



An Investigation of Educational Leader's Personality Style Inventory in K12 and Higher Education Levels

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Abstract— *This research investigates the utilization of the Personality Style Inventory within educational leadership, examining its application among two distinct tiers of leaders: K-12 and higher education, encompassing American and Chinese educational contexts. By analyzing and contrasting personality types across these diverse leadership levels, the study uncovers variances in personal characteristics among leaders. Furthermore, it aims to elucidate how the implementation of the Personality Style Inventory can enhance and inform leadership practices within these educational domains.*

Keywords— *Personality Style Inventory, PSI, K12, higher education*



I. INTRODUCTION

This investigation, utilizing the Myers-Briggs Type Indicator (MBTI) (2014), and drawing insights from various studies (Yan & Sun, 2022; Yan et al., 2020; Zheng et al., 2018a; Zheng et al., 2019), offers fresh insights into understanding the disparities among individuals in their decision-making processes, interpersonal interactions, problem-solving approaches, worldview, and personality types. The study administered the Personality Style Inventory (PSI) to two distinct groups of educational administrators: the K-12 group and the higher education group. The K-12 cohort involved an American Superintendent, a Chinese middle school Principal, and a Chinese elementary school Principal. Meanwhile, the higher education group consisted of a Deputy Dean of the

College of International Studies, an English department head, a director of Teaching Affairs Office, and an Associate Professor in the English department (Yan et al., 2018; Yan & Howard, 2019; Yan et al., 2023). This diverse array of participants allowed for a comprehensive comparative analysis of personality types across different levels of educational leadership. Notably, participants eagerly engaged in the assessment, expressing curiosity about their own personality types and their potential implications for enhancing their leadership practices (Yan & Nie, 2018; Zheng et al., 2018b; Ding & Yan, 2023).

II. PERSONALITY STYLE INVENTORY OF EDUCATIONAL LEADERS IN K12 LEVELS

2.1 Superintendent's Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	21	Extroversion	19
Intuition	17	Sensing	23
Thinking	24	Feeling	16
Perceiving	9	Judging	31

On the basis of the above inventory scoring, the American Superintendent's sensing type is **ISTJ**, which classified him as serious, quiet, earn success by concentration and thoroughness; practical, orderly, mater-of-fact, logical, realistic and dependable; sees to it that everything is well organized; takes responsibility; makes up his own mind as to what should be accomplished and works toward it steadily, regardless of protests or distractions.

2.2 Middle School Principal's Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	18	Extroversion	22
Intuition	11	Sensing	29
Thinking	35	Feeling	5
Perceiving	14	Judging	26

The above scoring classifies the Chinese Middle School Principal's Personality Style Inventory as **ESTJ**, which indicates practical, realistic matter-of-fact, with a natural head for business or mechanics; not interested in subjects they see not use for, but can apply themselves when necessary; like to organize and run activities; may make good administrators, especially if they remember to consider others' feelings and points of view.

2.3 Elementary School Principal's Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	26	Extroversion	14
Intuition	19	Sensing	21
Thinking	33	Feeling	7
Perceiving	14	Judging	26

The above scoring classifies the Chinese Elementary School Principal's Personality Style Inventory as **ISTJ**, just the same as the above American Superintendent's PSI, but with different dominant dimension.

When reviewing the data scoring for the Superintendent's type, it is clear that there is a close balance with the Introversion and Extroversion dimensions with introversion superseding, and extremely dominance in the judging dimension and exhibiting great closeness between the intuition and sensing dimensions.

Reviewing the above three leaders' PSI, they are quite similar in that they all possess three prominent dimensions: sensing, thinking and judging. The Middle School Principal only has a little strength in his extroversion dimension. Except for that trivial difference, the three school leaders can be seen as owing the same kind of PSI style. The superintendent and elementary Principal have the same introversion dimension, which indicates that they tend to make decisions, somewhat independently of constraints and prodding from the situation, culture, people, or things around them, quiet, diligent at working alone, and socially reserved. They may dislike being interrupted while working and may tend to forget names and faces.

In detailed analysis of scores, the Superintendent's Judging dimension is the highest one. While the Middle School Principal and Elementary School Principal's Thinking dimension are both extremely high. It can be explained that the superintendent should make more decisions the other two principals and he is decisive, firm and sure, setting goals and sticking to them. He makes judgments about life, people, occurrences, and things based on logic, analysis, and evidence, avoiding the irrationality of making decisions based on feelings and values, more interested in logic, analysis, and verifiable conclusions than in empathy, values and personal warmth. The Superintendent's personality type clearly suggests that he is a pragmatic leader who is an independent thinker and assumes responsibility for his actions. Similar to the two principals are the personality inventory classifies the Superintendent as an introvert, a sensor, and a thinker.

In the higher education level, the researcher totally investigated four personnel: a Deputy Dean of College of

International Studies, a Head of English Department, a Director of Teaching Affairs Office, and the author an Associate Professor.

III. PERSONALITY STYLE INVENTORY OF EDUCATIONAL LEADERS IN HIGHER EDUCATION LEVELS

3.1 Dean of College of International Studies' Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	19	Extroversion	21
Intuition	21	Sensing	19
Thinking	32	Feeling	8
Perceiving	15	Judging	25

The above scoring classifies the Dean of College of International Studies' Personality Style Inventory as **ENTJ**, which indicates hearty, frank, able in studies, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.

The Deputy Dean unveiled a close balance with the Introversion and Extroversion dimensions, as well as the Thinking and Sensing dimensions. It suggested that the Deputy Dean could easily vacillate from one personality type to the next. It would be easy for one to deduce that the Deputy Dean would not experience much difficulty when having to shift from one leadership style to the next. From my personal understanding about this Deputy Dean's personality, he is a knowledgeable man forever on the road of pursuing the truth and knowledge, which is a good quality to be the Dean of a college, and whose knowledge would also be very important to guide the whole college to develop into a higher level. Thinking dimension would help to make judgments about life, people, occurrences, and things based on logic, analysis, and evidence, avoiding the irrationality of making decisions based on feelings and values. He is also a judger, who is decisive, firm, and sure, setting goals and sticking to them, wanting to close books, make decisions, and get on to the next project.

3.2 Head of English Department's Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	26	Extroversion	14
Intuition	25	Sensing	15
Thinking	19	Feeling	21
Perceiving	23	Judging	17

The above scoring classifies the Head of English Department's Personality Style Inventory as **INFP**, which indicates full of enthusiasms and loyalties, but seldom talks of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, and then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.

The score of Head of English Department is high in perceiving and intuition dimension, revealing that his ability is more connected with implement some decision made by the Dean of college, and he can get along well with others in the English department and he can see possibilities and work out new ideas as well as solve novel problems, which would make him to be a best assistant to the Dean. The Head of English Department's ability to relate to organizational members on a more emotional basis makes way for receptive conditions for new decisions and policy implementation.

3.3 Director of Teaching Affairs Office's Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	20	Extroversion	20
Intuition	12	Sensing	28
Thinking	32	Feeling	8
Perceiving	10	Judging	30

The above scoring classifies the Director of Teaching Affairs Office's Personality Style Inventory as **I/ESTJ**, which indicates practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May

make good administrators, especially if they remember to consider others' feelings and points of view.

The scores of Teaching Affairs Office Director are extremely high in Thinking, Judging and Sensing dimensions, which revealing that he makes judgments about life, people, occurrences, and things based on logic, analysis, and evidence, avoiding the irrationality of making decisions based on feelings and value. Besides, he is decisive, firm and sure, setting goals and sticking to them, making quick decisions. This kind of leadership style will enable him to cooperate well with every department and assist with the teachers' Affaires, solving various problems with efficiency and good understanding of others' feeling and have a harmony relation in the working areas.

3.4 Director of College English Department's Personality Style Inventory

Dimension	Score	Dimension	Score
Introversion	20	Extroversion	20
Intuition	16	Sensing	24
Thinking	19	Feeling	21
Perceiving	19	Judging	21

The above scoring classifies the Director of College English Department's personality type as both **ISFJ** and **ESFJ**, which yields my description as quite, friendly, responsible and conscientious, warm-hearted, talkative, popular, conscientious, born cooperators, and active committee members. Work devotedly to meet their obligations and serve their friends and school. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise, thorough, painstaking, and accurate. May need time to master technical subjects, as their interests are usually not technical. Loyal, considerate, concerned with how other people feel.

When reviewing the data scoring for the Director's personality type, it is clear that there is an exact balance with the Introversion and Extroversion dimensions, a close balance with the Thinking and Sensing as well as Perceiving and Judging. These suggest that the associate professor can easily vacillate from one personality type to

the next without one being significantly dominant, and would not experience much difficulty when having to shift from one leadership style to the next.

The description is indeed accurate in its characterization of the Directors' connection to sensor. She is certainly a practical one who attends to detail, has memory for detail, fact, works with tedious detail, patient, careful, systematic. She is always in harmony with the people around her and gives support to others and welcomed by them. In the procedure of PSI analysis, she keeps thinking about her personality style and how to improve her weakness and apply the advantages in her future career.

IV. CONCLUSION

The Personality Style Inventory suggests that all individuals are not the same, but also have traits in common. Comparing the two groups, the K12 group leadership tends to center around the PSI style ISTJ or ESTJ. While, the higher education group leadership tends to have more intuition and feeling dimensions than the K12 group. Partially because of the leaders in the College of International Studies are all initially humanity academic scholars, therefore, they tend to pay keen attention to the inner feelings of human being and like to try new and creative ways to solve problems. While the Superintendent, the two principals, and the Director of Teaching affair office tend to make decisions based on facts and logic, and stick to them till the end. The Personality Style Inventory is an instrument that really allows us to be introspective about and clear about his or her personality traits and how those traits help to interact with others.

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