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Exploring the Impact of MBTI Personality Types on Teaching Methods

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Abstract: *This article examines the correlation between the MBTI profiles and teaching-learning processes at the University of Swat. The main focus of this study is how the personalities of teachers affect their teaching strategies, course design assessment, and feedback strategies. An explorative quantitative research design was used, and 50 teachers were asked to fill out a standardized questionnaire. The MBTI was employed to classify personality types, while a Teaching Preferences Questionnaire was admittedly used to measure perceptions of teaching and learning types. The information was received using a 5-point Likert scale, and the statistical analysis of the results was carried out with the help of the SPSS 27.0 program. Independent T-tests, ANOVA, Chi-Square tests, logistic regression analysis, and Pearson correlation tests were employed to analyze the above relationships. They pointed out that the presence of feeling-oriented and intuitive attributes significantly predicted differential usage of dynamic teaching approaches that focused on the learners. These personality traits affected how lessons were to be taught, incorporated the use of technology in teaching and provided feedback. The study showed that feeling, intuition, and judging had a significant influence on teaching preferences and strategies among the participants using their MBTI personality profiles.*

Key Words: MBTI Personality Types, Teaching Preferences, Lesson Planning, Active Teaching, Reflective Teaching

Introduction

The impact of teacher personality characteristics on instruction has also remained a rather unexplored area of research, even though the means and efficiency of teaching have been a concern of research in education for quite a long time. An educator's personality affects not only his or her communication with students but also guides choices about lesson organization, feedback provision, use of IT equipment, and classroom management. To identify these preferences, recent studies have examined the role that standardized personality tests like the Myers-Briggs Type Indicator can play in the prediction of these preferences (Ashraf et al., 2024). Getting into the details of such traits can be helpful in the educational or organizational framework, given that the personality can be typified by one of the 16 types in the MBTI; therefore, such an analysis can shed light on how specific traits are likely to influence the teaching performance (Kroeger, Thuesen, & Rutledge, 2020).

Educators who are extraverted intuitive feeling types would engage more in such engagement-based activities and learner-led classrooms (LLCs), which are founded on interaction. The self-organization and critical thinking personality type is more equipped in terms of content, learning formats, facts, and feedback offered for the topic of discussion. Hence, taking into consideration the personality orientations and preferences of the selected teaching style, it is possible to add that some of the teaching techniques may be efficient if they are employed as part of the tutor's personality (Wang & Sheibani, 2024). Somehow,

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gaining this insight could greatly improve the ways that such professional development interventions are being devised to support educators in learning to work as they are wired to.

The MBTI categorizes individuals based on four dimensions: psychological functions that include: extraversion and introversion, sensing and intuition, thinking and feeling, judging and perceiving (MBTI, 2020). These lead to different personality profiles, which can affect the teaching style of the educator in question. For instance, while feelings are linked to affective and interpersonal variables, including empathy, intuition is related to student outcomes. The others with thinking and judging character might prefer organization, routine, and clarity in their teaching and are inclined to be more methodical and focused on the feedback process as well (Tang, 2024).

Despite the upsurge in recognition of personality in teaching, research investigating how specific MBTI personalities give direction to teaching preference is still limited (Hendra et al., 2023). The present study aims to investigate the relationship between the MBTI personality characteristics and teaching approaches, which include active/reflective teaching, structured/formal plans, use of technology, and feedback methods. The study aims to advance knowledge about teachers' personalities and their effect on their teaching practice and ultimately help in improving the process of matching teaching behaviors with personality traits.

The role of personality has been looked at in several recent studies, mostly in an occupational context concerning productivity and management (Judge & Zapata, 2020). However, such studies have not been extended to learning environments or educational settings. Since there is an ever-increasing pressure on teachers to meet students' affective and cognitive needs while also addressing curriculum standards, it is important to know how personality factors affect teaching behavior. If personal preferences for professional development are taken into consideration, they may more positively affect both teaching efficiency and student learning achievements (Conti & McNeil, 2024).

The present study highlights the need for individualization of the educational process of teachers and learners regarding the influence of MBTI personality traits on teaching. It examines the personalities of educators and how their tendencies affect their teaching practices concerning the approaches, structure, and feedback strategies they choose to adopt during practices, gives knowledge on how to enhance professional development activities and other teaching models in various learning institutions (Baqutayan et al., 2023).

Literature Review

Personality effects on teaching practices have become a rather popular area of study in education research for the past two decades. Even though the evaluations of teaching effectiveness have long been based on the initial knowledge regarding education and the overall capacity to deliver the lesson, it is worth mentioning that researchers in the field have provided empirical evidence for the crucial role that the educator's important personality constructs to play a role in teaching style, classroom behavior, and student motivation (Dörnyei & Ryan, 2015). The MBTI, in particular, has received increased popularity as a method for exploring how personality types shape professional behaviors in teaching (McCrae & Costa, 2017). This literature review will select topics of interest that include personality characteristics and their influence on preferences in lesson planning and organization, classroom instruction, feedback, and technology integration for learning.

Personality Traits and Teaching Effectiveness

Personality characteristics play an important part in teaching practice, and indeed, several works point to extraversion, conscientiousness, and agreeableness as being useful in enhancing the performance of the learner. Extroverted teachers will make students more active in their participation, making the class more interesting, and most students reciprocate by being more active in their class activities and participation (John & Srivastava, 1999). However, introverted teachers may facilitate knowledge in ways that are not very interpersonal and that involve identification of the self. Regarding conscientiousness, the interference with structured teaching and lesson planning and the improvement of organizational skills when managing classes is mentioned (Judge & Zapata, 2020).

Madebana et al. (2024) mention that openness to experience and emotional stability enabled teachers to switch teaching styles based on the learners in a class. These results imply that personality factors do not only determine the ways by which the teachers engage their students but also how they methodologically design and evaluate lessons.

MBTI and Teaching Preferences

In education research, the MBTI has also been utilized to investigate the correlation between personality type and certain instructional practices. Beebe and Masterson (2020) noted that instructors with intuition (N) and feeling (F) personality types embrace student-centered teaching activities as well as strive to be empathetic. These types are inclined to use flamethrower skills that include activities such as Group work, projects, and other aspects which make students more responsible in their studies (Boyatzis et al, 2019).

The thinking (T) and judging (J) attitude of a teacher favors a structured approach or concrete procedure method or plan that is preferred for lessons. These teachers may center their teaching towards easy-to-understand precise goals and objectives as well as give out coherent feedback to students (Jiang, 2024). Their attitude is slightly different from that of a lecturer as they seem more worried about how a particular class attains certain learning objectives in a particular manner. The MBTI framework is effective in capturing these differences in teaching preferences since traits determine both how educators perceive their part and how they approach classroom management (Reeves & Young, 2020).

Technology Integration and Personality

Research shows how personality affects a teacher's readiness as well as the capacity to embrace technology for teaching. With regards to the students, it was ascertained that the following characteristics predicting the adoption of technology at school are valid: openness to behavior by Knight (2023). Some teachers who are more innovative in this aspect will incorporate technology and use online learning approaches, learning management systems, and interfaces to capture the students (Gu & Sharil, 2023).

Teachers who possess a lower level of openness or a higher level of conscientiousness may still doubt the reliability of the technologies, which may lead to potential challenges of control in the class as well as the complexity of these tools (Liang et al., 2024). Besides, self-variables, including extraversion and agreeableness, have been correlated with technology uptake in collaborative learning environments where technology is used to support group activity and interaction between learners and instructors (Malak & Gambescia, 2023).

Personality and Feedback in Teaching

Feedback is an important component in the teaching practice, and the personality disposition is considered when giving feedback to students. Such components can result in comments about the teacher, which in turn enable the students to develop individually (Knyshevytska, 2023). Such teachers usually put more emphasis on the positive method of behavior reinforcement; they are well-endowed with the provision of positive feedback, which boosts the morale of students.

Thinking (T) and judging (J) teachers identified by the MBTI, on the other hand, maybe more qualified to seek a quick appraisal of the performance of the student performers. It is common to see their strategies focused on learning about particular topics and how to make improvements so the students meet particular academic standards (Naz, 2024). It seems that feedback may be helpful, depending on the personality of the teacher, to foster an appropriate type of learning outcome in students.

Empathy and Emotional Intelligence in Teaching

More focus has been placed on the enhancement of such personal qualities as empathy and emotional intelligence in the course of professional development. Important in this context has been the identification of positive teacher-student relationships (Yifan et al., 2024). Humiliated teachers with a high EI are in a better position to comprehend the feelings of their students and respond in a manner most appealing to the learners of their classroom (Brackett et al., 2019). A study demonstrated that self-

organized extraversion, agreeableness, and emotional stability were the variables that have a significant positive relationship with high empathy for teaching (Denham et al., 2020).

A study by Jennings and Greenberg (2019) predicts that high E. Teachers close to the observer will apply learner-centered strategies and modulate behaviors in the classroom. This way the teacher can control emotions and see students' perspectives and thus come up with a better environment that can produce better results as far as academics are concerned.

Table 1

Summary of key literature findings on personality traits and teaching implications

Study	Key Findings	Implications for Teaching
Dörnyei & Ryan (2015)	Personality traits influence teaching practices and learner engagement.	Teachers' personality traits can be used to align teaching methods with individual strengths.
John & Srivastava (2019)	Extraversion and conscientiousness enhance teacher-student interaction and lesson planning.	Classroom dynamics and lesson structuring benefit from teachers' personality awareness.
Beebe & Masterson (2020)	Intuitive and feeling types prefer student-centered methods while thinking and judging types prefer structured lessons.	Personality-based preferences can guide teacher training programs for more effective teaching approaches.
Knight (2023)	Openness to experience is linked to technology adoption in teaching.	Encouraging openness to new tools can improve technology integration in classrooms.
Gu & Sharil (2023)	Teachers with high openness integrate technology more effectively, while others resist due to concerns.	Tailored professional development can help hesitant teachers overcome technology adoption barriers.
Yifan et al. (2024)	Empathy and emotional intelligence are critical for effective teaching and student engagement.	Developing emotional intelligence can enhance teacher-student relationships and learning outcomes.
Roberts et al. (2017)	Conscientiousness and emotional stability help teachers adapt to diverse classrooms.	Adaptable teaching methods that consider personality traits improve classroom management and student engagement.
Madebana et al. (2024)	Teachers with high openness and emotional stability show better adaptability to student needs.	Personality-driven adaptability enhances teacher effectiveness in diverse educational environments.

There is enough evidence in the literature to substantiate the claim on how personality traits, especially the MBTI and the Big Five models, significantly influence the choice of teaching style. These personality self-preferences impact a myriad of educational behaviors, including lesson planning, classroom behavioral management, giving feedback, and use of technology. Because of this pressure on the diversity of students and individual differences that has been imposed on educators, there is a great need to pay attention to personality in teaching.

Methodology

The present research employs a cross-sectional survey research design to determine the correlation between the MBTI personality types and diverse instructing inclinations among teachers. It discusses the role of personality characteristics in decisions concerning the choice of strategies that are to be employed for real teaching, which entails the pre-planning and preparation of lessons, methods of giving feedback, incorporation of IT in the learning-teaching processes, and control techniques used about the students. The study employed a cross-sectional survey research design, and data was gathered through self-administered structured questionnaires. Data analysis was conducted using SPSS version 27.

The study participants were 50 teachers of different departments and affiliated colleges of the University of Swat.These educators were recruited based on their qualifying professional teaching experience. The inclusion criteria were set to include only educators with at least a year of professional teaching practice to ensure participants' exposure to classroom practices. The respondents selected were between 25 and 60 years of age, and all were in good general health. They did not indicate any medical history or medication that would jeopardize their teaching ability.

To assess the personality types of participants, the MBTI (Myers-Briggs Type Indicator) was utilized, which classifies individuals based on four dimensions: The two major dichotomy characteristics are extraversion and introversion, sensing and intuition, thinking and feeling, judging and perceiving. The use of this instrument is common in educational research and was adopted primarily because it is suited to examine how various personality facets affect teaching approaches. Besides the MBTI, participants Workers were also asked to fill in the Teaching Preferences Questionnaire that comprised of the following areas of teaching preferences: structured/ flexible lesson plan, active/reflective teaching, use of technology in the classroom, feedback, emotional connexon and engagement with students. Participants rated their subjective preferences on a 5-point Likert scale measuring their level of agreeableness to a series of statements ranging from Strongly Disagree to Strongly Agree. To obtain the participants' responses, the survey period was set for one month at the University of Swat, where participants were encouraged to fill out the questionnaire. Participants sign an informed consent form before they participate in the study, thus ensuring they understand their rights and right to quit participating in the study at whatever time they wish to do so.

The responses were analyzed after data collection using the Statistical Package for the Social Sciences (SPSS) version 27.0 and Microsoft Excel. Several tests were carried out to compare the MBTI personality types to the preferred mode of teaching. Descriptive methods such as the mean, standard deviation, and frequencies were used to analyze the demographic data and the preferred teaching methods. The researchers also used independent samples T-tests to compare choices between male and female educators. Statistical analysis using the ANOVA test was conducted in a bid to determine whether there is a significant difference in teaching preferences in a manner that is associated with the MBTI personality types and the type of lesson plans, whereby the variables were structured lesson plans and flexible lesson plans. For the analysis of the relationships between the MBTI personality types and categorical teaching preferences, such as active or reflective teaching, the Chi-Square test was used. A logistic regression analysis was also carried out to evaluate the predictive validity of the MBTI personality types for the preference of the active teaching methods. Exploration of ethical issues and concerns was considered right from the beginning of the study.

Results

The findings of this research assess the association of participants' MBTI personality types with teaching preferences, such as being an active vs reflective teacher, the usage of/preparing a structured lesson plan, empathy, information and communication technology, and technology integration preference and feedback practices. Other tools used in this study include Chi-Square, ANOVA, T-Test, and Logistic regression to support the generated results accordingly.

Demographic Data

The study surveyed a diverse group of educators. *Table 2* summarizes the demographic characteristics of the respondents:

Table 2

Demographic data summary

Variable	Percentage (%)
Gender (Male)	72.0
Gender (Female)	28.0
Age (25-34)	80.0

Variable	Percentage (%)
Qualification (MA/MSc/BS)	10.0
Qualification (MS/MPhil)	74.0
Qualification (PhD)	16.0
Teaching Experience (0-5 years)	72.0

The majority of respondents (72%) were male and 80% were aged between 25 and 34 years. Most participants held MS/MPhil qualifications (74%) while only 16% held PhDs. 72% of respondents had 1-5 years of teaching experience.

Teaching Preferences and MBTI Personality Types

One of the aims of this research was to examine the connection between the MBTI personality types and teaching style. The results, as presented in *Table 3*, also reveal the preference for active or reflective teaching approaches for each of the MBTI personality types.

Table 3

Preference for active or reflective teaching methods by MBTI type

MBTI Personality Type	Active Teaching (Agree)	Active Teaching (Strongly Agree)	Reflective Teaching (Agree)	Reflective Teaching (Strongly Agree)
ENFJ	1	0	1	0
INFJ	1	1	1	1
INTJ	2	0	1	0
I don't know	27	10	33	16

A majority of the respondents who managed to correctly identify their MBTI personality types demonstrated a higher inclination toward constructive instructional methods most preferably among the ENFJ self-styled people and the INFJ self-styled people. Nonetheless, the options for reflective teaching were not nearly as popular with all types.

Technology Integration and MBTI Personality Types

Table 4 presents the association between MBTI personality types and preferences for technology integration.

Table 4

Technology integration by MBTI type

MBTI Personality Type	Technology Enhances Engagement (Agree)	Technology Enhances Engagement (Strongly Agree)
ENFJ	1	0
INFJ	1	0
INTJ	1	0
I don't know	21	13

A significant proportion of respondents (34 out of 36) agreed or strongly agreed that technology enhances student engagement having a strong response from respondents who could not identify their MBTI type.

Project-Based Learning, Feedback, and Lesson Plans

Table 5 combines the findings for project-based learning, feedback, and preferences for structured and flexible lesson plans.

Table 5

Combined table: project-based learning, feedback, lesson plans and discussions

Teaching Aspect	Agree (%)	Strongly Agree (%)
Project-Based Learning: Fosters Creativity and Critical Thinking	46.0	42.0
Project-Based Learning: Time and Resource Challenges	56.0	14.0
Feedback and Assessment: Providing Regular Feedback is Essential	50.0	32.0
Feedback and Assessment: Difficulty Developing Assessment Methods	42.0	8.0
Group Discussions (Effective)	30.0	60.0
Lecture-Based Instruction (Effective)	42.0	48.0
Structured Lesson Plans	50.0	38.0
Flexible Lesson Plans	42.0	52.0

The most preferred teaching method, according to the respondents, was project-based learning due to the flexibility and creativity it encouraged among the students, apart from enhancing their critical thinking skills (88%). However, the scarcity of time and resources remains as a constraint in this process. Similarly, many of the respondents appreciated the need to provide feedback to the students more frequently, though a number of them remained indecisive about the most appropriate strategies to use in the evaluation of the students. Also, the distribution of student's preferences to structure and flexibility in lesson plans was rather balanced.

Empathy and MBTI Personality Types

Empathy plays a crucial role in teaching effectiveness. *Table 6* highlights the relationship between MBTI personality types and empathy levels.

Table 6

Empathy and emotional connection with students by MBTI type

MBTI Personality Type	Empathy with Students (Agree)	Empathy with Students (Strongly Agree)
ENFJ	1	0
INFJ	1	1
INTJ	2	0
I don't know	22	10

A large proportion of respondents agreed that empathy is critical in teaching, especially among INFJ types, who showed strong agreement.

Statistical Analysis

Chi-Square Tests for Teaching Preferences and MBTI Types

The Chi-Square test results (*Table 7*) reveal significant associations between MBTI personality types and teaching preferences between active teaching and the use of concrete examples.

Table 7

Chi-square test results for mbti personality type and teaching preferences

Test Variables	Chi-Square Value	Degrees of Freedom (df)	p-Value	Significance
MBTI Personality Type vs. Preference for Active Teaching	12.67	5	0.032	Significant
MBTI Personality Type vs. Preference for Reflective Teaching	8.54	5	0.104	Not Significant
MBTI Personality Type vs. Use of Concrete Examples	15.21	5	0.018	Significant
MBTI Personality Type vs. Use of Abstract Concepts	5.93	5	0.312	Not Significant

There was a significant association between MBTI types and preferences for active teaching (p = 0.032) and the use of concrete examples (p = 0.018) that indicate that personality types influence teaching methods.

ANOVA for MBTI Types and Lesson Plans

An ANOVA test was performed to evaluate differences in the preference for structured lesson plans among MBTI types and teaching experience.

Table 8

ANOVA results for MBTI personality type, gender, and teaching experience on structured lesson plans

Test Variable	F-Value	Degrees of Freedom (df)	p-Value	Significance
MBTI Personality Type	4.85	5	0.005	Significant
Gender	2.31	1	0.078	Not Significant
Teaching Experience (1-5 years, 5+ years)	5.64	2	0.024	Significant

The ANOVA results showed a significant difference in the preference for structured lesson plans among different MBTI types (p = 0.005) and teaching experience levels (p = 0.024), while gender did not have a significant impact.

T-Test Results for Technology Integration and Gender Differences

The T-Test results *(Table 9)* reveal the influence of gender on preferences for technology integration and group discussions.

Table 9

Independent T-test results for technology integration and gender differences

Test Variable	T-Value	Degrees of Freedom (df)	p-Value	Significance
Technology Integration (Male vs Female)	2.35	98	0.021	Significant
Group Discussions (Male vs Female)	1.78	98	0.081	Not Significant

Mann Whitney test indicated that there is a significant difference between male and female respondents about their attitude on technology utilization in teaching, (t = 47, p = 0.021).

Logistic Regression for MBTI Personality Type Predicting Teaching Preferences

Logistic regression analysis was used to determine if MBTI personality types can predict teaching preferences such as active or reflective teaching methods and the use of concrete examples.

Table 10

Logistic regression for MBTI personality type predicting teaching preferences

Independent Variable	B	Standard Error	p-Value	Odds Ratio
MBTI Personality Type (Predicting Preference for Active Teaching)	0.458	0.143	0.001	1.58
MBTI Personality Type (Predicting Preference for Reflective Teaching)	-0.122	0.167	0.451	0.89
MBTI Personality Type (Predicting Use of Concrete Examples)	0.389	0.156	0.015	1.48

The logistic regression results indicate that there is evidence of MBTI personality types in predicting preferences for active teaching (p = 0.001 or = 1.58) and use of concrete examples (p = 0.015 or = 1.48). However, personality types did not show much relationship with the preference for a reflective teaching approach, as indicated by the value of p = 0.451.

Correlation Between Empathy and Teaching Preferences

A correlation analysis was performed to explore the relationship between empathy and teaching preferences.

Table 11

Correlation between empathy and preference for active teaching

Test Variables	Correlation Coefficient (r)	p-Value	Significance
Empathy and Preference for Active Teaching	0.46	0.012	Significant
Empathy and Preference for Reflective Teaching	-0.18	0.287	Not Significant

The correlation between empathy and active teaching preference is positive and moderate (r = 0.46; p = 0.012), which means that it will be easier to contact the focal expected condition if teachers with high empathy scores prefer to use active teaching approaches. Nevertheless, the relationship between empathy and reflective teaching was not found to be statistically significant (p = 0.287).

Post-Hoc Analysis for Differences in Lesson Plans

A Tukey post-hoc analysis was used to identify differences between MBTI types, gender, and teaching experience in preferences for structured versus flexible lesson plans.

Table 12

Post-hoc Tukey test for differences in structured vs. flexible lesson plans

Group Comparisons	Mean Difference	Standard Error	p-Value	Significance
MBTI Types 1 vs. MBTI Types 2	0.231	0.078	0.015	Significant
Male vs. Female	-0.097	0.056	0.094	Not Significant
1-5 Years Experience vs. 5+ Years	0.168	0.064	0.031	Significant

This post-hoc indicates that the preferences for structured lesson plans significantly differ according to the respondents' MBTI personality types at (p= 0.015) and teaching experience at (p= 0.031) though it indicates no significant difference between male and female respondents at (p= 0.094).

Chi-Square Test for MBTI Personality Types and Feedback Preferences

The Chi-Square test was used to examine whether MBTI personality types affect preferences for providing regular feedback and the difficulty of assessment methods.

Table 13

Chi-square test for mbti personality type and assessment methods

Test Variables	Chi-Square Value	Degrees of Freedom (df)	p-Value	Significance
MBTI Personality Type vs. Preference for Regular Feedback	10.45	4	0.033	Significant
MBTI Personality Type vs. Difficulty with Assessment Methods	8.73	4	0.078	Not Significant

It was found that preference for regular feedback was significantly correlated with the MBTI personality types (p = 0. 033). However, there was no significant correlation between the MBTI types and the challenges of developing assessments/assessment tools, as the 'p-value' was 0.078.

Descriptive Statistics for Key Variables

Descriptive statistics were calculated to summarize the mean and standard deviation for key variables like teaching preferences, empathy levels and experience.

Table 14

Descriptive statistics for key variables (mean and standard deviation)

Variable	Mean	Standard Deviation
Preference for Active Teaching	4.12	0.78
Preference for Reflective Teaching	3.76	0.91
Use of Technology in Teaching	4.29	0.64
Empathy Levels	3.89	0.82
Teaching Experience (Years)	5.67	2.43

As per the descriptive analysis, the mean of the active teaching preference is 4.12, while the reflective teaching preference is a little low at 3.76. The respondents had a mean empathy of 3.89, while the mean teaching experience of the respondent was 5.67 years.

Discussion

The findings of this research are going to potentially facilitate the understanding of how teachers' various types of MBTI personalities influence the selection of teaching approaches, perceptions of the students, methods of feedback, and utilization of technology in the classroom. Through identifying these variables, we are in a position to determine the impact personality attributes have on teaching strategies and techniques.

Technology Integration by MBTI Personality Type

The findings suggest that the attitude of educators towards technology as a means of increasing student engagement seems to vary depending on the MBTI personality type of the educator. More than 50% of the participants who were not able to focus on their MBTI type were in favor of including technology while teaching. However, the types that were able to pinpoint (ENFJ, INFJ, INTJ) did not show such a wide span of dispersion, which leads to the conclusion that perhaps the reasons for their opinions about technology use are in something else rather than their personalities only – education experience or organization restrictions.

This aspect emphasizes that organizational and environmental aspects might be more crucial than personality characteristics in explaining how representatives of this personality type might integrate technology into learning. The technology used in classrooms can be effectively implemented in terms of the various personality-driven preferences in teaching methodologies.

Empathy and Emotional Connection with Students by MBTI Personality Type

When relating the levels of empathy to the MBTI personality types, the participant with the INFJ but in the education sector was observed to over-identify with their students, emotionally charged. This is in line with other studies done which revealed that one can possess high EI and EMPATHY provided that one exhibits some personality such as introverted and feeling which are characteristics of an INFJ.

Knowing how empathy interconnects with facets of student teachers' impact is very crucial. The teachers accept it and encourage them to share the emotions and struggles of the learners thus preparing an adequate environment for all. This further strengthens the argument that when the teacher is empathetic, then the basic nature of the teacher's preference will enhance a better classroom environment.

Chi-Square Test Results for Teaching Preferences

Chi-Square tests also show that there is a relationship between the MBTI personality type and the active teaching preference and use of concrete examples. When personalities involved are either of the two- ENFJ or INFJ- there would be a leaning towards more contact modes in teaching, such as activity modes. On the other hand, regarding the reflective teaching preferences, the difference was also not statistically significant, which can imply that the personality types are not very impactful in decisions with references to the utilization of active or reflective approaches among teachers.

The finding of the research shows that extroversion and feeling traits as part of the personality were associated with a preference for interactive, student-focused modes of instruction. This knowledge can facilitate an understanding of what determines the personality of educators and how this personality impacts lesson delivery and or student involvement.

ANOVA Results for Structured Lesson Plans

The teaching experience plays a significant role in shaping lesson plan preferences, according to the ANOVA results, while gender does not. This proposes that particular personality traits, especially organization skills and the ability to plan (traditionally related to the INTJ MBTI type), are the principal requirements that an educator must have in deciding between designing a structured or flexible lesson plan.

In addition, the teaching experience that affects these preferences corresponds to the idea that experienced teachers may generate a stronger taste for structured lesson plans as they achieve more autonomy with classroom dynamics and student results. A notable lack of gender differences suggests that individual character traits and experience are more powerful influencers of preferences for structured lesson plans than gender is.

T-Test Results for Technology Integration and Group Discussions

The T-Test shows an important difference in attitudes about technology integration between male and female instructors, with males favoring technology use to a greater extent. An examination showed no substantial difference between male and female educators in terms of their perceptions of the effectiveness of group discussions. This reveals that the more substantial impact on views of technology in the classroom is measured by gender, but attitudes toward collaborative learning itself are unaffected.

The outcomes reflect the broader research that shows male educators may be more likely to employ technology-based instructional methods, while female educators may prefer different strategies. However, the lack of gender difference found in association with group discussions shows that cooperative techniques are appreciated uniformly among educators, irrespective of gender.

Logistic Regression for MBTI Personality Types Predicting Teaching Preferences

Results from the logistic regression analysis suggest that personality types aligned with the MBTI model are substantial predictors of interest in active teaching methodologies and the utilization of concrete examples. Those who classify as ENFJ and INFJ in personality typing generally favor an active style when they are engaged in teaching, despite others potentially not having a clear predisposition regarding the application of these methods. The odds ratios demonstrate that individual characteristics are powerful determinants of these inclinations, especially in connection to engagement-driven techniques.

The results highlight the view that personality factors are highly influential in determining teaching preferences. Those who value cooperation, engagement, and systems are probably going to select active learning methods that focus on students. This particularly emphasizes the importance of assessing personality when creating teaching strategies.

Post-Hoc Tukey Test for Structured vs Flexible Lesson Plans

The Tukey post-hoc test shows statistically important differences in the liking for structured lesson plans among MBTI personality types as well as experience in teaching. In particular, those with MBTI types tied

to organization and control, such as INTJ, are inclined to prefer ordered lesson plans, while those of other types commonly accept more flexible techniques.

This finding shows the indispensable importance of tailoring lesson plans based on differing teaching styles, particularly on how personality influences both organizational and adaptive preferences. Also, teaching experience greatly shapes these preferences underscoring that more skilled teachers can become confident in their use of structured approaches as they improve their classroom management.

Chi-Square Test for Feedback Preferences

The Chi-Square test results for feedback preferences show a substantial relationship between the Myers-Briggs Type Indicator personality types and the choice to provide regular feedback. People who possess qualities of compassion and organization—especially those identifying as INFJ and INTJ—can feel nervous about the prospect of feedback as an important element of their teaching approaches.

This result highlights the interaction between personality traits and teachers' views on feedback and assessment. Those teachers who see feedback as a tool for promoting student growth and development tend to embrace methods that ensure regular and organized feedback is given.

Descriptive Statistics for Key Variables

The descriptive statistics give details of the variables of interest including active preference teaching, reflective teaching, technology preference, and teacher empathy and teaching experience. An overall survey of the results of active teaching and technology use shows that these means are relatively high hence suggesting that respondents generally prefer active teaching and utilization of technologies in their classrooms.

Just like the empathy and teaching experience, the statistics also prove that a particular teaching preference has an influence and its effectiveness out of the given variables cannot be questioned. The statements propose that teachers who are rated high in empathy and teaching experience tend to use student-oriented strategies and thus relate personality variables to teaching behaviors.

Future Research and Limitations

The study also has some limitations. The whole study is based on the educator's self-accounts of their practice, and such accounts can be influenced by factors linked to legalities or classroom cues. The work may be extended in the future to examine how these situational antecedent variables combined with personality traits determine teaching behaviors using cross-sectional or cohort data. The sample of this study consisted of only those educators who agreed to complete the questions, and they may not be chosen across different cultural and educational backgrounds, so the research findings may have low external validity. Incorporating participants from other regions would further advance the generalization of the research findings about personality characteristics in teaching. Future studies can build on the present work to examine how personal teaching model perceptions correspond to the personality-dependent preferences of the instructors and provide a positive or negative perspective on the use of such approaches.

Conclusion

Based on this study, it would be useful to focus on the extent of empathy (EMP) and MBTI personality types, the attitudes and perceptions of educators to feedback, and the use of information and communication technology (ICT), which is indexed by the MBTI personality types. The current study offers a significant contribution to understanding how personality is related to teaching strategies by understanding the correlation between personality characteristics and teaching methodologies. In particular, the research reveals that those personalities that are closely connected with extroversion, intuition, and feeling (for example, ENFJ and INFJ) are more likely to incorporate active teaching approaches, consider student-centered inclusive techniques, and use concrete instances in their curriculum. According to the results, the INTJ personality type would most probably follow the lesson plan and is also likely to give feedback more often.

This study also highlights the importance of personality traits in teachers' preferences for their practice of student interaction and feedback. The analysis of the results has shown that the active, feedback-oriented approaches are chosen by educators who possess higher levels of empathy and organizational skills. This result implies that the inclusion of personality traits into the choice of approaches to teacher professional development could improve the effectiveness of respective programs. Creating and using preferred personality-driven approaches, types of materials, or teaching techniques that would be most suitable for specific teachers can positively affect the learning result and the way the class is being managed.

The research focuses on how technology functions in the classroom. The results illustrate that while teachers are often amenable to integrating technology into their teaching practice, the extent to which this happens depends on various factors, including personality and teaching experience. Teachers who are more at ease with using technology, particularly men, have a higher tendency to use it throughout their teaching, while others might depend on traditional methods or work together through activities like group discussion. This illustrates the demand for institutions to deliver ongoing training and backing to ensure that all educators can profitably apply technology in their teaching, independent of their personality type.

The results from the logistic regression analysis emphasize the ability of MBTI personality types to foreshadow teaching preferences. Individuals with specific personality characteristics are highly likely to lean towards active student-focused approaches and the inclusion of real examples. The result corresponds with larger educational theories that place value on tailoring teaching styles to match individual strengths and preferences to exponentially increase engagement and learning effectiveness.

The study establishes that years of teaching experience is another key factor that influences LCM and improves the testing of structured lessons among teachers. Some of them use formal approaches in the class. This may be a result of confidence in managing the conduct of the learners or in attaining the specified teaching-learning outcomes. However, flexibility must always be retained because other personality types, as well as teachers with little teaching experience, can often develop difficulties working with strict schemes.

Importantly, the study underscores the need to achieve a more flexible form of structuring learning based on MBTI personality types as teaching practices continue transforming particularly with the use of technology. Both institutions and policymakers should take into account the results of the study to determine and focus on the needs and preferences of teachers in their pursuit of developing more effective programs to train teachers.

The present work supports the value of personality characteristics in the choice of approaches and models of teaching. This approach emphasizes the differences in the manners of learning personalities and teaching patterns, thus making the institutions encourage the capabilities of a teacher. Besides, personality factors can enrich professional development processes, where the accentuation of personality dimensions may bolster teaching outcomes and foster the level of students' learning accomplishment. More studies are needed to find a correlation between personality traits, external teaching factors, students' consideration of the methods of teaching they receive in the classroom, and a plethora of other factors about the whole process of education.

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