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Psychological Type and Teaching: A Case of Prospective ELT Teachers

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ABSTRACT

In today's information economy, education has become the main engine driving the future of countries and of their children. As a result, nations around the world are undertaking wide-ranging reforms to better prepare children the higher educational demands of life and work place in the 21st century. Therefore, more than ever before, it becomes more obligatory to have high-quality effective teachers. Since classroom teacher's quality alone comprises the single most important factor in determining students' academic success, effective teachers can easily neutralize the effects of ineffective ones.

Although we know quite a lot about effective teacher characteristics, not much is known about effective teacher personality, especially in Turkey. What is the impact of personality on teaching? Studies exploring how teacher personality effects on student academic success, have found that teachers with certain personality profiles may be more effective, depending upon their students' learning styles and the classroom environments (Fairhurst & Fairhurst, 1995). Therefore it would be a good informative reason to learn about the personality traits of prospective teachers and compare these traits with the results in the literature.

The Myers Briggs Type Indicator (MBTI) is a self-report questionnaire designed to make Jung's theory of psychological types understandable and useful in everyday life. Psychological Type is a Theory developed by Carl Jung (1875-1961) to explain some of the apparently random differences in people's behavior. MBTI results describe valuable differences between normal, healthy people-differences that can be the source of much misunderstanding and miscommunication. The MBTI helps to identify one's strengths and unique gifts. Information obtained can be used to better understand oneself, one's motivations, strengths and potential areas for growth.

This paper aims at introducing the useful potential of MBTI for identifying effective teachers along with presenting the results of a group of pre-service ELT (English Language teaching) teachers (N=56; F: 47, M: 9) who took the inventory as part of a course called "Individual Differences in Foreign Language Learning" at fall semester of 2017-2018 academic year at a state university in central Anatolia.

Results show that these ELT students are mostly Extraverts (73%). ENFJ is the most pronounced type (25%) followed by ENFP (16,07%), ESFJ (14,28%), INTJ/ESFP (10,71%), INFJ (7,14%), ESTJ/INTP (3,57%), and ENTJ/ENTP/ISFJ/ISFP/INFP (1,78%). The data also share that there is a clear preference for Intuition over Sensing, Feeling over Thinking and Judging over Perceiving.

Key Words: Psychological Type, MBTI, personality, ELT, prospective teachers.

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I am what is mine. Personality is the original personal property.

Norman O. Brown

1. Introduction

It is not an extraordinary belief that every child deserves a quality education and effective teachers. Therefore, both government sources including MoNE (Ministry of National Education) and the media have been expressing the need for improved and quality education and more competent and effective teachers to meet the desired and envisioned needs. Unfortunately, many students progress through the education system without a regular matching to effective teachers. Any person who passed through the education system would agree that not all teachers could be assessed and measured up in the same way. There are those teachers who motivate, engage, inspire, stimulate, encourage, and master their craft, while others continue to remain unsuccessful and just a regular person. The best teachers, I mean the effective teachers, are certainly needed in our schools to successfully educate the minds of tomorrow for the whole nation. Twenty-first century classrooms require effective teachers: professionals who are open, flexible, and have the capability to adapt to the new and changing demands that are constantly being placed upon them (Rushton et al., 2007).

Teacher effectiveness is a complicated term that is regularly hard to define. Therefore, both educators and researchers do not agree on a single definition for this term; instead, they typically provide an explanation usually based on their personal understandings of this notion (Aaronson, Barrow, & Sander, 2007; Collinson, Killeavy, & Stephenson, 1998; Gentry et al., 2011; Waldrip et al., 2009). Sometimes teachers are just considered effective because of the teaching practices they apply in their classrooms, while some others are considered effective because of the personality traits they actually possess.

Effective teachers are highly skilled and in their classroom teaching approaches and as result they are able to produce better student achievement regardless of curriculum, materials, pedagogical approach, or reading programs they use in their classrooms (Allington, 2002).

In order for teachers to make better and more effective decisions about their classroom practices, they definitely need to have a clear understanding of how these decisions would affect their students (Sanders & Horn, 1998). Although, effective teaching research provides us highly important data about successful strategies for teaching, the picture is still incomplete without the consideration of teacher personal qualities and characteristics (Lessen & Frankiewicz, 1992).

Our schools in the twenty-first century require more effective teachers. They should be highly professionals who are open-minded, flexible, and have the capability to adapt to the new and changing demands that are constantly being placed upon them (Rushton et al., 2007). In spite of the fact that there is a strong requirement for more powerful teachers, the topic of how to characterize and measure a quality teacher is as yet a disputable and unsolved issue that needs to be addressed and clarified.

Although we know quite a lot about effective teacher characteristics, not much is known about effective teacher personality. What is the impact of personality on teaching? Does psychological type, personality, play a role when it comes to teacher effectiveness?

2. What is Psychological Type?

Starting from ancient times, philosophers, astrologists were all concerned about differences on human attitudes and behaviors. As a result, attempts have been made to categorize individual attitudes and behavior patterns, in order to explain the differences among people.

Earlier classifications of psychological types were based on observations of temperamental or emotional behavior patterns; However, Jung's model is concerned with the movement of psychic energy and the way in which one habitually or preferably orients oneself in the world. From this point of view, Jung differentiates eight typological groups: two personality attitudes—introversion and extraversion—and four functions or modes of orientation—thinking, sensation, intuition and feeling—each of which may operate in an introverted or extraverted way.

The model of psychological types uses four bipolar preferences: (a) extraversion or introversion, (b) sensing or intuition, (c) thinking or feeling, (d) judging or perceiving. It assumes that every human being goes back and forth between each pole of each preference. We are all born with the capacity to use all poles, but we all have a preference for one pole of each preference over the other. This preference could be inborn or adapted during the course of life. In normal development, we can find one pole more interesting and more motivating and spend more energy on the activities for that pole. And as a result of this focused energy we become an expert on an area, form habits of mind, and characteristics associated with the preferences we have chosen. The important point is that our preferences lead to qualitative differences.

Jung's own model of typology grew out of an extensive historical review of the type question in literature, mythology, aesthetics, philosophy and psychopathology.

According to Jung's theory, predictable differences in individuals are caused by differences in the way people prefer to use in their minds. The core idea is that, when our mind is active, we are involved in one of two mental activities:

- Taking in information, Perceiving; or
- Organizing that information and coming to conclusions, judging.

Jung observed that there are two opposite ways to perceive, which he called Sensing and Intuition, and two opposite ways to judge, which he called Thinking and Feeling.

Everyone uses these four essential processes daily in both the external World and Internal World. Jung called the external World of people, things, and experience Extraversion and the internal World of inner processes and reflections Introversion.

These four basic processes used in both our external and internal worlds give us 8 ways of using our mind. Jung believed everyone has a natural preference for using one kind of perceiving and one kind judging. As we exercise our preferences, we develop distinct perspectives and approaches to life and human interaction.

The variations in what we prefer, use, and develop lead to fundamental differences between people. The resulting predictable patterns of behavior form Psychological Type.

3. What is MBTI?

The most widely used instrument for assessing personality characteristics is the Myers-Briggs Type Indicator (MBTI) assessment (Quenk, 2009).

The MBTI is a highly reliable and valid assessment of personality that identifies four cognitive processes, eight dichotomous preferences, and 16 distinct personality types and could be applied to a variety of topics of interest from public affairs to education, including curriculum development and classroom instruction, student career and occupational counseling, and from researching of issues and problems in public agencies and nonprofit organizations etc.

The Myers Briggs Type Indicator (MBTI) is a self-report questionnaire designed to make Jung's theory of psychological types understandable and useful in everyday life. Psychological Type is a Theory developed by Carl Jung (1875-1961) to explain some of the apparently random differences in people's behavior. MBTI results describe valuable differences between normal, healthy people-differences that can be the source of much misunderstanding and miscommunication.

The MBTI helps us to identify our strengths and unique gifts. It doesn't tell US who we are. But definitely sets us in the right direction to discover ourselves. The information can be used to better understand ourselves, our motivations, our strengths, and potential areas for growth. It also helps us to better understand and appreciate those who differ from us. Understanding MBTI type is self-affirming and enhances cooperation and productivity.

The information derived from the MBTI can provide a better understanding of self by informing individuals of the type of person they are and how they approach the world (Cranton & Knoop, 1995; Lawrence, 1993; C. Martin, 1997).

Based on Jung's theory of psychological types, Briggs and Briggs-Myers created the MBTI which consists of nearly 100 self-report items (differ according to the form) containing two statements where the respondent are forced to choose which item best describes him or her. The MBTI assesses four characteristics. Unlike most other inventories, people do not obtain numerical scores for each characteristic, but instead are assigned to one pole or another of each characteristic. The questions within the assessment are presented in a forced-choice format in order to ensure preferences are clearly elicited for each of the four dichotomous poles (extraversion and introversion, sensing and intuition, thinking and feeling, and judging and perceiving); the poles can be summarized as follows:

1. E/I, Extraverts (E) focus on the outer world of people, the external environment, while Introverts (I) focus on their own inner world, preferring to understand the world before experiencing it.
2. S/N, Sensing individuals (S) become practical by accepting and working with what is "given" in the here and now, while Intuitive individuals (N) value imaginations, inspiration, new possibilities, and ways of doing things.
3. T/F, Thinking individuals (T) make decisions by analyzing and weighing all of the evidence, while Feeling individuals (F) make decisions based on person-centered values.

4. J/P, Judgement individuals (J) prefer order and control in their lives, while Perceptive individuals (P) prefer flexibility and spontaneity.

After more than 50 years of research and development, the current MBTI is the most widely used instrument for understanding normal personality differences.

The MBTI is used in:

- Self-development
- Career development and exploration
- Relationship counseling
- Organization development
- Team building
- Problem solving
- Assisting communication strategies
- Management and leadership training
- Education & curriculum development
- Diversity and multi-cultural training

Many researchers use the Myers-Briggs Type Indicator (MBTI) in order to determine which personality characteristics are most successful in the classroom and to categorize teachers into one of 16 possible personality types (Fairhurst & Fairhurst, 1995).

4. Personality, Teaching and Teachers

In today's information economy, education has become the main engine driving the future of countries and of their children. As a result, nations around the world are undertaking wide-ranging reforms to better prepare children the higher educational demands of life and work place in the 21st century. Therefore, more than ever before, it becomes more obligatory to have high-quality effective teachers. Since classroom teacher's quality alone comprises the single most important factor in determining students' academic success, effective teachers can easily neutralize the effects of ineffective ones.

Although we know quite a lot about effective teacher characteristics, not much is known about effective teacher personality, especially in Turkey. What is the impact of personality on teaching? Studies exploring teacher personality effects on student academic success have found that teachers with certain personality profiles may be more effective, depending upon their students' learning styles and the classroom environments (Fairhurst & Fairhurst, 1995). Therefore it would be a good reason and informative to learn about the personality traits of pre-service teachers and compare these traits with the results in the literature.

If education has become the main engine driving the future of countries and the teacher is the most important factor in determining a student's achievement, then it is crucially important that research be focused on determining the effective teacher personality. As a support, for example, Polk (2006) found that personality is a basic predictor of teacher success. Some other researchers also found strong relationships between teacher personality and student academic performance and factors affecting this performance (Fisher & Kent, 1998; Zhang, 2007).

Acknowledging the relationship between teacher personality and student achievement can be very important in order for teachers to create effective learning environments and meet more of their students' needs (Fairhurst & Fairhurst, 1995).

Fairhurst and Fairhurst (1995) suggest that knowing one's temperament and personality is important for teachers so they can recognize the differences between their personality types and their students' learning styles. Lawrence (1979) in a study with (N= 5366) teachers reported that the most frequently "preferred typology" was the ESFJ teacher.

Marso and Pigge (1990) analyzed a group of elementary pre-service teachers (N=153) and reported the dominant type of personality as ESFJ.

Grindler and Stratton (1990) examining undergraduate students in teacher education programs found that most of them (17.31%) were extraverted, sensing, feeling, and judging (ESFJ), as described by the Myers-Briggs Personality Type Indicator (MBTI).

Hinton and Stockburger (1991) analyzed a group of elementary pre-service teachers (N=122) and reported that the dominant type of personality being ESFJ.

Sears et al. (1997) examined typologies of (N=1281) pre-service teachers in the USA and observed a difference between the elementary pre-service students and their secondary counterparts. Elementary group inclined more toward –SFJ where secondary ones inclined more toward –NTJ.

Reid (1999) sampled (N=189) Florida elementary teachers and concluded that ISFJ profile accounts for 30% of the local teachers.

As could be noticed, it is not difficult to comment that more teachers seem to be extraverted and more common personality type revealed in these studies are either ESFJ or ISFJ.

5. Study

Forth year students at an English Language Teaching (ELT) program in a state university take a course called Individual Difference in Foreign language Learning. The course aims to familiarize students with research that has aimed at accounting for individual differences and learning difficulties in foreign language learning. Individual differences that are inherent in the learner can predict success or failure in language learning. What makes some people more successful language learners than others? Scholars and practitioners of adult second language learning traditionally have cast the issue of individual differences in terms of such constructs as age, aptitude, attitude, and motivation, learning strategies, learning styles, beliefs about language learning, general intelligence, multiple intelligence profiles, gender, self-esteem, risk taking, anxiety, brain dominance, field dependence/independence, tolerance for ambiguity, anxiety, and personality traits (Ehrman, Leaver & Oxford, 2003; Altan, 2014).

As a part of the course requirements, the students form groups of three and each group is assigned to introduce an individual difference to the rest of the classroom including applying the survey of the topic (when available) first to themselves then to the rest of the students in order to get a picture of the classroom on the given individual difference. So the group responsible for presenting the personality

as an individual difference requested each of the students to take the on-line version of a personality test based on Carl Jung's and Isabel Briggs Myers' personality type theory.

5.1. Participants

The participants in this study consisted of 56 senior ELT- major students who took the course called Individual Differences in Language Teaching during fall semester of 2017-2018 academic year. This course is the one and the only course taught in an ELT program at a faculty of education in central Anatolia in Turkey. The average of age was 23 years; the youngest student was 22, the oldest 30. There were forty-seven female and nine male participants. All participants were native speakers of Turkish and all of them had been studying English for a minimum of 10 years at the time data were collected.

5.2. Instrument

The MBTI is a self-report questionnaire that may be accessed only after a purchase has been made online. Due to heavy cost and unavailability of copying or reproducing of the handbook as result of copyright infringement laws, a non-credited site that offers a similar personality assessment for free has been used for this group (<http://www.humanmetrics.com/cgi-win/jtypes2.asp>). This free personality test, which includes 64 items, is based on Carl Jung's and Isabel Briggs Myers' personality type theory.

5.3. Results and Discussion

Distribution of the students' personality types are shown in Table 1.

<u>KEY</u>	E-Extroversion I-Introversion S- Sensing N-Intuition	T-Thinking F-Feeling J-Judging P-Perceiving
ESTJ N: 2 (3, 57%)	ISTJ -	ENTJ N: 1 (1, 78%)
ESTP -	ISTP -	ENTP N: 1 (1, 78%)
ESFJ N: 8 (14, 28)	ISFJ N: 1 (1, 78%)	ENFJ N: 14 (25%)
ESFP N: 6 (10, 71%)	ISFP N: 1 (1, 78%)	ENFP N: 9 (16, 07%)

Table 1: Type Distribution: All participants (N=56)

According to the results a great majority of the students are extraverts (73%). The EI dimension tells us whether an individual is energized externally or internally. Extraverts are usually described as expansive, easy to get to know, friendly, confident, have many friends, figure things out while talking, do not mind interruptions, are good talkers, and know more about what is going on around them than what going on within themselves (Fairhurst & Fairhurst, 1995). Without accounting for teacher effectiveness and student achievement, more teachers prefer extraversion than introversion. Fairhurst and Fairhurst (1995) report that a little over half of all elementary school teachers prefer extraversion over introversion. This trend is also true with undergraduate students in teacher education programs. For example (Rojewski & Holder, 1990) examining undergraduate students' personality traits in teacher education programs found that 61% of the population was more extraverted. And the results reached in the present study are in line with the general judgment about prospective teachers and extraversion.

The above data also shows us that the ENFJ is the most pronounced type (25%) followed by ENFP (16,07%), ESFJ (14,28%), INTJ/ESFP (10,71%), INFJ (7,14%), ESTJ/INTP (3,57%), and ENTJ/ENTP/ISFJ/ISFP/INFP (1,78%).

The data also share that there is also a clear preference for Intuition over Sensing, Feeling over Thinking and Judging over Perceiving.

It will be a good idea to talk about the characteristics, including their possible strengths and weaknesses, of ENFJs as the most pronounced type among the participants and their possible effects on teaching.

5.4. Most Pronounced Personality Types (ENFJ and ENFP)

ENFJs are highly responsive and responsible. They feel real concern for what others think and want, and try to handle things with due regard for other people's feelings. They can present a proposal or lead a group discussion with ease and tact. They are known as being highly sociable, popular, active in school affairs, but they need time to do good work. They live their outer life more with feelings, inner world more with intuition (Huszczco, 1996).

According to Hammer (1993), occupational trends for ENFJs include "Religion," "Arts," and "Teaching." ENFJs are generally known as natural-born leaders, full of passion and charisma. Forming around two percent of the population, they are oftentimes our politicians, our coaches and our teachers, reaching out and inspiring others to achieve and to do well in the world. With a natural confidence that begets influence, ENFJs take a great deal of pride and joy in guiding others to work together to improve themselves and their community.

They find it natural and easy to communicate with others, especially in person, and their Intuitive (N) trait helps people with the ENFJ personality type to reach every mind, be it through facts and logic or raw emotion. ENFJs easily see people's motivations and seemingly disconnected events, and are able to bring these ideas together and communicate them as a common goal with an eloquence that is nothing short of mesmerizing (www.sixteenpersonalities.com).

ENFJs are genuine, caring people who talk the talk and walk the walk, and nothing makes them happier than leading the charge, uniting and motivating their team with infectious enthusiasm (www.sixteenpersonalities.com).

ENFJs take a genuine interest in other people, approaching them with warm sociability and a helpful earnestness that rarely goes unnoticed. Altruistic careers like social and religious work, teaching, counseling, and advising of all sorts are popular avenues, giving people with the ENFJ personality type a chance to help others learn, grow, and become more independent. This attitude, alongside their social skills, emotional intelligence and tendency to be “that person who knows everybody”, can be adapted to quite a range of other careers as well, making ENFJs natural HR administrators, event coordinators, and politicians – anything that helps a community or organization to operate more smoothly (www.sixteenpersonalities.com)

As subordinates, ENFJs will often underestimate themselves – nevertheless, they quickly make an impression on their managers. Quick learners and excellent multitaskers, people with the ENFJ personality type are able to take on multiple responsibilities with competence and good cheer. ENFJs are hardworking, reliable and eager to help – but this can all be a double-edged sword, as some managers will take advantage of ENFJs’ excellent quality of character by making too many requests and overburdening their ENFJ subordinates with extra work. ENFJs are conflict-averse and try to avoid unnecessary criticism, and in all likelihood will accept these extra tasks in an attempt to maintain a positive impression and frictionless environment (www.sixteenpersonalities.com).

As colleagues, ENFJs’ desire to assist and cooperate is even more evident as they draw their coworkers into teams where everyone can feel comfortable expressing their opinions and suggestions, working together to develop win-win situations that get the job done. ENFJs’ tolerance, open-mindedness and easy sociability make it easy for them to relate to their colleagues, but also make it perhaps a little too easy for their colleagues to shift their problems onto ENFJs’ plates. Being Diplomats, people with the ENFJ personality type are sensitive to the needs of others, and their role as a social nexus means that problems inevitably find their way to ENFJs’ doorsteps, where colleagues will find a willing, if overburdened, associate (www.sixteenpersonalities.com).

Their idealism and vision allow ENFJs to overcome many challenging obstacles, more often than not brightening the lives of those around them. ENFJs’ imagination is invaluable in many areas, including their own personal growth. ENFJs need to put in a conscious effort to develop their weaker traits and additional skills (www.sixteenpersonalities.com).

A study of work environment characteristics and type found that at least 80% of ENFJs sampled like "Variety of tasks," "Independence and achievement," "Teamwork," and "Clear structure." In fact, they were among the top four types to like the first three items. ENFJs were also among the top four types that liked the work characteristic "People from different backgrounds." (www.sixteenpersonalities.com)

There are some curious findings for ENFJs and job satisfaction. On one hand, a study found that ENFJs were "Satisfied with work," "Satisfied with company," "Less satisfied with work," and "Likely to leave." Did you get that? ENFJs were the only type that frequently answered both "Satisfied with

work" and "Less satisfied with work." It seems to be a love/hate relationship. However, ENFJs were among the top four types for high satisfaction with work. Despite this fact, they were also among the four types most likely to leave their job within the next year. Love it and leave it (www.sixteenpersonalities.com).

In addition, ENFJs gave the highest percentage of "Very Satisfied" responses for the following work aspects of any type: "Job Security," "Opportunities for learning," "Responsibility," and "People I work with." It should be noted that 60% of ENFJs gave the "Very Satisfied" response for "People I work with." This was the highest number of "Very Satisfied" responses that any type gave to any work aspect. It seems that ENFJs are the true people (www.sixteenpersonalities.com).

However, their being highly idealistic, being too selfless, sensitive, having fluctuating self-esteem and having hard times to make tough decisions can be their listed as their weak points to be watched out carefully and work on it for improvement.

As for the second most popular type of personality ENFP (N=9), ENFPs are the most passionate and energetic teachers, often getting excited about parts of the subject that others skip over apathetically. They are warmly enthusiastic, high spirited, ingenious and imaginative. They are able to do almost anything that interests them. They are highly quick with a solution for any difficulty and ready to help anyone with a problem. They often rely on their ability to improvise instead of preparing in advance. They can always find compelling reasons for whatever they want. They generally live their outer life more with intuition and inner life more with their feelings (Huszczo, 1996).

The best thing about ENFPs is that they have the communication and people skills to convey their excitement in a coherent way – though it may not always seem like that at the time! ENFPs never have a bad word to say about someone and everyone tends to behave in their classes such is their popularity and respect.

Their raw energy sometimes makes their line of argument erratic which can be a problem in STEM subjects and during exam time. They can also lose focus if there is no clear goal in sight. Often however, these factors are swamped by the passion for the subject that ENFPs project and pupils are far more motivated to learn themselves.

ENFPs aren't interested in daydreaming. They want to go out and experience things, and don't hesitate to step out of their comfort zones to do so. ENFPs are imaginative and open-minded, seeing all things as part of a big, mysterious puzzle called life (www.sixteenpersonalities.com).

Their talents in adaptability and spontaneity help ENFPs to form a person who is approachable, interesting and exciting, with a cooperative and altruistic spirit and friendly, empathetic disposition. ENFPs get along with pretty much everyone, and their circles of friends stretch far and wide (www.sixteenpersonalities.com).

When it comes to conceiving ideas and starting projects, especially involving other people, ENFPs have exceptional talent. Unfortunately their skill with upkeep, administration, and follow-through on those projects struggles. Without more hands-on people to help push day-to-day things along, ENFPs' ideas are likely to remain just that – ideas (www.sixteenpersonalities.com). Therefore, they need strong willed colleagues around them to keep them focused.

As a consequence of their popularity, others often look to them for guidance and help, which keep them usually busy so it's not difficult to see why ENFPs sometimes get overwhelmed, especially when they can't say yes to every request. They are highly emotional. Although being emotional is healthy and natural, with ENFPs even viewing it as a core part of their identity, it can come out strongly enough to cause problems for this personality type. Particularly when under stress, criticism or conflict, ENFPs can experience emotional bursts that are counter-productive at best (www.sixteenpersonalities.com).

It is highly promising that both common types include characteristics necessary for being an effective teacher. Therefore, it is not difficult to say that these prospective ELT teachers will possibly become good teachers and ready to meet the needs of 21st century students and expand their roles to become motivators, counselors, mentors, guides and ready to lead possible future reforms and most likely to become educational leaders in their communities.

6. Conclusions

Teaching is a difficult profession. There are many problems for teachers that make the profession more complicated than it has to be and today's teachers face unprecedented issues as they enter the classroom along with the challenges in preparing students for the unpredictable demands of the future workplace.

Many personal, family, and neighborhood factors contribute to a student's academic performance, but a large body of research suggests that, among school-related factors, teachers matter most. What's less clear, however, is how to measure an individual teacher's effectiveness. Non-school factors do influence student achievement, but effective teaching has the potential to help level the playing field. There is a long lasting search among education researchers to find measurable characteristics of teachers that will predict success in classroom instruction (Rockoff, Jacob, Kane, & Staiger, 2008).

Today's teachers confront some very important challenges to be practice effectively. These include being open to change, adjusting to a change, be ready to meet ever increasing performance goals required by policy makers, using a range of assessment strategies to evaluate student performance and vary instruction to meet both formative and summative assessments, participating actively in learning communities; tapping the expertise within a school or school district through coaching, mentoring, knowledge-sharing, and team teaching, acting as mentors and peer coaches with colleagues, using a range of teaching strategies to nurture individual differences, and to create a learning environment and pursuing continuous learning opportunities and embracing career-long learning as a professional goal. And the results of the study promise us that both most common personality traits are ready to adapt and accept possible changes which became common factors necessary for the success in educational reforms. Both personality traits accept these initiatives of changes more easily and are, therefore assets in educational reforms and change.

By making the above assertions it is not aimed at saying that MoNE or private sector administrators should exceptionally hire teachers with the above personality traits. However, it is highly important that individuals and in this case prospective teachers be conscious of their personality type in order to make the required changes to adapt, persevere and survive as a lifelong learning philosophy.

A teacher's personality trait plays a part in student success. Current literature show highly limited number of studies done in the area of pre-service ELT teachers' personality in general and especially in Turkey. Therefore, such studies would be highly valuable to create a successful teaching and learning environment to meet the challenges of 21st century and might reveal further understanding as to what characteristics could better aid the educational needs of our children in future.

Further studies need to be carried out with larger samples and probably with original MBTI forms to see if there are consistent patterns with the results of this small scale study.

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