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An Investigation of Personality Type and Role Performance of Undergraduate Resident Assistant Applicants in Church-Related, Liberal Arts Colleges

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AN INVESTIGATION OF PERSONALITY TYPE AND ROLE PERFORMANCE

OF UNDERGRADUATE RESIDENT ASSISTANT APPLICANTS IN

CHURCH-RELATED, LIBERAL ARTS COLLEGES

by

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AN INVESTIGATION OF PERSONALITY TYPE AND ROLE PERFORMANCE

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The purpose of this investigation was to ascertain the
personality type of a select group of undergraduate resident
assistants and to examine the relationship, if any, between
personality type and RA-reported role performance. The
Myers-Briggs Type Indicator (MBTI), which is based upon Carl
Jung's theory of psychological type, and the RA Role
Performance Inventory were used to obtain data on 239
resident assistant applicants from seven, church-related,
liberal arts colleges in the Midwest. The MBTI (Form F) is
a forced-choice, self-report inventory that attempts to
classify individuals according to four dimensions of
psychological type (Wills, 1984): Extraversion/
Introversion, Sensing/iNtuiting, Thinking/Feeling, and
Judging/Perceiving. The RA Role Performance Inventory was
developed by the author to determine actual and preferred
role performance of four primary RA roles: Administrative,
Helping/Advising, Teaching/Programming, and Student.
Respondents were asked to rank order the four roles
according to actual and preferred performance of job-related

duties.

The results of the analysis revealed that RA applicants share the same predominant MBTI personality type preferences: Extraversion-Sensing-Feeling-Judging (ESFJ) regardless of their applicant status of being hired or not hired. RA applicants also had higher Extraversion and Feeling scores than did subjects from the general population as defined by individuals whose MBTI scores are maintained in the CAPT data bank. RAs reported that they actually perform in order the Helping/Advising, Student, Administrative, and Teaching/Programming roles, respectively. They prefer, however, to perform in order the Helping/Advising, Student, Teaching/Programming and Administrative roles, respectively. There is a statistically significant positive relationship between RAs who prefer the Feeling dimension and who report they actually perform the Administrative role third most often, and between RAs who prefer the Sensing dimension and who report they prefer to perform the Administrative role least often.

The RA applicant and RA personality profiles, and the RA role performance data can provide student affairs staffs with the necessary information to improve residence life programs and student services in general. The implications of this study for future policy and research are discussed.

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VITA

The author, Peter Cornell Lefferts, is the son of Arthur Francis Lefferts and Cherry (Magner) Lefferts. He was born December 16, 1955, in Abington, Pennsylvania.

His elementary education was obtained in the public schools of Glenside, Pennsylvania. His secondary education was completed in 1974 at Abington Senior High School, Abington, Pennsylvania.

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CHAPTER I

INTRODUCTION

Background

On-campus student housing has traditionally served an important but changing role throughout the history of American higher education (Thomas, 1979). The residential colonial colleges of the seventeenth and eighteenth centuries readily accepted responsibility for the intellectual, religious, and moral development of all students. Even though live-in tutors, teaching fellows, ushers and masters, and student monitors provided general welfare programs, they also maintained harsh disciplinary standards for residential students. The guidance and disciplinary functions of the colonial institutions were "inherent in the educational process itself" (Leonard, 1956, p. 16).

Although the colonial institutions of the 1700s reflected many English traditions, the American system of higher education was clearly unique in comparison to the English system (Blimling & Miltenberger, 1984). The major duty of most faculty members was to monitor student behavior in the classrooms, study halls, dormitories, and dining

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halls (Leonard, 1956, pp. 112-113). "The assignment to the professors of proctoring or policing functions in the residences developed very serious antagonism between students and professors . . . " (Williamson, 1958, p. 392). Therefore, in contrast to the English philosophy of "total education" within residential units where the focus was upon the development of the student as scholar and gentleman by live-in faculty members, the American college dormitory developed into a place for lodging and meals only. Students were supervised through the administration of strict discipline.

Student dormitory life in the early 1800s was characterized by protest, revolt, and rioting. Yale University students revolted against poor food in the "Bread and Butter Rebellion" in 1828 and against mathematics' recitation rules in the "Conic Section Rebellion" in 1830 (Cowley, 1934). Both uprisings resulted in numerous injuries and reflected the mood of many American college campuses. The role of the faculty member living in the dormitory was primarily one of disciplinarian in order to control the frequent student uprisings.

As a result of the problems associated with dormitory living, Presidents Henry Tappen (University of Michigan), Francis Wayland (Brown University), and Frederick Bernard (Columbia University) led a movement (1852-1892) to eliminate on-campus student housing. They accomplished this

by converting dormitories into classrooms. The movement was fueled by the influence in America of the German philosophy of higher education and a new demand for faculty research which together diminished the significance of extracurricular activities and student collegiate spirit. In fact, many institutions during the mid-to-late 1800s abandoned on-campus student housing and "most state institutions of higher education were without any residential facilities for students" (Blimling & Miltenberger, 1984, p. 15).

In the early 1900s, however, Presidents William Rainey Harper (University of Chicago), Arthur T. Hadley (Yale University), and Woodrow Wilson (Princeton University) called for a renewed acceptance of the on-campus residential experience (Blimling & Miltenberger, 1984). Dormitory construction resumed, and "quadrangles" and "house plans" were created to integrate the academic and residential experience. Full-time deans of men and deans of women, who oftentimes came from the faculty ranks, worked with junior faculty or graduate students to provide live-in supervision within the dormitories. The large increase in numbers of women attending college and residing in dormitories resulted in the introduction of the "preceptress" position. As forerunners of the "housemother," preceptresses "enforced a Victorian morality for the young women in the sanctuary of their dormitories" (Blimling & Miltenberger, 1984, p. 16).

Following World War II, institutions of higher education experienced significant enrollment gains, and large amounts of federal money were made available for building residence halls for single and married students. With a rapid expansion of campus enrollments and a change in the student personnel philosophy during the mid-1900s, "dormitories" became "residence halls," and "housemothers" and "dorm directors" became "residence educators" who were hired to promote a climate for the holistic development of students (Williamson, 1961). Professional and paraprofessional staffs addressed sociological and psychological student needs within the residence hall setting. In the late 1950s, Stark (1959) recommended that institutions select and train a staff of capable and sensitive student counselors to provide necessary services and a growth-oriented environment. By 1975, 90% of American college and university residence halls utilized undergraduate student paraprofessionals as live-in staff members (Zunker, 1975).

In order to calculate the approximate number of students who may be serving in peer helping roles in the residence halls, one needs to consider three assumptions. In 1980, about 68% of the 3,037 American colleges and universities provided housing for 2.4 million students (Andersen & Atelsek, 1982). Under the assumptions that 1) there are 2.4 million students in college and university

housing, 2) 90% of college and university residence halls
are staffed by undergraduate student paraprofessionals, and
3) the average ratio of residential students to staff member
is 32:1 (Dixon, 1970), then it is possible to estimate that
there are at least 67,500 undergraduate student staff
members who serve in college and university housing programs
nationwide.

The undergraduate student who serves as a live-in,
residence life staff member has been described by a number
of titles: student adviser (Wrenn, 1934), student helper
(Stark, 1959), paraprofessional (Aceto, 1962), resident
counselor (Murphy, 1964), residence hall advisor (Hoyt &
Davidson, 1967), personnel assistant (Powell, Plyler,
Dickson, & McClellan, 1969), resident assistant (Dixon,
1970), and residence hall counselor (Thomas, 1979). The
current trend is to use the title "resident assistant" and
the initials "RA."

RAs are selected and trained to help fellow
undergraduates enhance their intellectual, physical, and
social competencies within a supportive living-learning
residence hall environment. An RA challenges his or her
residents to develop a sense of self-reliance, an acceptance
of responsibility, and a commitment to academic excellence,
through the use of peer influence.

Resident advisors are effective peer helpers when
dealing with many day-to-day developmental concerns

(D'Andrea & Salovey, 1983). They have a strong impact on peers and on institutions, and serve as vital staff members in any residence hall system. Chickering's (1969) developmental research concluded that relationships with close friends and peer groups are primary forces that influence student social development on campus. Feldman and Newcomb (1970) also noted that peer group assistants facilitate the accomplishment of developmental tasks including independence from parental authority, clarification of values, and acceptance of differences in others. In 1978, Scroggins and Ivey concluded that residence hall staff are the "front-line" counselors of any institutional support services program.

Institutions also benefit from student-staffed residence halls in several ways. The need to provide administrative resources and developmental programming to divergent populations within institutional budget constraints is a strong rationale for the use of RAs (Ender & McFadden, 1980). It is often possible for institutions to use existing resources such as tuition remission, room and board waivers, and work study budgets to provide resident assistant benefit packages. When resident assistant staffs provide basic resource information and undertake programming responsibilities, student affairs practitioners are freer to offer services that require higher levels of skill and education (Delworth & Yarris, 1978). Administrative staffs

can oftentimes accomplish more by training, supervising, and evaluating residence life staff than by working directly with students. Students with personal problems usually seek help from friends first. Through RA referrals, professional staff can thus impact a wider campus constituency.

RAs provide valuable services within college and university residence halls. Role modeling is the primary means through which RAs convey mature behavior and exemplify the values of each institution. Colleges and universities recognize the tremendous influence that peers have on each other and tend to select RAs who are most likely to model appropriate behaviors and perform specific roles. They are asked to complete a wide variety of tasks and effectively fulfill multiple, and sometimes conflicting, roles: administrative, helping/advising, teaching/programming, and student.

Despite pre-employment orientation activities, in-service training sessions, professional supervision, and evaluation conferences, RAs primarily rely upon their maturity, personal leadership ability, personal communication style, and past personal experiences to help accomplish a variety of job responsibilities and related roles. RAs prefer to perform certain aspects of their jobs and may actually spend more time on those roles which they prefer to perform. For example, many RAs prefer administrative tasks, while others prefer the helping/

advising role. Some RAs enjoy programming activities and teaching opportunities while others focus upon maintaining a hallway that is conducive to studying. RA role performance, therefore, may be directly related to personal attitudes, dedication, approach to decision making, and preferred habits of behavior. For example, RAs who prefer helping/ advising fellow students may be attracted to social situations and also be more outgoing and exhibit behavior which is action oriented. Those who prefer the administrative RA role may prefer behavior characterized by the ability to bring closure and make decisions. RAs who prefer the teaching/programming role may also be attracted to concepts, meanings, and relationships; while the student academic role may be preferred by those who enjoy open and spontaneous dialogue through class participation. Thus, personal preference for specific RA roles may be related and vary according to personality variables.

Statement of the Problem

The primary purpose of this study is to ascertain the personality type of a select group of undergraduate resident assistants and to examine the relationship, if any, between personality type and RA-reported role performance. By using the Myers-Briggs Type Indicator (which is based on Jung's theory of psychological types) and the RA Role Performance Inventory, this study investigates the relationship of personality type to both actual and preferred role

performance of resident assistants in a sample from church-related, liberal arts colleges.

Conceptual Framework

Many theories of human development have been applied to explain and predict student development in higher education. Typically, these theories can be clustered within five broad categories: psychosocial, cognitive developmental, maturity, person/environment interaction, and typology (Widick, Knefelkamp, & Parker, 1980). Each category of theory seeks to explain the many complex factors that describe college student development.

One of these "families" of theory serves as the basis for this study's conceptual framework. Typology theorists postulate that persistent individual differences exist which interact with human development. Theorists in this category emphasize that consistent modes of decision making influence developmental experiences. Research has revealed that student psychological (i.e., maturity and temperament) (Heath, 1973) and socialization (i.e., class, status) (Cross, 1976) differences/preferences are stimulated by the collegiate experience (Feldman & Newcomb, 1970).

Jung's (1921/1926) typology theory of personality serves as the specific theory base for this study. As a teleologist, Jung viewed the human condition as a journey of experiences which pass from birth to death following a biologically preordained development of personality (Forgus

& Shulman, 1979). Although all people have the same
multitude of basic instincts (i.e., archetypes), Jung
believed people function in fundamentally different ways:
people prefer to use their superior or dominant function
(i.e., type) over and above their inferior and auxiliary
functions.

Isabel Myers and the Educational Testing Service
refined Jung's theory of psychological types and, with
Katharine Briggs, created the Myers-Briggs Type Indicator
(MBTI) in 1962 (Hirsh, 1985). The instrument has made a
significant contribution to type theory research. The
purpose of the MBTI is to make Jung's theory of
psychological types useful in diagnosis. The theory
describes how basic differences in the way individuals
prefer to use their judgment and perception are actually
quite orderly and consistent. The function of the MBTI is
to identify basic preferences and the effects each
preference has on individual lives and relationships with
others. Preferences affect what people attend to, as well
as how conclusions are drawn about what is perceived.
According to Myers' and Briggs' interpretation of Jung,
attitudes (Extraversion-Introversion), perceptions
(Sensing-iNtuiting), judgment (Thinking-Feeling), and style
of dealing with the outside world (Judging-Perceiving)
interact to produce the characteristics and behavior of each
composite typology (Myers & McCaulley, 1985).

This study uses the Jungian theory of psychological types as a basis for understanding the personality types of resident assistants. In particular, the Myers-Briggs Type Indicator is used to provide personality type data for two groups of undergraduate students from seven of the eight Colleges of Mid-America: a) those applicants who were hired to be RAs, and b) those applicants who were not hired. The RA personality type data are reported in terms of the four MBTI dimensions: Extraversion-Introversion, Sensing-iNtuiting, Thinking-Feeling, and Judging-Perceiving. The data are used in conjunction with data collected by the RA Role Performance Inventory to address seven research questions about RA applicant personality type, and RA personality type in relation to actual and preferred RA role performance. Data are analyzed using descriptive and inferential statistics. The research questions which have guided this study are listed in the following section.

<u>Research Questions</u>

1. What is the personality type profile for: a) RA applicants who were hired, and b) RA applicants who were not hired?

2. Are there statistically significant relationships between RA applicant status (i.e., hired versus not hired) and personality type mean preference scores?

3. Are there statistically significant differences between personality type mean preference scores for RA

applicants and the general population (as described by the CAPT MBTI age group data bank)?

4. Which job-related roles do RAs report they actually perform?

5. Which job-related roles do RAs report they prefer to perform?

6. Are there statistically significant relationships between RA personality type and actual RA role performance?

7. Are there statistically significant relationships between RA personality type and preferred RA role performance?

Significance of the Study

Human development theories and models provide a basis for understanding student behavior and for influencing student affairs practice in higher education (Hunt & Sullivan, 1974). The various theories and models provide specific descriptions of developmental variables and environmental conditions which promote development. Typology models, such as Carl Jung's (1921/1926), describe a broad range of personality type differences in terms of attitudes and preferences.

The lack of personality type data about small college RA applicants prevents residence life staff from designing recruitment, selection, training, supervision, and evaluation processes that more fully meet the needs of RA staff. The collection of personality type data is the first

stage in enabling student affairs staff to design intentional student development programs. The second stage is to identify, directly from RA staff, which roles are actually being performed and which roles are preferred. The lack of role performance data about small college RAs also inhibits students affairs staff from understanding the priorities of the RA staff in delivering residence life programs and services. Finally, the lack of information about personality type and role performance restricts the student affairs staff from fully understanding the critical relationship between employee (i.e., RA) and occupation (i.e., roles). According to type theory, particular personality types tend to be attracted to certain occupations (Myers & McCaulley, 1985). Issues related to job productivity, satisfaction, stress, and burnout are all related to the employment relationship. The third stage is to determine if there is a relationship between RA personality type and role performance.

Although limited research does provide an initial description of RA personality type in the university setting, additional personality type research in the small college setting can provide student affairs staff with important data that will enhance the recruitment, selection, training, supervision, and evaluation of both RA applicants and RA staff. Students attracted to resident assistant positions have varying degrees of talent, experience,

maturity, and knowledge (Upcraft & Pilato, 1982) and may also reflect a heterogeneity of personality types. RA recruiting strategies therefore may be revised as a result of personality type data. For example, "Feeling" types prefer to communicate informally before attending to an issue; and "Thinking" oriented types prefer direct versus indirect contact (Jensen, 1987). Therefore, "Feeling" types may prefer informal discussions with experienced RAs to discuss the RA position while "Thinking" types may prefer to read an RA job description to determine objective information. Professional staff and experienced RAs may take this information into consideration when designing campus recruitment programs for prospective RAs and offer a combination of "RA Interest Sessions" with informal discussions with experienced staff, as well as formal job descriptions for those applicants who prefer factual information.

RA selection procedures themselves may be revised in response to the data in this study. "Thinking" types respond well to analytical questions while "Feeling" types prefer to discuss belief, value and community-related questions (Jensen, 1987). If an RA selection process by design favors one type of questioning over another, then some RA applicants may be placed at a disadvantage in the interview process. This may result in not hiring applicants who might not interview well, but who would otherwise be

well qualified.

RA training may be affected by this study as it relates to learning styles. "Intuiting" types prefer to process information deductively and thus respond favorably to training sessions that review concepts, theories, or inferences. "Sensing" types, however, prefer to consider concrete examples and facts during training sessions (Jensen, 1987). The review of personality type literature would suggest that RA pre-employment orientation and ongoing inservice training opportunities should address a range of preferred learning styles to insure that opposite type personalities will benefit from the group training activities. An inservice training session on cardiopulmonary resuscitation (CPR) would offer, therefore, a combination of instruction about the physiological response to cardiac arrest (for iNtuiting types), as well as the practical experience of learning the actual method of CPR (for Sensing types).

The MBTI data will also affect RA supervision. "Extraversion" types prefer to discuss situations with supervisors and do not respond well to written communications. However, "Introversion" types will avoid the "hallway manager," prefer not to have one-minute discussions, and will schedule an appointment to clarify issues (Jensen, 1987).

This study's results will also have an impact on both

formative and summative evaluation sessions between RAs and immediate supervisors. "Judging" types will be concerned about the passage of time and being decisive. These staff members prefer to receive immediate feedback about task completion, efficiency, and punctuality. "Perceiving" types, however, view their work as ongoing and prefer to receive encouragement versus concluding remarks (Jensen, 1987). Thus, the data collected for the first three research questions of this study will provide student affairs staff with a wide range of applications to improve residence life services.

Research indicates that the RA position is not one homogeneous grouping of related tasks. It is a complicated job that demands a variety of duties, a multitude of tasks, and obligations that sometimes create adverse relationships. Despite the overall importance of the RA position in residence life programs, various constituents differ in their specific expectations of RA role performance. Furthermore, the RA population has not been surveyed in order to determine their attitude towards actual and preferred role performance. It is not known whether RAs assign an equal amount of value to all four roles or whether RAs assign greater value to one or more roles. Mutual support through shared understanding between RAs and supervisors is critial to successful residence life programs. The understanding of RA role performance from the

RA's perspective is essential to productive staff performance.

Little systematic attention has been focused on the roles or role performance of RAs in the small college. Data gathered for questions four and five will examine the job-related roles which RAs report they _actually_ perform and which job-related roles RAs report they _prefer_ to perform. These data will provide a current assessment of RA role performance in the small college and will help RAs better understand their roles, potential role conflict and performance related issues. Information on RA role performance will also provide student affairs professionals with information that will facilitate performance evaluations, program development, training sessions, and student needs assessments.

The Center for Applications of Psychological Type (CAPT) maintains an extensive ranking of vocational occupations by personality type preference. Type theory indicates that certain personality types select certain occupations based upon personality type preferences and job characteristics. Similarly, data from questions six and seven will determine if there is a relationship between RA personality type and RA role performance. For example, this information will clarify the attitudes of a select group of RAs towards their administrative role. "Judging" types value task completion, efficiency and planning and may

notice new perspectives and recommend changes in procedures.

Satisfaction comes from decision making. "Perceiving" types

are more comfortable with leaving tasks incomplete,

beginning new projects, and welcoming new situations and

assignment revisions (Jensen, 1987).

The study also illuminates the helping/advising role

which RAs serve. An understanding of personality type can

prepare RA staff to deal more sensitively to a variety of

personalities and individual behaviors. For example, RAs

who are "Thinking" types tend to be more territorial and

have fewer friends, while "Feeling" types tend to be less

concerned with boundaries and have more friends (Schroeder,

Warner, & Malone, 1980). This understanding of personality

types can assist RAs to deal with issues surrounding

discipline of peers, on-duty rounds, and general

availability to hall residents.

The RA's teaching/programming role will also be

clarified. "Thinking" types tend to sponsor programming

that is educational and has a specific, logical, and

practical purpose to it (e.g., first aid), while "Feeling"

types tend to sponsor programming that takes into

consideration group or individual values, affiliation needs,

and the maintenance of group harmony (Myers & McCaulley,

1985).

Through an understanding of their MBTI personality

types, RAs should be more aware of their learning

preferences which will in turn enable them to perform as an effective student role model by accomplishing academic goals and facilitating academic achievement in others. "Sensing" types, for example, prefer explicit and detailed directions, and their written assignments are often filled with facts, proper grammar and spelling. "Intuiting" types prefer assignments that allow for imagination and creativity. Their written assignments are usually creative, innovative, and without supportive examples, data, or references (Jensen, 1987).

This study provides student affairs professionals, as well as RAs, with descriptive information about RA personality type and role performance. For example, if a relationship exists between a specific personality type variable (e.g., Extraversion) and a particular role (helping/advising), professional staff will be able to use this information to intentionally assign staff to specific residence hall populations, (e.g., freshmen) and establish supportive work environments (e.g., identify opportunities to provide paraprofessional counseling).

Despite the value of determining resident assistant personality types, there is very little research on RA characteristics, personality type, or distinguishing attributes. Furthermore, no research exists on small college RA role performance as related to actual performance or preferred performance. This study begins to fill this

research void by describing personality types of RA
applicants, and by examining the relationship, if any,
between personality type and role performance.

Limitations

The research data gathered by this investigation
represent the population from which the samples are drawn.
The population for this study includes both men and women
who are 18 to 24 years of age who are undergraduate, full-
time students. The results of this study cannot be
generalized to younger or older RAs, or to RAs who are part-
time or graduate students. The characteristics of the
sampled institutions include small, liberal arts, church-
related institutions located in the upper Midwest. Each
institution also has a student residency requirement that
mandates residence in on-campus residence halls. The study
thus cannot be generalized to institutions which are
significantly different in size, control and mission.

CHAPTER II

REVIEW OF LITERATURE

The review of literature for this study reflects four literature bases that contribute to the topic of RA personality type and role performance. These include: a) Jung's conceptual framework of psychological type; b) applications of the Myers-Briggs Type Indicator (MBTI) with students in higher education; c) purposes and roles of the Resident Assistant (RA) position in higher education; and d) RA research using the MBTI.

The Jungian Conceptual Framework
of Psychological Type

Carl Gustav Jung (1875-1961) founded the analytic school of psychology. Analytical psychology is as much a unique school of thought as it is a formalization of Jung's 1913 separation from his ideological and personal relationship with Freud. Similar to Freudian psychoanalysis, Jung's analytic theory recognized the value of unconscious factors (e.g., early childhood experiences) in determining behavior. Unlike Freud, however, Jung believed that past ancestral experiences, as well as future plans, were influential in shaping behavior (Fantino, 1972). His scientific and cultural interests and broad

understanding of philosophy, anthropology, history, religion, mythology, and medieval astrology influenced his development of a comprehensive and complex set of psychological concepts.

Jung viewed personality (i.e., psyche) as an autonomous system whereby every person was able to express his/her uniqueness and individuality. His view of the psyche consisted of the collective unconscious, personal unconscious, ego, and self. The collective unconscious is inherited from one's ancestors (Jung, 1969b) and contains past experiences of both human and animal ancestors which represent the common denominator of all humans. The personal unconscious contains personal feelings, thoughts, and experiences that have lapsed from consciousness. The ego represents the conscious mind and is responsible for an individual's behavior. Finally, the self is responsible for balancing the conscious and unconscious processes of the psyche. The self maintains equilibrium in one's life and is a symbol which makes an individual whole (Jung, 1969a). Thus, Jung emphasized the impact that past history and ancestry have on individual personality.

Although Jung has been influential and inspirational to other disciplines (e.g., art, literature, film making, religion, anthropology, and history), he is best known for his descriptions of psychological type (Haynie, 1984). Psychologists consider his work on personality type as his

best known contribution to personality theory (Evans, 1964).

Jung first published his theory of psychological type in 1921. He spent 20 years observing cultures and people from around the world and made several trips to Africa and the southwestern United States to study cultural myths, folkways, religions, and mores. From these observations Jung collected data that helped to define his theory of personality type. Type is defined as a person's "characteristic way" or habitual attitude. He defined attitude as "a readiness of the psyche to act or react in a certain direction" to experience (Jung, 1921/1926, p. 526). He postulated that individual behavior is actually quite orderly and has a pattern to it (Hirsh, 1985). In his book Psychological Types (1921/1926), Jung suggested that apparently random behavior was actually consistent and orderly and caused by individual differences in perceptions and judgments (Willis, 1984). Psychological type is a way to understand personality differences within a conceptual framework (Lynch, 1985).

Jung believed that all individuals could be divided into groups according to two fundamentally different general attitudes, Extraversion and Introversion (Jung, 1921/1926). According to Jung, Extraversion is an outward turning of interest away from one's inner experience towards one's outer experience. The attitude of Extraversion is held by those who desire and enjoy external events, the capacity to

endure bustle, the cultivation of acquaintances, and the tendency to make a show of oneself (Jung, 1921/1926). Conversely, Introversion is an inner turning of interest away from one's external experience and towards one's inner experience. The attitude of Introversion is held by those who desire and enjoy small gatherings, private experiences, personal resources, and thoughtful contemplation (Jung, 1921/1926). Although both Extraversion and Introversion attitudes are present in all individuals, people prefer to use one attitude more frequently (Bromley, 1987).

Jung invented "function types" or "psychological types" to characterize how people function (Keirsey & Bates, 1978). The functional patterns describe how people prefer to gather and use new information under varying conditions. Jung defined Sensation, Intuition, Thinking, Feeling, as four basic mental processes (or forms of psychic activity) that remain the same throughout individual human experience. Sensation and Intuition represent the two modes of perception and represent two distinct methods of gathering data. Sensory perceptions of sight, sound, smell, touch, and taste determine what is present. Emphasis is placed on actual observations and details. Intuitive perceptions suggest the possibilities, relationships, or meanings of experience. Experience is placed within a historical, present, or future context. Thinking and Feeling represent two modes of judgment and represent two distinct methods of

decision making. Thinking modes of judgment focus upon

objective and impersonal analysis and causation: Facts lead

to concepts and logical connections solve problems. Feeling

modes of judgment impart sensitivity and subjectivity. Data

and experience are arranged according to value, harmony, or

affiliation.

Jung was not primarily interested in classifying

people into distinct categories: attitude (Extraversion/

Introversion), perception (Sensing/Intuiting), or judgment

(Thinking/Feeling). He was more interested in understanding

dimensions of individual differences, guiding research, and

aiding clinical evaluation of patients (Potkay & Allen,

1986).

Jung's ideas and psychoanalytic concepts have had a

profound impact on techniques of personality assessment and

research (Corsini & Marsella, 1983). He applied the

scientific method to the study of disturbed mental health

patients during the early 1900s. His Word Association tests

and subsequent experiments using projective techniques

provided the initial qualitative and quantitative assessment

of personality dimensions. Since 1978, numerous instruments

have been developed to identify personality type using

Jungian concepts: the Keirsey Temperament Sorter (Keirsey &

Bates, 1978), Keegan Type Indicator (Keegan, 1979), Personal

Style Inventory (Hogan & Champagne, 1979), and Dimensions of

Temperament Survey (Lerner, Palermo, Spiro, & Nesselroade,

1982). "The most popular psychological measure of Jung's typology is the Myers-Briggs Type Indicator" (Potkay & Allen, 1986, p. 95). Devito (1985) also reported that "the MBTI is the most widely used instrument for non-psychiatric populations in the areas of clinical, counseling, and personality testing" (p. 1030).

With the help of Katharine Briggs and the Educational Testing Service, Isabel Myers introduced the Myers-Briggs Type Indicator (MBTI) in 1962. The MBTI is a forced-choice, self-report inventory that attempts to classify individuals according to an adaptation of Jung's theory of psychological type (Willis, 1984).

According to Myers and McCaulley (1985), the essence of Jung's theory is that everyone uses perceiving (i.e., Sensing (S) and iNtuiting (N)), and judging (i.e., Thinking (T) and Feeling (F)) functions on a daily basis. Individual functioning occurs through the use of a complementary attitude or orientation towards life (i.e., Extraversion (E) and Introversion (I)). Implied in Jung's theory is that individuals also have another "attitude" towards life (i.e., Judging (J) and Perceiving (P)). Myers (1962) and Briggs used this Judging/Perceiving dimension to identify characteristic behaviors of those who prefer to bring closure to situations and decision making (i.e., Judging) and those who prefer to be attuned to incoming information (i.e., Perceiving).

The combinations of the four dimensions result in 16 possible "types." "Each type defines a unique set of characteristics and tendencies in behavior" (Willis, 1984, p. 483). A type table (see Appendix A) provides an interpretation of the relationships that result from the four dimensions. Type combinations reflect differences in individual attitudes, orientations, learning styles, career aspirations, preferences, and decision-making styles. For example, Extravert, Sensing, Thinking, Judging (ESTJ) types prefer a breadth of interests, reliance on facts, logic and analysis, and organization (Myers & McCaulley, 1985). Provost (1987) reported that ESTJ college students are not frequently seen for counseling, tend to be too hasty in formulating academic and career goals, and may need help in adjusting to abstract ideas, writing assignments, and essay tests (pp. 136-137).

Applications of the MBTI With Students

In Higher Education

Vast amounts of data about Jung's theory of psychological type have been collected with the MBTI measurement instrument since 1962. "What is important about the Jungian typology are the descriptions of how people differ in their preferred actions . . . " (Keirsey & Bates, 1978, p. 14). Even while the MBTI was still being developed, several higher education practitioners at Michigan State University and Auburn University used the

instrument to research students' behavior (Williams, 1980).
Macdaid (1987) noted that the MBTI has been used by student
affairs practitioners in a wide variety of higher education
settings. The MBTI has been used to increase self-awareness
(Hirsh, 1985), match roommates (Kalsbeek, Rodgers, Marshall,
Denny & Nicholls, 1982), investigate relationships between
personality type and aptitude (Schurr, Ruble & Henricksen,
1988)/grade point average (Provost, 1982)/persistence
(Kalsbeek, 1987)/career counseling (Golden & Provost,
1987)/academic advising (Anchors, 1987)/extra-curricular
involvement (Provost & Anchors, 1987a), recruit student
leaders (von Hoffman, 1986), and predict achievement in
leadership (Nichols & Holland, 1963).

Research using the MBTI in higher education settings
also includes the identification of personality type
profiles for: high school and college students (Myers &
McCaulley, 1985), teachers at different levels of education
(Myers & McCaulley, 1985), student non persisters (Provost,
1984; Spearman, 1983), student persisters (Provost, 1984),
student information staff members (Rode, 1985), disciplinary
offenders (Anchors, 1986), Greek organization presidents
(Provost, 1985), agriculture majors (Barret, 1985), health
occupations majors (Gables, 1985), academic majors
(Kalsbeek, 1985), graduate school students (McDonald, 1984),
and placement data (McDonald, 1984).

In August 1988, the Center for Applications of

Psychological Type (CAPT) had over 1,400 entries (representing almost 450,000 responses) in the MBTI bibliography. Ware and Glover (1985) cross-referenced this bibliography to determine that the 10 most frequent topics pertinent to student affairs professionals included: students, counseling, education, teachers, career development, careers, learning, creativity, interpersonal relationships, and academic prediction.

The following review of the literature will focus upon the applications of the Myers-Briggs Type Indicator with students in higher education. Selected studies were chosen from among Ware and Glover's (1985) list of 10 most frequent topics involving MBTI research in student affairs (i.e., student populations, learning styles, interpersonal relationships, and career counseling). Two additional topics were also chosen because of their close relationship to the purpose and roles of the resident assistant (i.e., staff training and housing assignments). Specifically, research utilizing campus-wide MBTI data, learning styles and instructional methods, academic majors, extracurricular involvement, career counseling, staff training, and housing assignments will be highlighted.

Campus-Wide Administration of the MBTI

The MBTI is administered on a campus-wide scale at some colleges and universities to establish a data base for conducting research on students. Durst (1970) reported that

over 3,000 freshmen from liberal arts schools were tested for personality type using the MBTI. Provost (1987) described how the MBTI has been administered to the incoming classes at Rollins College for over seven years. MBTI data at Rollins College are used in the training of para-professional staff, a course on interpersonal communication, self studies on retention and attrition, work with student organizations and student leadership, and applications for faculty instruction and student learning styles.

The University of Maine and St. Louis University are examples of two additional institutions that administer the MBTI as part of their campus-wide data collection efforts. The University of Maine has administered the MBTI to all incoming freshmen residents (approximately 1,600) each year since the fall of 1980. The MBTI is used to match roommates, design and market programs, and provide useful institutional data for planning, organizing, and involving students on campus (Provost & Anchors, 1987a). For example, the publication Row by Row (Stone & von Hoffman, 1986) gives directions and suggestions to university freshmen about academic and social adjustment based on MBTI personality type. In conjunction with the campus-wide MBTI data base, this publication is distributed to all University of Maine freshmen in an attempt to facilitate college adjustment, encourage involvement in activities, and advertise other potential opportunities for personal development.

The University of Maine also uses MBTI data to design programs and services. For example, the Hilltop Health Club is located in the basement of a residence hall and was designed for physical activity, stimulation, and personal interaction with others. Anchors and Arsenault (1984) found that over 67% of all student members of the health club were Perceiving types, 40% of the members preferred iNtuiting and Perceiving, and ESFPs and ENFPs were over-represented among those who joined the club. Because the health club program was designed for action and stimulation, it is not surprising to observe that ESFP and ENFP profiles were reported proportionally more often than those profiles found in the University of Maine student population.

Annually, a large proportion of entering freshmen at Saint Louis University also complete the MBTI. The data are merged with student demographic information, ACT/SAT scores, high school grade point averages, and subsequent academic progress reports. The campus-wide data provide Saint Louis University with useful information for the TRAILS (Tracking Retention and Academic Integration by Learning Styles) research project (Kalsbeek, 1986). TRAILS is based upon the conceptual framework and major premises of Tinto's (1975) model of student attrition. Some of the major goals of the TRAILS project are as follows:

> to provide educators necessary institutional data on how student characteristics are related to choice of major, academic aptitude, academic performance in specific curricular areas, and attrition; to provide the

information infrastructure for specific programs using type concepts in improving the quality of the academic and social experience of students at the university; to provide the research base needed to mobilize the university community in retention strategies; and to add to the existing knowledge in the field of how type is related to student performance and persistence in higher education (Kalsbeek, 1986, p. 35).

The University of Maine and St. Louis University utilize campus-wide administrations of the MBTI to help establish a data base of student information. The MBTI provides the University of Maine with personality type data that describe student populations. In particular, this information has a direct effect on the adjustment of program development and the adjustment of freshmen. As part of St. Louis University campus-wide data collection efforts, the MBTI provides personality type data that identifies population descriptions, the relationship of type to traditional measures of academic aptitude and academic achievement, and the relationship of type to attrition information (Kalsbeek, 1987). The data provide each university with information that is used to establish programs that facilitate the academic and social adjustment of students within the university environment.

Learning Styles

The study of learning styles is a rather recent phenomenon and an emerging science (Jensen, 1987). More than 30 instruments measure 20 different aspects of learning styles (Keefe, 1982). Proponents of the MBTI as a learning

style assessment tool highlight the breadth of 16 types of learning styles that can be documented. Murray (1984), for example, indicated that the MBTI is useful in classifying students into categories of cognitive preference. Lawrence (1984) indicated that the MBTI accounts for most traits found in all other learning styles assessment techniques.

Although Grindler and Bandler (1976) noted that the MBTI is unable to identify preferences for visual, auditory, and kinesthetic channels of perception and communication, Lowen (1982) has begun initial research studies using the MBTI that connect the kinesthetic channel with Sensing, the visual channel with Thinking, and the auditory channel with Feeling. Lawrence (1984) indicated that the MBTI has been used to identify 1) cognitive style: habitual patterns of information processing and the formation of ideas and judgments, 2) patterns of interest: what a student will attend to in a potential learning situation, and 3) a learning style disposition: ability to seek out compatible learning environments and learning tools and to avoid others (p. 2). Lawrence concluded that a student's MBTI results can be used to predict the kind of behaviors, instructional tools, and even environments which are likely to facilitate or hinder learning opportunities for that student. For example, student test-taking behavior is predictable according to the Sensing-iNtuiting dimension (only). Sensing types rarely trust their hunches and re-read

questions repeatedly in order to find something that relates to their experience. Conversely, iNtuiting types read and respond to questions quickly, and are also better test takers (Jensen, 1987). Reading skills are also predictable according to the MBTI type dimensions. Judging types often read texts too quickly and have difficulty re-thinking material during subsequent discussions. Perceiving types read more thoroughly and hence, more slowly (Jensen, 1987).

Jensen and DiTiberio (1983) indicated that writing assignments become more stressful and less natural when students are forced to use a writing process that is incompatible with their personality type. Jung has written that whenever individuals are forced to function contrary to their type, falsify their type, they will usually experience stress, acute exhaustion, or even neurosis (1921/1926, pp. 415-416). Jensen and DiTiberio (1984) noted that the MBTI has been used by composition teachers to determine how individuals will tend to write most productively. For example, Jensen (1987) explained:

> (Extraversion type students) tend to generate ideas best when talking and prefer to leap into writing with little planning; (Introversion type students), on the other hand, need solitude to think best and prefer to plan extensively--both what to say and how to say it--before writing. Sensing types tend to prefer prescribed organizational patterns . . . . Intuitive types prefer original organizational patterns . . . . Thinking types think best when they write from very patterned stuctures . . . Feeling types tend to write best when they just follow the flow of their thoughts . . . . Judging types . . . often shorten the research phase and minimize revision. Perceptive types . . . extend the research

phase and revise extensively (p. 194).

Learning styles research using the MBTI also has an impact on faculty teaching styles. Leafgren (1987) indicated:

> . . . taking the Jungian psychological type into consideration in advising and instructional programs in higher education can contribute significantly in the areas of self-awareness, career choice, course selection, learning style, writing style, selection of instructor, and peer relationships.

Leafgren contends that a more positive institutional environment, greater personal and professional rewards, and better academic performance by students will result from faculty understanding of the variety of learning styles described by the MBTI (1987). Dettmer claimed that "Fitting students to the preference of teachers and the structure of an educational system is dehumanizing; however, fitting the system to individuals and their preferences is humanizing" (1981, p. 52).

In 1984, Beidler compared teaching philosophies and approaches to the MBTI personality types of outstanding professors (as identified by the Council for the Advancement and Support of Education). Although the study did not show that MBTI types and outstanding teaching were related, the results did show how type affects teaching style, assumptions about the learning process, and attitudes about what aspects of teaching are valued (Beidler, 1986). For example, teaching styles vary according to personality type.

Extraversion-type teaching approaches focus on the usefulness of learning by doing and minimize the use of lectures. Judging-type faculty members emphasize course preparation and structure. Thinking types objectively define facts and information while iNtuiting-type teaching styles reflect the use of theory and interpretation of course content (Provost & Carson, 1987, p. 228). Furthermore, both negative and positive student evaluations may be viewed in terms of student-teacher personality type compatibility. Extraversion-iNtuiting-Feeling-Perceiving type faculty members' teaching approach will be viewed differently by Sensing and iNtuiting type students. Sensing type students will tend to be frustrated by the faculty member's style of inquiry into seemingly unrelated patterns of events, while iNtuiting type students will tend to thrive on discussing possibilities, relationships, and insights into the course materials. Provost and Carson concluded that the " . . . knowledge of type can influence curriculum development, teaching strategies and assignments, course structure, and method of student evaluation" (1987, p. 244).

Academic Majors

Kalsbeek (1987) noted that there is an ever-increasing accumulation of research which uses the MBTI to describe specific student populations in higher education. Many studies use the MBTI with specific student populations as identified by the following academic majors: math (Helson &

Crutchfield, 1970), theology (Kirk, 1972), art (Hulbert, 1975), theatre (Ritter, 1977), music (Rossman, 1979), nursing (Weiss, 1980), business administration (Kerin & Slocum, 1981), engineering (McCaulley, Kainz, Macdaid, & Harrisberger, 1982), and architecture (Fierstein & Goering, 1985). Myers (1980) also presented research findings that describe MBTI profiles of liberal arts students, finance and commerce students, and counselor education students.

Studies involving students of the allied health professions illustrate the personality differences that appear to be characteristic of specific majors and fields of study. Silberman, Cain and Mahan (1982) collected MBTI data on 217 dental students at the University of Mississippi and found that the majority of students were ESFJ or ESTJ personality types. McDaniel, Siler, and Isenberg (1985) indicated that the dental students' predominant MBTI personality types have remained the same since the 1960s. Erskine, Westerman, and Grandy (1986) similarly found that first-year dental students at Creighton University preferred Extraversion (68%), Sensing (62%), Thinking (53%), and Judging (74%) dimensions, and that dental students would therefore prefer a well organized environment that demands well defined expectations of performance. Bass, King and Hollway (1987) compared University of Florida, first-year dental students (N=263) and first year medical students (N=675) to determine MBTI personality type profiles. Dental

students were again more likely to be Extraversion/Sensing/ Feeling/Judging types, while medical students were more likely to be Introversion/iNtuiting/Thinking/Perceiving types. Medical students, therefore, may prefer to organize ideas and facts (but not people), rely on logical objective reasoning, and impersonally focus on principles underlying activities and not the activities themselves (Myers & McCaulley, 1985). Although all 16 MBTI types were represented in each of the University of Florida dental student and medical student samples, Bass, King, and Hallway (1987) concluded that, as groups, the dental and medical students reported personality types that were " . . . good matches for the type of work which they will eventually perform" (p. 162).

Rovezzi-Carroll and Fitz (1984) reported that physical therapy students are strong Feeling types, medical technology students are strong Judging types, and clinical dietetics students are strong Feeling and Judging types. The results reflect the professional characteristics of these health professions: Physical therapists must be people-oriented because of the high interaction which is necessary with patients, medical technologists must be task oriented and perform extensive experimentation by following systematic procedures, and clinical dieticians must be empathetic in working with a diverse population as well as task oriented in combining biological and chemical

principles in making judgments about treatment.

Another example of research using the MBTI includes studies about college students without academic majors. Anchors, Gershman, and Robbins (1986) concluded that Introversion-Perceiving and iNtuiting-Perceiving types are over-represented in the group of students that are undecided about an academic major. These results are consistent with type theory which indicates that Introversion, iNtuiting, and Perceiving types prefer to live in the inner world of ideas (i.e., Introversion), consider possibilities (i.e., iNtuiting), and live in a spontaneous and flexible manner (Perceiving). Anchors, Gershman, and Robbins (1987) also administered the MBTI and Student Development Task Inventory (SDTI) (Winston, Miller, & Prince, 1979) to 946 decided and undecided majors at the University of Maine. The researchers found that as students' preferences for Extraversion and Judging increased, so did their scores on the Developing Purpose task of the SDTI. "Extraversion/ Judging (type) students . . . tend to be found more frequently among the decided students, and Introversion/ Perceiving students tend to occur more frequently among the undecided students" (Anchors, 1987, p. 110). Once again, these results are consistent with type theory which indicates that the Judging-Perceiving scale reflects an individual's preference to bring closure to situations. Judging types prefer to live their life in a decisive,

planned, and orderly way, while Perceiving types prefer a spontaneous and flexible lifestyle.

MBTI personality profiles have been identified for many college and university student populations (as identified by specific academic majors or fields of study). MBTI profiles suggest that characteristic and behavioral tendencies are associated with specific student populations. Research findings using the MBTI consistently identify corresponding patterns of preferred personality characteristics.

Extracurricular Involvement

Personality type has also been helpful in understanding college student involvement in extracurricular activities and responses to student activities programming (Provost & Anchors, 1987a). Involved students are less likely to drop out of school (Astin, 1984), more likely to be academically and socially integrated (Tinto, 1975), and to develop social and interpersonal skills (Chickering, 1969). Nichols and Holland (1963) found that MBTI scales correlated with self-reports of extracurricular achievement: there is a significant positive correlation between Extraversion and achievement in leadership positions. Type theory indicates that Extraversion types tend to be very active in organizations and are attracted to physical and social activities. When combined with the Judging dimension, Extraversion types are most visible in campus

organizations in leadership roles (Provost & Anchors, 1987a).

In 1965, Grant surveyed Auburn University students' extracurricular behaviors (e.g., involvement in drinking, dating, fraternity membership) and MBTI personality type. He found that Extraversion type students preferred activities that involved social groups and Introversion type students preferred activities that involved individual participation. Stalcup (1967) continued this type of research at Auburn by comparing MBTI type and average hours per week spent on 229 extracurricular activities. She also found that the largest numbers of non-participants were Introversion types.

Provost (1980) surveyed 73 upperclassmen at Rollins College to determine if there were any significant relationships between personality type, leisure activities, grade point average, and amount of time spent on academic and paid work. Extraversion types reported greater interest in social amusements and intellectual activities than Introversion types. Judging types reported less interest than Perceiving types in social games, competitive activities, and in social amusements, but reported greater hours spent on academic and paid work. Provost and Anchors (1987a) indicate that type theory would predict that Judging types would generally place a higher priority on work completion before engaging in leisure, while Perceiving

types would be more likely to mix work and play and be open to more leisure experiences. Provost (1982) also surveyed 189 sophomores and measured student responses to the MBTI and the Leisure Satisfaction Scale (LSS) (Beard & Ragheb, 1980). Sensing-Judging types reported a higher level of satisfaction with leisure activities. Type theory would indicate that Sensing types are, perhaps, better at identifying and utilizing (campus leisure) resources and Judging types better at organizing time and completing plans of involvement.

Provost (1985) again surveyed MBTI personality types and patterns of involvement in student activities to determine if there was a relationship to attrition and grade point average. Highest rates of persistence were linked to ESTJ, ENTJ, ESFJ, and ESFP types, and lowest rates of persistence were correlated with ISTP, ISFP, ESTP, and ENFJ types. The highest and lowest persistence rates reflect involvement patterns which are consistent with type theory: Extraversion/Judging types report greater involvement in student activities while Introversion/Perceiving types may have difficulty getting involved in campus activities (Provost & Anchors, 1987a). Numerous studies have described the relationship between MBTI personality type and patterns of student involvement. Results have indicated that student involvement in activities seem to vary according to the characteristics of MBTI personality type theory.

Career Counseling

Golden and Provost (1987) suggested that "the Myers-Briggs Type Indicator can be one of the (career) counselor's most valuable tools in assisting individuals in their important life decisions" (p. 152). The MBTI identifies problem solving strengths and behavioral patterns. With an understanding of an individual's strengths, values, and talents, connections can be made to certain career fields. Research indicates that particular MBTI types are attracted to and/or perform well in specific occupations. For example, Extraversion types prefer marketing, insurance, sales, management, and public relations; Introversion types prefer engineering, chemistry, secretarial, computer programming, and mechanics; Sensing types prefer the steel industry, law enforcement, farming, and nursing; iNtuiting types prefer journalism, art, acting, psychology, photography, law, and clergy; Thinking types prefer systems analysis, computer support, auditing, banking, and farming; Feeling types prefer teaching, religion, receptionist, and nursing; Judging types prefer chemical engineering, nursing, management, and teaching; and Perceiving types prefer journalism, the restaurant industry, research, surveying, and carpentry (Myers, 1962; Myers & McCaulley, 1985).

Golden and Provost (1987) indicated that the most valuable aspects of using the MBTI in career counseling are 1) the ability to enhance students' self-esteem through the

positive description of each type, and 2) the ability to develop students' self-assurance and self-confidence through greater knowledge and insight of oneself. Pinkney (1983) explained that the MBTI type information becomes the starting point for determining possible careers. Students are encouraged to integrate personality type and self-knowledge into the career planning process. The MBTI has revealed information about college students that has been used in the career exploration process. MBTI results provide personal insight into preferred modes of behavior, as well as data about which personality types are attracted to particular careers.

Staff Training

The MBTI has also been widely used as a tool for staff orientation, training, and inservice development. Type profiles can increase the level of understanding and provide insight into group interactions (Schemel & Borbely, 1982). Brinton, Jarvis, and Harris (1984) reported that iNtuiting/ Feeling types expressed more interest in small group classes than other personality types. Students' expressed satisfaction with the additional attention from faculty and more in-depth study within the small groups is consistent with type theory which indicates that iNtuiting/Feeling types prefer an environment that 1) is open to the discussion of relationships, meanings, and possibilities (iNtuiting) and 2) satisfies their need for affiliation

(Feeling).

Wichita State University (WSU) used the MBTI as a staff development tool to determine how staff members preferred to receive new information and how they make decisions (McNickle & Veltman, 1988). Productive decision making occurs when all types of personalities are accepted and encouraged to contribute to the decision making process (Gauld & Sink, 1985). Although no findings were reported, the MBTI workshop at WSU helped student affairs staff gain a broader understanding of personal differences and similarities, assess themselves in relation to work environment, reduce organizational conflict, and build on the collective value of different personality types. MBTI profiles have been used in a variety of training sessions to effectively increase the level of understanding personal differences and improve group interaction.

Housing Assignments

The MBTI has proved effective in matching roommates on the basis of personality compatibility (Myers, 1962, 1976). At Michigan State University, Eigenbrod (1969) used the MBTI to better understand the dynamics of compatible and non-compatible roommate situations. Eigenbrod determined that the greater compatibility between roommates' MBTI personality types, the greater the expressed satisfaction with their roommates and room assignments. Likewise, students matched as suitemates by using MBTI scores

perceived their environment as emphasizing a much higher degree of emotional support and involvement than students assigned in the traditional fashion (Kalsbeek, 1980).

Kalsbeek, Rodgers, Marshall, Denny, and Nicholls, (1982) also used the MBTI at the The Ohio State University to assign suitemates according to their similarity of personality type. The data were used to design a supportive living environment between suitemates within the residence halls. Likewise, friendship patterns, group cohesion, and perseverance in the residence halls have also been facilitated by assigning students to floor units according to dominant MBTI personality functions (Schroeder, Warner, & Malone, 1980). "Assigning students to living units according to similarity in MBTI profiles increases the likelihood that students will be compatible and satisfied" (Schroeder & Jackson, 1987, p. 82). Contrary to these studies, Jackson (1984) did not find a positive correlation between roommates' complementary MBTI profiles and roommate satisfaction; however, he did determine that academic performance, as defined by grade point average, was significantly related to roommates' similarity on the MBTI.

Anchors and Hale (1985) found that when students select roommates, Introversion, iNtuiting, Feeling, and Perceiving types tend to select similar types, while Sensing and Thinking types tend to select opposite types (i.e., iNtuiting and Feeling) as roommates. Extraversion and

Judging types did not demonstrate a clear preference for either similar or opposite types of roommates. These differences suggest that some types (i.e., I, N, F, and P) may be naturally compatible (homogamy) while other types (i.e., S and T) may be attracted to opposites (heterogamy).

The MBTI has been used to improve the understanding of roommates' lifestyle differences. Mehrabian's (1976) study of "screeners" (those students able to screen out distractions) and "nonscreeners" (those students unable to screen out distractions) is highly related to the MBTI Judging/Perceiving dimension. Judging types tend to be "nonscreeners," react to stimuli, and tend to function within time constraints. Perceiving types tend to be "screeners," are consumed by their immediate activity, and tend to be oblivious to time constraints. Jackson's (1984) research on roommates' lifestyles found that Extraversion types need greater external stimulation than Introversion types and typically prefer messy (i.e., more stimulating) rooms. Likewise, Extraversion types prefer bright room colors instead of the pastel colors that Introversion types prefer (Jackson, 1983). Research studies have focused on the use of the MBTI to better understand roommate relationships. The MBTI has also been used to match roommates and increase the level of satisfaction with living arrangements.

Summary

        Student affairs professionals in higher education

strive to understand the complexities of human motivation

and the developmental consequences that result from

interactions on the campus of different types of persons

(Chickering, 1979). Because "practitioners are in a

position to improve upon the body of research concerning the

relationship between type and student development" (Macdaid,

1987, p. 247), a wide variety of studies involving college

students and the MBTI have been conducted. Campus-wide

administrations reveal that student services and programs

can be designed according to individual and group

personality type profiles. Furthermore, colleges and

universities use the MBTI data to improve the quality of

academic and social experiences for students. Specifically,

MBTI research documents the relationship between personality

types and learning styles, academic majors, extracurricular

activities, career planning, staff training, and housing

assignments. Research in these areas indicates that a

variety of college student behavior, decision making, and

involvement is consistent with Myers and Briggs personality

type theory (Myers, 1962) and the characteristics of the 16

MBTI types.

Purposes and Roles of the RA Position

in Higher Education

Student affairs deans in small, private, coeducational

colleges and universities place a large measure of importance on the use of undergraduate students as members of their institution's residence hall staff (Dixon, 1970). It has become traditional to staff residence halls with upperclass resident assistants who are able to contribute significantly to the maturation of college students. On many campuses, undergraduates comprise at least part, if not all, of the residence life staff (Nickerson & Harrington, 1968). The resident assistant position is described as an undergraduate student selected to assist with certain basic responsibilities within a residence hall and provided with remuneration by the institution. "The RA position requires live-in work responsibilities including programming, community development, advising, enforcing rules and regulations, and administrative duties" (Nowack & Hanson, 1983, p. 546). This section will describe the variety of purposes and multiple roles of RAs in terms of their service to institutions and fellow residents.

RAs fulfill a variety of purposes and contribute to institutional goals by serving residential students. The primary purpose of RAs is to live with students and maximize the potential positive impact that peer leaders have on other students (Ender, 1983). This allows professional student affairs staff to identify accurately student needs and utilize the inherent value of peer identification between RAs and residents in meeting these needs (Sherwood,

1980, p. 370). The unique status of paraprofessional RA staff also is used for the purpose of reinforcing the institutional values of furthering a student's total education (Sautter, 1974). For example, RAs help to provide (a) an environment that enhances the student's ability to meet his/her academic purposes for being in school, (b) personal growth and development on the part of the individual student, (c) student self responsibilities for the living unit, and (d) learning experiences through the development of hall programs (Greenleaf, 1974, p. 183).

To accomplish these goals, the RA must effectively (a) know the students with whom he/she associates; (b) know the campus community; (c) know the resources of the campus; (d) assist students in the living unit to develop guidelines for living with consideration for one another; (e) serve as an advisor to suggest residence hall activities; (f) understand and accept the objectives of residential living; (g) be available, friendly, and open to students; and (h) balance job responsibilities and personal life (Greenleaf, 1974, p. 184). Similarly, Upcraft (1982) noted that the purpose of RAs is to provide personal help and assistance to fellow students; manage groups; facilitate social, recreational and educational programs; serve as an information source; explain and enforce institutional rules; and maintain a safe, orderly, and relatively quiet floor environment.

RAs are also hired for the purpose of providing

initial and follow-up contacts with residents who face college adjustment problems. Schuh, Shipton and Edman (1986) reported that the major problems that RAs encounter have not changed from 1971 to 1983. "Roommate conflicts, alcohol use, academic problems, and student self-reliance still are the most frequent problems that RAs encounter" (p. 33).

Various constituent groups differ in their perceptions of the purpose and importance of resident assistant functions (Mangus, 1972; North, 1972). When properly staffed, Barger and Lynch (1973) believed that modern university residence halls can become healthy learning laboratories where students can learn interpersonal skills and gain insight into the processes of social organization and group dynamics. Student RA staffs must, however, be trained to become an effective part of living-learning teams (Schilling, 1977). Because RAs "are the most critical people for creating a good educational environment" (Upcraft, 1982, p. 8), the author contended that supervision of RAs is one of the most important factors involved in building a strong residence life program on a college campus. Some constituents, however, do not view resident assistants as cornerstones of quality residence life services. Students and parents, for example, consider RAs to be policy interpreters and custodial agents, supervising but not necessarily enhancing the residence hall environment

(Schuh, Kuh, Gable, Friedman, Stipanovich, & Wegryn, 1982).

The use of resident assistants in college residence halls provides the residents, institution, and staff members with valuable services that have long-term ramifications. For the purpose of accomplishing institutional goals and providing student services, RAs perform a variety of roles which are vital to the educational process in college residence halls (Mable & DeCoster, 1980). Residence hall paraprofessional staff roles have evolved from the so-called "cop-counselor" role into a new emphasis on peer helper and environmental manager (Upcraft & Pilato, 1982). The position of resident assistant is ideally held by a capable student who must act as counselor, advisor, tutor, and role model (Knouse & Rodgers, 1981).

Frierman and Frierman (1981) compared the variety of RA roles to those of an industrial manager: figurehead, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator, negotiator, and motivator. These multiple roles make the RA position one that requires intelligence, skill, maturity, and dedication (Winston & Buckner, 1984).

Blimling and Miltenberger (1984) suggested that RAs assume four basic roles: role model, counselor, teacher, and student. First, the most influential role is that of "role model." The institution respects and recognizes certain characteristics that it wants passed on to

underclass students. Thus, it is expected an RA's good study habits, adherence to institutional rules, and responsible behavior off campus will be emulated by other students. "RAs are typically expected to behave as role models, setting a mature example for other students" (Berkowitz & Perkins, 1986, p. 146). RAs are called upon to be constant role models because of their high visibility with fellow students (Durden & Neimeyer, 1986).

Second, an integral part of the RA job involves being a counselor, consultant, or advisor. Schuh, Shipton and Edman (1986) reported that the model developed by Morrill and Hurst (1981) described the counselor role as follows: (a) to provide short-term remedial services, such as crisis intervention and referral to a campus agency (Upcraft & Pilato, 1982), and (b) to provide prevention services that set behavioral limits and mediate conflicts (Winston, Ullom, & Werring, 1984). As paraprofessional counselors, RAs do not provide developmental or long-term remedial counseling services. Schuh (1981) indicated that normally, RAs are instructed to refer students to campus agencies that provide professional services. Boswinkel (1986) reported that RAs are in a unique position to recognize students' needs for psychological services and, therefore, should be trained to counsel, to some degree, those students whom they oversee (p. 53). These helping and advising functions are accomplished by establishing a positive, friendly

relationship with every member of the living unit.

Third, each RA assumes a teaching role by providing general information about the college, conducting group meetings, and serving as a resource person. Informal discussions about values, morals, and ethical issues are also conducted in the supportive atmosphere of a residence hall. RAs are also influential in developing residence hall programs. RA job descriptions frequently require that RAs facilitate a specific number of educational programs each semester. Faculty-student programs add richness to the residential experience, and RAs can be influential in bringing faculty members into the residence halls (Kuh, Schuh, & Thomas, 1985).

Fourth, the student role reminds RAs of the priority to accomplish personal academic goals while fulfilling the many responsibilities of the job. Resident assistants must also help to create an atmosphere conducive to study for all residents. RAs are expected to facilitate academic success of fellow residents while at the same time concentrate on their own personal academic requirements. Finally, Winston and Buckner (1984) described a fifth role category as that of administrator. Resident assistants commit a large amount of time to administrative duties such as distributing and collecting forms, preparing reports and schedules, and recording maintenance and housekeeping needs.

A significant body of literature describes the impact

that residence halls, as developmental centers, have on
students (Rickgarn, 1985). RA staff, programs, and
environmental factors impact residence hall students. Most
colleges and universities rely on undergraduate RAs to
provide primary services in their halls (Ostroth, 1981).
RAs fulfill several institutional purposes that relate to
the educational objectives of serving residential students.
Despite a variety of perceptions about the purpose of RAs,
these undergraduate staff members complete job related
duties associated with administrative, helping/advising,
teaching/programming, and student roles.

Resident Assistant Research

Conducting research on students has been recognized as
an important function of student affairs administration
(Council for the Advancement of Standards for Student
Services/Development Programs, 1986). The majority of the
research on college students has come from relatively large
samples drawn from state supported doctoral granting
institutions (Kuh, Bean, Bradley, Coomes, & Hunter, 1986).
A variety of student-related research has also been
conducted about Resident Assistants. The majority of these
studies have utilized standardized instruments to examine
personal qualities and role effectiveness, selection
procedures and job performance, behavior, and stress and
burnout. The primary purpose of this section is to review
RA research that has used the Myers-Briggs Type Indicator.

Although Planisek and Helzer (1969) developed an instrument that identified the roles of residence hall staff members (i.e., counselor, disciplinarian, administrator, and advisor), Dickson and Thayer (1983) contended, "There are few reported studies that deal directly with temperament or personality of resident assistants" (p. 26). Dickson and Thayer used the Temperament Inventory (Cruise & Blitchington, 1977) to identify the temperament profile of 1,177 resident assistants. The researchers found that resident assistants' Amiable (i.e., friendly, spontaneous, and outgoing), Expressive (i.e., sociable, cheerful, and dynamic), and Driving (i.e., aggressive, energetic, and bold) scores were considerably higher than the norm group, and RA scores for the Reflective temperament (i.e., sensitive, moody, and anxious) were lower than norm group scores. The data indicated that the Amiable, Expressive, and Driving temperaments are highly valued in the selection of RAs while the Reflective temperament is less desirable (p. 29). The data from this study also support the desirability of hiring a diversity of RA personality types, except for the Reflective temperament, in order to meet the needs of a cross-section of residents.

Shelton and Mathis (1976) used the Rathus Self-Reporting Assertiveness Schedule (Rathus, 1973) to determine that high/low assertive RAs were differentiated by residence hall students on the basis of assertiveness level. Highly

assertive RAs were significantly more open and honest, communicated better, handled discipline better, and were generally more effective than less assertive RAs. Thomas (1979) found that effective residence hall counselors were identified as being significantly more social, warm, and friendly than ineffective staff members. Hall and Creed (1979) used the California Psychological Inventory (Gough, 1975) to determine that RA effectiveness was associated with outgoing, self-confident, active, enthusiastic, and verbally fluent behaviors. These traits appear to reflect the Extraversion dimension of the MBTI E-I scale which includes those who enjoy variety and action, are good at greeting people, act quickly, enjoy having other people around, and usually communicate freely. Tibbits (1977) indicated that student affairs administrators " . . . are looking for those people who are extroverted" (p. 67) to fill RA positions.

Limited research has been conducted using the Myers-Briggs Type Indicator to explore issues related to the resident assistant position. In an exploratory study using the MBTI, "effective" (versus "unsatisfactory") RAs reported Extraversion, iNtuiting, Feeling, and Perceiving preferences (Wotruba, 1969). Durst (1970) found that 29% of a sample of 21 resident advisors represented the INFP personality type, and 29% of the same sample represented the ENFP type. The other 14 MBTI categories had minimal or no representation in the sample. The nature of the RA position appears to

attract INFP and ENFP personality types who reflect personal
warmth, need for affiliation, and a preference to work with
people rather than things (Durst, 1970, p. 10).

Ponikvar (1978) measured the relationship between
gender and susceptibility to stress with 96 RAs by using the
Resident Assistant Stress Inventory (Dickson & Ritter, 1975)
and the Myers-Briggs Type Indicator. The group experiencing
the highest stress consisted of first-year women, while the
group experiencing the lowest stress consisted of second-
year men. The highest stress group, however, received
significantly higher performance evaluations than the lowest
stress group. In the same study, Ponikvar also found that
the highest stress group preferred the Feeling (62%) and
Perceiving (67%) MBTI dimensions. These RAs tend to make
decisions based on personal and/or group values, and prefer
to exhibit a flexible and spontaneous lifestyle. The lowest
stress group preferred Extraversion (75%) and Judging (71%)
MBTI dimensions. These RAs prefer people to concepts and
prefer to live a planned, orderly, and regulated lifestyle.

Williams and Nelson (1986) found that in disciplinary
situations, residence hall personnel who preferred
Extraversion, Sensing, and Thinking dimensions of
personality type chose significantly more nonassertive
responses than other personality types. Thinking combined
with Extraversion and Sensing types cause the individual to
be " . . . especially aware of logical consequences of a

situation" (Myers, 1980, p. 13). Williams and Nelson (1986) indicated, therefore, that an RA who would be aware of the logical consequences of assertiveness in relationship to a student who is misbehaving, may choose to avoid jeopardizing an otherwise positive relationship with the student (p. 46).

von Hoffman (1985) and Austin (1985) combined resident assistant MBTI profiles from the University of Southern Maine and the University of Maine at Orono to determine that ESFJ, ENFP, ESTJ, and ENFJ were the most prevalent types among their RA staffs. As a group, therefore, each staff would tend to reflect warmth and fellowship. "They are friendly, tactful, sympathetic, and persevering. They would have many 'shoulds' and 'should nots' and express them freely. They would respond to approval, be sensitive to indifference, and be loyal to institutions" (Myers & McCaulley, 1985, p. 24). Ricci, Porterfield, and Piper (1987) described how theories of human development provided useful information about an RA staff of 20 members at a major midwestern university between 1983 and 1984. Perry's (1970) scheme of intellectual and ethical development and the use of the MBTI "can greatly assist supervisors of resident advisors in designing supervisory interactions in such a way as to encourage personal development in individual staff members" (Ricci, Porterfield, & Piper, 1987, pp. 37 and 39). Although specific MBTI data were not revealed, the researchers reported appropriate strategies

for supervisors in relation to the variety of RA personality
types. For example, Sensing types provided the practical
side of problem solving discussions, were dependable in
finishing what they were assigned, and needed to be more
flexible when their routine was disrupted, while Perceiving
types were most flexible when their routine was disrupted
and needed more follow-up regarding decision making.

Ballou and Brown (1987) studied the relationship
between RA temperament and burnout. Fifty-two RAs at a
small, liberal arts college in the Midwest completed the
MBTI at the beginning of the academic school year and also
completed the Maslach Burnout Inventory (Maslach & Jackson,
1981) during the late winter term. The findings indicated
that Sensing/Perceiving and iNtuiting/Thinking types may be
less likely to experience burnout because of " . . . their
inherent resistance to quick, broad, and deep personal
involvements" (p. 23). These RAs may display an attitude
that is impersonal; however, such a mechanism that avoids
overinvolvement with others does offer protection from
burnout (Maslach, 1982). The trait (personality type)
approach to predicting RA burnout, however, revealed no
significant differences between personality type and
burnout.

In the most significant and pertinent study using the
MBTI and RAs, Wachowiak and Bauer (1977) examined University
of North Carolina at Charlotte RA applicants and a group of

non RA applicants. The study determined that there were no
significant differences between the two groups on three of
the four MBTI dimensions. Applicants obtained more
Extraversion scores on the Extraversion-Introversion
dimension than the norm group. Rejected applicants were
more Perceiving oriented (versus Judging oriented) than the
accepted applicants. No significant differences were found
on the other dimensions. Also in the study, Wachowiak and
Bauer determined that Head Residents (e.g., Resident
Directors) judged RAs to be more effective if the RA
preferred the Sensing (versus iNtuiting) mode of perception,
while student ratings of RA effectiveness were not
significantly correlated with any MBTI dimensions.

Summary

Postulating that apparently random behavior is
actually quite orderly, Carl Jung identified a pattern of
behaviors that describes individuals' preferred interaction
with the world. Jung's theory of psychological type
provided the conceptual framework for Isabel Myers'
development of the Myers-Briggs Type Indicator, which
establishes sixteen different personality type combinations
from four bi-polar dimensions: Extraversion-Introversion,
Sensing-iNtuiting, Thinking-Feeling, and Judging-Perceiving.
The MBTI has been frequently used in studies on college
students. Research study topics involving the MBTI and
college students include: student populations, learning

styles, interpersonal relationships, career counseling, staff training, and housing assignments.

Resident Assistants fulfill several important functions within college residence halls. The literature which describes RAs includes the purposes of the RA position, as well as specific roles of the RA. RAs typically perform job-related tasks and duties related to administrative, helping/advising, teaching/programming, and student roles. Few research studies have examined the personality types of RAs. In reviewing the literature related to the study, the researcher has not found any contributions that specifically focus upon Resident Assistant personality type and actual/preferred RA role performance.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, setting, population and sample, instrumentation, ethical safeguards, procedures for collecting the data, and research questions. The study was designed to describe the personality type and role performance of resident assistant applicants in small, church-related, liberal arts colleges.

Design

The design of this study followed the descriptive method of educational research. Descriptive research involves collecting data in order to answer questions about the current status of the subject of the study (Gay, 1976). This study followed the self-report (versus observational) method of data collection in order to determine the current status of a population sample (i.e., resident assistant applicants) with respect to two variables (i.e., personality type and role performance). "Self-report research requires the collection of standardized, quantifiable information from all members of a population or sample" (Gay, 1976, p. 128). A survey method of gathering data was used because "(It) is probably best adapted to obtaining personal and social facts, beliefs, and attitudes" (Kerlinger, 1986, p.

386).

Setting

The research study was conducted at the eight Colleges of Mid-America (CMA), an interstate consortium of eight church-related, liberal arts, residential colleges located in northwest Iowa and eastern South Dakota. Participating institutions in CMA include: Briar Cliff College, Buena Vista College, Dakota Wesleyan University, Dordt College, Mount Marty College, Northwestern College, Sioux Falls College, and Westmar College. Institutional enrollments range from 469 to 1,000 full-time students. The mean average is 744 full-time students. The consortium seeks to: 1) encourage professional growth, development, and creative interaction among faculty, administrators, and students, 2) increase the efficiency of operations at member institutions, and 3) enhance the future of member institutions through organizational development activities (Colleges of Mid-America Handbook, 1987).

The nature of the resident assistant position at CMA institutions is homogeneous. RA positions at all institutions include: live-in responsibilities, ratios of staff to residents of one to twenty-five, with administrative, helping/advising, teaching/programming, and student academic roles. The RA selection process at each of the CMA institutions is also very similar. Selection processes require applications, job perception essays,

minimum grade point averages, minimum number of semesters lived in a residence hall, peer ratings, and personal interviews with resident directors, directors of residence life, and/or deans. The CMA RA selection processes begin as early as January and end as late as May.

Population and Selection of Sample

The population of the study consisted of 239 traditional-aged, male and female, undergraduate resident assistant applicants enrolled in seven of the eight Colleges of Mid-America in the Spring of 1987. Briar Cliff College did not return any usable data and, thus, was not considered as a participating institution for this study. The number of RA applicants ranged from 18 to 53 with a mean average of 31 RA applicants. Thus, the entire population of participating CMA resident assistant applicants was considered the sample for the study.

Instrumentation

In order to answer the research questions of this study, the researcher accessed Myers-Briggs Type Indicator (MBTI) data that were collected in 1987 by seven of the eight institutions which comprise the Colleges of Mid-America. An RA Role Performance Inventory developed by this researcher was administered in Spring 1988 to the RAs who were employed during the 1988 Spring semester (n=122).

Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) is a forced-

choice, self-report inventory that attempts to classify individuals according to four dimensions of psychological type (Willis, 1984). The MBTI data describe individuals' preferred use of perception and judgment. Specifically, the data describe four theoretically independent dimensions: Extraversion-Introversion, Sensing-iNtuiting, Thinking-Feeling, and Judging-Perceiving.

The MBTI may be used with most populations, although individuals with below average reading levels may not be able to respond to inventory questions appropriately. The MBTI is used most often in junior high and high school studies and with career-oriented college students. MBTI forms "F", "G", and "AV" are self-administering without specific time limits on instrument completion. Willis (1984) reports that "The printed directions seem satisfactory and attempt to negate the social desirability of the questions" (p. 486).

Initial scoring of the MBTI results in the accumulation of a number of "points" for each pole (i.e., type) of the four dimensions (i.e., E-I, S-N, T-F, and J-P). Points represent the weighted number of answers for each pole and can be converted into "preference" and "continuous" scores. For example, points are converted into preference scores that indicate type direction (e.g., either Extraversion or Introversion) and strength of direction (see conversion table, Appendix B). The strength of direction

has a numerical range from 1 (i.e., weakest strength) to between 39 and 67 (i.e., greatest strength) depending on the particular dimension.

It may also be useful to treat the dichotomous preference scores as if they were continuous scales (e.g., when conducting correlational research). Continuous scores provide a linear transformation of preference scores (Myers & McCaulley, 1985, p. 9) and use the numerical value of 100 as a midpoint for each dimension. Extraversion-Sensing-Thinking-Judging preference scores are subtracted from the 100 midpoint and Introversion-iNtuiting-Feeling-Perceiving preference scores are added to the 100 midpoint. For example, an Extraversion (direction) - 5 (strength) preference score would be converted to 100 (midpoint for each dimension) minus 5 (strength) for the continuous score of 95. Conversely, an Introversion - 5 preference score would be converted into a continuous score of 105.

Most MBTI test reliability studies use the preference scores from Form F. Internal consistency has been estimated by phi coefficients (i.e., with ranges .55 to .65 (Extraversion-Introversion), .64 to .73 (Sensing-iNtuiting), .43 to .75 (Thinking-Feeling), and .58 to .84 (Judging-Perceiving) and tetrachoric coefficients (i.e., with ranges of .70 to .81 (Extraversion-Introversion), .82 to .92 (Sensing-iNtuiting), .66 to .90 (Thinking-Feeling), and .76 to .84 (Judging-Perceiving) with the application of the

Spearman-Brown prophecy formula (Willis, 1984, p. 487).

Furthermore, reliability estimates using continuous scores

yield more consistent estimates because of the precise

numerical values continuous scores provide. For example,

Myers (1962), Stricker and Ross (1963), and Webb (1964) used

continuous scores that yielded coefficient estimates with

ranges of .76 to .82 (Extraversion-Introversion), .75 to .87

(Sensing-iNtuiting), .69 to .86 (Thinking-Feeling), and .80

to .84 (Judging-Perceiving) (Carlyn, 1977, p. 465).

One approach to the examination of the validity of the

Although Howes and Carskadon (1979) reported that

test-retest reliability is related to the strength of the

initial preference (i.e., type) direction, McCaulley (1981)

reported using test-retest intervals of up to six years to

determine that less than one-tenth of one percent of the

individuals reported a change on all four dimensions, 2%-7%

reported a change in three dimensions, 10%-22% reported a

change in two dimensions, 70%-88% reported a change in one

dimension, and 20%-61% reported no changes at all. These

results indicate the stability of the type categories and

provide additional support for the reliability of the MBTI.

One approach to the examination of the validity of the

MBTI is to determine whether the MBTI dimensions accurately

reflect Jungian psychological typology and Myers'

contribution (i.e., Judging-Perceiving) to the theory. The

construct validity of the MBTI, as compared with the

Allport-Vernon-Lindzey Study of Values, the Gray-Wheelwright

Psychological Type Questionnaire, The Edwards Personal
Preference Schedule, the Personality Research Inventory, the
Scholastic Aptitude Test, the Strong Vocational Interest
Blank, the Sixteen Personality Factors Test and the Rokeach
Dogmatism Scale indicates that " . . . a wealth of
circumstantial evidence has been gathered and results appear
to be quite consistent with Jungian theory" (Carlyn, 1977,
p. 469). The results of an investigation into the construct
validity of the MBTI using factor analytic techniques also
resulted in support for the construct validity of the MBTI
(Thompson & Borrello, 1986).

Sipps and Alexander (1987) used psychometric measures
to explore the construct validity of the four MBTI
dimensions. The researchers determined that the
Extraversion-Introversion and Judging-Perceiving scales
"again appear to be pure, internally consistent measures"
(p. 549). Willis (1984) concluded that "The MBTI is a good
instrument based on substantive theoretical and empirical
bases" (p. 489). "The results indicate that the various
recommended applications of MBTI findings at least will be
based on data that have measurement validity" (Thompson &
Borrello, 1986, p. 751).

RA Role Performance Inventory

The Resident Assistant (RA) Role Performance Inventory
was developed by this researcher to determine actual and
preferred role performance as reported by RAs themselves

(see Appendix C). The RA Role Performance Inventory is a self-report survey instrument that provides descriptions of the four primary resident assistant roles. The administrative (Winston & Buckner, 1984), helping (Upcraft, 1982)/advising (Blimling & Miltenberger, 1984), teaching (Blimling & Miltenberger, 1984)/programming (Kuh, Schuh, & Thomas, 1985), and student/academic (Blimling & Miltenberger, 1984) roles correspond directly to the literature on RA roles. The RA role descriptions represent categorical differences between the four primary RA roles.

All subjects were asked to record demographic information and read each RA role description carefully. Subjects were then directed to complete two tasks on the self-report inventory. First, respondents were asked to rank order (on a scale of "1" through "4") the roles according to their actual performance of related duties. A number "1" rank order means that the respondent actually performs the duties related to this role most often. A number "4" rank order means that the respondent actually performs the duties related to this role least often. Secondly, respondents were asked to rank order (on a scale of "1" through "4") the roles according to their preference to perform related duties. A number "1" rank order means that the respondent prefers to perform the duties related to this role most often. A number "4" rank order means that the respondent prefers to perform the duties related to this

role least often.

Ethical Safeguards

An application for a review of research involving human subjects was submitted to the Loyola University of Chicago Institutional Review Board (IRB). After examination of the application, the IRB determined that the research design and instrumentation involved no risk to human subjects (see Appendix D). The legal and ethical responsibility to safeguard the rights and welfare of research subjects was maintained throughout the research study. The researcher received verbal authorization from Sr. Margaret Wick, president of CMA, to access these data in order to describe RA personality type for this study.

The RA Role Performance Inventory was piloted with a former resident assistant and three residence hall directors. The response sheet was modified to provide clearer directions.

Data Collection

Myers-Briggs Type Indicator

For the purpose of determining RA applicant personality type, all RA applicants in the Spring of 1987 from the eight CMA institutions were asked to complete the Myers-Briggs Type Indicator (Form F). During the 1987 Spring Semester, MBTI data were independently gathered by seven of the eight CMA institutions (n=218). After the 1987 RA selection processes were completed, each institution

identified which applicants had been selected to serve as
RAs during the 1987-88 academic year. The original sample
of RA applicants was then subdivided to represent two
distinct groups: those RA applicants who were hired (n=122)
and those who were not hired (n=96). Personally
identifiable information (i.e., either name or Social
Security number) were collected on the MBTI so that
individual results could be shared with the respondents from
each institution. The personally identifiable information
also provided the researcher with a link between subjects
completing the MBTI in 1987 and the subjects completing the
RA Role Performance Inventory in 1988. The data were
collected after additional permission was received from the
seven CMA Vice Presidents for Student Affairs and with the
assistance of the seven CMA Directors of Residence Life.

RA Role Performance Inventory

All 1987 RA applicants from the CMA institutions who
were selected to serve as RAs during the 1987-88 academic
year (n=122) were asked by the researcher to complete the RA
Role Performance Inventory during the 1988 Spring Semester.
These RAs received a cover letter (see Appendix E) and
survey which explained the nature of the research study and
asked for voluntary RA participation. Emphasis was placed
on the fact that student participation and results would not
be used by their institution and that personally
identifiable information would remain confidential. It was

also explained that subjects' names or Social Security numbers would be used by the researcher for the purpose of matching MBTI results from the Spring 1987 to their RA Role Performance Inventory data. Instrument completion (n=111) was administered by the CMA Directors of Residence Life (or their Resident Directors) and took place in both individual and group settings. The RA Role Performance Inventory data were also collected with the permission of the seven CMA Vice Presidents for Student Affairs and/or Directors of Residence Life.

Minimal follow-up procedures were necessary for either the Myers-Briggs Type Indicator (90% response rate) or RA Role Performance Inventory (91% response rate). Several telephone calls were completed to clarify student demographic information. Data collection was enhanced by the local collection efforts of the CMA Vice Presidents for Student Affairs and Directors of Residence Life. Briar Cliff College, however, did not return any data from the 1987 or 1988 surveys.

<center>Research Questions</center>

The primary purpose of this investigation was to describe within Jung's theoretical framework the personality type of resident assistant applicants and the relationship, if any, between RA personality type and actual and preferred RA role performance. In order to accomplish the purpose of this investigation, several research questions were

developed:

1. What is the personality type profile for: RA applicants who were hired, and RA applicants who were not hired?

The answers to this question will provide a description of RA personality type according to applicant status. The results may describe a range of RA applicant personality types and thus indicate that the decision to hire/not hire RA applicants may actually be based upon variables other than personality traits as defined by the Myers-Briggs Type Indicator. Personality type data for hired RA applicants will also be used later in the study to help answer research questions six and seven.

2. Are there statistically significant relationships between RA applicant status (i.e., hired versus not hired) and personality type mean preference scores?

The results from this question will reveal if RA applicant status and personality type are related. The data may indicate that applicant type (e.g., ESTJ) is related to being hired while another applicant personality type (e.g., INFP) is related to being not hired. This information would support the use of the MBTI as a selection tool.

3. Are there statistically significant differences between personality type mean preference scores for RA applicants and the general population (as described by the CAPT MBTI age group data bank)?

The results of this question will indicate if the personality type profile of RA applicants is different from the personality type profiles of the general population (as described by the CAPT MBTI data bank). If it is determined that the RA applicant sample is different from the general population, the MBTI may be used in the future as an RA applicant recruitment instrument.

4. Which job-related roles do RAs report they actually perform?

The results from this question will provide a description of the job-related roles that RAs actually perform in the residence halls. The data may indicate that specific roles are performed more frequently and provide information to student affairs staff who have supervisory responsibility for RAs.

5. Which job-related roles do RAs report they prefer to perform?

The results from this question will provide a description of job-related roles that RAs prefer to perform in the residence halls. The data may indicate that specific roles are preferred by RAs and also provide information to student affairs staff who have supervisory responsibility for RAs. Data from questions four and five will also be used to help answer questions six and seven.

6. Are there statistically significant relationships between RA personality type and actual RA role performance?

The data collected for this question will indicate if there is a relationship between RA personality type (e.g., Extraversion) and actual role performance (e.g., administrative). Results may suggest that actual role performance is linked to specific personality types.

7. Are there statistically significant relationships between RA personality type and preferred RA role performance?

The data collected for this question will indicate if there is a relationship between RA personality type (e.g., Perceiving) and preferred role performance (e.g., programming/teaching). These results may suggest that personality type preferences are linked to the preference to perform specific roles, despite the fact that one may actually perform least preferred roles more often.

Summary

The study involved resident assistant applicants from seven of the eight Colleges of Mid-America. The Myers-Briggs Type Indicator was used to determine RA applicant personality type, and the RA Role Performance Inventory was used to determine RA reported actual and preferred role performance. Seven research questions were formulated. Data were analyzed using both descriptive and inferential statistics. The results of the data analyses are presented in Chapter IV.

CHAPTER IV

RESEARCH RESULTS AND DATA ANALYSIS

This study investigated the personality type profiles
of a select group of undergraduate resident assistants and
examined the relationship, if any, between personality type
and RA-reported role performance. The results of the data
collection and the analyses of the data are presented in
this chapter. The chapter reports both descriptive and
inferential statistical analyses in response to the seven
research questions which guided this study. Discussion and
conclusions based on these results will be presented in
Chapter V.

Demographic Information

The population of 1987 resident assistant applicants
from seven of the eight Colleges of Mid-America constituted
the data pool for this study. Resident assistant applicants
who completed the Myers-Briggs Type Indicator and/or the RA
Role Performance Inventory were included in the population
sample for this study (n=218). Table 1 reports the number
and percentage of RA applicants from each of the seven
institutions, the gender of RA applicants according to
applicant status, the age group distribution of RA
applicants according to applicant status, and the number and

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Table 1

Demographic Information of Sample

Resident assistant applicants		
Institution	Number	Percent
Buena Vista College	52	23.9
Dakota Wesleyan University	21	9.6
Dordt College	22	10.1
Mount Marty College	17	7.8
Northwestern College	53	24.3
Sioux Falls College	27	12.4
Westmar College	26	11.9
Total	218	100.0

Table 1 (continued)

Demographic Information of Sample

	Gender		
	Hired	Not hired	Total
Male	62	45	107
Female	60	51	111
Total	122	96	218

Demographic Information of Sample

	Age groups		
	Hired	Not hired	Total
18-20	85	72	157
21-24	32	23	55
Other	5	1	6
Total	122	96	218

Table 1 (continued)

Demographic Information of Sample

Resident assistant applicants (n=215)

ISTJ	ISFJ	INFJ	INTJ
n 11	n 20	n 08	n 01
% 05	% 09	% 05	% 00

ISTP	ISFP	INFP	INTP
n 03	n 11	n 11	n 02
% 01	% 05	% 05	% 01

ESTP	ESFP	ENFP	ENTP
n 10	n 15	n 30	n 13
% 05	% 07	% 14	% 06

ESTJ	ESFJ	ENFJ	ENTJ
n 25	n 35	n 11	n 09
% 12	% 16	% 04	% 05

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percentage of resident assistant applicants in each of the sixteen personality type categories.

The majority of the RA applicants attended Northwestern College (24.3%) and Buena Vista College (23.9%) with the five remaining institutions each contributing about ten percent of the RA applicant population sample. Overall, fewer male RA applicants (49%) applied for the male RA positions (51%) as compared to the percentage of female RA applicants (51%) who applied for the female RA positions (49%). Therefore, a slightly higher percentage of male RA applicants were hired for positions (58%) as compared to female RA applicants (54%). The majority of the RA applicants were in the 18-20 age group (72%) while the remainder were in the 21-24 or Other age groups (28%). More than one-half of all RA applicants were hired (56%): 18-20 age group (54%), 21-24 age group (58%), and Other age group (83%). The RA applicants from this sample represented each of the sixteen personality profiles; however, the ESFJ (16%), ENFP (14%), and ESTJ (12%) profiles were reported most frequently.

<div align="center">Analysis of Data</div>

For the first three research questions, RA applicant personality type profiles were determined according to responses on the Myers-Briggs Type Indicator (Form F).

Research Question 1

The first research question of this study asked "What

is the personality type profile for RA applicants who were hired, and RA applicants who were not hired?" MBTI preference scores were recorded for each of the four MBTI dimensions (i.e., Extraversion/Introversion, Sensing/iNtuiting, Thinking/Feeling, and Judging/Perceiving). Applicants who completed the MBTI (n=215) were divided into two categories: those who were hired (n=119) and those who were not hired (n=96). The two groups of personality profiles were described using group means for each of the four MBTI dimensions.

Hired RA Applicants had mean preference scores of Extraversion/Introversion = (E) 15.6, Sensing/iNtuiting = (S) 8.2, Feeling/Thinking = (F) 4.8, and Judging/Perceiving = (J) 3.8; while Not Hired RA Applicants had mean preference scores of Extraversion/Introversion = (E) 7.4, Sensing/iNtuiting = (S) 5.8, Thinking/Feeling = (F) 6.5, and Judging/Perceiving = (J) 1.0. Overall, RA applicants prefer the Extraversion ($\underline{M}$ = 11.9), Sensing ($\underline{M}$ = 7.1), Feeling ($\underline{M}$ = 5.5), and Judging ($\underline{M}$ = 2.5) personality type.

<u>Research Question 2</u>

The second research question asked "Are there statistically significant relationships between RA applicant status (i.e., hired versus not hired) and personality type mean preference scores?" Initially, MBTI preference scores were converted into continuous scores for each of the four MBTI dimensions (i.e., Extraversion/Introversion,

Sensing/iNtuiting, Thinking/Feeling, and Judging/
Perceiving). Applicants who completed the MBTI (n=215) were
divided into two categories: those hired (n=119) and those
not hired (n=96). The two groups of personality profiles
were described using group means and standard deviations for
each of the four MBTI dimensions. Four t-tests were
computed to determine whether the group means were
significantly different at the .05 probability level for
each of the four dimensions. Where statistically
significant differences existed, t values were converted to
point biserial correlation coefficients (r_{pb}) to determine
the strength of the relationship between variables (i.e.,
scores and categories).

Table 2 reports the mean continuous scores and
standard deviations for Hired and Not Hired RA Applicants on
each of the four MBTI dimensions. A significant difference
exists only between the Hired and Not Hired RA Applicant
categories on the Extraversion-Introversion dimension t(213)
= -2.496, p < .05. RA applicants who were hired for RA
positions reported higher preference scores for the
Extraversion dimension, while RA applicants who were not
hired reported lower preference scores for the Extraversion
dimension. Although the difference between Hired and Not
Hired RA Applicants was statistically significant, the
strength of the relationship as measured by the point
biserial correlation coefficient was weak (r_{pb} = 0.1685).

Table 2

RA Applicant Personality Type

	RA applicant status	
Dimension	Hired (n=119)	Not hired (n=96)
Extraversion/		
Introversion		
M	84.43*	92.65*
SD	22.25	26.01
Sensing/		
iNtuiting		
M	91.77	94.23
SD	24.09	22.42
Thinking/		
Feeling		
M	104.77	106.48
SD	21.48	19.07
Judging/		
Perceiving		
M	96.19	99.03
SD	28.23	29.24

Table 2 (continued)

<u>RA Applicant Personality Type</u>

<u>Note</u>. The values represent mean continuous scores where the

dimension midpoint is 100. Scores below 100 refer to

Extraversion, Sensing, Thinking, and Judging; while scores

above 100 refer to Introversion, iNtuiting, Feeling, and

Perceiving. Critical values of <u>t</u> = -1.96 and 1.96.

*statistically significant at <u>p</u> <.05.

Because the mean scores represent the arithmetic average of all scores, this measure of central tendency is always affected by extreme scores. In order to avoid possible skewness and determine if there were any statistically significant relationships between RA applicant status and preference scores, applicants were again divided into two categories: those who were hired and those who were not hired. MBTI preference scores for each of the four MBTI dimensions were categorized according to the association between preference score and level of preference (i.e., 1 to 9 = slight, 11 to 19 = moderate, 21 to 39 = clear, and 41 and above = very clear). The chi square test of independence was used to determine whether there was a relationship between RA applicant status and level of preference for each of the MBTI dimensions. Where statistically significant relationships did exist at the .05 probability level, a contingency coefficient was computed to determine the strength of the relationship between variables.

Table 3 shows the frequency of RA applicant responses according to the strength of each preference. Furthermore, chi square values indicate that there are no significant relationships between RA applicant status and the strength of preference responses for any of the four dimensions. It was not necessary, therefore, to compute contingency coefficients to determine the strength of relationships.

Table 3

Relationships Between RA Applicant Status and

Strength of MBTI Preference Scores

Extraversion[a] - Strength of preference (n=150)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	18	40	18	15	91
Not hired	9	31	10	9	59
Total	27	71	28	24	150

Introversion[b] - Strength of preference (n=65)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	1	8	8	11	28
Not hired	2	20	7	8	37
Total	3	28	15	19	65

Table 3 (continued)

Relationships Between RA Applicant Status and

Strength of MBTI Preference Scores

Sensing[c] - Strength of preference (n=125)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	12	25	23	15	75
Not hired	6	20	12	16	54
Total	18	45	35	31	129

iNtuiting[d] - Strength of preference (n=86)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	2	15	10	17	44
Not hired	2	10	7	23	42
Total	4	25	17	40	86

Table 3 (continued)

Relationships Between RA Applicant Status and

Strength of MBTI Preference Scores

Thinking[e] - Strength of preference (n=73)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	2	18	11	10	41
Not hired	2	7	11	12	32
Total	4	25	22	22	73

Feeling[f] - Strength of preference (n=142)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	12	14	31	21	78
Not hired	7	20	19	18	64
Total	19	34	50	39	142

Table 3 (continued)

Relationships Between RA Applicant Status and

Strength of MBTI Preference Scores

Judging[g] - Strength of preference (n=120)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	12	27	10	18	67
Not hired	10	18	8	17	53
Total	22	45	18	35	120

Perceiving[h] - Strength of preference (n=95)

RA status	Very clear	Clear	Moderate	Slight	Total
Hired	8	20	10	14	52
Not Hired	10	16	12	5	43
Total	18	36	22	19	95

Table 3 (continued)

Relationships Between RA Applicant Status and

Strength of MBTI Preference Scores

Note. The critical value of chi square = 7.82, p <.05.

[a]Extraversion x^2 (3, N = 150) = 1.15. [b]Introversion x^2 (3, N = 65) = 4.86. [c]Sensing x^2 (3, N = 125) = 2.70. [d]iNtuiting x^2 (3, N = 86) = 2.38. [e]Thinking x^2 (3, N = 73) = 3.97. [f]Feeling x^2 (3, N = 142) = 4.15. [g]Judging x^2 (3, N = 120) = .61. [h]Perceiving x^2 (3, N = 95) = 4.30.

Research Question 3

The third research question asked "Are there statistically significant differences between personality type mean preference scores for RA applicants and the general population?" In this question, the general population refers to those individuals in similar age groups who have taken the MBTI and have their scores maintained in a data bank at the Center for Applications of Psychological Type (CAPT). The data bank scores included reports between 1971 and 1982. Two (from among eight) age categories used by the CAPT were utilized in this analysis: 18-20 year old subjects and 21-24 year old subjects.

Single sample t tests were computed to determine whether the group means were significantly different at the .05 probability level for each of the four dimensions. Where statistically significant differences existed, t values were converted to point biserial correlation coefficients (r_{pb}) to determine the strength of the relationship between variables (i.e., scores and categories).

The analyses show a significant difference between All RA Applicants and the General Population for Extraversion (21-24 age group) $t(41) = 2.256$, $p < .05$, and iNtuiting (18-20 age group) $t(62) = -2.206$, $p < .05$. There is also a significant difference between Hired RA Applicants and the General Population for Extraversion (21-24 age group) $t(26)$

= 3.461, $\underline{p}$ <.05. Finally, there is a significant difference between Not Hired RA Applicants and the General Population for iNtuiting (18-20 age group) $\underline{t}(33) = -3.047$, $\underline{p}$ <.05. Although the four $\underline{t}$ values were statistically significant at the .05 probability level, the strengths of the relationships were weak: $\underline{r}_{pb} = .0333$, .0293, .0512, and .0405 respectively. There were no other significant differences between the General Population and RA Applicants on any of the four MBTI dimensions. Table 4 reports the number of responses, group means, and standard deviations for the general population and for the RA applicants.

A test for proportions was also applied to the data to determine if the total RA applicant sample was statistically different from the responses in the CAPT data bank. The $\underline{z}$ values are reported using the 1.96 confidence interval. Table 5 reports the proportions of the General Population and RA Applicant sample for each dominant personality type within the four MBTI dimensions. It is likely for RA Applicants to have 1) higher Extraversion scores than the General Population 18-20 age group ($\underline{z} = 2.260$, $\underline{p}$ .05, two-tailed), and 21-24 age group ($\underline{z} = 3.105$, $\underline{p}$ <.05, two-tailed); and 2) higher Feeling scores than the General Population 18-20 age group ($\underline{z} = 2.272$, $\underline{p}$ <.05, two-tailed). It is unlikely, therefore, for all other RA Applicants to have scores that significantly differ from those of the General Population.

Table 4

RA Applicants and the General Population

Age group/ Dimension	General population	All RA applicants	Hired	Not hired
18-20 Age group/				
Extraversion				
N	8,445	105	62	43
M	23.1	24.45	22.97	26.58
SD	13.98	13.60	13.45	13.68
Introversion				
N	6,116	52	23	29
M	20.1	19.31	16.92	21.21
SD	13.84	12.92	13.08	12.69
21-24 Age group/				
Extraversion				
N	4,524	42	27	15
M	22.2	26.67*	30.56*	19.67
SD	13.50	12.83	12.54	10.41
Introversion				
N	3,617	13	5	8
M	20.9	17.77	13.40	20.50
SD	13.76	12.18	14.66	10.46

(table continues)

Table 4 (continued)

RA Applicants and the General Population

Age group/ Dimension	General population	All RA applicants	Hired	Not hired
18-20 Age group/				
Sensing				
N	8,965	94	56	38
M	22.0	22.82	23.70	21.53
SD	14.30	15.18	14.41	16.36
iNtuiting				
N	5,596	63	29	34
M	18.9	15.32*	18.31	12.77*
SD	13.16	12.89	13.73	11.74
21-24 Age group/				
Sensing				
N	4,390	34	18	16
M	22.7	21.35	22.11	20.50
SD	15.00	14.12	15.50	12.85
iNtuiting				
N	3,751	21	14	7
M	21.1	16.43	14.86	19.57
SD	13.59	12.04	11.60	13.20

(table continues)

Table 4 (continued)

RA Applicants and the General Population

Age group/ Dimension	General population	All RA applicants	Hired	Not hired
18-20 Age group/ Thinking				
N	5,534	46	24	22
M	17.0	16.78	18.92	14.46
SD	13.47	12.98	13.21	12.42
Feeling				
N	9,027	111	61	50
M	18.01	17.85	18.48	17.08
SD	10.93	11.23	11.37	11.12
21-24 Age group/ Thinking				
N	3,758	25	15	10
M	19.5	18.92	20.33	16.80
SD	14.19	12.70	12.23	13.74
Feeling				
N	4,383	30	17	13
M	17.2	16.33	15.12	17.92
SD	10.72	10.22	11.21	8.93

Table 4 (continued)

RA Applicants and the General Population

Age group/ Dimension	General population	All RA applicants	Hired	Not hired
18-20 Age group/				
Judging				
N	7,837	89	49	40
M	21.3	22.46	22.39	22.55
SD	13.74	16.25	15.74	17.05
Perceiving				
N	6,724	68	36	32
M	21.9	25.19	23.83	26.72
SD	14.99	15.75	16.60	14.86
21-24 Age group/				
Judging				
N	4,902	31	18	13
M	23.9	27.26	29.00	24.85
SD	14.55	16.11	16.29	16.20
Perceiving				
N	3,239	24	14	10
M	21.3	22.67	20.14	26.20
SD	15.07	15.44	16.56	13.77

*statistically significant at p <.05.

Table 5

Analysis of Population Proportions

Dimension and Age group	General population		All RA applicants	
Extraversion/				
Introversion				
18-20	.580	Extraversion	.669	Extraversion*
21-24	.556	Extraversion	.764	Extraversion*
Sensing/iNtuiting				
18-20	.616	Sensing	.599	Sensing
21-24	.539	Sensing	.618	Sensing
Thinking/Feeling				
18-20	.620	Feeling	.708	Feeling*
21-24	.538	Feeling	.545	Feeling
Judging/Perceiving				
18-20	.538	Judging	.567	Judging
21-24	.602	Judging	.563	Judging

*statistically significant at p <.05.

For research questions four and five, resident assistants rank ordered the RA roles they actually perform and those they prefer to perform using the RA Role Performance Inventory.

Research Question 4

The fourth research question asked "Which job-related roles do RAs report they actually perform?" Each RA rank ordered the four RA role categories (i.e., Administrative, Helping/Advising, Teaching/Helping, and Student) on a scale of "1" through "4." A number "1" rank order meant that the RA actually performed the duties related to this role most often. A number "4" rank order meant that the RA actually performed the duties related to this role least often. Actual RA role performance rank orders were recorded for each subject and mean scores computed for each of the four RA role categories. The Friedman ANOVA by ranks non parametric test was then applied to the data to determine if there were any statistical relationships between the rank ordered scores and the four role categories. Where statistically significant relationships existed, each $\underline{x}^2_r$ value was converted to an index of epsilon squared ($\underline{E}^2_r$) to determine the strength of the relationship between variables.

Table 6 reports the ranked sums, mean scores, and standard deviations for the RA reported actual role performance scores. Furthermore, Table 6 shows that there

Table 6

Actual RA Role Performance

	RA role performance categories			
	ADM	HLP	TCH	STD
Sums	332.00	162.00	359.00	247.00
M	3.02*	1.47*	3.26*	2.25*
SD	1.03	.74	.74	.95

Note. ADM = Administrative, HLP = Helping/Advising,
TCH = Teaching/Programming, and STD = Student.
*statistically significant at p <.001.

is a statistically significant relationship between the four
role performance categories and scores, $\underline{x}^2_r$ (3, N=110) =
130.135, $\underline{p}$ <.001, and that the index of epsilon squared
value indicates that the relationship is moderately strong
($\underline{E}^2_r$ = .2843). RAs reported (on a one through four
rankorder) that they actually perform the Helping/Advising
role most often ($\underline{M}$ = 1.472), the Student role second most
often ($\underline{M}$ = 2.245), the Administrative role third most often
($\underline{M}$ = 3.018), and the Teaching/Programming role least often
($\underline{M}$ = 3.264).

Research Question 5

The fifth research question similarly asked "Which
job-related roles do RAs report they prefer to perform?"
Again, each subject rank ordered the four role categories on
a scale of "1" through "4." Preferred role performance rank
orders were recorded for each subject and mean scores
computed for each of the four RA role categories. The
Friedman ANOVA by ranks non parametric test was then applied
to the data to determine if there were any statistical
relationships between the rank ordered scores and the four
role categories. Where statistically significant
relationships existed, each $\underline{x}^2_r$ value was converted to an
index of epsilon squared ($\underline{E}^2_r$) to determine the strength of
the relationship between variables.

Table 7 reports the ranked sums, mean scores, and
standard deviations for the RA reported preferred role

Table 7

Preferred RA Role Performance

	RA role performance categories			
	ADM	HLP	TCH	STD
Sums	397.00	137.00	315.00	216.00
M	3.58*	1.23*	2.84*	2.35*
SD	.72	.57	.83	.77

Note. ADM = Administrative, HLP = Helping/Advising,

TCH = Teaching/Programming, and STD = Student.

*statistically significant at p <.001.

performance scores. Furthermore, Table 7 shows that there is a statistically significant relationship between the role performance categories and scores $\underline{x}^2_r$ (3, N=111) = 192.968, $\underline{p}$ <.001. The index of epsilon squared value also indicates a moderately strong relationship between variables ($\underline{E}^2_r$ = .4233). RAs reported (on a one through four rank order) that they prefer to perform the Helping/Advising role most often ($\underline{M}$ = 1.234), the Student role second most often ($\underline{M}$ = 2.351), the Teaching/Programming role third most often ($\underline{M}$ = 2.838), and the Administrative role least often ($\underline{M}$ = 3.577).

For research questions six and seven, RA personality type data were accessed from the Colleges of Mid-America. The RA role performance data were collected from the responses on the RA Role Performance Inventory.

Research Question 6

The sixth research question asked "Are there statistically significant relationships between RA personality type and actual RA role performance?" MBTI preference scores were converted into continuous scores for each of the four MBTI dimensions. Actual RA role performance rank orders were also recorded for each subject. Pearson correlation coefficients were computed on the subjects' MBTI scores and role performance rank orders.

Table 8 reports the group means, standard deviations, and Pearson correlation coefficients ($\underline{r}$) for each of the sixteen analyses. Furthermore, Table 8 shows a

Table 8

RA Personality Type and Actual Role Performance

			Pearson r values			
Role	M	SD	EI[a]	SN[b]	TF[c]	JP[d]
ADM	3.00	1.04	-.159	.040	.229*	.111
HLP	1.49	.74	.057	.079	-.037	-.168
TCH	3.27	.73	-.039	-.118	-.182	-.076
STD	2.24	.96	.158	-.014	-.080	.069

Note. EI = Extraversion/Introversion, SN = Sensing/iNtuiting, TF = Thinking/Feeling, and JP = Judging/Perceiving. ADM = Administrative, HLP = Helping/Advising, TCH = Teaching/Programming, and STD = Student.

[a]EI M = 84.9, SD = 23.0. [b]SN M = 92.0, SD = 24.3. [c]TF M = 105.1, SD = 20.9. [d]JP M = 95.5, SD = 27.6.

*statistically significant at p <.05.

statistically significant, but weak, positive relationship
between RAs who report they actually perform the
Administrative role ($\underline{M}$ = 3.0) third most often and prefer
the Feeling (versus Thinking) dimension $\underline{r}$(105, $\underline{N}$ = 107) =
.2286, $\underline{p}$ <.05. There were no other significant
relationships between MBTI dimensions and actual RA role
performance scores.

<u>Research Question 7</u>

The seventh and final research question asked "Are
there statistically significant relationships between RA
personality type and <u>preferred</u> RA role performance?" Again,
MBTI preference scores were converted into continuous scores
for each of the four MBTI dimensions. Actual RA role
performance rank orders were also recorded for each subject.
Pearson correlation coefficients were computed on the
subjects' MBTI scores and role performance rank orders.

Table 9 reports the group means, standard deviations,
and Pearson correlation coefficients ($\underline{r}$) for each of the
sixteen analyses. Furthermore, Table 9 shows a
statistically significant, but weak, positive relationship
between RAs who report they prefer to perform the
Administrative role ($\underline{M}$ = 3.574) least often and prefer the
Sensing (versus iNtuiting) dimension $\underline{r}$(106, $\underline{N}$ = 108) =
.2079, $\underline{p}$ <.05. There were no other significant
relationships between MBTI dimensions and preferred RA role
performance scores.

Table 9

RA Personality Type and Preferred Role Performance

			Pearson r values			
Role	M	SD	EI[a]	SN[b]	TF[c]	JP[d]
ADM	3.57	.73	−.027	.208*	.106	.091
HLP	1.24	.58	.059	−.086	−.113	−.181
TCH	2.82	.83	−.149	−.028	−.006	−.019
STD	2.36	.78	.139	−.101	−.009	.070

Note. EI = Extraversion/Introversion, SN = Sensing/iNtuiting, TF = Thinking/Feeling, and JP = Judging/Perceiving. ADM = Administrative, HLP = Helping/Advising, TCH = Teaching/Programming, and STD = Student.

[a]EI M = 85.0, SD = 22.9. [b]SN M = 91.9, SD = 24.2. [c]TF M = 105.0, SD = 20.9. [d]JP M = 95.2, SD = 27.6.

*statistically significant at p <.05.

Summary

The results offer a description of a sample of RA applicants according to applicant status: those hired and those not hired. Regardless of applicant status, RAs report that they prefer the Extraversion-Sensing-Feeling-Judging personality type profile.

There was only one statistically significant difference, however, between RA applicant status and personality type: RA Applicants who were hired for RA positions had higher preference scores for the Extraversion dimension than RA Applicants who were not hired. Also, there were few statistically significant differences between RA Applicants and the General Population: RA Applicants had higher Extraversion scores (21-24 age group) and lower iNtuiting scores (18-20 age group) than the General Population. Furthermore, Hired RA Applicants (21-24 age group) had higher Extraversion scores than the General Population and Not Hired RA Applicants (18-20 age group) had lower iNtuiting scores than the General Population. Finally, population proportions indicated that RA Applicants were likely to have higher Extraversion scores (18-20 and 21-24 age groups) and higher Feeling scores (18-20 age group) than the General Population.

RAs indicated that they actually performed the Helping/Advising role most often, the Student role second most often, the Administrative role third most often, and

the Teaching/Programming role least often. Similarly, RAs
indicated that they prefer to perform the Helping/Advising
role most often, the Student role second most often, the
Teaching/Programming role third most often, and the
Administrative role least often.

Two statistically significant, but weak, positive
relationships exist between RAs who prefer the Feeling
personality type and actually perform the Administrative
role third most often, and RAs who prefer the Sensing
personality type and prefer to perform the Administrative
role least often. Although this study was unable to
describe the relationship between personality type and
actual/preferred performance of four RA roles in greater
detail, this study does support the literature which
indicates that there is a tendency for particular
personality types to be attracted to certain occupations
(Myers & McCaulley, 1985): ESFJs are attracted to the
Resident Assistant position. Explanations, limitations, and
implications of these results will be discussed in the
chapter to follow.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Seven research questions guided this study which describes the personality type and role performance of resident assistant applicants in church-related, liberal arts colleges. This chapter provides a summary of the study, discussion of principal findings, conclusions, and recommendations for future research.

<u>Summary</u>

Student affairs staff rely upon resident assistants and the inherent value of peer relationships to deliver student services and developmental programs within residence halls. RAs fulfill four job-related roles including Administrative, Helping/Advising, Teaching/Programming, and Student. There is limited research which describes the personality type of RAs and RA role performance. Prior to this study, the relationship between RA personality type and role performance has not been examined.

The purpose of this study was to examine the relationship between personality type and role performance of a select group of RA applicants (N=239) from seven church-related, liberal arts colleges in the Midwest. Specifically, the research described the Myers-Briggs Type

Indicator personality types of RA applicants who were hired (n=122) and those who were not hired (n=96). Personality types were reported according to preference direction: Extraversion-Introversion, Sensing-iNtuiting, Thinking-Feeling, and Judging-Perceiving, and strength of direction: slight, moderate, clear, and very clear. Actual and preferred role performance data were gathered from the RA Role Performance Inventory one year after the hired RA applicants had been selected (n=111). RAs rank ordered the Administrative, Helping/Advising, Teaching/Programming, and Student roles according to their actual and preferred performance of job-related duties.

Both descriptive and inferential statistics were used to analyze the data. The results of the analysis revealed that the sample of RA applicants share the same predominant MBTI personality type preferences: Extraversion-Sensing-Feeling-Judging (ESFJ) regardless of their applicant status of being hired or not hired. The RA applicants in this study also had higher Extraversion and Feeling scores than did subjects from the General Population (i.e., individuals whose MBTI scores are maintained in the CAPT data bank). RAs reported that they actually perform in rank order the Helping/Advising, Student, Administrative, and Teaching/ Programming roles, respectively. They prefer, however, to perform in order the Helping/Advising, Student, Teaching/ Programming, and Administrative roles, respectively.

Finally, there is a weak, statistically significant positive relationship between RAs who prefer the Feeling dimension and who reported they actually perform the Administrative role third most often, and between RAs who prefer the Sensing dimension and who reported they prefer to perform the Administrative role least often.

The results, however, must be considered within certain limitations that are inherent in self-report studies. Despite these and other methodological constraints, the results of this study have implications for both theoretical and practical applications by student affairs staff, and for guiding future research in the areas of personality type and role performance.

<div align="center">

Discussion of Principal Findings

</div>

RA Applicant Personality Type

The most prevalent resident assistant personality types at the University of Southern Maine (Austin, 1985) and at the University of Maine at Orono (von Hoffman, 1985) were ESFJ (20.2%), ENFP (20.0%), ESTJ (8.7%), and ENFJ (8.0%). Similar to these findings, the predominant personality type profile for the RA applicant population of this study was the Extraversion-Sensing-Feeling-Judging (ESFJ) profile. According to Myers and McCaulley (1985):

> ESFJs . . . radiate warmth and fellowship. Reliance on feelings gives them a very personal approach to life, since feeling judges everything by a set of personal values. Being extraverts, they focus their feeling on the people around them, placing a very high value on harmonious human contacts. They are friendly, tactful,

sympathetic, and can almost always express the right feeling. They are particularly warmed by approval and sensitive to indifference . . . . They try to live up to their ideals and are loyal to respected persons, institutions and causes. They are unusually able to see value in other people's opinions . . . . They think best when talking with people and enjoy talk. It takes special effort for them to be brief and businesslike. Being judging types, they like to have matters settled and decided, but they do not need or want to make all the decisions . . . . They are conscientious, persevering, orderly even in small matters, and inclined to expect others to be the same (p. 24).

Both groups of RA applicants reported identical personality type profiles with very similar preference (strength) scores. RA applicants who were hired had group mean preference scores of 16 for Extraversion, 8 for Sensing, 4 for Feeling, and 4 for Judging. The RA applicants who were not hired had group mean preference scores of 8 for Extraversion, 6 for Sensing, 6 for Feeling, and 1 for Judging. This would suggest that similar personality types are attracted to the RA position. Also, a weak but significant positive relationship was found between RA applicants who were hired and those who were not hired on the Extraversion-Introversion dimension. RA applicants who were hired had higher preference scores for the Extraversion dimension than did the RA applicants who were not hired. Earlier research by Tibbits (1977) also indicated that student affairs administrators " . . . are looking for those people who are extroverted" (p. 67) to fill RA positions. According to Myers and McCaulley (1985), extraverted behavior includes the following characteristics: awareness

and reliance on the environment for stimulation and guidance, an action-oriented and impulsive way of meeting life, frankness, ease of communication, or sociability (p. 13). This study supports the literature which indicates that RAs are most likely to reveal extraverted behavior.

There were four statistically significant differences between personality type profiles for the RA population in this study and the General Population as described by the CAPT MBTI data bank. There were significant, but weak, differences between the RA Applicant Population and the General Population on the Extraversion (21-24 age group) and iNtuiting (18-20 age group) dimensions. The RA Applicant Population had significantly higher Extraversion scores and lower iNtuiting scores than did the General Population. RA applicants who were hired had higher Extraversion scores than did the General Population for the 21-24 age group. Finally, RA Applicants who were not hired had lower iNtuiting scores than did the General Population for the 18-20 age group. A test for proportions also indicated that RA Applicants are more likely to have higher Extraversion scores than the General Population (18-20 and 21-24 age groups), and RA Applicants are more likely to have higher Feeling scores than the General Population (18-20 age group).

These results support the literature which describes the purpose and roles of the resident assistant. For

example, RAs are required to help develop a sense of community within their residential units and advise students (Nowack & Hanson, 1983), utilize peer identification in meeting student needs (Sherwood, 1980), provide personal help and assistance to fellow students (Upcraft, 1982), and follow up with residents who face college adjustment problems (Schuh, Shipton, & Edman, 1986). It is likely, therefore, that students who are more socially oriented, at ease with verbal communication skills, rely upon the environment for stimulation and guidance, frequently base decisions upon an understanding of individual and group needs, possess a capacity for warmth, and desire harmonious relationships will apply for RA positions.

RA Role Performance

RAs reported that they actually perform job-related duties of the Helping/Advising role most often, the Student role second most often, the Administrative role third most often, and the Teaching/Programming role least often. In minor contrast, RAs reported that they prefer to perform job-related duties of the Helping/Advising role most often, the Student role second most often, the Teaching/Programming role third most often, and the Administrative role least often.

These results indicate that role performance and preference are almost the same in terms of the order of importance RAs assign to the roles. This would suggest that

RAs may also evidence low levels of cognitive dissonance related to job requirements and performance. These results are also supported by the literature which describes the roles of the resident assistant (Blimling & Miltenberger, 1984; Winston & Buckner, 1984). Once again, it is not surprising to note that RA applicants who are hired and who prefer the Extraversion and Feeling dimensions also perform and prefer to perform job-related duties such as the Helping/Advising role. This role provides them with opportunities to interact and be helpful towards others. Likewise, RA applicants who are hired report they perform and prefer to perform the Student role second most often. This suggests that RAs value accomplishing personal academic requirements and maintaining an atmosphere within the residence halls that is conducive to study. This ranking indicates that RAs recognize their personal academic priorities and job-related responsibilities, but that their preference for interaction with the environment (Extraversion), group affiliation (Feeling), and duties related to the Helping/Advising role may supercede the job-related duties of the Student role. Finally, RA reports of job performance and preference for the Teaching/Programming and Administrative roles least often lead to two possible interpretations. The first suggests that these job-related duties are tedious, task (versus people) oriented, and routine, and, therefore, least performed and least

preferred. After all, ESFJs are particularly warmed by approval, are mainly interested in interacting with other people, and need to make a special effort at being brief and business-like in order to complete administrative details (Myers & McCaulley, 1985). Teaching and programming activities and administrative duties are often void of immediate positive feedback or personal contact. Another conclusion would suggest that RAs do not understand how to complete these job-related duties or that they do not see the value of their efforts. RAs who prefer the ESFJ personality type would need, therefore, to attend ongoing training sessions which instruct staff on how to complete their job responsibilities, as well as address the impact and value of their teaching/programming and administrative duties on students' lives. ESFJs would likely be more productive if they received supervision and evaluation which provided constant positive feedback about performing Teaching/Programming and Administrative roles.

Relationship Between RA Personality Type and Role
Performance

Statistical analysis revealed few significant relationships between RA personality type and actual/ preferred role performance. RAs who had a preference for the Feeling dimension also reported that they performed the Administrative role third most often, and RAs who had a preference for the Sensing dimension also reported they

prefer to perform the Administrative role least often. It
could be argued that Feeling types do not want to perform
the Administrative role as often because they prefer to
interact with people and base decisions on subjective
reasoning. Sensing types prefer to perform the
Administrative role least often because they prefer to be
stimulated by activities that challenge their senses. The
two statistically significant, positive relationships
between personality type and role performance, however, may
be the result of the statistical error rate and comparisons
that are incorrectly considered significant.

Limitations

Issues related to test completion contribute to the
limitations of this study. Although RA applicants were
instructed to respond to each Myers-Briggs Type Indicator
question according to "how you usually feel or act," this
researcher was not able to control the attitudes or moods of
the RA applicants during instrument completion. Likewise,
although RAs were instructed to complete the RA Role
Performance Inventory according to their "actual performance
of related duties" and "preference to perform related
duties," this researcher was not able to identify whether or
not there was respondent error during the rank-ordering
process of instrument completion. In addition to instrument
completion issues, McCaulley (1981) noted that social
desirability appears to influence responses to questions on

the Myers-Briggs Type Indicator Extraversion-Introversion
(E-I) and Judging-Perceiving (J-P) scales. Respondents tend
to exhibit defensive tendencies when responding to questions
on the Introversion and Perceiving dimensions of the E-I and
J-P scales. Thus, test completion attitudes and social
desirability issues are limitations inherent in this study.

<div align="center">Conclusions and Recommendations</div>

The data from this study provide student affairs
professionals in higher education with valuable new
information that can be used in improving their
relationships with resident assistants. Areas which could
be improved include recruitment and application procedures,
RA training and supervision, and evaluation. Each of these
areas is discussed below.

Recruitment and Application Procedures

Based on data reported in this sample, RA recruitment
and application procedures may be revised. RA applicants
who are ESFJ types may prefer to attend social gatherings
instead of lecture-oriented information sessions where they
can discuss the RA position. ESFJ types are also likely to
consider applying for RA positions only after being
encouraged by other students to do so. Recruitment and
application procedures, therefore, may be revised to include
social gatherings and information sessions with present RAs,
as well as a component whereby each RA applicant must have
their application endorsed by one or more fellow students.

Finally, RA applicant interviews may be revised in order to
focus on student concerns or needs assessments and avoid
interview questions whose answers would be based on
impersonal reasoning or logic.

Training Programs

RA training programs for ESFJ types may reflect their
preference for carefully planned and organized sessions as
opposed to flexible and spontaneous training activities.
The content of the training programs for ESFJ types may also
be intentionally designed to meet anticipated RA strengths
and weaknesses. For example, ESFJs may learn best when
training situations include action, movement, and discussion
that is connected to experience. Orientation training
sessions may be revised to include a session whereby RAs are
instructed to respond to and confront students who are role-
playing a variety of student behaviors that RAs would
typically encounter sometime during a school year. ESFJs
would prefer role-playing, confrontation, and a follow-up
discussion of the experience (Extraversion). Programmed,
modular, and step-by-step instruction on how to address
college adjustment concerns, provide reception desk
services, or complete emergency first-aid procedures would
also be preferred (Sensing). Throughout RA orientation and
ongoing inservice training sessions, encouragement and
explanations of how job-related duties have a positive
impact on residential students should be reinforced

(Feeling). For example, discussions about how the lack of confronting students with eating disorders actually results in enabling those students to continue self-destructive behavior would provide RAs with clear examples of the value and positive impact their job-related duties have on fellow students. Finally, at least one RA training session should provide RAs the opportunity to participate in establishing long and short term goal-setting for the residence life program (Judging). Specific objectives, as articulated by the RA staff, should be incorporated into annual goals and objectives statements. Goal and objective achievement should also be recognized throughout the year.

RA Supervision

Supervisory activities may also be adapted to meet the needs of the dominant RA personality type. ESFJs may prefer to be interrupted for a brief conversation as opposed to reading memos about residence hall activities. Supervisors may help RAs to develop patience with complicated tasks that are not quickly resolvable and in situations where RAs work with fellow students who are not fast paced or outgoing (Extraversion). Supervisors will be able to depend on ESFJs to finish work assignments and produce factual and precise reports (Sensing). The results of this study indicate, however, that supervisors may not want to engage ESFJs in brainstorming or problem-solving activities that require creativity or the ability to see patterns. Supervisors will

be able to utilize the ESFJs ability to identify group and individual needs when mediating floor conflicts between residents. Supervisors may capitalize on the use of ESFJs strengths such as personal warmth, empathy, and positive regard in making referrals to paraprofessional (RA) counseling sessions (Feeling). Supervisors will have to ensure that ESFJs have considered all the options prior to making what are normally quick decisions. ESFJs reliance on a planned and orderly lifestyle must be recognized, and supervisors should attempt to minimize work schedules that are overly flexible and spontaneous, or activities that involve short notice (e.g., a surprise fire drill) (Judging). Finally, supervisors will recognize that RAs may perform better with other ESFJ students who are social and outgoing, factual and realistic, humanistic, and planned and orderly.

RA Evaluation

Finally, evaluation sessions with RAs may now be revised to fit the expectations of ESFJ types. Formal evaluation sessions should be conducted through conversation prior to sharing any written comments or recommendations for modifying work performance (Extraversion). Compliments about work being accurate, reliable, and precise will recognize those personal characteristics that ESFJs consider valuable (Sensing). Because ESFJs prefer harmonious relationships, they hesitate to identify that problems exist

(Feeling). Evaluation sessions should give the RA ample opportunity to identify stressful, job-related tasks or events. Informal, ongoing evaluation opportunities should provide feedback that refers to task completion, decisiveness, punctuality and diligence (Judging). Finally, because ESFJs value harmonious group involvement, residence life supervisors may revise evaluation sessions to include group (i.e., staff) evaluation sessions in addition to individual evaluation opportunities.

As a result of the data from this study, student affairs staff in church-related, liberal arts colleges may now more clearly understand which job-related duties RAs actually perform most and least often and which job-related duties RAs prefer to perform most and least often.

Helping/Advising Role

Clearly, RAs report that they actually perform and prefer to perform the Helping/Advising role most often. Thus, RAs are most likely to enjoy providing peer services during new student orientation week, roommate conflicts, disciplinary confrontations, and paraprofessional counseling situations. During new student orientation week, for example, RAs enjoy helping students arrive on campus, get settled into their residence hall, adjust to new roommates, and deal with issues related to homesickness. Unlocking doors, accompanying residents to the dining hall, and acclimating students to their new surroundings are all part

of the Helping/Advising Role at the beginning of the year.

Student Role

RAs report that they actually perform and prefer to perform the Student role second most often. RAs are likely to focus on personal academic goals while meeting their job-related duties of providing an atmosphere that is conducive to studying. Although RAs must organize personal class schedules, actively participate in classes, complete homework assignments, prepare for exams, research term papers, deliver speeches, and meet other academic responsibilities, RAs must also establish an atmosphere on the floor where all students can study and concentrate on completing homework assignments. This often involves establishing and maintaining "quiet hours" when stereos and other common noises are to be eliminated. RAs effectively provide information to residents about academic support services, tutoring, drop/add periods, and class registration information.

Administrative Role

RAs also report that they actually perform the Administrative role third most often but prefer to perform this role least often. RAs are likely to complete a wide variety of administrative tasks that reflect the bureaucratic nature of residence hall administration. RAs complete a wide variety of administrative tasks related to residence hall operations. For example, RAs must complete

room condition inventories, housing contracts, maintenance requests, on-duty rosters, and fire safety equipment inventories prior to the start of the school year. Bulletin boards and emergency evacuation plans must also be prepared. Throughout the year, RAs must maintain current announcements on the bulletin boards, attend weekly staff meetings, fulfill on-duty rotations with fellow staff members, complete work order requests for physical plant personnel, and fulfill other requests that involve paperwork.

Teaching/Programming Role

Finally, RAs report they actually perform the Teaching/Programming role least often but prefer to perform this role third most often. RAs are likely to facilitate floor meetings, participate in informal discussions, and program hall activities throughout the year. RAs conduct frequent floor meetings to teach residents about the college catalog, student handbook, residence hall policies and procedures, campus services, and other important information. Even late night discussions serve as informal teaching opportunities when conversations turn to values/ religion/ethics/politics/morals or questions that arise from a previous class lecture. RAs are also able to facilitate the personal development of their residents by providing a wide range of educational and social programming opportunities. Involvement in RA sponsored activities helps students learn about personal strengths and weaknesses, team

building, assertiveness, and a variety of other leadership skills.

The role performance rankings by RAs provide student affairs staff with current information about actual and preferred RA role performance. These data indicate that RAs are, for the most part, performing the job-related duties that they would prefer to perform and are performing duties expected of them by their institutions.

Recommendations for Policy Change

The results of this study provide student affairs professionals with a variety of options for new policy development. In general, housing assignment officers may decide to conduct campus-wide administrations of the MBTI (e.g., each incoming freshman class) in order to identify prevalent personality types within residential units and then assign resident assistants according to compatible personality types. Residence life personnel may select RA applicants in such a manner that residence hall staff exhibit the entire range of personality types in order to serve the needs of a heterogenous student population. Residence hall directors may identify ancillary functions for RAs according to personality type. For example, individual staff who prefer the Thinking and Judging dimensions may be asked to perform more administrative tasks for a residence hall than those staff who prefer the Feeling and Perceiving dimensions. In recognition that RA

personality types may consistently reflect the dominant ESFJ pattern, residence life staff may wish to implement a residence hall peer advising/counseling program using students (non RAs) with a variety of personality types.

The literature on the purpose and roles of the resident assistant does not indicate whether supervisors place more emphasis upon one role than another. Residence life policy, as part of the annual review of goals and objectives, should address whether or not a balance of effort should be put forth by RAs in accomplishing all four roles, or whether some roles (i.e., Helping/Advising) should gain greater priority than others (i.e., Administrative). In recognition that RAs in small church-related, liberal arts institutions perform and prefer to perform the Teaching/Programming and Administrative roles least often, RA orientation and in-service training sessions should focus on these important roles. An alternative consideration includes the option of reorganizing task responsibilities and having other constituents (e.g., hall council government members) sponsor social and educational activities, or having desk receptionists coordinate administrative responsibilities. These alternatives would alleviate the least performed roles and least preferred roles from the RAs' responsibilities and transfer important duties to constituents more willing or able to complete them.

Recommendations for Additional Research

Future research studies should attempt to control
extraneous variables such as staff selection bias. For
example, an investigation to determine whether professional
residence life members who are responsible for the hiring
decisions during RA selection processes tend to select RA
applicants with similar personality types is recommended.

Type theory indicates that particular personality
types tend to be attracted to certain occupations (Myers &
McCaulley, 1985). Descriptive studies are needed to
characterize RA populations in addition to church-related,
liberal arts institutions. For example, what is the
personality type profile for RA applicants from a) research
universities, b) doctorate-granting institutions, c)
comprehensive institutions, and d) public, liberal arts
institutions? This type of investigation will help
determine whether institutional mission, control, or size
have any relationship with RA personality types. Additional
descriptive research should focus on RA applicants from
institutions that do not have residency requirements, and on
RA applicants from minority population backgrounds.
Correlational studies which examine the associations between
RA personality type and job satisfaction/performance/stress/
career path are also suggested. For example, are there any
significant relationships between RA personality type and
job performance as measured by student evaluations of RA

staff? A campus-wide administration of the MBTI would provide data for comparing RA personality type with job performance evaluations along with the accompanying student evaluators' personality types. This type of research would provide data for better understanding the dynamics between personality type variables and job performance standards. Finally, case studies and field research are suggested to provide observational verification about RA personality type and actual behaviors. For example, does RA personality type have any relationship to job burnout symptoms among RAs in upperclass residence halls? This type of investigation would allow the researcher to determine whether a variable such as personality type has any relationship to the burnout behavior of a sample of RAs.

Researchers are encouraged to continue the study of personality type variables in order to better understand why individual RA staff members respond differently to the same experiences.

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APPENDIX A

APPENDIX A

MBTI TYPE TABLE[1]

ISTJ	ISFJ
Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions. Live their outer life more with thinking, inner more with sensing.	Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations and serve their friends and school. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are not often technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel. Live their outer life more with feeling, inner more with sensing.
ISTP	**ISFP**
Cool onlookers, quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, or how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient. Live their outer life more with sensing, inner more with thinking.	Retiring, quietly friendly, sensitive, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. May be rather relaxed about assignments or getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion. Live their outer life more with sensing, inner more with feeling.
ESTP	**ESFP**
Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Can do math or science when they see the need. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put back together. Live their outer life more with sensing, inner more with thinking.	Outgoing, easygoing, accepting, friendly, fond of a good time. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things. Live their outer life more with sensing, inner more with feeling.
ESTJ	**ESFJ**
Practical realists, 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. Tend to run things well, especially if they remember to consider other people's feelings and points of view when making their decisions. Live their outer life more with thinking, inner more with sensing.	Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Always doing something nice for someone. Work best with plenty of encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives. Live their outer life more with feeling, inner more with sensing.

INFJ	INTJ
Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good. Live their outer life more with feeling, inner more with intuition.	Have original minds and great drive which they use only for their own purposes. In fields that appeal to them they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important. Live their outer life more with thinking, inner more with intuition.
INFP	**INTP**
Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Apt to be on yearbook staff, perhaps as editor. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable or notice much. Live their outer life more with intuition, inner more with feeling.	Quiet, reserved, brilliant in exams, especially in theoretical or scientific subjects. Logical to the point of hair-splitting. Interested mainly in ideas, with little liking for parties or small talk. Tend to have very sharply defined interests. Need to choose careers where some strong interest of theirs can be used and useful. Live their outer life more with intuition, inner more with thinking.
ENFP	**ENTP**
Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can always find compelling reasons for whatever they want. Live their outer life more with intuition, inner more with feeling.	Quick, ingenious, good at many things. Stimulating company, alert and outspoken, argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Turn to one new interest after another. Can always find logical reasons for whatever they want. Live their outer life more with intuition, inner more with thinking.
ENFJ	**ENTJ**
Responsive and responsible. Feel real concern for what others think and want, and try to handle things with due regard for other people's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, active in school affairs, but put time enough on their studies to do good work. Live their outer life more with feeling, inner more with intuition.	Hearty, frank, able in studies, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are well-informed and keep adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants. Live their outer life more with thinking, inner more with intuition.

APPENDIX B

APPENDIX B

MBTI CONVERSION TABLE[2]

Conversion table for preference scores and continuous scores					
E, S, T, or J			I, N, F, or P		
Difference In Points	Preference Score	Continuous Score	Difference In Points	Preference Score	Continuous Score
1	1	99	0	1	101
2	3	97	1	3	103
3	5	95	2	5	105
4	7	93	3	7	107
5	9	91	4	9	109
6	11	89	5	11	111
7	13	87	6	13	113
8	15	85	7	15	115
9	17	83	8	17	117
10	19	81	9	19	119
11	21	79	10	21	121
12	23	77	11	23	123
13	25	75	12	25	125
14	27	73	13	27	127
15	29	71	14	29	129
16	31	69	15	31	131
17	33	67	16	33	113
18	35	65	17	35	135
19	37	63	18	37	137
20	39	61	19	39	139
21	41	59	20	41	141
22	43	57	21	43	143
23	45	55	22	45	145
24	47	53	23	47	147
25	49	51	24	49	149
26	51	49	25	51	151
27	53	47	26	53	153
28	55	45	27	55	155
29	57	43	28	57	157
30	59	41	29	59	159
31	61	39	30	61	161
32	63	37	31	63	163
33	65	35	32	65	165
34	67	33	33	67	167

APPENDIX C

APPENDIX C

RA ROLE PERFORMANCE INVENTORY

RA Role Performance Inventory

Please read the following RA role descriptions carefully. Each RA role represents the functions, tasks, jobs, and related duties that RA's typically perform throughout a school year. Although you may not perform every task that is listed under each role, you will recognize the majority of the duties that comprise each role.

Administrative Role: As a resident assistant you are asked to complete a large amount of paperwork. You are asked to write down maintenance and repair requests, complete room condition contracts, initial key signature cards, distribute semester registration packets, authorize cafeteria sick trays, and write weekly reports. In addition, you maintain furniture inventories, and coordinate sign-up sheets. Conducting on duty rounds, turning on/off night lights, and working at the reception desk may also be a part of your administrative duties.

Helping/Advising Role: A resident assistant is often considered a friend and helper. Before the first class of the fall semester, you help your residents move in, advise freshmen during orientation week, talk to students about homesickness, and unlock a dozen doors! Throughout the year, you advise residents about inappropriate/incongruent/inconsistent behavior (discipline), as well as, help students to get along with their roommates. By being available and a good listener to someone in need, you also fulfill duties related to paraprofessional counseling. At other times, you must refer a student to a more appropriate resource for assistance. The helping/advising role demands that you are knowledgable about residence life, fair and consistent in your treatment of others, and respectful to other residents.

Teaching/Programming Role: Resident assistants fulfill teaching responsibilities through formal and informal methods. At floor meetings you teach residents about the college catalog, student handbook, residence hall policies and procedures, campus services, and other important information. You instruct residents about fire prevention, conduct emergency drills, and distribute general safety brochures. Even late night discussions about values/religion/ethics/politics/morals provide new insights and perspectives for your residents to consider. Also in a less formal manner, you are able to educate residents through your programming efforts. Involvement and participation in activities provide lessons about team building, interpersonal communications, and group dynamics. By sponsoring guest speakers, trips, intramurals, movies, volunteer opportunities, and parties, you are able to teach students new information and facilitate the personal development of your residents. The teaching/programming role demands direct information dissemination, as well as, activity and program related duties.

Student Role: A resident assistant must focus upon personal academic goals and complete academic requirements throughout the school year. Just like every other successful student, you must actively participate in classes, complete homework and lab assignments on time, prepare for written exams, research term papers, deliver oral reports, and meet personal academic standards. Unlike every other successful student, however, a resident assistant must also create an atmosphere that is conducive to study and encourage other students to become academically successful. By maintaining quiet hours, forming study groups, identifying faculty and library resources, arranging tutors, and advising those who receive deficiency notices, a resident assistant must encourage floor residents to succeed in addition to concentrating on your own personal academic requirements.
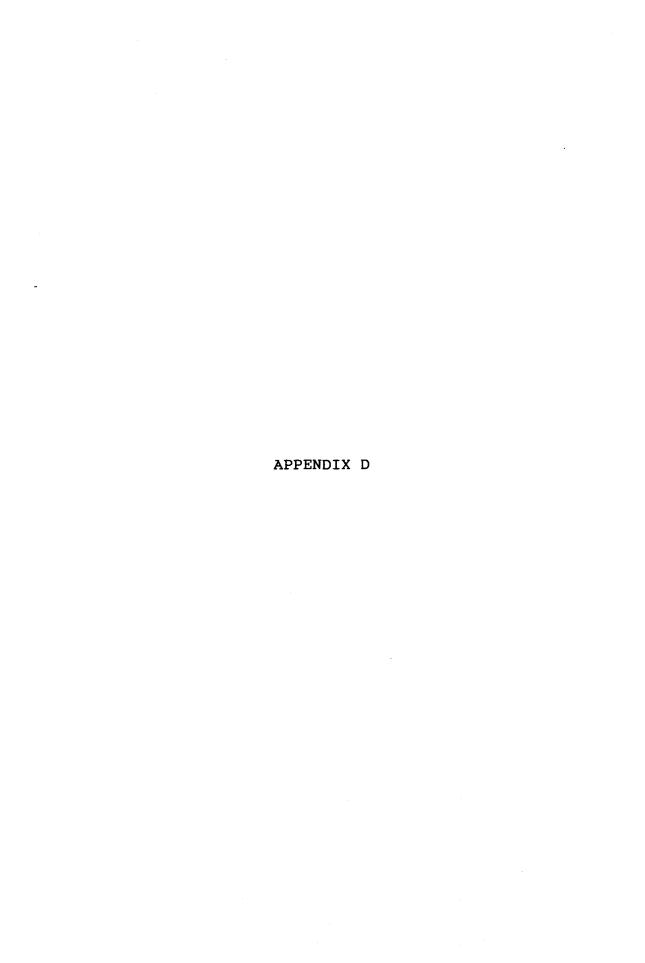
After reading about each RA role carefully, please...

Under column 1, rank order (from "1" to "4") the role categories according to your actual performance of each role. A number "1" rank order means that you actually perform the duties related to this role MOST OFTEN. A number "4" rank order means that you actually perform the duties related to this role LEAST OFTEN. Remember: A rank order means that you may assign each of the four numbers ("1","2","3", & "4") to only one role category.

Under column 2, rank order (from "1" to "4") the role categories according to your preference to perform each role. A number "1" rank order means that you prefer to perform the duties related to this role MOST OFTEN. A number "4" rank order means that you prefer to perform the duties related to this role LEAST OFTEN. Remember: A rank order means that you may assign each of the four numbers ("1","2","3", & "4") to only one role category.

RA Role Category	Column 1 Actual Performance	Column 2 Preference to Perform
Administrative Role: (Paperwork)	_____	_____
Helping/Advising Role: (Friendship)	_____	_____
Teaching/Programming Role: (Education)	_____	_____
Student Role: (Academics)	_____	_____

****** ****** ******

Today's Date: _____

College/University Name: _____

Name: _____

Gender: Male _____   Female _____

Residence Hall Type: Same Gender: _____   Co-ed: _____

Number of semesters of RA experience (through May 1988): _____

Cumulative GPA (through May 1987): _____

1987 Fall Semester GPA: _____

Note: These CONFIDENTIAL data are being gathered for the sole purpose of research and the results will be reported in a manner that will ensure against the personal identification of any of the subjects.

APPENDIX D

APPENDIX D

INSTITUTIONAL REVIEW BOARD PERMISSION

INSTITUTIONAL REVIEW BOARD
RESEARCH SERVICES OFFICE
LOYOLA UNIVERSITY OF CHICAGO
6525 NORTH SHERIDAN ROAD
CHICAGO IL 60626

Tel: (312) 508-2471   Joseph H. Boel, S.J., Chair

Investigator: Peter Leffects
Home Address: 1416 Lochedem Drive
              Storm Lake, Iowa
              50588
Home Telephone: 732-4584 [Area Code: 712]

    | Please check the above information for accuracy |
    | and call in any corrections to 508-2471 |

Dear Colleague,

    Thank you for submitting the following research
project for review by the Institutional Review Board:

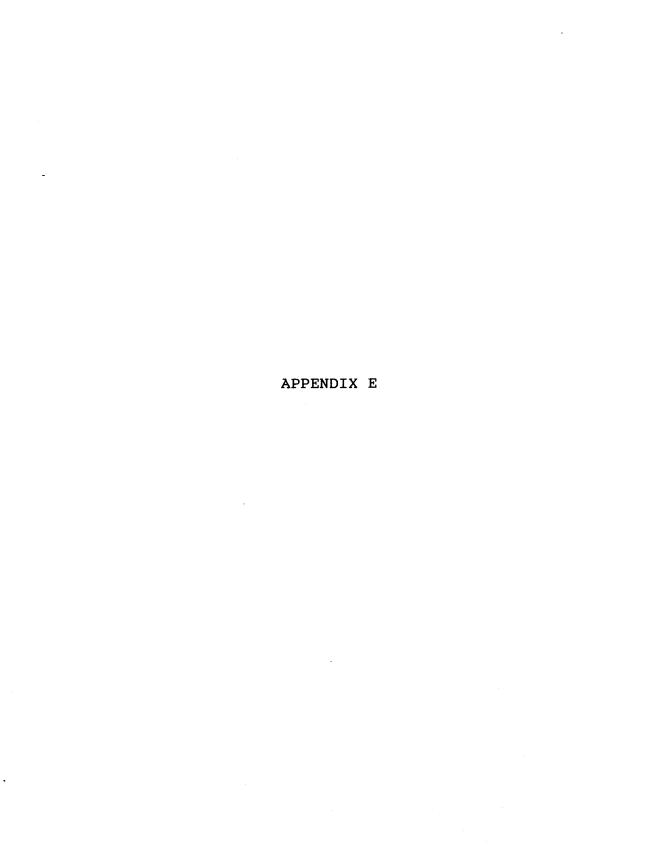Project Title: An investigation of personality type and
               role performance of undergraduate resident
               assistant candidates in the small ......

    After careful examination of the materials you
submitted, the IRB has determined that this project
involves no risk to human subjects that would require
further action by the IRB under 45 CFR 46. You are
therefore under no obligation to enter into any further
correspondence with this office so long as your research
protocols remain identical to those already submitted to
us for consideration.

    Please note however that, should there be any change
in your research design (e.g. in the research population,
in the content of questionnaire forms, or in the planned
treatment of responses), a detailed amended application
should be filed with the IRB immediately. In that case, or
in any other correspondence with the IRB, please quote
file number 290.

    With best wishes for your research,

        Sincerely,

        Joseph H. Boel, S.J.

APPENDIX E

APPENDIX E

RA ROLE PERFORMANCE COVER LETTER

April, 1988

Dear Resident Assistant,

Enclosed is a short questionnaire concerning RA role performance: the roles you actually perform and the roles you prefer to perform. The data you supply on the RA Role Performance Inventory will be used in a study I am completing for a graduate degree from Loyola University of Chicago.

You can greatly assist my research efforts by completing the attached RA Role Preference Inventory and returning it to me in the postage paid envelope. It should take about 10 minutes to complete.

Be assured that your responses will be kept confidential and that they will in no way effect your job or academic progress at Briar Cliff College. You may refuse to participate by not completing the Inventory.

I do hope, however, that you will complete and return the Inventory before May 15th. I have received permission from Dr. Thomas Padgett, Vice President of Student Affairs, to conduct this study at Briar Cliff College. You were chosen to receive this Inventory because you are presently a Resident Assistant at Briar Cliff College.

Thanks again for your assistance. Best of luck for a successful spring semester and a warm summer vacation.

Sincerely,

Peter Lefferts

APPROVAL SHEET

The dissertation submitted by Peter C. Lefferts has been read and approved by the following committee:

Dr. Terry E. Williams, Director
Associate Professor, Educational Leadership and Policy
Studies, Loyola University of Chicago

Dr. Gloria Lewis
Associate Professor, Chairperson, Counseling and
Educational Psychology, Loyola University of Chicago

Dr. Barbara Townsend
Assistant Professor, Educational Leadership and Policy
Studies, Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

March 26, 1990
Date

Terry E. Williams
Director's Signature