented to the concrete and personal teaching roles and NT types are drawn to the abstract subjects and academic roles. In the comparison of types and the population, IN__ types being of 10% of the population are greatly represented in all levels of education. Contrariwise, _S_P types are considerably under-represented in the educational field, although they make up about 30% of the population (1993, p. 72, 73). As Sears et al. stated (1997), survey of US pre-service teachers showed that students who inclined toward the elementary level were more often sensing, thinking and judgement types with no particular tendency on the extravert – introvert scale. _SFJ types were described as the ones who like to seek order. Conversely, the opposite personality types with strong intuition, thinking and judging functions are more attracted to secondary school teaching. _NTJ teachers are more likely seeking out change and leadership roles (as written in Rushton, Morgan & Richard, 2007, p. 434).

A lower representation of teachers of one type can be a problem for educational process with respect to the students who could lack of the teacher sharing the same mental processes and perception. As Myers stated (1975), “where two individuals interacting with one another are of similar type, there is a better chance of communication of ideas. Sensing types like facts, intuitive like possibilities; thinkers like logical principles; feeling types like a human angle. A good sound idea can be presented in any or all of these forms, but difficulties may be expected to occur if, say, the thinker attempts to force logical reasons upon a feeling type or possibilities upon the sensing people” (as cited in Lawrence, 1993, p. 92-93).

Based on the above mentioned studies, there is an unambiguous result that the largest percentage of the sixteen personality types refers to the ISFJ profile teachers. In contrast, the least represented type among teachers is the ENFP profile. The lower representation of teachers of one type can be a problem for educational process with respect to the students who

could feel the lack of teachers who share the same mental processes and perception.

Concerning the teaching subject, as Lawrence stated, the choice of it is also predictable from the type theory. The short list of types shows that types with sensing are attracted to teaching of practical courses, intuition types to courses emphasizing theories and ideas. Types with thinking process are drawn to teaching of mathematics, science and technical skills. Feeling types are attracted to language and fine arts (1993, p. 74).

Table 3 Teaching subjects and personality types

Art, Drama, Music	Half are <u>NF</u> types
Coaching.....	Half are <u>SJ</u> types
English	2/3 Ns, 2/3 Fs
Foreign Language	70% Fs
Health	Evenly distributed
Mathematics, 7-12	2/3 Ss
Science, 7-12	2/3 Ts
Special Education.....	Evenly distributed
Industrial, technical.....	45% in two types: ISTJ, ESTJ

Lawrence (1993) – People types & tigers stripes

Another important aspect of teaching and the type theory is the teaching style influenced by the type preferences. It is beyond question, a teacher's behaviour in the classroom may be influenced by a different conditions or things that occur during the lessons. As claimed by Lawrence (1993), "a sign of a good teacher is the ability to flex one's teaching style to better fit the needs of those being taught. The style that results from the flex may not be the same as the natural inclinations of one's type" (p. 74). Introverted teachers prefer structure learning activities based on selected materials. On the contrary, extraverted teachers are more likely to engage students to projects and try to teach on the basis of ideas. The difference between sensing and intuitive type teachers is focused on comprehension of information and processing data. Teachers with strong sensing mental function tend to

emphasize information, facts and concrete skills. Contrariwise, intuitive type teachers lean towards emphasizing concepts and relationship. Comparing thinking and feeling types of teachers, thinking ones rarely comment on students' performances as they prefer objective statements. Teachers with a preference for feeling function are more likely to praise and criticise. Judging type teachers are more likely to be orderly and with structured and scheduled attitude. On the contrary teachers with preference for perceiving encourage more movement around the classroom and more socializing in study groups. Having knowledge of their type should help teachers to discover their personality and emphasize their strong points and points where they should be appreciative of their colleagues.

In this section, the psychological type theory was defined. The theoretical background provided an overview of various psychological typologies and focused profoundly on the MBTI personality type theory, its development, reliability, validity and usage. This section concluded with the MBTI theory from the perspective of the teaching profession. In the following section, the empirical study of the MBTI theory determining English language teacher's personality is presented.

III. RESEARCH METHODOLOGY

This chapter includes the statement of the purpose of the study and the description of the subjects participating in the research. The delineation of research instrument and procedure implicating biographical data, data collection procedure and their treatment are also provided.

Purpose of the Study

The purpose of this study was to determine whether MBTI personality type differences exist among teachers. The study is predominantly focused on English language teachers' personality types. The following questions were examined: 1) What are the personality type differences in the four dichotomies of extraversion - introversion, sensing – intuition, thinking – feeling, and judging – perceiving among teachers? 2) What are the personality type differences in terms of the teaching level (primary or secondary school)? 3) What are the personality type differences in relation to the teaching subjects?

Participants

The MBTI test responses that are analysed in this study were obtained from 3 different groups of English language teachers. The first group consists of teachers who graduated in the English language and currently practice their profession. The second group represents teachers who also graduated in the English language but enrolled again after some practice at a university to increase their teaching qualification (from the primary school teachers to the secondary school teachers). The last group consists of university students who have not completed their studies yet. The term teacher used in the research chapter of this study refers to all above mentioned graduates and undergraduates. All participants who serve as the sample for this study have the Faculty of Education residing in Plzeň in common as their alma mater. All participants studied or are presently studying the English language at the English Department as a one part of the two subjects teaching qualification. The sample of teachers consists of 65 persons; 4 adult male and 61 adult female Czechs from the age of 25 to 50

years; the average age was 33 years. 49 % of the sample is created by primary school teachers, 46% by secondary school teachers, 3 % by language school teachers and 2% by university teachers. The percentage of the second subject of the teaching qualification shows that the most frequent combination among the participants is teaching the English language in combination with the Czech language (25%), the German language (15%) and the French language (12%).

The demographical data were obtained through the self-report questionnaire completed by the respondents. These included gender, age, teaching level (primary school / secondary school / university) – in case of the primary school teaching a grade was necessary to specify; then the teaching qualification and the years of teaching experience.

Research Instrument

Katharine Cook Briggs and Isabel Briggs Myers developed the MBTI in the 1940's based on Jung's theory of personality. The MBTI was designed to measure individual preferences of the understanding and processing of information. The MBTI was chosen for this thesis for several reasons. The MBTI has been used in numerous studies of different professions' personality types. It is a self-report personality measure which ensures that respondents' answers allow respondents to classify themselves into one preference on each dichotomy over the other; thus the assessment of professional psychologists is not required. The MBTI is considered to be useful within various organizations such as educational institutes, as the MBTI increases clarity about teaching and communication styles, behaviour tendencies and team-work attitudes. The MBTI is also readily understandable and beneficial in relationships and everyday life communication.

For the purpose of this thesis the form of the MBTI, published by Harley Friedman, M.D., a Program Director of Internal Medicine Residency graduated from University of Massachusetts Medical School in Worcester in 1994, for a purpose of session called Leadership and Personality Types intended for participants of the Dartmouth Hitchcock Medical Center conference, is used. This form of the MBTI contains 70 multiple-choice items

consisting of word pairs, behaviour reports and non-threatening value judgements. Each of the items belongs to one of the four separate dichotomies: extraversion - introversion, sensing - intuition, thinking - feeling and judging - perceiving. The results for each respondent are figured up for each dimension (e.g. thinking – feeling) and they consist of 8 numerical values; two for each index. The preference and its strength are thus determined by comparison of the numerical values. For each scale, the larger of the two numbers defines the particular preference of an individual. By way of combining all of the four defined preferences renders a four-letter type formula which describes the individual's personality type preferences.

The MBTI test used for the purpose of this study is embedded in the Appendix B.

Procedure

Data Collection Procedure

The majority of respondents were invited to participate in this study during one of the lectures of the English Department at the Faculty of Education in Plzeň. The other participants were addressed electronically. All participants were ensured of confidentiality of the provided data and they granted permission to use the results solely for this research purposes. Participants were briefly acquainted with the MBTI theory and its development, the purpose of the research and the benefits of knowing their own personality type in relation to their everyday life as well as their teaching profession. Afterwards, the instructions how to complete the survey were given to them. During the briefing, the following points were emphasized. It is not possible to give a wrong answer to the questions. It is necessary to reply to the questions as spontaneously as it is possible. It is important to answer truthfully, which means the way the respondent truly feels, not the way the respondent would like to be seen by others. To obtain a veracious personality type, it is necessary to respond to every item of the test.

The MBTI test was given to the respondents in the English language due to their high level of proficiency in English. However, to provide respondents with more confidence to

complete the test in the language which is not native to any of them, it was accompanied by a written Czech translation of the words identified as the least frequently used ones.

Treatments of Data / Scoring

The MBTI tests were scored by respondents after completion of the tests. Results were summed separately for each index and consist of eight numerical values – two for each scale (judging – perceiving). The larger of the two numbers represented the preference of the respondent. As a result a combination of four letters identified the personality type preference. Precise instructions how to do the test scoring were given to the respondents. Re-scoring was executed by the researcher in order to confirm the accuracy of the data.

The scoring table with the instructions is enclosed in Appendix C.

In this section, the purpose of research method for the empirical study was described. The selection of the sample, the measuring instrument, data gathering and scoring were discussed. In the following section, the results of the research are presented by means of figures and graphs. The results are accompanied by commentaries.

IV. RESEARCH RESULTS AND COMMENTARIES

The aim of this chapter is to focus on the findings of the empirical study. The purpose of this study was to identify and explore the personality characteristics of English language teachers. Emphasis was on identifying and comparing preferences of teachers, differences between primary and secondary school teachers and differences in relation to the teaching subjects. This chapter contains the presentation of the data analyses with commentaries of results and the summary of the findings.

In the following paragraphs, merely the results of the English language teachers' personality types that were strictly determined regarding the polarity of preferences were taken into consideration. As it was mentioned above, there were 65 participants of this study. Scoring of 10 of them showed neutral preference in one of the 4 dichotomies (extraversion / introversion 3, sensing – intuition 5, judging – perceiving 3). In one case there were two indefinite preferences (sensing / intuition and judging / perceiving) in one type. On that account, excepting the section engaged to frequency of individual dichotomies, the cases of neutral preference were not considered.

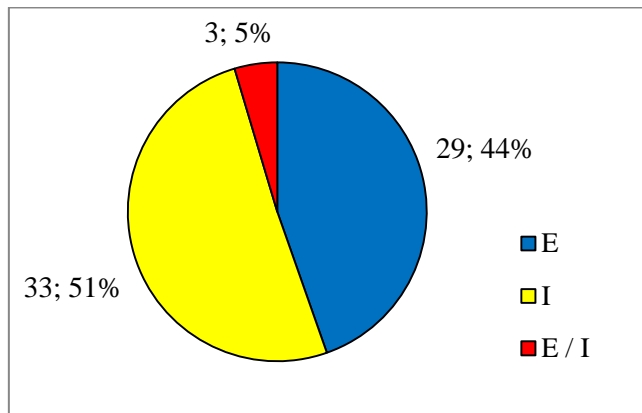
Frequency of the Dichotomies

In the following section, the frequency of each of the MBTI dichotomies among the teachers is summarized. The preferences of teachers did not always tend strictly to one of the scale edges, thus there are also demonstrated cases where the preference stayed in the middle as undetermined (for example extraversion / introversion preference).

Dichotomy of Extraversion and Introversion

Using the scale extraversion / introversion scores, as measured by the MBTI, from the sample data, the results as summarized in Graph 1, indicate that there are not significant differences with the preference for extraversion or introversion. Introverted teachers numbering 33 persons represent 51 % of the sample, extraverted teachers numbering 29

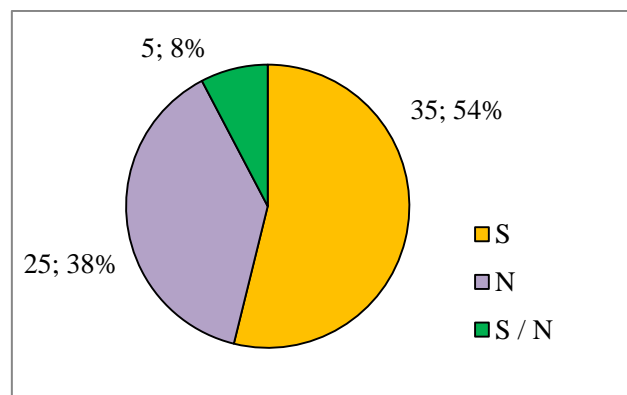
persons represent 44% and altogether 3 teachers' preferences were not clearly identified as their extraversion / introversion score demonstrated the same number in both cases.



Graph 1: Proportion of extraversion and introversion preferences

Dichotomy of Sensing and Intuition

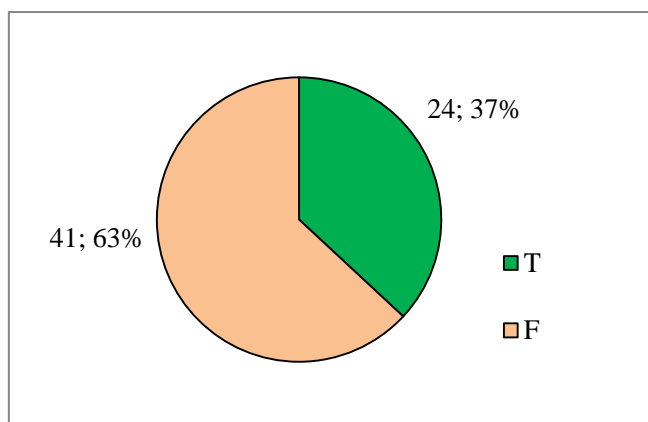
Considering the proportion of the sensing and intuition polarities, as Graph 2 shows, sensing predominates with 54% of teachers. Teachers who prefer intuition represent 38% of the total. The least percentage comprises teachers whose scores were of the same level.



Graph 2: Proportion of sensing and intuition preferences

Dichotomy of Thinking and Feeling

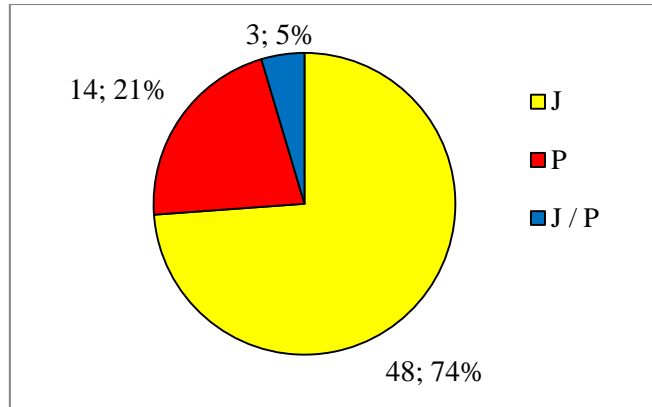
The results relevant to thinking and feeling polarities are the ones where all test participants belong strictly to one of the preferences. As the Graph 3 shows, the dominant percentage of teachers significantly prioritizes feeling process (63%) as an instrument to make decisions over the thinking one (37%).



Graph 3: Proportion of thinking and feeling preferences

Dichotomy of Judging and Perceiving

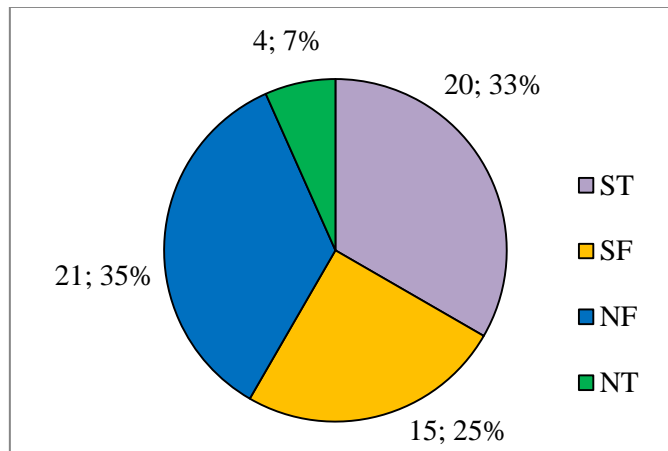
The figures below in Graph 4 represent the proportion of judging and perceiving preferences of the English language teachers to the outer life. The judging attitude is favoured by 74 % of the sample (48 teachers). Perceiving attitude belongs to 21% of the test participants (14 teachers). Remaining 5 % show teachers who do not unambiguously appertain to one of these preferences (3 teachers). It seems clear that traits associated with judging preference are descriptive of English language teachers.



Graph 4: Proportion of judging and perceiving preferences

Frequency of Function Pairs

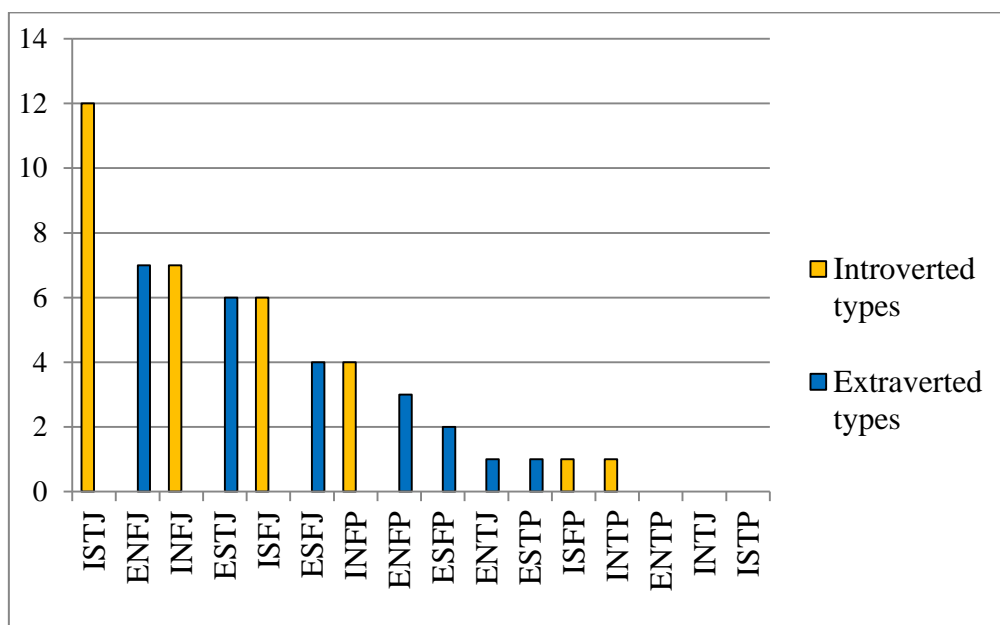
Difference in function pairs as measured by the MBTI among English language teachers shows Graph 5. The data indicate that relatively fewer teachers are intuitive thinkers (NT) representing 7 % while relatively more teachers prefer sensitive feeling (SF) representing 25%. The most numerous function pairs with a very close figures are sensitive thinking (ST) representing 33% and intuitive feeling creating 35 % of the sample.



Graph 5: Proportion of function pairs

Frequency of Personality Types

Graph 6 depicts the outcomes of the frequency of English language teachers' personality types. Altogether there are 16 existing personality types. As the results of the research show, there are 13 types identified among the sample respondents. 7 extraverted types are shown in blue. 6 introverted types are demonstrated in yellow. The most frequent personality type among English language teachers is ISTJ representing 22% of the sample. ENFJ and INFJ create 13% of the sample unit. ESTJ and ISFJ represent the third most common types with 11%. ESFJ and INFP types both represent 7% of the identified extraverted and introverted types among the sample. Further, as the frequency decreases, there is ENFP type with 5%, ESFP representing 3% and ENTJ, ESTP, ISFP and INTP as the types with the lowest representation taking 2% of the sample.

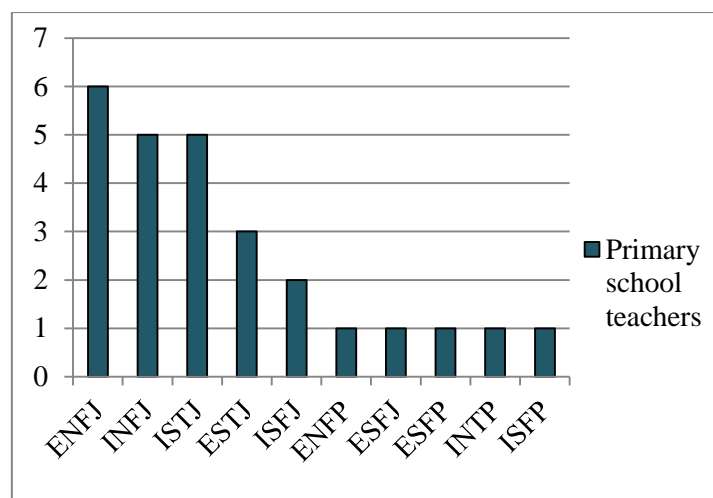


Graph 6: Proportion of MBTI personality types of English language teachers

Personality Types and Teaching Level

Primary School Teachers' Personality Types

As Graph 7 shows, among the primary school English language teachers where ten personality types were identified, the ENFJ type is the most commonly enhanced. Although the teachers belonging to the ENFJ type create the most numerous part, the INFJ and ISTJ teachers occupy the second highest level. The ESTJ and ISFJ types follow in the descending order. The ENFP, ESFJ, ESFP, INTP and ISFP types occur among the respondents only once.

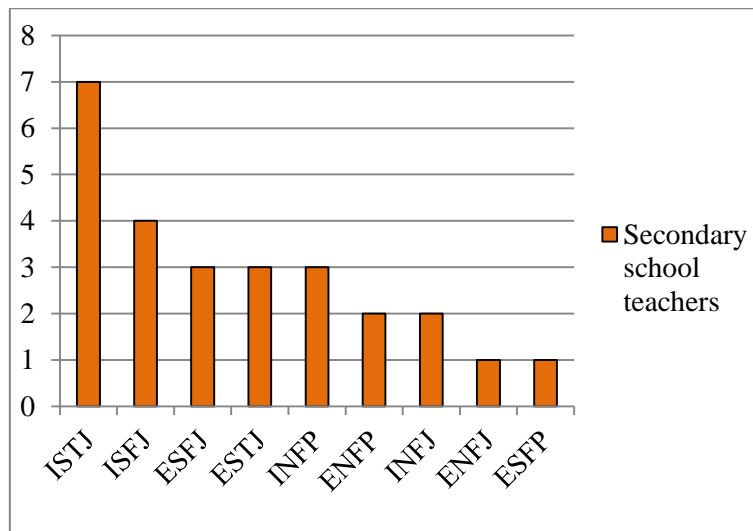


Graph 7: MBTI personality types of primary school teachers

Secondary School Teacher's Personality Types

Concerning the secondary school teachers and their personality types, the research discovered the following facts. As shown in Graph 8, the predominant personality type identified as one of the nine types among the secondary school English language teachers is ISTJ. The ISFJ type follows with significantly lower level of cases. ESFJ, ESTJ and INFP occupy the third position in the graph of the type frequency. The subsequent ENFP and INFJ

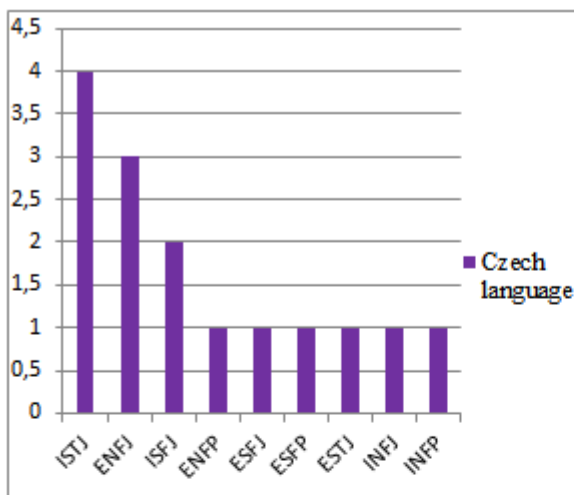
types belong to the group of the second lowest number of cases. The least repeated types among the secondary school teachers are ENFJ and ESFP with one case of each



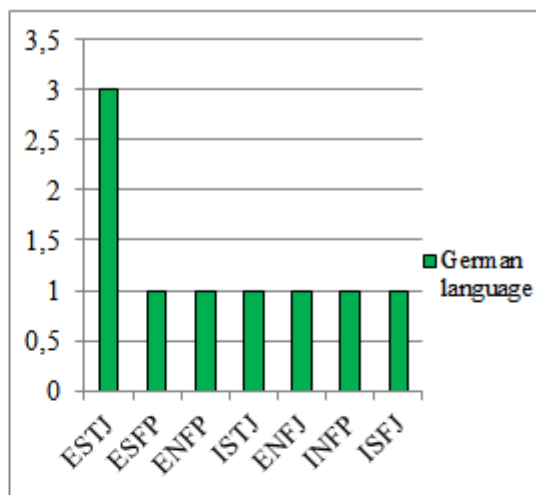
Graph 8: MBTI personality types of secondary school teachers

Personality Types and Second Teaching Subject

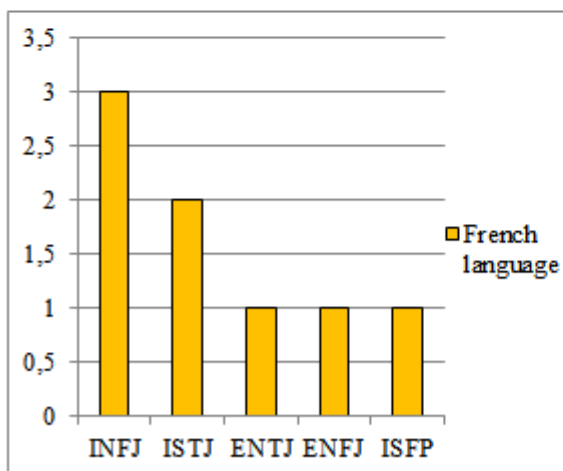
As the second subject of the teaching qualification 17 various subjects were identified; some of them with just one teacher representing it. For this study four most frequent subjects were taken into consideration. These are the Czech language (16 teachers), the German language (10 teachers), the French language (8 teachers) and History (7 teachers). Merely the frequency of a personality type higher than one case is taken into account.



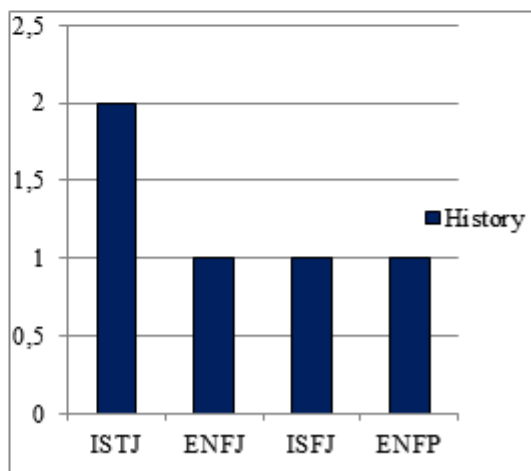
Graph 9: Personality types of Czech language teachers



Graph 10: Personality types of German language teachers



Graph 11: Personality types of French language teachers



Graph 12: Personality types of History teachers

The most common personality types of the Czech language teachers descending by one case from a frequency of four are ISTJ, ENFJ and ISFJ. Regarding the German language, unambiguously the highest occurrence is related to the ESTJ personality type. The French language teachers are represented by the INFJ, ISTJ and ENTJ types in the descending order.

History as the last of the most frequently represented subjects is predominated by ISTJ personality type.

Commentary

As it was already indicated in the theoretical part of the thesis, people can be categorized according to a certain personality type theory. The purpose of the categorization is to better comprehend people's behaviour and their own understanding of the outer world. The results of the research demonstrate that categorization of the English language teachers in accordance with the MBTI into the personality types is possible. The insights into the teachers' personality types help to denote teachers' characteristics and confirm or disprove general assumptions about their personality in terms of their teaching subjects.

Preferences

Extraversion and introversion. As the results showed, the difference in the proportion of the extraversion and introversion types is insignificant. Even when examining more profoundly teachers and their orientation to primary or secondary schools it seems there is not a significant extraversion / introversion preference. The sample used for this study was created of approximate percentage of primary and secondary school teachers (49% and 46%), thus it cannot be said that primary or secondary school English language teachers incline to extraverted preference rather than introverted one. The primary school teachers are represented by practically the same number of extraverted types as introverted ones. The secondary school teachers are represented by a slightly higher number of introverted types, but the difference compared to extraverted types is not substantial. The extraverted and introverted difference among teachers is equally spread across the teaching levels. The difference is rather distinguishable based on the attitude towards the style of teaching. According to Lawrence, extraverted teachers tend to provide students with more freedom to cooperate on decisions concerning lessons contrary to introverted types who prefer structured and strictly planned lessons, (1993, p. 74).

Sensing and intuition. Concerning the sensing and intuitive types, the examined sample of the English language teachers demonstrates higher preference for the sensing mental process. Since the primary and secondary school teachers in general are more likely to transmit apposite and mostly unambiguous thoughts, pieces of information or facts rather than complex concepts and depiction of relationships or implications, as it is common for example in the university education system, the result seems to be in accordance with what is generally expected. As Lawrence stated, teachers preferring the sensing function tend to keep things centralised and focus activities on a narrow range of choices (1993, p. 74).

Thinking and feeling. The result of the thinking and feeling preference proportion seems to be corresponding to the proportion of real attitudes of foreign language teachers. Significantly the higher percentage of types giving preference to the feeling over the thinking process shows the general position and teaching style of the linguists with the pedagogical education. According to Lawrence (1993), feeling types usually make comments on student performance; the teachers generally make comments on pronunciation, grammar usage, word order, etc. They provide students individually with criticism as well as support when they are encouraged to express themselves in a non-native language. In contrast to the communication of feeling types towards students, where also body language is more included, the thinking types are likely to have objective statements addressed rather to the whole class (p. 75).

Judging and perceiving. The percentage of judging and perceiving types indicated above demonstrates that the majority of the English language teachers privilege the judging attitude. The result confirms the general perception connected with characteristics of the primary and the secondary school teachers in general, rather than with teachers of the English language. As Lawrence stated, judging types tend to be more orderly with observance of schedules and structures. The perceiving types approach to everything with more independence and evoke rather research atmosphere than strict school regime (1993, p. 75).

Function Pairs

All existing function pairs were among the English language teachers identified; NF, ST, SF and NT in the descending order. Comparing these results with the other study, the outcomes of the function pairs' analysis seem to be dissimilar to the results mentioned in the section MBTI in determining teacher's personality. The NF type, which is according to the Lawrence's study extended equally at all levels of education, is in this research more represented by the primary school teachers. The figures of the SF type, which is also considered to be evenly distributed across the teaching levels, indicate that it is more represented by the secondary school teachers. The SF type, which is supposed, according to Lawrence, to be in lower grades, appears in this research results more frequently among the secondary school teachers. The proportion of the NT type is at the lowest level and merely among the primary school teachers, although the results of the Lawrence's study determine it as a type emerging in academic teaching roles (1993, p. 72-74).

Frequency of Personality Types

The most frequent type identified in the research - the ISTJ type is considered to be a one of the ST types evenly distributed across the teaching levels. The unexpected fact about the most commonly represented type is that this is the type with no particular favour for distracting and irrational emotions. This type prefers logic and may have difficulties to orientate in relationships. According to what is stated in the Appendix A, the section ISTJ, the typical career directions do not predominantly lead to the teaching profession. Comparing the ISTJ to the ENFJ and the INFJ types, which were identified as the second most common types and generally, are considered to be the types contributing to some mission for ensuring wellbeing of people, these _NFJ types were expected to have a higher representation among the English language teachers than any _ _TJ type. According to what is stated in the Appendix A, the sections ENFJ and INFJ, the teaching profession is one of their highlighted career suggestions.

Primary and Secondary School Teachers' Personality Types

The research results generally correspond to the characteristics of types. The mental processes of the most frequent primary school type ENFJ, in comparison with the most frequent type for secondary school ISTJ, lead the ENFJ type to the extraverted feeling and the introverted intuition. These two functions ensure that the ENFJ people seek for profound insight into people around them, tend to be more helpful and thus are more appropriate to occupy a teaching role at the primary school level of education. Whereas the ISTJ type with the dominant introverted sensing and the auxiliary extraverted thinking is assumed to be suitable at the educational levels higher than primary school. Remaining types showed in the graphs above are interwoven in both teaching levels with similar proportions.

Second Teaching Subject

In the beginning of the research, there was a supposition that all teachers of two foreign languages tend mainly to the feeling and intuition processes. According to Lawrence study, as presented in Table 3 above, the foreign language teachers prefer the feeling function (70%) and the native language teachers tend to the intuition-feeling functions (66%). The results arising from this study indicate that two thirds of the language teachers (Czech, German, and French) are of the types with the thinking function and merely one third by types with the feeling function.

Conclusions of the Research

Based on the findings of this research, the following conclusions can be drawn. These conclusions are limited merely to subjects participating in this study - the English language teachers. During the research a broad diversity of personality types was found within the English language teachers. From the existing sixteen MBTI personality types there were identified thirteen types with at least one representative teacher; therefore, it can be stated that there were only three types excluded. Despite the higher representation of some personality types, it cannot be said that all English language teachers are of the same type.

To determine the English language teacher's type, three main questions were examined. First question was concerned with the differences in the four MBTI dichotomies. Respecting the results, the preferences are as follows. The introversion is preferred over the extraversion; the sensing is preferred over the intuition; the feeling is given the preference over the thinking and the judging is prioritized over the perceiving. Second question dealt with the personality type differences in terms of the primary or the secondary teaching level. The extraverted type ENFJ dominates among the primary school English language teachers and the introverted type ISTJ preponderates within secondary school level. Third question was engaged in the teacher's personality type differences in relation to the teaching subjects. It can neither be said that the foreign language teachers are of the same type nor that teachers of other subjects have similar type preferences. However, the results indicated a higher preference for the introversion, sensing and thinking processes among the teachers of the Czech language, the French language and History as the second teaching subjects.

To conclude, the following three types were identified by the study as the most frequently represented among the English Language teachers: the ISTJ, ENFJ and INFJ types.

In this chapter, the research results, commentaries and summary of the results were discussed. The following part is concerned with the implications and limitations of the research and suggestions for further research.

V. IMPLICATIONS

This part of the thesis focuses on pedagogical implications providing advice to teachers based on the MBTI type theory. Further, the limitations of the research are explained. The chapter concludes with a list of recommendations for future research based upon the results of this study.

Implications for Teaching

In general, the MBTI personality type theory makes an important contribution to the personal, professional and career development. The MBTI indicates innate preferences and assess the particular types without evaluative judgements determining good or bad types. The findings of this study suggest implications for the English language teachers in the areas of attitudes towards the teaching style, behaviour in the classroom, relationships with students and relationships among teachers.

In the beginning of pedagogical studies, the MBTI type theory may help future teachers to decide according to their type what level of teaching (the primary or the secondary school) they should try to achieve. As well the teaching subject can be chosen based on the MBTI personality type. Especially the area of function pairs gives evidence of suitable teaching level and subject. More sensing and feeling types can be found in the primary school teaching level. In the contrary, more intuitive and thinking types take part in the secondary school education. Concerning the teaching subjects, the thinking types are predominantly drawn to mathematics, science and technical subjects, whereas feeling types are engaged in drama, art, music and language teaching.

Awareness of the psychological type can help teachers improve their teaching style and thus they may provide fruitful learning environment. Comprehension of the type preferences could improve self-understanding among teachers and also understanding of student's behaviour. It could help each teacher to develop his / her teaching potential and could be beneficial to students and all teaching staff. Knowing of the personality type and its

preferences may also lead to teachers having better appreciations of and more tolerance for students and colleagues with greatly divergent strengths, ability levels and teaching / learning possibilities. Teachers may adjust their style and conduct their teaching in desired and effective way. The teaching process may be improved in the areas of planning, method of teaching, evaluation of student's performance, etc. For example, teachers giving the priority to the sensing process tend towards facts and factual details. Teachers preferring intuition incline to impressions and ideas. When these two types of teachers pose students a question, they do it naturally in compliance with their type expectations for response. Hence, e.g. intuitive students of a sensing teacher may be disadvantaged by the sensing type of questions. Teachers' communication needs to be aimed to both types of students regardless of the teacher's type. Roles of teachers are also distinct under the authority of the personality type. Some teachers rather set an example for students, share knowledge and experience, instruct, discipline, encourage, some rather inspire and provide creativity. No matter what type the teacher is, the aforementioned roles need to be reflected in the classroom. Concerning the planning of lessons, this area also varies based on the type. The ST and SF teachers would probably prepare detailed plan with objectives for a long term period in contrast to the NF and NT types who would prepare a concept based on the knowledge of students' development and needs.

Limitation of the Research

With every research, there are always certain strengths and weaknesses. The strength of this study could be seen in the educational origin of the sample. All respondents are connected by the institute of their studies. On that account, the result of the thesis research can be considered interesting. However some of the weaknesses of the research could be seen respecting the statistical analysis, measuring instrument and knowledge of the foreign language.

Regarding the possible limitation of the statistical analysis following facts need to be taken into account. There were cases where the preferences for introversion / extraversion,

sensing / intuition and judging / perceiving were ambiguous. To be able to obtain transparent results concerning the MBTI type, only the unambiguous results were taken into account.

To ensure the strict orientation to the primary and the secondary school teaching levels, three cases of the research sample were excluded from this area. The excluded part consists of two language school teachers and one university teacher. This could have an impact on the results of the statistical analysis.

Another potential limitation of the research relates to the measuring instrument. The MBTI questionnaire is a self-reporting instrument. Some respondents could answer the way they would like to be, rather than the way they truly are. This is a very frequent weakness occurring in any self-reporting test, since the respondents may start unconsciously marking the answers according to their desire rather than genuine preference.

The last recognized conceivable limitation pertains to the fact that respondents took the questionnaire in the language which is for them highly familiar, although certainly not familiar to the extent of their native language. This could present potential limitation to the research, since the participants may not entirely understand the nuances of the English language.

Suggestions for Further Research

The need for further research certainly exists. The following research recommendations are based on the research findings obtained from the empirical study and are intended for English language teachers and their students.

The present research was limited to the English language teachers whose pedagogical education is related with the English Department of the Faculty of Education in Plzeň. A research embracing English language teachers from other parts of the Czech Republic for purposes of obtaining general results may verify or decline the outputs of this research.

Further research is needed, using the MBTI, not only with the English language teachers, but also with the teachers of other combinations of teaching qualifications to reveal if there are differences in the personality types among teachers with dissimilar subject orientation.

It is suggested a further study including the pre-school teachers and the university teachers that could reveal personality type preferences of representatives of another two teaching levels and how those distinguish from the type preferences of the primary and the secondary school teachers.

A research study of the personality type preferences of students who attend teachers' lessons could expose similarities and differences of two parts participating in the educational process that sometimes can lead to misapprehension, communication difficulties and other problems related to the teacher – student relationship. The profound study of the relationship may show the way how to approach to the diverse personalities of students.

The contributions of understanding personality types in the educational process are obvious. All aforementioned recommendations could lead to improvement of interpersonal relationships among teachers, students and all teaching staff.

In this chapter, the implications for teaching and limitations of the empirical study were treated. To conclude the recommendations for further research were mentioned emphasising the importance of comprehension of the personality types. In the following chapter, the conclusion where main points are summarized is presented.

VI. CONCLUSION

This thesis deals with the topic of the psychological typology of the English language teachers. The process of teaching and learning is significantly influenced by diverse ways of teachers' communication and interaction styles and attitudes. With respect to these styles and attitudes, various personality types can be identified.

The recognition of the personality type is important for several reasons. Firstly, once teachers know their personality types they can submerge into studying their own type and try to understand their own behaviour based on their preferences. Then, they can observe their type not only from the personal point of view but also with respect to their vocational life. Reflection and self-diagnostics concerning the teaching style, classroom management, assessment and scoring styles as well as communication manners applied towards students are supposed to be nothing else than beneficial and rewarding for teachers. Thirdly, teachers may utilize their knowledge of personality types in relation to students. They can attempt to reckon students' types and approach them in accordance with what they know about types. Ideally, teachers could have available results of students' personality type tests to improve their mutual communication and comprehension.

The aim of the empirical study was to identify and compare preferences of the English language teachers, discover typological differences between the primary and the secondary school teachers and reveal also differences in relation to the second teaching subjects. The results of the research, as measured with Myers Briggs Type Indicator instrument, revealed that there are differences in the English language teachers' personalities. A slightly greater number of the English language teachers tend to prioritize the introvert attitude over the extraverted one. The sensing and feeling processes seem to be significantly more preferred than intuition and thinking. The most noticeable difference in proportion of dichotomies is connected to the judging and perceiving attitudes where judging is much highly represented. Concerning the personality type in relation to the primary school teaching level, the ENFJ type is the one most frequently appeared among the English language teachers. The secondary

school teachers of English comprise mostly of the ISTJ types. Regarding the second teaching subjects and identification of some relation to the first subject of teaching qualification, the research showed that teachers of Czech, French and History give preference to the introversion attitude, and the sensing and thinking process. In general, on the basis of the research results, it can be stated that the unit of the English language teachers comprise of wide range of personality types. From the existing sixteen types thirteen were identified among the sample teachers. The highest representation among the English language teachers belongs to the ISTJ type, followed by the ENFJ and INFJ types.

The topic of psychological typology with focus on the MBTI personality type theory has an immense utilization in the education system. Application of knowledge of the teacher's personality type in combination with teaching and learning styles could provide a great contribution to both teaching and learning processes.

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APPENDICES

Appendix A: Sixteen MBTI Personality Types

ESTJ. The core of the ESTJ personality type is extraverted thinking. This dominant function controls the way ESTJs assess information. Using the extraverted thinking, ESTJs are content to enforce rules and seek logical and orderly systems. Introverted sensing is the auxiliary function and it supports ESTJs dominant function to help with gathering information and organizing it internally. Intuition is the tertiary function which is less developed and can thus cause problems in recognizing patterns and the long-term implication of the information. The function that is rarely expressed and likely to be conscious and well developed is introverted feeling. According to Butt (2011), ESTJs tend to be logical, assertive and practical. ESTJs usually have a broad range of interests and enjoy discussions with others. ESTJs are generally apprehended as decisive and responsible persons (para. 1). As stated Myers (1980), ESTJs look at things via sensing rather than intuition. ESTJs are most interested in realities which are perceived by live senses. It makes ESTJs matter-of-fact, practical, realistic, factually-minded, and concerned with here and now. ESTJs solve problems by applying and adapting past experience. This type prefers work where immediate, visible and tangible results can be achieved. ESTJs do not listen to their own intuition and thus tends to surround themselves with intuitive people (p. A-9). ESTJs believe in doing the right jobs and can be called fixers of broken things. They give their loyalty to the company they work for. Occupations attracting ESTJ type are teaching, coaching, management and politics.

ENTJ. The dominant function of ENTJ is extraverted thinking, the auxiliary function is introverted intuition which helps contemplate possibilities and explore systems of thoughts. Introverted intuition supports thinking with a fresh, dynamic sense of how things work. Extraverted sensing is the tertiary function which can cause problems with thinking through

the details. The less developed function is introverted feeling. ENTJs are considered to be decisive, assertive, logical, conceptual and organized. ENTJs have a natural tendency to direct and it may be expressed with charm of top leaders. ENTJs frequently assign roles to the others as they know what needs to be done. They care more for being known as capable rather than well-liked. According to Myers (1980), “ intuition heightens their intellectual interest, curiosity for new ideas, tolerance for theory, taste for complex problems, insight, vision and concern for long range consequence”, (p A-9). According to The Myers and Briggs Foundation (n.d.), ENTJ type enjoys long-term planning, goal setting and is able to be promptly well versed in illogical and inefficient procedures and policies, (para. 16). ENTJs are greatly forceful in presenting their ideas. They have no fear of challenging old manners in the face of new and more successful manners. Popular careers for the ENTJ type include military leaders, attorneys, business consultants and chemical engineers.

ESFJ. Dominant function of this type is extraverted feeling which leads ESFJs to evaluate information, structure the world around and create harmonious relationships and cooperation. ENTJs tend to organize the environment and provide practical support for others. Introverted sensing is their auxiliary function that helps with gathering detailed information based on observation of other people. The assembled information ESFJs use to better care for others. ESFJs tertiary function is extraverted intuition and the least developed function is introverted thinking. According to The Myers and Briggs Foundation (n.d.), ESFJs are warm hearted, conscientious and cooperative. They prefer harmony in their environment and always try to establish it. They like to be appreciated for who they are and for what they contribute, (para.14). ESFJs are great team players as they are always able to sense tensions and incompatibilities. ESFJs tend to be very devoted in a role of host. ESFJs prefer structure over spontaneity, and stability and predictability in all areas of life. ESFJs have excellent practical skills, take their duties very seriously and know how to socialize and connect to other people. On the contrary, they are often obsessed with their social status to be seen responsible and

respected and they may be inflexible and unwilling to improvise. According to Myers (1980), ESFJs “enjoy variety, but usually adapt excellently to routine. Compassion and awareness of physical conditions often attract them to nursing (where they provide warmth and comfort as well as devoted care) and to health professions in general”, (p. A-11). ESFJs are interested in serving humanity as nurses, elementary school teachers, social workers and counsellors.

ENFJ. The dominant function of this type is extraverted feeling. Via this function ENFJs create harmonious relationship. Same as ESFJs, they tend to tune into the needs of the people around them. The auxiliary function is introverted intuition; ENFJs use it to reflect on their impressions of other people and tend to acquire insight into the people around them, as they like to comprehend the potential of others. The less developed tertiary function, extraverted sensing, may cause problems in noticing immediate actualities and facts of the current moment. Introverted thinking as the inferior function can incur insufficient evaluating circumstances using own objective and logical thinking. As Butt stated (2005), “ENFJs are the benevolent ‘pedagogues’ of humanity. They have tremendous charisma by which many are drawn into their nurturing tutelage and/or grand schemes. Many ENFJs have tremendous power to manipulate others with their phenomenal interpersonal skills and unique salesmanship. But it’s usually not meant as manipulation – ENFJs generally believe in their dreams, and see themselves as helpers and enablers, which they usually are”, (para. 1). ENFJs are natural leaders, tolerant, reliable and very charismatic as they instinctively know how to attract attention of others. They are motivated by the idea of doing something contributing for the world. Contrariwise, they are sometimes too selfless as they rather tend to not offend or disappoint anybody and they are often too sensitive and emotional. According to Myers (1980), ENFJs likely have a gift of expression but they may use it in speaking to audience rather than in writing. They are interested in possibilities for people and often attracted by counselling and personal development field of career, (A-11). ENFJs are often drawn to forward-thinking and people-centred positions with a clear humanitarian mission. Popular

careers for ENFJs are for example an interpreter, a teacher, an event coordinator, a public relation manager and a psychologist.

ESTP. The dominant function is extraverted sensing which leads this type to seek information and experience of the present moment. Introverted thinking as the auxiliary function leads ESTP type making decisions with its thinking rather than feeling. The tertiary function of ESTP is extraverted feeling and the last preferred function is introverted intuition. Thus, ESTPs can have problems to focus inward on personal insight and create a vision for the future. According to The Myers and Briggs Foundation (n.d.), ESTPs are tolerant, flexible and they take a pragmatic approach focused on immediate results. They prefer act energetically to solve the problem. ESTPs are spontaneous and enjoy each moment they can be active with others, (para. 9). As Butt stated (2005), “activities involving great power, speed, thrill and risk are attractive to the ESTP”, (para. 1). ESTP are fond of being the centre of attention. They do not like planning and view it as a loss of time. Thus, their lack of order is difficult for others. ESTP can be described as bold, direct, rational and practical type. On the contrary, ESTPs take the risk and sometimes may be insensitive and impatient. In general, they do not concern with rules as they dislike being constrained by regulations. ESTPs are often found in professional sports and careers that offer day to day changes. Their top careers include building inspectors, sales managers, athletic trainers, fire fighters etc.

ESFP. The core function of the ESFP type is extraverted sensing. This dominant function is concerned with the reality that is perceived via the senses. The auxiliary function, introverted feeling, tends to decision-making in the interest of individual beings. According to Myers (1980), “feeling gives them tact, sympathy, interest in people, ease in handling human contacts, and may make them too easy as disciplinarians. Feeling also makes for artistic taste and judgement, but is no help with analysis”, (p. A-13). The tertiary function is extraverted

thinking and the last developed function is occupied by introverted intuition which lacks a sense of balance. ESFPs adore being in the centre of attention. Their impulsive nature is usually very attractive to other people. ESTP are very curious and always among the first to try something new and exciting. ESFPs are original, talkative and practical. They are interested only in practical matters; the theoretical and philosophical discussions are seen as useless. Contrariwise, ESFPs are not considered to be accomplished at planning as they rarely think about the future. This type is extremely expressive and emotional with no effort to conceal its feelings. According to Personality Desk (n.d.), “ESFPs learn best by a hands-on approach, rather than studying. They prefer to jump into a project, confident in their abilities and resourcefulness”, (para. 4). Attractive career for ESFPs seems to be the one where they can achieve prompt gratification: child care providers, veterinarians, recreation workers, fashion designers, cosmetologists etc.

ENTP. Extraverted intuition is the dominant function that helps ENTPs to see new possibilities and ways of doing things. The auxiliary function of this type is introverted thinking. According to Myers (1980), “introverted thinking as the auxiliary function leads ENTPs to be more independent, analytical and critical of their inspirations, more impersonal in their relations with people, more apt to consider only how others may affect their projects and not how the projects may affect others”, (p. A – 15). Less developed function is extraverted feeling and the inferior function which may cause problems with retaining practical and detailed information is introverted sensing. According to The Myers and Briggs Foundation (n.d.), ENTPs are ingenious, stimulating and outspoken. They are fond of solving new and challenging problems, ennuied by routine as they can seldom do the same thing the same way – they apt to turn to one new interest after another, (para. 12). ESTPs are considered to be excellent at brainstorming techniques and fast in thinking. They enjoy learning new things and collecting knowledge. To describe some of their weaknesses, they are very argumentative as they see debates as mental exercises. They could be also insensitive; to

express their feelings and recognise feelings of others may be difficult for them. ENTPs preferred career is a one that allows them to be challenged and stimulated. Myers stated (1980) that ENTPs may be for example inventors, scientists, promoters and trouble-shooters, (A – 15).

ENFP. The dominance of this type inclines to extraverted intuition, specifically towards relationships. The auxiliary function for ENFPs is introverted feeling which helps in seeking sense and truth in their internal emotional experience. According to Heiss (2011), “auxiliary feeling is nonverbally implied more often than it is openly expressed”, (para. 3). The tertiary position holds extraverted thinking which is not well suited to be used as the prominent functions. Introverted sensing, the least recognizable function has an influence on retaining of factual information. According to Myers (1980), ENFPs are enthusiastic, concerned with people and skilful in handling them. They draw to counselling, where each new person presents a fresh problem to be solved and fresh possibilities to be communicated, (p. A – 15). As Heiss stated (2011), ENTPS like both helping and being liked and admired by other people. They are warm, kind, sympathetic and keeping close emotional ties; however, they are easily intrigued and distracted by new friends and acquaintances, (para. 1 - 4). ENFPs need to work with people and have fun. This can cause the ENFPs usually try several careers before settling on just one. Medicine and psychology are appropriate possibilities for helping people and supporting their potential. Positions typical for ENFPs are a speech pathologist, a psychiatric social worker, a HR development trainer, an artist and a designer.

ISTP. The core of this type is introverted thinking with a tendency for orderliness, objectivity and logic. ISTPs collect factual information to create rational understanding within their inner world. Extraverted sensing is their preferred perceptive process turned toward their environment. The tertiary function is introverted intuition. According to Heiss (2005), ISTPs

as the other SP types generally lack enthusiasm for theoretical and philosophical issues, (para. 8). Extraverted feeling is their least developed process. Thus, ISTPs are not able to recognise what matters emotionally to other people. As The Myers and Briggs Foundation stated (n.d.), ISTPs are “tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions”, (para. 5). ISTPs are capable to efficiently deal with crisis situations and know well how to prioritize. On the contrary, concerning the conflicts and criticism, ISTPs are not too sensitive and they can become irritated and stubborn. They also do not like being committed to something for a very long time. With respect to the career, they prefer occupations with tangible and achievable goals. The typical career directions for this type include police officers, software developers, carpenters, mechanics and geologists. According to Myers (1980), ISTPs are good at applied science, mechanics and the properties of materials and things, (p. A – 10).

INTP. Introverted thinking is the dominant function which demonstrates that INTP types use their thinking to analyse the world. INTPs mostly analyse ideas and facts rather than situations and people. Auxiliary function for INTPs is extraverted intuition which tempers the dominant function and helps INTPs to see possibilities. Introverted sensing holds the third position in INTP’s mental processes. According to Butt (2010), “Sensing assists intuition in sorting out and arranging information into the building blocks for Thinking’s elaborate systems”, (para. 14). The inferior for this type, extraverted feeling, shows that INTPs do not consider noticing the emotional experience and needs of other people to be effortless. According to The Myers and Briggs Foundation (n.d.), INTPs are interested more in theoretical and abstract ideas than in social interaction. They are quiet, contained and adaptable. When solving the problems in their area of interest they have unusual ability to focus profoundly, (para. 8). INTPs are straightforward and honest people who do not play social games and always clearly state their opinion. INTPs have no difficulties to devise innovative, original solutions, as their mind is always working. To describe INTPs weak points, they may be forgetful and ignoring when

things have nothing to do with the object of their interest. Although INTPs may be excellent analysts, they may lack the decisiveness. They can be very private, withdrawn and thus reluctant to let approach anyone inside their minds. INTPs need to find a challenge, they incline to problem solving. Top careers for the INTP type include a software developer, a systems analyst and a chemist. According to Myers (1980), INTPs are “good at pure science, research, math, and the more complicated engineering problems. With nontechnical interests, make scholars, teachers, abstract thinkers in economics, philosophy, psychology, etc., (p. A – 10).

ISFP. The gist of the ISFP personality type is introverted feeling which indicates this type to have profusion of warmth and enthusiasm, but may not show it until ISFP knows other people well. Extraverted sensing is the auxiliary function which helps ISFPs to be more adept at doing than considering, in other words, to be more active than reflecting. As Butt claimed (2005), “ISFPs keenly sense color, sound, texture, and movement. It is not unusual for ISFPs to excel in sensory, motor, or kinaesthetic abilities”, (para. 11). The tertiary function working best in the background of the ISFP’s inner world is intuition. The least developed function is for ISFPs extraverted thinking which may show lack of context. One of the ISFP strengths is their sensitive and observant behaviour as they find facile to relate to other people and recognize their emotional states. People with this personality type have truly enviable artistic skills. On the contrary, ISFPs are vigorously emotional individuals and they strongly dislike conflicts. Thus, they can have problems manage stressful situations. ISFPs are also unpredictable as they dislike long-term plans. They live completely for the present and prefer to avoid thinking about the future. As The Myers and Briggs Foundation stated (n.d.), ISFPs are kind, sensitive, quiet and friendly. They like to have their own space and to work within their own time frame as they may have difficulty performing routine tasks, (para. 6). ISFPs tend to work with people and are often found in the field of psychology or medical research.

Typical occupations for this type are a fashion designer, a massage therapist, a dental hygienist, a botanist, etc.

INFP. The main process defining INFP type is introverted feeling, which leads to judging everything by personal values but without the preference of judging the others. As INFP's feeling is introverted, they seem to be reserved, but in their inner world they are passionate and tender. Extraverted intuition occupies the post of auxiliary function. According to Myers (1980), INFPs especially like focusing on projects and on the contrary, they dislike details not related to a deep interest. They tend to have insight and long-range visions, (p. A – 12). The tertiary and often invisible function is introverted sensing. This function gives INFPs, according to Butt (2005), “a natural inclination toward absent-mindedness and other-worldliness, however, Feeling's strong people awareness provides a balancing, mitigating effect”, (para. 13). The least preferred process is for INFPs extraverted thinking which may cause problems in noticing present realities and facts. INFPs are energetic and passionate. Although they may behave quietly and shyly in public, their passion should not be underestimated. As well as they can be very dedicated and hard-working. It is unlikely they cease their work simply because it is difficult to finish it. Contrariwise, INFPs may be too idealistic as they are prone to be dreamy. Usually they may idealize their partners. INFP personalities dislike dealing with data, analysing connections and finding discrepancies. INFPs search for occupations where they could help other people. Popular careers for INFPs are designers, social scientists, counsellors, translators, writers, organizational psychologists, etc.

ISTJ. The ISTJ's personality type dominant function is sensing and it is used in their inner life. As Butt stated (2005), introverted sensing people are drawn more to the measure of the concept of the perceived object than to the experience of that perception, (para. 7). The auxiliary function, extraverted thinking, comes when introverted sensing relinquishes the data.

Otherwise, silence is in general one of the ISTJ's core features. Introverted feeling, the tertiary function, is rarely expressed. According to Butt (2005), ISTJs express their feelings only in times of great distress. In other respects, feeling is inferred or evinced nonverbally, through an eye contact or an encouraging smile, (para. 8). The least developed function is extraverted intuition. ISTJs are quiet, serious, realistic and responsible. According to The Myers and Briggs Foundation (n.d.), ISTJs "decide logically what should be done and work toward it steadily, regardless of distractions. They take pleasure in making everything orderly and organized – their work, their home, their life. They value traditions and loyalty", (para. 1). ISTJs are dutiful, patient and responsible people to whom promise means everything. ISTJs believe emotions should not be part of the decision making process and very rarely lose their temper. ISTJs can be stubborn as it is difficult to accept a different opinion, especially the one not based on verifiable facts. They may be insensitive since they prefer logic over emotions which they see as distracting and irrational. As Myers stated (1980), "in their personal relationship, they may need to take extra pains to understand and appreciate." (p. A – 14). ISTJs can be successful in a career oriented to surgery, law, accounting, computer programming, etc.

ISFJ. The gist of this type, that provides the facts, is introverted sensing. Extraverted feeling, the auxiliary function, serves to socialize and introverted thinking as the tertiary process that is largely invisible may cause problem using objective logic to evaluate choices. The inferior function for ISFJs, extraverted intuition, may induce incorrect usage of objective logic to evaluate choices. As The Myers and Briggs Foundation stated (n.d.), ISFJs are quiet, responsible, conscientious people committed and steady in meeting their obligations. They remember specifics and people who are important to them and concern with how others feel. They strive to create an orderly and harmonious environment at work and at home, (para. 2). ISFJs are very supportive since they are always willing to help others and share their experience and knowledge with them. They are imaginative when something fascinates or inspires them and observant, especially in terms of someone else's emotional state. In a

competitive environment they are shy since they are reluctant to present their achievements. ISFJs are perfectionists; they overload themselves and it can cause them a lot of stress. Persons of ISFJ type repress their feelings as they are private and this may also increase their stress level. According to Myers (1980), ISFJs “are sympathetic, tactful, kind and genuinely concerned, which traits make them very supportive to persons in need of support. They are often attracted to fields where systematic attention to detail is combined with a care for people as in the health professions. The ideal work environment for ISFJs is in a field of counselling, nursing, librarianship and social work.

INTJ. The dominance of this type inclines to introverted intuition, specifically to connections, circumstances and contemplation about them. According to Butt (2012), “INTJs are ever perceiving inner pattern-forms and using real-world materials to operationalize them”, (para. 8). Extraverted thinking, the auxiliary function, supports the core function by objective analysis of options and clear communication of ideas. The tertiary function, introverted feeling, is mostly expressed nonverbally in imperceptible gestures and facial expressions. The least frequently used function, extraverted sensing, may cause that INTJs ignore the importance of details and current reality. According to But (2012), “sensing’s extraverted attitude is evident in this type’s bent to savor sensations rather than to merely categorize them”, (para. 11). INTJs are considered to be the idea people who enjoy developing unique solutions to complex problems. Myers stated (1980) that INTJs are the most individualistic and independent of all types, (A – 16). They have original minds and high standards of competence and performance. INTJs are highly self-confident as they rarely doubt themselves about their perceived social roles. INTJs exceed in being able to analyse anything and usually are not concerned about the popularity of their decisions and ideas. To describe some of the INTJs weak points, they may behave arrogantly. They present somewhere on the fine line between confidence and arrogance and some of INTJs may immaturely see other people as intellectually inferior. INTJs often succeed in laboratory environments where they can set

systems in place. Their career directions include fields as management consultancy, mathematics, pharmaceutical research, system analysis, etc.

INFJ. The dominant function of this personality type is introverted intuition. According to Myers (1980), INFJs are great innovators in the field of ideas. They trust their visions of the possibilities and want to see their ideas worked out in practice, accepted and applied, (p. A – 16). The auxiliary function is occupied by extraverted feeling which leads INFJs to be less individualistic and more cooperative. Less developed function, introverted thinking may cause problems in using objective logic in making decisions. The inferior function is extraverted sensing. According to The Myers and Briggs Foundation (n.d.), INFJs seek meaning and connection in ideas, relationships and material possessions. They want to understand who motivates people and they are insightful about others. They seem conscientious and committed to their firm values. INFJs develop a clear vision of how best to serve the common good and they are organized and decisive in implementing their vision, (para 3). INFJs are very insightful and they are able to decode instantly motives and manipulations of other people. They are also inspiring, creative and passionate. Their passion can easily surprise people who are not used to seeing this side of them. In spite of their passion, INFJs may be significantly private as it is difficult for them to trust a new friend. The passion they possess can also quickly exhaust them and thus, they tend to internalize most of their feelings. Considering the career, INFJs are focused on the tasks of improving the human condition. They are dedicated and helpful workers. Typical INFJ career includes positions as psychologists, special education teachers, therapists, speech pathologists, etc.

Appendix B: MBTI Personality Type

Myers & Briggs Type Indicator

Demographic survey:

Email address: _____
(optional)

Sex:
Male / Female

Age: _____

Teaching at (choose below) / not teaching
Primary sch. / Secondary sch. / University

If primary school, specify grades: _____

Teaching qualification (current or future):
English language + _____

Teaching practice (years): _____

Instructions:

- There are no “right” and “wrong” answers to the questions.
- Be sure to answer the questions as spontaneously as possible. Do not over-analyze them.
- Answer the questions as “the way you are”, not “the way you would like to be seen by others”.
- Please respond to every item

MBTI Personality Type Test

1. At a party do you:

- Interact with many, including strangers
- Interact with a few, known to you

2. Are you more:

- Realistic than speculative
- Speculative than realistic

3. Is it worse to:

- Have your “head in the clouds”
- Be “in a rut”* / “*držet se při zemi*”/

4. Are you more impressed by:

- Principles
- Emotions

5. Are you more drawn toward the:

- Convincing* / *přesvědčivý*/
- Touching* / *dojímavý*/

6. Do you prefer to work:

- To deadlines
- Just “whenever”

7. Do you tend to choose:

- Rather carefully
- Somewhat impulsively

8. At parties do you:

- Stay late, with increasing energy
- Leave early with decreased energy

9. Are you more attracted to:

- Sensible* people / *praktický*/
- Imaginative* people / *nápaditý*/

10. Are you more interested in:

- What is actual
- What is possible

Myers & Briggs Type Indicator

11. In judging others are you more swayed*

by: /ovlivnění/

- a. Laws* than circumstances /zákonitosti/
- b. Circumstances than laws

12. In approaching others is your inclination to be somewhat:

- a. Objective
- b. Personal

13. Are you more:

- a. Punctual* /dochvilný/
- b. Leisurely

14. Does it bother you more having things:

- a. Incomplete
- b. Completed

15. In your social groups do you:

- a. Keep abreast* of other's happenings /držet krok/
- b. Get behind on the news

16. In doing ordinary things are you more likely to:

- a. Do it the usual way
- b. Do it your own way

17. Writers should:

- a. "Say what they mean and mean what they say"
- b. Express things more by use of analogy

18. Which appeals to you more:

- a. Consistency of thought* /zásadovost myšlení/
- b. Harmonious human relationships

19. Are you more comfortable in making:

- a. Logical judgments (correct x incorrect)
- b. Value judgments (good x bad)

20. Do you want things:

- a. Settled* and decided /stálý nebo urovnaný/
- b. Unsettled and undecided

21. Would you say you are more:

- a. Serious and determined
- b. Easy-going

22. In phoning do you:

- a. Rarely question that it will all be said
- b. Rehearse* what you'll say /nacvičit/

23. Facts:

- a. "Speak for themselves"
- b. Illustrate principles

24. Are visionaries*: /jasnovidci/

- a. somewhat annoying
- b. rather fascinating

25. Are you more often:

- a. a cool-headed person
- b. a warm-hearted person

26. Is it worse to be:

- a. unjust* /nespravedlivý/
- b. merciless* /bez slitování/

27. Should one usually let events occur:

- a. by careful selection and choice
- b. randomly and by chance

28. Do you feel better about:

- a. having purchased
- b. having the option to buy

29. In company do you:

- a. initiate conversation
- b. wait to be approached

30. Common sense* is: /selský rozum/

- a. rarely questionable* /sporný/
- b. frequently questionable

31. Children often do not:

- a. make themselves useful enough
- b. exercise their fantasy enough

32. In making decisions do you feel more comfortable with:

- a. standards
- b. feelings

33. Are you more:

- a. firm than gentle
- b. gentle than firm

Myers & Briggs Type Indicator

34. Which is more admirable*: /obdivuhodný/

- a. the ability to organize and be methodical
- b. the ability to adapt and make do

35. You are more likely concerned with:

- a. ideas and thoughts
- b. people and participants

36. Does new and non-routine interaction with others:

- a. stimulate and energize you
- b. tax your reserves

37. Are you more frequently:

- a. a practical sort of person
- b. a fanciful* sort of person /člověk s představivostí/

38. Are you more likely to:

- a. analytical person
- b. empathical* person /schoný vcítění se/

39. Which is more satisfying:

- a. to discuss an issue thoroughly
- b. to arrive at agreement on an issue

40. Which rules* you more: /řídít se čím/

- a. your head
- b. your heart

41. Are you more comfortable with work that is:

- a. contracted
- b. done on a casual basis* /nárazový/

42. Do you tend to look for:

- a. the orderly* /organizovaný/
- b. whatever turns up

43. Do you prefer:

- a. many friends with brief contact
- b. a few friends with more lengthy contact

44. Do you go more by:

- a. facts
- b. principles

45. Are you more interested in:

- a. production and distribution
- b. design and research

46. Which is more of a compliment:

- a. "There is a very logical person."
- b. "There is a very sentimental person."

47. Do you value in yourself more that you are:

- a. unwavering * /neochvějný/
- b. devoted * /obětavý/

48. Do you more often prefer the

- a. final and unalterable* statement /neměnný/
- b. tentative* and preliminary statement /zkusmý/

49. Are you more comfortable:

- a. after a decision
- b. before a decision

50. Do you:

- a. speak easily and at length with strangers
- b. find little to say to strangers

51. Are you more likely to trust your:

- a. experience
- b. hunch* /předtucha/

52. Do you feel:

- a. more practical than ingenious* /důmyslný/
- b. more ingenious than practical

53. Which person is more to be complimented – one of:

- a. clear reason
- b. strong feeling

54. Are you inclined more to be:

- a. fair-minded* /spravedlivý/
- b. sympathetic

55. Is it preferable mostly to:

- a. make sure things are arranged
- b. just let things happen

56. In relationships should most things be:

- a. negotiated
- b. random and circumstantial

57. When the phone rings do you:

- a. hasten* to get to it first /pospíchat/
- b. hope someone else will answer

Myers & Briggs Type Indicator

58. Do you prize more in yourself:

- a. a strong sense of reality
- b. a vivid* imagination /živý/

59. Are you drawn more to:

- a. fundamentals
- b. overtones* /náznaky/

60. Which seems the greater error:

- a. to be too passionate
- b. to be too objective

61. Do you see yourself as basically:

- a. hard-headed* /nesentimentální/
- b. soft-hearted* /dobrosrdečný/

62. Which situation appeals to you more:

- a. the structured and scheduled
- b. the unstructured and unscheduled

63. Are you a person that is more:

- a. routinized than whimsical* /nevyzpytatelný/
- b. whimsical than routinized

64. Are you more inclined to be:

- a. easy to approach
- b. somewhat reserved

65. In writings do you prefer:

- a. the more literal* /věcný/
- b. the more figurative

66. Is it harder for you to:

- a. identify with* others /ztotožnit se s/
- b. utilize others

67. Which do you wish more for yourself:

- a. clarity of reason
- b. strength of compassion* /soucit/

68. Which is the greater fault:

- a. being indiscriminate* /nekritický/
- b. being critical

69. Do you prefer the:

- a. planned event
- b. unplanned event

70. Do you tend to be more:

- a. deliberate* than spontaneous /rozvážný/
- b. spontaneous than deliberate

Appendix C: MBTI Test Scoring

Myers & Briggs Type Indicator

Scoring

1. Copy your answers to this answer key carefully.
2. Count the number of checks in each of the A and B columns, and total at the bottom.
3. Copy the totals for Column 2 to the spaces below the totals for Column 3. Do the same for Columns 4 and 6.
4. Add totals downwards to calculate your totals.
5. Circle the letter with this highest score. This is your type.

	Col 1			Col 2			Col 3			Col 4			Col 5			Col 6			Col 7			
	A	B		A	B		A	B		A	B		A	B		A	B		A	B		
1			2			3			4			5			6			7				
8			9			10			11			12			13			14				
15			16			17			18			19			20			21				
22			23			24			25			26			27			28				
29			30			31			32			33			34			35				
36			37			38			39			40			41			42				
43			44			45			46			47			48			49				
50			51			52			53			54			55			56				
57			58			59			60			61			62			63				
64			65			66			67			68			69			70				
Copy to →				Copy to →				Copy to →				Copy to →				Copy to →				Copy to →		

	E	I				S	N					T	F							J	P

Thank you for your cooperation

SHRNUTÍ

Diplomová práce se zabývá psychologickou typologií a typy osobnosti. Zaměřuje se na identifikaci různých typů osobnosti mezi učiteli anglického jazyka a to prostřednictvím nástroje Myers Briggs Type Indicator (MBTI). Teoretická část nastiňuje základní informace týkající se MBTI typologie, jejího vývoje, struktury a využití. Dále je popsán MBTI nástroj ve vztahu k vymezení osobnosti učitelů. Praktická část zahrnuje metodologii výzkumu a komentáře k jednotlivým výsledkům ukazujícím nejčastější výskyty MBTI typů osobnosti, poměry jednotlivých preferencí a funkčních párů mezi učiteli anglického jazyka. Dále jsou představeny nejčastěji zastoupené typy osobnosti mezi učiteli anglického jazyka na základních a středních školách. V závěru práce jsou popsány pro učitele užitečné pedagogické implikace.