Preschool Teachers’ Personality and Their Beliefs in Developmentally Appropriate Practices

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A recent study published in *Frontiers in Psychology* examined how teachers’ beliefs and practices were related to their personalities in preschool settings.

Among a sample of 544 preschool teachers in Hong Kong, which included pre-service and in-service teachers, Wong (2019) used questionnaires to examine how teachers’ beliefs in developmentally appropriate practices were related to their personality.

The questionnaire included the Myer-Briggs Type Indicator (MBTI), which is a personality inventory that measures four dimensions of personality, namely “Extroversion-Introversion”, “Sensing-Intuition”, “Thinking-Feeling”, and “Judging-Perceiving”. Moreover, the Teacher Beliefs and Practices Survey were used to measure teachers’ beliefs and their instructional activities about developmentally appropriate practices. The findings are as follows:

- The predominant personality type profiles of preschool teachers were” Sensing-Feeling-Judging”. The in-service teachers in the sample were characterized by the dominance of sensing (86.7%), feeling (64.0%), and judging (83.4%).
- Extroverted and intuitive teachers tended to hold stronger beliefs in developmentally appropriate practices, in contrast to introverted teachers and sensing teachers.
- Teaching experience also contributed to preschool teachers’ beliefs in or the use of developmentally appropriate practices, which might minimize the limitations that linked to the sensing type personality found in the majority of preschool teachers.

However, the author remarked that although random sampling was used, which was only from one tertiary institution. Therefore, readers should be cautious about the generalizability of the results.