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Andrews University
School of Education

THE RELATIONSHIP OF TEACHER RETENTION TO
PERSONALITY STYLE AT VISIONQUEST
NATIONAL LIMITED

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Beth Ann Rosica
December 1997

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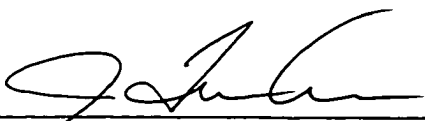
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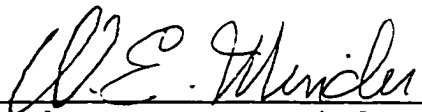
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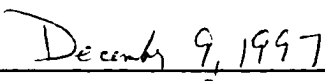

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ABSTRACT

THE RELATIONSHIP OF TEACHER RETENTION TO
PERSONALITY STYLE AT VISIONQUEST
NATIONAL LIMITED

by

Beth Ann Rosica

Chair: James A. Tucker

ABSTRACT OF GRADUATE STUDENT RESEARCH

Doctoral Dissertation

Andrews University

School of Education

Title: THE RELATIONSHIP OF TEACHER RETENTION TO
PERSONALITY STYLE AT VISIONQUEST NATIONAL LIMITED

Name of researcher: Beth Ann Rosica

Name and degree of faculty chair: James A. Tucker, Ph.D.

Date completed: December 1997

Problem

VisionQuest National Limited is a treatment and education program for court-placed students. Recruiting and retaining quality teachers is a problem faced by VisionQuest administrators. Over the course of a school year, there are usually several teaching-position vacancies, and turnover is high, especially in the first few months of employment.

Method

The Keirseley Temperament Sorter, a derivative of the Myers-Briggs Type Indicator, was administered to all VisionQuest teachers to determine their personality type. The personality types of the VisionQuest teachers were compared

to those of teachers in the general population. Length of employment of VisionQuest teachers was also analyzed in relationship to personality type. Additional qualitative data were collected from participants regarding their attraction to VisionQuest and their motivation to continue teaching at VisionQuest.

Results

The analyses revealed that VisionQuest teachers are different from teachers in the general population in that VisionQuest teachers are more traditional and structured than public school teachers. There was not a difference in length of employment among VisionQuest teachers with different personality types. The qualitative data indicated that teachers are primarily attracted to VisionQuest simply for a job and that only a few join VisionQuest because of the program philosophy. However, a majority of teachers are motivated to continue teaching at VisionQuest because of the students.

Conclusions

Since the VisionQuest teaching staff is comprised mostly of structured, traditional teachers who are motivated by their students, VisionQuest administrators may want to consider altering their current recruitment and retention practices. The fact that the majority of teachers are represented by one personality style affects curriculum, instruction, staff development, student expectations, and student achievement.

TABLE OF CONTENTS

LIST OF TABLES.....	v
ACKNOWLEDGMENTS.....	vii
Chapter	
I. INTRODUCTION.....	1
Statement of the Problem.....	1
VisionQuest Background.....	2
VisionQuest Education Program.....	8
Rationale for Study.....	13
Personality Types in Relationship to Teaching as a Profession.....	14
The Four Temperaments.....	15
Purpose of the Study.....	20
Importance of the Study.....	20
Limitations of the Study.....	21
Definition of Terms.....	23
Organization of the Study.....	24
II. LITERATURE REVIEW.....	26
Jung's Theory of Personality Types.....	26
Bipolarity in Jung's Theory.....	29
Myers-Briggs Type Indicator.....	30
The Keirsey Temperament Sorter.....	34
Teaching Styles Based on Personality Type.....	36
Teacher Job Satisfaction.....	39
Teaching in a Residential Treatment Program.....	44
Summary.....	49
III. METHODOLOGY.....	50
Population.....	50
Instrument.....	50
Administration.....	52
Development.....	52

Reliability.....	54
Validity.....	57
Comparison Group.....	60
Procedures.....	60
Confidentiality.....	62
Research Hypotheses.....	62
Statistical Methodology.....	63
IV. RESULTS.....	64
Introduction.....	64
Distribution of Respondents.....	64
Personality Style Results.....	66
Testing the Null Hypotheses.....	71
Qualitative Results.....	84
Summary.....	87
V. SUMMARY, FINDINGS, AND CONCLUSIONS.....	90
Introduction.....	90
Purpose.....	90
Structure.....	91
Methodology.....	92
Testing the Hypotheses.....	92
Major Findings and Conclusions.....	94
Discussion.....	97
Implications for VisionQuest.....	102
Recommendations for VisionQuest.....	109
Further Research.....	114
Implications for Other Treatment Programs.....	115
Reflections.....	116
APPENDIX	
A. VISIONQUEST TEACHER POSITION DESCRIPTION.....	117
B. KEIRSEY TEMPERAMENT SORTER AND COVER SHEET.....	121
SELECTED BIBLIOGRAPHY.....	126
VITA.....	131

LIST OF TABLES

1.....	33
Four Major Temperaments and 16 Personality Types	
2.....	37
Personality Style Related to Teacher Characteristics	
3.....	38
Personality Style by Grade Taught	
4.....	40
Teacher Personality Type Based on the 16 Types	
5.....	55
MBTI Internal Consistency Derived From Product-Moment Correlations of X and Y Continuous Scores With Spearman-Brown Prophecy Formula Correction	
6.....	58
Summary of Correlation Studies Between the MBTI and Other Personality Scale Instruments	
7.....	65
Demographic Distribution of VisionQuest Teachers ($n = 79$)	
8.....	67
Distribution of VisionQuest Teachers by Individual Preferences	
9.....	68
Distribution of VisionQuest Teachers by Four-Letter Personality Type	
10.....	70
Distribution of VisionQuest Teachers by Two-Letter Personality Type	
11.....	72
Chi-Square Demonstrating Differences in the Personality Type of VisionQuest Teachers	

12.....	75
Personality Type of the General Population and by Grade Taught (by Percentages)	
13.....	76
Chi-Square Demonstrating Differences Between VisionQuest Teachers and the General Population	
14.....	77
Chi-Square Demonstrating Differences in Individual Preferences Between VisionQuest Teachers and Teachers in General	
15.....	78
Chi-Square Demonstrating Differences in Two-Letter Personality Type Between VisionQuest Teachers and Teachers in General	
16.....	80
Chi-Square Demonstrating Differences in Two-Letter Personality Type Between VisionQuest Teachers and High-School Teachers	
17.....	81
One-Way ANOVA With Employment Length of VisionQuest Teachers by Two-Letter Personality Type	
18.....	82
One-Way ANOVA With Employment Length of VisionQuest Teachers by Four-Letter Personality Type	
19.....	83
Student-Newman-Keuls Multiple Comparison Test of Employment Length of VisionQuest Teachers by Four-Letter Personality Type	
20.....	85
Qualitative Responses to Questions Regarding Attraction to and Motivation to Continue Teaching at VisionQuest (in Percentages)	

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To those dedicated and hardworking Principals and Teachers of VisionQuest who touch the lives of students everyday

And to those to whom this research is dedicated--may someone hold for you the same high expectations that were held for me . . .

the students of VisionQuest

CHAPTER I

INTRODUCTION

Statement of the Problem

Recruiting and retaining quality teachers is a problem faced by VisionQuest National Ltd., a residential treatment program for court-adjudicated students. Over the course of a school year, there are usually several teaching position vacancies, and turnover is high, especially in the first few months of employment.

Teachers are required to be certified by the state where the program is located, but they also need to have a certain set of skills in order to effectively work with court-placed students. In addition, VisionQuest's pay scale for teachers is considerably lower than the pay scales of most public schools. Recruiting and retaining teachers who have both the certification requirements and teaching skills is difficult, resulting in unfilled positions and high turnover.

Turnover usually occurs at strategic times throughout the course of the school year. For example, summer is a prime time for turnover because those teachers who are seeking positions in public schools typically get hired prior to the start of a new school year. Between July 1 and August 30, 1997, 19 teachers left VisionQuest, resulting in a 24%

turnover rate. Of those 19 teachers, at least 11 left VisionQuest to accept a position in a public school.

VisionQuest Background

VisionQuest National Ltd., a private residential treatment program for court-adjudicated youth, was founded on the principle that troubled teens with multiple infractions of the law need a safe environment where they can deal with their issues. Most of the students are from urban areas including Philadelphia and Pittsburgh, Pennsylvania; Chicago, Illinois; Dallas, Texas; and Stockton, California, and have been committed to VisionQuest in lieu of being sent to a locked facility. Judges send students to VisionQuest rather than to a prison setting because they believe that the youngsters have the ability to learn from their mistakes and make positive choices in the future. Both boys and girls, ages 13 to 18, are sent to VisionQuest, although boys outnumber girls 10 to 1. Youth are typically assigned to VisionQuest for 9 to 12 months, but shorter and longer stays are common.

Youth are sent to VisionQuest when a judge or court determines that VisionQuest is the most appropriate placement. Each child sent to VisionQuest has either committed a crime and has been adjudicated delinquent by the court or has experienced severe family dysfunction and has been declared neglected by the court. In VisionQuest, the majority (90%) of youngsters are adjudicated delinquent and

have committed multiple crimes. VisionQuest is usually a youth's last opportunity for rehabilitation prior to being sent to a prison facility. After the judge determines that VisionQuest is an appropriate placement, a VisionQuest staff member personally interviews the youth and explains the program. Every such child must agree to the placement and make several commitments to the program prior to being accepted. For many, the choice between prison and VisionQuest is not much of a choice, but the child must choose to enter the VisionQuest program. Once the youth agrees to the placement and makes the required commitments, he is sent to VisionQuest for a specified time period.

VisionQuest's treatment philosophy is based on several key premises (Stein, 1995, p. 40): (1) tradition and ceremony, (2) success, (3) supportive intervention, (4) commitment, (5) parenting, (6) personal safety, and (7) redirecting the family.

The traditions and ceremonies of VisionQuest are borrowed from Native American culture. VisionQuest youth participate in a number of ceremonies including the circle, the pipe ceremony, patting with feathers, the smudge ceremony, the talking feather circle, and the sweat lodge ceremony. Each ceremony has a different symbolic meaning and is used for different purposes. For example, "the circle is the basic form at which we gather together. The circle gives a gathering of people the ability to take the topic, or the reason for the circle, in any direction" (Ceremonies of

Renewal, 1993, p. 16). The roundness of the circle gives each individual a different view of the center of the circle. This symbolizes that each person has a unique perspective that is valued and respected on the circle. The smudge and sweat lodge ceremonies are used to renew or purify. The smudge ceremony uses smoke, and the sweat lodge ceremony uses steam. These ceremonies are used as positive rites-of-passage for VisionQuest students and help to replace the negative rites-of-passage that they have typically engaged in, including stealing cars, taking drugs, and having sexual intercourse.

Students at VisionQuest have many opportunities to achieve success. VisionQuest offers a continuum of services that provides every youngster with a unique set of experiences. All youth begin the VisionQuest residential program at an orientation camp where they learn the Native American philosophy and traditions. During this phase, a multi-disciplinary team develops an individualized, integrated treatment and education plan for each student. The team consists of the student, the parents (if available), a teacher, a treatment staff, a psychologist, and the program director. This team identifies treatment and education goals that will guide the student's program in VisionQuest.

After successfully completing the orientation curriculum which usually takes 4 to 5 weeks, youth transfer to an impact camp. During this time, students begin to work on their treatment and education goals, and start to deal with their

behavior and past actions. Youth typically spend 3 to 4 months in an impact camp where school is their primary focus. The orientation camp and the impact camps are located in rural settings, and students live and sleep in Native American tipis.

After successful completion of the impact camp curriculum, students have several options, including a quest camp, Buffalo Soldier program, and/or a wagon train. The quest camp is an 8-week experience where students train in a military setting and then participate in several wilderness activities that may include hiking, biking, rock climbing, and camping. The Buffalo Soldier program is based on the historic 9th and 10th Cavalry of the United States Army. These were the Black troops in the Civil War who fought bravely for the country that did not recognize them as citizens. In this 8-week military experience, students learn about the Buffalo Soldiers through re-enactments. Youth perform at public schools for other students and spread messages of "Say No to Drugs" and "Stop the Violence." The wagon train travels across the country with covered wagons, horses, and mules. Youth live and work in this moving community, traveling approximately 15 miles each day and setting up camp in the early afternoon.

When students are close to discharge, they enter a transitional phase of the program, called residential. At this point, students are preparing to return to their home community. They are given more freedom, and receive several

home visits to help prepare them to return to their family. After successful completion of the residential phase, youth are discharged to their family and have the opportunity to participate in the HomeQuest program. HomeQuest is the aftercare component of VisionQuest that helps students to make the transition from a residential program to their home community. HomeQuest staff check on the students to make sure they are staying out of trouble, attending school, and working (Stein, 1995).

The continuum of programs in which youth participate is intended to build their self-esteem, and it provides many opportunities to experience success.

The goal in treatment is to build up a kid's self-esteem by providing, at first, small successes, for example in school classes, or on quest. These successes gradually should build with consistent reinforcement to a point where young people can recognize accomplishments and take a healthy amount of credit for what has been done. (Issues, 1994, p. 12)

Personal success for every student is the key to the VisionQuest program and each student achieves success through the variety of experiences.

At VisionQuest youth are held accountable and responsible for their behavior and decisions in a therapeutically safe environment. Supportive intervention is used to maintain a safe environment for all students. When youth are confronted because of their behavior, staff treat them with respect and dignity, recognizing the difference between the person and the behavior.

Commitments are very important to the VisionQuest

program. Youth are presumed to be basically honorable; therefore, when they enter VisionQuest, they are asked to give their word. Prior to being accepted, students make several verbal commitments: not to use drugs, alcohol, or cigarettes, not to engage in sexual intercourse, not to run away physically or emotionally, and to commit for their assigned time. These commitments are taken seriously by both VisionQuest and the youth because they are the only thing the youth brings with him to the program (Burton, 1994).

All VisionQuest staff serve as parents for the youth in the program. A VisionQuest training manual describes the parenting responsibilities of each staff member.

To be an effective parent you must KNOW YOUR KIDS. Because we are professional parents we must treat the youth in our care better than we would treat our own children. . . . A general way to think about our kids is that no one has taken the time to see them and treat them as individuals worth getting to know and care about. Only by knowing about their past, how they relate it to the present and their ideas about the future can you effectively parent. (Parent Secure, 1996, p. 4)

Physical safety of both youth and staff is a prime concern to VisionQuest. Staff maintain a safe environment through clear direction and structure to minimize intimidation, physical and sexual harassment, and bullying (Stein, 1995).

VisionQuest's treatment approach is based on guided centering, "a psychological process with an educational emphasis" (Burton, 1994, p. 12). Guided centering helps to identify the issues, release the pain caused by the issues,

and direct kids toward balanced self-control allowing them to make positive choices in the future. Students' family patterns often cause three primary treatment issues: abuse, abandonment, and boundaries. Abuse is defined as the use of physical force, sexual misconduct, neglect, or emotional and mental torment by a parent or another adult responsible for the child. Abandonment is the loss or unavailability of a parent. It can be caused by an actual physical separation, emotional unavailability, or death. Boundary issues are caused by either overly strict and protective or, more often, overly permissive parents. Kids need parents to hold strong, clear boundaries for them as they are growing up so that they learn to make good decisions as they reach adulthood (Burton, 1994).

VisionQuest Education Program

VisionQuest provides an integrated educational program for all students. The education program is based on high expectations for all students, using a basic high school curriculum and heterogenous grouping. The curriculum contains adaptations for higher- and lower-level learners, and teachers are expected to individualize instruction to meet every student's needs. The teacher-to-student ratio is typically 1 to 15; however, in some instances it may be higher or lower depending on the number of students assigned to the program. When the ratio is higher, for example, 1 to 20, an instructional assistant may be assigned to the

classroom. VisionQuest's philosophy of education is consistent with the treatment philosophy in that students are expected to experience success in the classroom. Teachers are expected to put every student in a position to succeed in school.

The VisionQuest Teacher Position Description (1995, pp. 1-3) (see Appendix A) describes (1) the general statement of duties, (2) principle duties and responsibilities, (3) other duties and responsibilities, (4) required and desired knowledge, abilities, and skills, and (5) working conditions/physical requirements for all teachers. The general statement of duties is defined as follows: "The employee in this position provides for the instruction and educational needs of educationally disadvantaged youth and assists students in experiencing success in the classroom by adapting content material for various levels of students in the classroom" (p. 1). Teachers are expected to meet the needs of all students in their classroom.

Most of the students sent to VisionQuest are academically behind their age-appropriate peers because they typically have not attended school. They are not necessarily special education students (i.e., learning disabled); they are more appropriately educationally disadvantaged because they have not had the opportunity to succeed in school. Given the students' continued failures in school, they have developed poor attitudes toward school and especially toward teachers (Hiring Tipi Parents, 1993). These types of

students present a unique challenge to the teaching staff. VisionQuest seeks teachers who hold high expectations for students and who put the students into a position to succeed. VisionQuest wants teachers who have the knowledge and skill to individualize instruction and adapt the curriculum for all levels of learners.

Principle duties and responsibilities include such traditional teaching activities as, "develops and evaluates daily lesson plans that correspond to unit plans and approved curriculum" (VisionQuest Teacher Position Description, 1995, p. 1) and such non-teaching activities as, "is a part of the treatment team in the development of treatment plans for youth within their respective program" (p. 1). Teachers are required to do more than teach; they are also staff in a residential program and participate in each student's treatment plan. Teachers also act as parents to the students and nurture them in and out of the classroom.

Required and desired knowledge, abilities, and skills are defined as follows:

Thorough knowledge of the practices, methods and techniques in teaching socially and educationally disadvantaged youth. Considerable skill in the remediation of classroom behaviors and the ability to present an appropriate role model conducive to the effective teaching and treatment of behavior disordered youth. (VisionQuest Teacher Position Description, 1995, p. 2)

Not only are VisionQuest teachers expected to have skills in teaching troubled students, they are also required to act as role models for students. While these requirements may not

be too dissimilar from the expectations of public school, they are actual requirements for the position, not merely expectations.

Additionally, the position description outlines 10 working conditions and physical requirements for VisionQuest teachers. Examples include:

1. Works in an outdoor environment in camp, mobile wagon train, or ship throughout the year.

2. Provides crisis management intervention and may utilize passive physical restraint to youth who may weigh up to 250 pounds and who may be verbally or physically threatening, out-of-control, running away, or otherwise presenting a threat to themselves or others.

3. Moving around outdoor areas such as open fields, woodlands, hillsides, and ship decks.

4. Works in a variety of weather conditions including ice, snow, mud, heat, rain, wind, and thunderstorms (VisionQuest Teacher Position Description, 1995, p. 2).

Teachers who want to work at VisionQuest must meet these requirements and work under these conditions. Most of these conditions are not found in a typical public school setting.

Finally, teachers are required to have state certification in the content area that they teach.

VisionQuest is currently operating programs in Pennsylvania, Florida, Texas, Oklahoma, and Arizona. Each state has its own requirements for certification, and teachers are required to maintain certification by the state where the program is

operated. Some states, like Pennsylvania, require only Private School certification, which is an easier certificate to earn (student teaching and a traditional teacher-preparation program are not required). Other states, like Arizona and Oklahoma, require Public School certification, and teachers are required to have the same certification as public school teachers.

These requirements set up some barriers to recruiting and retaining teachers because the VisionQuest pay scale and benefits package for teachers is considerably lower than for public school teachers. Teachers are paid less at VisionQuest than public school teachers for two reasons. First, VisionQuest receives less funding than public schools; and second, there is a parity issue between treatment and education staff at VisionQuest. Teachers at VisionQuest make more money than most other VisionQuest staff, even though they make less than public school teachers. The parity issue causes many problems at VisionQuest and is not easily solved. In addition, VisionQuest operates a year-round educational program and teachers work about 11 months of the year. Public school teachers typically work 9 to 10 months of the year.

In order to maintain a high-quality, consistent teaching staff, VisionQuest provides a comprehensive staff development program for teachers. This staff development program focuses on improving instruction by developing a balanced repertoire of teaching strategies. Teachers receive at least 8 days of training each year. Training includes a theoretical

framework, demonstration of the strategies, and guided practice in the classroom. Instruction in cooperative learning, reading in the content areas, adaptation, individualization, and multiple intelligences is provided on a regular basis. Teachers are expected to have a positive attitude toward learning new strategies. They are also required to continuously improve their skills to remain effective as a teacher.

Rationale for Study

In February 1997, the researcher completed a qualitative research study to determine why a teacher chooses to work at VisionQuest (Rosica, 1997). The ethnography, Difficult Decisions: Why a Teacher Chooses Tough-to-Teach Students, led to several key answers. The teacher who was interviewed identified many reasons why she teaches at VisionQuest:

1. She believes that she is making a difference.
2. She likes the ability to make curriculum decisions.
3. She views her job as a challenge.
4. She enjoys working with students at different levels.
5. She has the opportunity to work cooperatively with other teachers.
6. She likes her students and wants to help them.

These reasons led the researcher to ask two questions of the entire teaching staff, What type of person is attracted to teaching at VisionQuest? and What type of person stays

past the first few months? These two questions became a qualitative aspect of the present study.

Personality Types in Relationship to
Teaching as a Profession

Since VisionQuest is a non-traditional school setting, the company must recruit differently from a typical public school. Teachers at VisionQuest are expected to be more than teachers--they are also expected to act as parents to the students they teach. In addition, many of the VisionQuest sites are located in remote areas or are mobile, traveling around the United States. In all instances, the environment is rugged, and often the classroom space is located in a non-traditional setting. For example, wagon train classrooms consist of tents and picnic tables where classes are conducted outside, even in the rain or other inclement weather. When students are on a wilderness quest, they might have class on the side of a mountain. For students participating in a Buffalo Soldier program, they might have classes on the bus while traveling from one performance to another. Overall, teachers are expected to be adaptable and flexible and still provide a high-quality, innovative education for students.

Based on the differences between VisionQuest schools and traditional public schools, there may be a difference in the personality types of the teachers who choose each setting. Since VisionQuest teachers need to support a specific philosophy and perform unique functions, it is important to

determine if there is a personality type that is more likely to support the philosophy and those functions.

In order to identify the personality types of VisionQuest teachers, the Keirsey Temperament Sorter was used to identify the teachers' personality types. The Keirsey Temperament Sorter was developed by Keirsey and Bates (1984) and is an adaptation of the Myers-Briggs Type Indicator. The Keirsey scale is comprised of 70 forced-choice, dichotomous questions. When scored, the questions combine to identify a personality type. There are 16 total types that are based on four primary dichotomous scales: Extrovert-Introvert, Thinking-Feeling, Perceiving-Judging, and Intuitive-Sensing (Keirsey & Bates, 1984). While the combinations of the above traits form 16 different personality types, Keirsey and Bates identify four primary temperaments: the Sensing-Perceiving (SP), the Sensing-Judging (SJ), the Intuitive-Thinking (NT), and the Intuitive-Feeling (NF). Following is a description of each of the four primary temperaments as identified by Keirsey and Bates (1984).

The Four Temperaments

The four temperaments described by Keirsey and Bates (1984) are rooted in Jungian theory and even extend back to Hippocrates. Hippocrates identified four temperaments also: the Sanguine, Choleric, Phlegmatic, and the Melancholic. These temperaments provided a basis for Jung, and he further developed these ideas into the four primary temperaments

listed above. Keirse and Bates (1984) define one's temperament as "that which places a signature or thumb print on each of one's actions, making it recognizably one's own" (p. 27). Each temperament is compared to a Greek myth or god because,

very simply, temperament determines behavior because behavior is the instrument for getting us what we must have, satisfying our desire for the one thing we live for. The god (or temperament that we were born to) has left each of us a hunger that must be fed daily. (p. 30)

The SP type is referred to as the Dioynisian temperament. Dioynisan loved pleasure and focused on the here and now. 'Carpe diem' is a phrase that accurately captures the SPs attitude toward life. SPs thrive on action, and seek out fun and enjoyment. They are optimistic and impulsive and act on their urges. They love to wander and work well in crisis situations. Typical occupations for this temperament include the performing arts, construction, driving ambulances, and entrepreneurial ventures. SPs make up approximately 38% of the general population.

In the field of education, SPs, known also as "Free Spirit" educators (Mamchur, 1996, p. 89), comprise approximately 4% of teachers in the population. Of all four temperaments, they have the shortest stay in teaching. That they value students' growth of spontaneity and freedom in the classroom is a great asset to any school; but because of their free spirit, they typically have difficulty remaining in the profession. As teachers, they prefer art, craft, sports, drama, music, and recreation classes. SPs also tend

to utilize innovative teaching strategies such as projects, contests, games, and demonstrations. They create classrooms that are resourceful and energized where students are actively involved in the learning process.

The Epimethean temperament represents the SJ type, and they also make up about 38% of the general population. Epimetheus suffered the evils when Pandora opened the mystical box, but he continued to stand by his wife after she disobeyed Zeus. SJs are responsible people, and they typically do what they 'should' do as opposed to what they might want to do. Epimetheus did his duty to his wife despite her mistakes. SJs must belong and be the giver in relationships. They seek to conserve and maintain the hierarchical structure. SJs typically serve as teachers, administrators, middle managers, and civil service employees. They guard and maintain sacred rules and take solace in stability. SJs are dependable, hardworking, and faithful people.

The "Traditionalist" SJ educator (Mamchur, 1996, p. 89) represents approximately 56% of all teachers. This type makes up the largest majority of teachers, and they typically stay in the profession for a long time. SJ teachers value responsibility and utility in their students and set up their classroom to reinforce those values. They tend to teach social sciences, economics, history, geography, business, and political science. SJs use more traditional teaching strategies including recitation, drill, and tests and

quizzes. Since the Traditionalists represent the majority of teachers in the field, most students encounter these traditional teaching strategies throughout their school career. In a SJ classroom, the teacher is clearly in charge and sets up an environment of structure, predictability, concrete assignments, and fairness. SJs tend to naturally move from teaching to school administrative positions, such as a principal.

Prometheus gave man technology by stealing fire from the sun. The NT type is referred to as the Promethean temperament, and represents only about 12% of the general population. NTs are scientists and believe in the scientific process. They desire power, especially power over nature. NTs not only seek competence, but demand it from themselves. They are very self-critical because they are perfectionists, and often make others feel intellectually inadequate. NTs seek positions that are compatible with their scientific thought process. They usually are found in the fields of science, philosophy, technology, mathematics, engineering, research and development, and management.

NTs comprise approximately 8% of the teaching profession, stay for a medium length of time, and are referred to as the "Achievers" (Mamchur, 1996, p. 89). NTs' desire for knowledge often leads them to the field of education, but many do not stay long because they are interested in advancing to higher levels of authority and decision-making. Some become superintendents, and others

move into curriculum development. The Achiever teacher is drawn toward teaching philosophy, science, technology, communications, mathematics, and linguistics. NT teachers tend to use some traditional styles of instruction and some student-centered instruction. They like to lecture, give tests, and assign student projects.

The Apollonian temperament represents the NF type and makes up about 12% of the general population. Apollo was the link between the gods and man, and he gave man a sense of mission. The NF type seeks self-actualization and focuses on the process of 'becoming.' Relationships and interaction are very important to the NF type. NFs are future oriented and have high ideals. They are very introspective and view growth as a life-long process. They typically pursue careers in fields such as writing, psychiatry, teaching, and psychology.

The "Change Agent" (Mamchur, 1996, p. 89) educator values the growth of identity and integrity and represents about 32% of the teaching population. NF teachers tend to stay in the profession for a long time and enjoy teaching the humanities, social sciences, theater, music, foreign languages, and speech. Unlike the structured SJ, NFs prefer a completely decentralized classroom with changing leadership. They typically do not allow a competitive classroom, rather they focus on developing creativity in their students. The Change Agents are a strong asset to the teaching staff because they support innovative changes and

are willing to implement them quickly. As a result, NFs use a variety of effective instructional strategies in the classroom, including group projects, interaction, discussion, simulations, and games. In an NF classroom, the student is the center of all activities.

Purpose of the Study

The purpose of this study was to identify the personality type of the teachers who work at VisionQuest. The study also sought to determine if there is a difference between the personality types of VisionQuest teachers and teachers in the general population. In addition, the study sought to determine if there is a difference in length of employment of VisionQuest teachers based on personality type. The research questions guiding this study were:

1. Is there a difference in the number of VisionQuest teachers who have each personality type?
2. Is there a difference between VisionQuest teachers' personality types and personality types of traditional teachers?
3. Is there a difference in length of employment at VisionQuest among teachers with different personality types?

Importance of the Study

The primary importance of this study was to provide VisionQuest administrators with assistance in the recruiting and retention of teachers. The overall goal of the study was to identify factors that can be used to reduce the turnover

rate of teachers and improve the recruiting process. By knowing what types of teachers are attracted to VisionQuest and the types of teachers who tend to stay at VisionQuest, the administration can alter its current recruiting practices. This strategy has the potential to improve the recruiting process and eventually decrease staff turnover.

The researcher hopes that this study makes a contribution to the literature of teachers in non-traditional settings and correctional education.

Limitations of the Study

Evaluating the personality styles of the teachers at VisionQuest limits the scope of analysis to this specific population. The statistical results are not applicable to other populations and can only be applied to VisionQuest teachers. Additionally, the results are only applicable to the teachers who were employed during the testing time, April through May 1997. Since only teachers employed during the short time period participated, the results are only applicable to that group. The fact that teachers are still there limits any measure of the ultimate duration. The results are also not generalizable to other VisionQuest staff (i.e., treatment staff).

A major limitation of the Keirsey Temperament Sorter and Myers-Briggs Type Indicator is that the percentages of personality types in the general population and of teachers in general are only estimates of the population. The Center

for Application of Psychological Type, Inc. (1996), that tracks the results of the MBTI, states that the percentages may fluctuate by sample and should be viewed as estimates. The percentages may change from one sample to another, and they are only intended for use as estimates. Therefore, when comparing VisionQuest teachers to teachers in general, it is important to recognize that the percentages may not be completely accurate because the percentages are only estimates of the population.

Furthermore, the results of this study cannot be generalized to correctional education programs or public schools. While the study may not be generalizable to other residential facilities, it may provide them with some insight into the types of teachers that are drawn to a non-traditional educational setting such as VisionQuest. Other programs may benefit from learning about the temperaments of teachers who chose to work with difficult students. It also may assist programs in determining the types of teachers whom they are interested in hiring.

However, the researcher hopes that other correctional programs will find the study useful if for no other purpose than to decide to look at their own teachers and their personality style. In that context, the results of this study may be helpful to other residential treatment facilities.

Definition of Terms

Court adjudicated: A judge or court determines that a child must be removed from the home. The child is declared either delinquent for committing crimes or neglected due to severe family problems.

Placement: A facility, program, or institution where a child is sent due to delinquency or neglect.

Troubled teens: Youth who are in need of help in their lives. VisionQuest believes that youth get into trouble due to the three primary issues of abuse, abandonment, and boundaries.

Educationally disadvantaged: Students who have not had the same educational opportunities as other youth. They are not less intelligent than other students, but their achievement is below others their same age.

Behavior disordered: Youth who have experienced difficulties conforming to norms as established by local public schools and social service agencies. Their behavior is outside of acceptable norms.

Tipi: A Native American structure used by VisionQuest to house students. Typically, the canvas structure is approximately 27" tall and stands erect around 12 wooden poles (often spelled tepee).

Traditional teachers: Teachers who work in a public school or similar setting that includes a regular classroom, non-adjudicated students, typically a ten month contract, a regular work day (i.e., 8:00am to 4:00pm), and the

expectation that their primary responsibility is to teach.

Non-traditional teachers: Teachers who work in an unusual educational setting that may include teaching in strange locations (i.e., the side of a road or on a bus), court placed students, a year round teaching schedule, an unusual work day, and expectations of working beyond the scope of the classroom.

Organization of the Study

This dissertation has five chapters, arranged in the following manner:

Chapter 1 is an introduction that explains the problem that will be examined. It also provides a thorough description of VisionQuest, its teachers, and treatment philosophy. Chapter 1 also contains the purpose, research questions, importance, and limitations of the study.

Chapter 2 contains a review of the relevant literature in the following areas: Jung's theory of personality types, the Myers-Briggs Type Indicator and the Keirsey Temperament Sorter, teaching styles based on personality type, teacher job satisfaction, and teaching in a residential treatment program.

Chapter 3 outlines the design used in the study and the reliability and validity of the instrument. It also provides a description of the population, the procedures used in the data collection, the research hypotheses, and statistical methodology.

Chapter 4 presents the findings of the current study, including demographic information of the respondents. It also presents the statistical results from testing the null hypotheses. Chapter 4 additionally presents qualitative results collected from the respondents.

Chapter 5 provides a summary of the study, major findings, and conclusions. It also provides a discussion of the findings, implications and recommendations for VisionQuest, and implications for other residential treatment programs. Chapter 5 concludes with suggestions for further research and reflections of the researcher.

CHAPTER II

LITERATURE REVIEW

To lay an adequate foundation for this study, the researcher examined the literature in several areas: (1) Jung's theory of personality types, (2) the Myers-Briggs Type Indicator and the Keirsey Temperament Sorter, (3) teaching styles based on personality type, (4) teacher job satisfaction, and (5) teaching in a residential treatment program.

Jung's Theory of Personality Types

Carl Jung developed the concept of personality type in the 1920's after he had broken off with the Freudian camp. Jung's theories focused on a collective unconscious whose contents were made up of archetypes. He described the collective unconscious as having

contents and modes of behaviour that are more or less the same everywhere and in all individuals. It is, in other words, identical in all men and thus constitutes a common psychic substrate of a suprapersonal nature which is present in every one of us. (Jung, 1965, p. 55)

The collective unconscious is a part of every person and owes its existence to heredity. It has not been individually acquired; therefore, it is not in the consciousness of an individual.

Jung's theory of personality type is based on two psychological types and four functions. The two psychological types are extraversion and introversion. He described both in terms of movement toward or away from an object.

Everyone in the state of extraversion thinks, feels, and acts in relation to the object, and moreover in a direct and clearly observable fashion, so that no doubt can exist about his positive dependence upon the object. . . . Everyone whose attitude is introverted thinks, feels, and acts in a way that clearly demonstrates that the subject is the chief factor of motivation while the object at most receives only a secondary value. (Jung, 1965, pp. 71-72)

In addition to the differentiation between extraversion and introversion, Jung identified passive and active subcategories. The active type is deliberately willed, and the passive type is compelled by external forces.

Jung described four functions to include: thinking and feeling, sensation and intuition. Each set was identified as bipolar functions. "The principle of thinking, for instance, is absolutely different from the principle of feeling, and so forth" (Jung, 1965, p. 72). He also believed that these functions remained constant over time.

Thinking is defined as the process that translates concepts into an understandable meaning. As with extraversion and introversion, Jung differentiated thinking into active and passive thought. He further broke this idea down by explaining that active thought is directed thinking, and passive thought is undirected thinking. Finally, Jung described directed thinking as a rational function, and

undirected thinking as an irrational function.

Feeling, the bipolar complement to thinking, is the process of assigning value, in the sense of acceptance or rejection, to an object or concept. The feeling function also breaks down, as thinking, into rational feeling and irrational feeling. Jung defined feeling as an entirely subjective process.

The second set of functions is sensation and intuition. Jung described their relationship to each other: "Intuition maintains a compensatory function to sensation" (Jung, 1965, p. 75). Intuition and sensation are also bipolar, complementary functions. Jung identified both sensation and intuition as irrational functions, whereas, thinking and feeling have the ability to be either rational or irrational.

Jung described sensation as being identical to perception, in that it transmits physical changes to consciousness. Quite the opposite, intuition transmits perceptions in an unconscious way. Jung likened this function to a kind of instinctive apprehension.

While Jung identified these two psychological types and four functions, he did not expressly define the perceiving and judging functions. Perception is briefly discussed with the sensation and intuition functions, but is not defined as a separate function. W. Murray (1996) used this analogy to describe the relationship of perception and judgment to the other functions. "Sensing and intuition are two modes of perception, and thinking and feeling are two modes of

judgment" (p. 285).

Bipolarity in Jung's Theory

W. Murray (1996) further describes the bipolar element of Jung's theory. "Psychological type as defined by Jung is determined by two factors: the preferred attitude-- extraversion or introversion--and the dominant (also called superior) function--sensing, intuition, thinking, or feeling" (p. 286). The issue of bipolarity in Jung's theory has been discussed and researched thoroughly with researchers both supporting and refuting the concept. A discussion follows.

While W. Murray supports the bipolarity concept in Jung's theory, many other researchers do not. Girelli and Stake (1993) argue that the dichotomy of the functions is artificial, manifested in the instrument used to assess their dominance. They concluded that there is little support for the bipolar theory based on the findings of their study. Girelli and Stake redesigned the MBTI (Myers-Briggs Type Indicator) to glean more variation in the answers, as opposed to a forced-choice, 2-point Likert scale. They converted the MBTI questions to elicit a choice on a 5-point Likert scale. The statistical analyses yielded significant correlations between the introversion-extroversion scale, the sensing-intuitive scale, and the thinking-feeling scale. Based on these findings, Girelli and Stake concluded that Jung's functions were not really bipolar.

W. Murray (1996) refuted Girelli and Stake's research by

declaring that the scale they developed was inappropriate. He developed a new scale to determine if the bipolarity really existed or was just an artifact of the instrument. W. Murray changed the MBTI questions to read as statements, and participants were asked to respond either 'true' or 'false.' Using this type of modified scale, he found that the functions do appear to be bipolar in nature. He concluded, "This suggests that Jung and Myers-Briggs are correct that preferences for the opposite functions do tend to be inverse, but this is not true in a deterministic sense" (W. Murray, 1996, p. 292).

Tzeng, Ware, and Bharadwaj (1991) also conducted a similar study to support the construct validity of the MBTI at both the item and preference pole levels. They concluded that the bipolarity nature of both the MBTI items and scales was confirmed in their study.

Jung's theory of personality was intended to explain the individual differences of each person. The types and functions as described by Jung are exhibited in each person, but individuals vary in their preferences and combinations. In order to measure these preferences and combinations, Isabel Myers and Katherine Briggs developed the Myers-Briggs Type Indicator.

Myers-Briggs Type Indicator

In 1942 Isabel Myers and her mother, Katherine Briggs, extensively studied Jung's theory of personality and began to

design the Myers-Briggs Type Indicator. The instrument is designed to measure individual preferences, not personality traits (J. Murray, 1990). In order to develop the instrument, Myers and Briggs tested the initial MBTI on family and friends and continued to refine it. They collected thousands of samples across the country to assist in developing the instrument (McCaulley, 1990).

In 1975 the instrument was ready for use and publication. Consulting Psychologists Press published the first MBTI in 1976. Since that time, there have been several revisions.

The MBTI has been the subject of many research studies attempting to confirm or deny its validity. The literature seems to represent both sides adequately, although there appear to be more studies supporting the instrument. Most agree that while Myers and Briggs attempted to typify Jungian personality theory in the instrument, Jung's theories were probably too complex to be accurately defined in the Indicator. However, despite this limitation, most agree that the instrument is a valuable tool that has a broadly supported construct validity. "Jungian theory is probably too complicated to be captured on an objective personality test but the Myers-Briggs Type Indicator has been praised as a practical assessment instrument whose constructs have been clarified by extensive research" (J. Murray, 1990, p. 1195).

The largest issue regarding the validity of the instrument appears to be in the discussion of whether the

functions are bipolar or continuous scales. Despite this argument, many agree that the MBTI is an important contribution to Jungian theory and personality type theories. In the Mental Measurements Yearbook, Wiggins (1989) describes the validity of the instrument.

The MBTI is an excellent example of a construct-oriented test that is inextricably linked to Jung's (1923) theory of psychological types. A slightly modified version of Jung's theory determined the substantive, structural, and external considerations involved in all stages of the construction and evaluation of the instrument.
(p. 538)

Wiggins continues to discuss the issue of validity and cites the evidence of frequency distributions of types within and between criterion groups as the most promising. In other words, certain types of personalities tend to be attracted to certain types of professions.

Other researchers also support the construct validity of the instrument. "Group differences and correlations are broadly supportive of the construct validity of the M-B Indicator scales, indicating that the four scales measure important dimensions of personality that approximate those of Jung's typology theories" (J. Murray, 1990, p. 1191). Most of the studies seem to support the concept of four major temperaments as opposed to the 16 specific types. Table 1 displays the four major personality types and the relationship to the larger group of 16 specific personalities. The four major temperaments listed in Table 1 are well supported by the literature, while the 16 types are less well supported. Many researchers agree that the four

Table 1

Four Major Temperaments and 16 Personality Types

Temperament	Personality Types
1. Sensing-Perceiving	ISTP = Introverted, Sensing, Thinking, Perceiving ESTP = Extroverted, Sensing, Thinking, Perceiving ISFP = Introverted, Sensing, Feeling, Perceiving ESFP = Extroverted, Sensing, Feeling, Perceiving
2. Sensing-Judging	ISFJ = Introverted, Sensing, Feeling, Judging ESFJ = Extroverted, Sensing, Feeling, Judging ISTJ = Introverted, Sensing, Thinking, Judging ESTJ = Extroverted, Sensing, Thinking, Judging
3. Intuitive-Thinking	INTP = Introverted, Intuitive, Thinking, Perceiving ENTP = Extroverted, Intuitive, Thinking, Perceiving INTJ = Introverted, Intuitive, Thinking, Judging ENTJ = Extroverted, Intuitive, Thinking, Judging
4. Intuitive-Feeling	INFJ = Introverted, Intuitive, Feeling, Judging ENFJ = Extroverted, Intuitive, Feeling, Judging INFP = Introverted, Intuitive, Feeling, Perceiving ENFP = Extroverted, Intuitive, Feeling, Perceiving

temperaments seem to accurately represent the general population.

The MBTI is the most widely used personality instrument for nonpsychiatric populations (J. Murray, 1990). Currently, it is used by a variety of professions for many different reasons. Useful as a measure for groups as well as for individuals, the MBTI has been introduced into several fields including education, business, and religious communities. Aside from the traditional use for counseling students and adults in making career decisions, other professions have adopted the instrument to improve effective teamwork and decision-making skills. Its use in understanding the differences in teaching and learning style has been well documented (Mamchur, 1996; J. Murray, 1990).

Overall, the MBTI is a thoroughly researched and supported instrument in identifying individual and group preferences. Additionally, it is a valuable tool for discerning differences in teaching styles.

The Keirsey Temperament Sorter

The Keirsey Temperament Sorter is a variation of the Myers-Briggs Type Indicator. The Keirsey instrument is a 70-question, 2-point dichotomous Likert scale that yields 1 of the 16 personality types described above. Several of the studies reviewed previously reference the work of Keirsey and Bates; however, there is not an abundance of information regarding its validity or comparability to the MBTI. One

cross-correlation study was discovered, and the researchers encountered the same lack of prior studies. "A review of the literature bases contained in ERIC and PsycLit, however reveals a lack of studies regarding cross-correlation of the Myers-Briggs and Keirsey instruments" (Quinn, Lewis, & Fischer, 1992, p. 279).

Quinn, Lewis, and Fischer (1992) studied college students to determine if the MBTI and the Keirsey scales measured the same traits. Based on the correlation between the two instruments, they concluded that the Keirsey scale could be used in place of the MBTI.

The Keirsey Temperament Sorter was recently employed (Martin, 1996) to study the relationship of student retention to teacher/student personality types at a small Christian college. The study employed both the MBTI and the Keirsey Temperament Sorter, where some participants' types were determined with the MBTI and others with the Sorter. Martin administered either the MBTI or the Sorter to incoming freshman and faculty to determine if there was a relationship between student personality types and the probability of retention. The researcher also analyzed the combination of faculty and student personality types as they related to student attrition.

Martin used the Keirsey Temperament Sorter to study the relationship between student attrition and personality style. This study employed the Sorter to discern if differences exist between VisionQuest teachers and teachers in general.

This study also used the Sorter to study differences in length of employment among VisionQuest teachers with different personality types.

Teaching Styles Based on Personality Type

As discussed in chapter 1, there is a relationship between personality type and teaching style. Keirsey and Bates (1984) describe the characteristics of the teaching styles of the four temperaments. In addition, several studies have been conducted to determine the relationship between teaching style and/or likelihood to enter the profession and personality style. Harris and Brown (1992) studied a group of education majors and compared them to a group of undecided majors. Both the Extroverted-Introverted and Judging-Perceiving scales were significantly different for the two groups (education majors versus non-education majors). They found that education majors tended to be extroverted and perceiving, as opposed to introverted and judging.

The researchers concluded that teaching is a social profession that also requires flexibility because of the constant demands made on teachers' time by students, parents, and administrators. The significance of the extroverted and perceiving personality styles seems to match these requirements to be an effective teacher, since extroverts tend to be more social, and perceiving types tend to be more flexible.

Marso and Pigge (1995) conducted a study of teacher-candidate characteristics prior to and following a teacher-preparation program. Their findings were consistent with those of Harris and Brown. Marso and Pigge found that perceptive students were more likely to become teachers, and intuitive students were less likely to become teachers.

As discussed in chapter 1, Keirsey and Bates (1984) identify the personalities that are most likely to become teachers (see Table 2).

Table 2

Personality Style Related to Teacher Characteristics

Personality Type	% of Teachers and Length of Service	Preferred Instructional Techniques
SP	4 short stay	Demonstrations, Projects, Games,
SJ	56 long stay	Recitation, Drill, Tests
NT	8 medium stay	Lectures, Tests, Reports
NF	32 long stay	Interaction, Group Projects, Discussion

These findings seem to be somewhat inconsistent with the findings in the two previous studies (the perceiving type was more likely to become a teacher in the previous studies, and

Table 2 shows that perceiving types make up the smallest percentage of teachers). However, the other studies analyzed the perceiving type alone, not in combination with the sensing type. This may account for the difference. Additionally, both of the previous studies analyzed pre-service teachers as opposed to currently employed teachers.

Table 2 shows that Keirse and Bates indicate that 56% of all teachers are the SJ type, followed by the NF type at 32%. There are relatively few teachers with the SP or NT temperaments. Clark and Guest (1995, p. 22) break down the types by elementary teachers, mid-level teachers, and high-school teachers as shown in Table 3. Although the percentages differ slightly from Table 2, the overall trends are the same. SJs comprise the largest personality type in teaching across elementary, middle, and high school teachers. NFs make up the second largest temperament in teaching, whereas NTs and SPs represent a considerably smaller

Table 3

Personality Style by Grade Taught (in Percentages)

Population	SJ	NF	NT	SP
General Population	38	12	12	38
Elementary Teachers	50	27	10	13
Mid-level Teachers	44	30	15	11
High-School Teachers	42	34	16	7

percentage of teachers.

Myers and McCaulley (1985, pp. 261-292) established the Myers-Briggs Type Indicator Center in Florida for Application of Psychological Type to score the MBTI and track the results by profession. Between 1971 and 1984, a sample of 16,678 teachers took the MBTI, and their breakdown by the 16 personality types is described in Table 4.

Although the literature varies as to the percentages of teachers in each personality type group, the overall trends are similar. The reported percentages are only estimates of the general population and may fluctuate from one sample to another (C. Martin, 1996). Certain temperament types (especially the SJ and NF) prefer teaching as a profession. Each type also has specific preferences as to instructional strategies.

Teacher Job Satisfaction

In an extensive review of the teacher job satisfaction literature in ERIC, there was only one reference to the relationship of personality styles, job satisfaction, and teacher retention. Peterson and Custer (1994) compared the Myers-Briggs types of 37 health occupations and 80 trade and industrial teachers to 1,438 other teachers. The results indicated that a high number of sensing types teach vocational subjects. They also found that intuitive types left teaching at higher rates than sensing types and that NT types were even more likely to leave.

Table 4

Teacher Personality Type Based on the 16 Types

Personality Type	% of Teachers
ISTJ	11.25
ISFJ	11.10
ENFP	10.01
ESFJ	9.25
ESTJ	9.01
ENFJ	7.69
INFP	7.13
INFJ	6.13
ENTJ	5.98
INTJ	5.22
ENTP	3.64
ESFP	3.40
INTP	3.35
ISFP	3.29
ISTP	2.01
ESTP	1.53

TOTALS	
SP	10.23
SJ	40.61
NT	18.19
NF	30.96

Other teacher job satisfaction literature presents contradictory findings. Some studies found that teachers stay in the profession because of their students, while others found that teachers leave for the same reason. Researchers have discovered that salary is a major reason why teachers leave the profession, and they also found that salary is not a reason why teachers leave education. Teachers' individual experiences appear to contribute to both the retention and attrition of teachers in the field. A discussion of the literature follows.

The United States Department of Education, National Center for Education Statistics (Ingersoll & Rossi, 1995), reported on which types of schools had the highest teacher turnover. They found the following:

1. In 1990-91, private schools experienced higher teacher turnover rates than did public schools.
2. Public and private schools with the lowest enrollments in 1990-91 experienced the highest teacher turnover rates.
3. Teacher turnover rates were higher in public schools where half or more of the students enrolled received free or reduced-price lunches.
4. Lower salaries and fewer benefits in small public and private schools may have contributed to higher turnover rates for teachers in 1990-91 (p. 3).

Heller, Clay, and Perkins (1992) conducted a study with 339 North Carolina teachers to measure teacher satisfaction.

The Job Satisfaction Survey was used to measure participants' degree of satisfaction. They found that one variable represented the highest percentage (28%) of unique variance in teacher job satisfaction: "the extent to which you are able to meet your students' academic needs" (p. 23). In addition, they found that the salary schedule in the school district was significantly related to job satisfaction.

Billingsley (1993) reviewed the literature on special education teachers' attrition and retention studies. The 13 studies reviewed revealed several trends. Three studies cited student factors (i.e., discipline, diversity of needs, attitudes) as attrition factors; however, 2 studies cited student factors (i.e., relationships, desire to work with disabled children) as retention factors. Two studies found that salary was an attrition factor, and 2 other studies reported that beginning teachers are more likely to leave the profession than experienced teachers.

Clarke and Keating (1995) conducted a study of 81 Pennsylvania teachers from five school districts, spanning rural, urban, and suburban areas. They found that the students contributed to teachers' job satisfaction, while pay did not. "The overwhelming majority of respondents (82%) indicated that the most satisfying aspect of their job is their interaction with students. 'Pay' was the most satisfying variable for only about 2% of the respondents" (p. 10-11).

Marlow, Inman, and Betancourt-Smith (1996) administered

a teacher attitude survey instrument to 212 teachers across seven Northwestern states. Teachers were asked what reason they would cite if they were to leave the profession. A majority of teachers responded that the students would cause them to leave. "Student related factors that teachers identified as reasons for leaving included discipline problems, lack of motivation, and poor attitudes toward school and/or learning" (p. 3). Conversely, teachers stay because they are more internally motivated. "Those who see teaching as a career, all-encompassing and life-long, rather than a job, present employment (which could change) in a particular situation, are more inclined to identify the satisfactions of their career" (p. 6).

While the literature on teacher job satisfaction presents inconsistent findings, several trends appear to surface. Teachers who are intrinsically motivated seem to be more satisfied with their career choice, and they derive satisfaction from their students. Teachers who enter the profession for extrinsic rewards (i.e., salary, summer vacation) seem to experience less job satisfaction. Billingsley (1993) believes that intrinsic teacher rewards are the most important. "The absence of psychic rewards can result in teacher dissatisfaction, burnout, and ultimately the desire to leave teaching" (p. 158).

Teachers identify continuous discipline problems with students as a major attrition factor. Schools with a majority of students who are eligible for free or reduced

lunch experience a higher turnover rate than schools with a minority of eligible students.

In summary, teachers who derive satisfaction from their students appear to remain in the profession and report job satisfaction. Teachers who experience ongoing problems with their students seem to leave teaching, and they usually leave early in their career. Beginning teachers are more likely to leave the profession than are more experienced teachers.

Teaching in a Residential Treatment Program

Teaching in a residential treatment program for court-adjudicated students is quite different from teaching in a public school. Teachers are expected to do more than just teach, and they are working with the most difficult students in the country. VisionQuest is even different from most correctional programs because it is a rehabilitation program as opposed to a punitive program. Judges send students to VisionQuest in lieu of a locked, correctional facility because they believe that youth should have an opportunity to change their behavior in a therapeutic environment. VisionQuest believes that kids end up in trouble because of their family and community situations. They deal with issues of abandonment, boundaries, and abuse, and these issues have led to their subsequent delinquent behavior. VisionQuest's treatment philosophy focuses on teaching students responsibility for their actions through a variety of programming. Students participate in wilderness camps, wagon

trains, quests, and Buffalo Soldier programs in order to learn that they are capable of achieving at high levels. Students learn that they have choices about their behavior, and that they can choose to act responsibly or irresponsibly (Issues, 1994).

The education program at VisionQuest is integrated with the treatment program and focuses on showing students that they are capable learners. Teachers are responsible for putting every child into a position to succeed in school and to hold high expectations for all. Most VisionQuest students have had negative school experiences. For many, truancy is their first delinquent behavior that leads to further and more serious crimes (Hiring Tipi Parents, 1993).

The program model at VisionQuest is different from both public schools and other correctional facilities. It is a rehabilitation program designed to help kids succeed and get them back on track to return successfully to their home community. Most of the limited literature in the field of corrections education focuses on locked, state-operated facilities where the goal is often to punish rather than to rehabilitate. Larsgaard, Lauer, and Kelso (1993) conducted a study of Washington state corrections educators to determine their personality types. They describe the conditions in which many of these professional teachers work. "Besides the challenges motivating hostile students with little educational background in an environment which does not reward learning, these educators often face the conflicts and

incongruities within a system which does little to accommodate them" (p. 20).

Miller (1987) conducted a study of Maryland state prison teachers to identify characteristics of effective correctional educators. Teachers were categorized into four quartiles with most and least effective at the high and low levels. They were placed in a group based on results of the Evaluation of Teacher Behaviors, a scale validated by Vickers in 1979 (p. 66). The characteristics of teachers in the most effective group were consistent:

1. Choose teaching because of importance to society
2. Choose teaching to continue their own learning
3. View helping students achieve students' own goals as the most important contribution
4. View students' enjoyment of learning and statement of gratitude as greatest personal reward
5. Develop a positive classroom climate by showing respect for students and/or students' opinions (p. 68).

The author stated that this was a pioneer study and she was interested in comparing these results with populations from other correctional facilities, including adjudicated adolescents.

Peterson, Bennet, and Sherman (1991) conducted a qualitative study to determine themes of successful teachers of at-risk students in urban, public-school settings. Through extensive interviews, they identified several commonalities in teaching practices and also several

differences. Commonalities included:

1. Create a sense of belonging, identity
2. Have an identifiable academic program
3. Are willing to interrupt the academic program for student problems
4. Have explicit coaching strategies for students
5. Demands and expectations are placed on students
6. Use of a central theme
7. Prior teacher experience and vision
8. Small class size (p. 179).

These eight similarities were found in addition to several differences between individual teachers. The authors concluded that successful teachers should not be required to use common instructional strategies, rather diversity in style should be encouraged. "While each of the teachers had strong professional knowledge, specific applications were appropriate for their context, students, and teacher personalities" (p. 193).

Differences between VisionQuest and traditional correctional facilities include a non-locked setting and the wilderness nature of the program. VisionQuest is a parent-secure program which means that there are no locks at any time. The staff act as surrogate parents and protect students from running away. VisionQuest also operates in a variety of settings from wilderness camps to moving wagon trains to a state park where a quest is taking place.

In most instances, teachers at VisionQuest are employees

of VisionQuest, not a school district or state agency. Many state-operated correctional facilities have contracts with local school districts or the state department of education to provide the educational program. VisionQuest operates its own educational program in each state, so that it can maintain a consistent philosophy and a standardized curriculum.

Differences between VisionQuest and public schools include the fact that teachers are asked to do more than just teach. They are also parents in the program and must set up a classroom environment that is conducive to learning for students who have had negative school experiences. Teachers must hold boundaries for students in the classroom so the students learn acceptable behaviors, but this must be balanced with a caring attitude on the part of the teachers and a positive learning climate.

In such non-traditional settings, VisionQuest teachers are expected to not only teach the most difficult students in the country using innovative instructional strategies, but they are expected to hold high expectations and put every student into a position to succeed. Understanding the expectations of teachers at VisionQuest helps in identifying the problems encountered in recruiting and retention.

The literature does not adequately address teaching in a residential treatment program that has a variety of wilderness components. The researcher analyzed literature from the PsycLIT, ERIC, and Wilson (Social Sciences)

databases. In all the databases, there was very limited information on teaching in a residential, treatment program for court-adjudicated students. There was literature on teaching in locked, correctional facilities and public alternative schools for at-risk students, but none of these areas adequately cover the uniqueness of teaching in a residential, wilderness-based, treatment program.

Summary

The research related to the MBTI and the Keirsey Temperament Sorter indicates that it is possible to identify temperament types of teachers and their subsequent teaching style. Knowing the personality styles of the VisionQuest teachers may help in understanding the types of professionals who are attracted to this setting. In addition, understanding the personality types of current VisionQuest teachers may lead to improved recruiting and retention practices.

CHAPTER III

METHODOLOGY

Population

The population for this study consisted of all VisionQuest teachers including all locations in Pennsylvania, Florida, Texas, Arizona, Oklahoma, and mobile wagon trains. At the time of the study, April through May 1997, there were 79 teachers employed by VisionQuest. Since 100% of the population participated in the study, no sampling took place.

Instrument

The Keirsey Temperament Sorter was the instrument used with all participants to identify personality type. Since the Keirsey instrument is a derivative of the Myers-Briggs Type Indicator, a majority of the reliability and validity discussion is based on the Myers-Briggs and is assumed for the Keirsey instrument.

The Myers-Briggs Type Indicator and the Keirsey Temperament Sorter are forced-choice tests designed to determine an individual's preferences. Each yields a score that forces a choice between extraversion or introversion, intuition or sensation, thinking or feeling, and judging or perceiving. The combination of each choice results in a

four-letter temperament type of which there are 16 total possibilities.

The Myers-Briggs has been well researched, and the Keirsey Sorter is a derivation of the Myers-Briggs. "The MBTI is an excellent example of a construct-oriented test that is inextricably linked to Jung's (1923) theory of psychological types" (Wiggins, 1989, p. 2). The Keirsey Sorter is an easily administered and cost-effective test. Keirsey and Bates (1984) view the Keirsey Temperament Sorter as a way to portray an individual's preferences. They suggest taking the MBTI, but they believe that their instrument provides similar information. Additionally, the Keirsey Temperament Sorter can be administered and analyzed without formal training.

The best way at present to do this is to take the Myers-Briggs Type Indicator test. This can be done by attending a workshop on the Myers-Briggs types or by going to counselor or psychologist who is authorized to administer the test. In the meantime, it may help you to read this book with more personal involvement. (p. 4)

In reviewing the literature in the PsycLIT and ERIC databases, there were many research studies listed which used the MBTI, and only one study analyzed the applicability of using the Keirsey instrument in place of the MBTI. "The results of the study indicated that counselors and faculty could use the Keirsey Temperament Sorter instead of the MBTI under conditions for which cost and ease of administration are important factors" (Quinn, et. al., 1992, p. 280).

Additionally, a recent dissertation (Martin, 1996)

employed both the MBTI and the Keirsey Temperament Sorter interchangeably to identify college faculty and students' styles. Due to the ease in administering the Keirsey Temperament Sorter, in this study it was used with all participants.

Administration

The Keirsey Temperament Sorter was designed to be self-administered and self-scoring with instructions given before completing it. The test is administered on two pages and is easily scored by hand. There is no time limit, but participants are encouraged to answer each question quickly, rather than spending too much time on one response. Respondents should choose the answer that seems to fit them best upon first reading. The authors emphasize that there are no right or wrong answers, only preferences (Keirsey & Bates, 1984).

Development

The Keirsey Temperament Sorter is an adaptation of the Myers-Briggs Type Indicator, which was developed by Katherine C. Briggs and Isabel Briggs Myers (Keirsey & Bates, 1984). The Keirsey Temperament Sorter has seldom been used in other research studies, so the reliability and validity data for this study are explained in terms of the original instrument, the MBTI. Since the Keirsey Temperament Sorter is based on the MBTI, the validity and reliability are assumed, based on the MBTI research.

Myers and Briggs' work is based on the personality theory of Carl Jung. They rediscovered his work and believed that they could design an instrument that would accurately measure the functions that Jung described. Myers and McCaulley (1985) describe the construction of the Indicator in several steps:

1. Determine items to reflect preferences described by Jung for extraversion or introversion (EI), sensing or intuitive perception (SI), and thinking or feeling judgment (TF).

2. Identify the dominant and auxiliary functions. (To accomplish this, Isabel Myers created the JP scale to measure the effects of the judging and perceptive aptitudes, in their extraverted appearance, so that this information could be used to determine a dominant function.)

3. Write, test, weight, and select items that would achieve the widest separation and least overlap between the two kinds of people represented by each scale.

4. Achieve precision in the center of the scale, so that persons with indeterminate preferences would be more likely to be classified according to their "true" preference.

5. Find an objective check on the division points for each scale. Correct division points validate simultaneously the MBTI and the underlying hypothesis (pp. 140-141).

The Myers-Briggs Type Indicator was developed in a series of stages, starting in 1942. Initial questions were tested on small groups of family members and friends, whose

basic preferences were already known by Myers and Briggs. The questions that were valid for the small group were then validated on larger groups. Items were discarded or changed if they did not accurately measure the eight preferences. "The authors' discussions with respondents revealed ways to change items so as to capture the essence of the difference between the types. It became clear that the same phrase conveyed quite different meanings to different types" (Myers & McCaulley, 1985, p. 142).

According to J. Murray (1990), the MBTI is the most widely used instrument for nonpsychiatric populations. There are many fields that employ the MBTI to discern personality preferences, including business, education, counseling, and religious organizations. In a review of the research on the instrument, J. Murray (1990) concluded,

the inventory was designed to describe preferences in thinking and feeling, deciding and evaluating, and assist those who work in individual counseling and those working with groups. It has been extensively investigated and has met successfully most challenges to its rationale, test procedures, and test results. (pp. 1199-1200)

Reliability

Review of the research on the MBTI's reliability has been supportive.

The reliability of the M-B Indicator has improved in recent years, particularly by improving the internal consistency indices. . . . The indices of internal consistency of the early form of the M-B Indicator were consistent with test-retest reliability findings for California Personality Inventory, Guilford-Zimmerman Temperament Survey, Cattell's 16 PF, and the MMPI, all of which are longer scales than the Myers-Briggs

Indicator. (J. Murray, 1990, p. 1190)

Myers and McCaulley (1985) explain the internal consistency reliabilities as acceptable for most adult samples. Using split-half scores and a sample of 55,971, the researchers calculated internal consistency reliabilities. "Items were selected for the X and Y halves by a logical split-half procedure. Each index was split into halves, taking all available item statistics into consideration and pairing items that most resemble each other and correlate most highly" (p. 165).

Based on the sample of 55,971 that included 23,240 males and 32,731 females, internal consistency was calculated using the Spearman-Brown prophecy formula correction (Myers & McCaulley, 1985, p. 166). Table 5 displays the results of the internal consistency tests, and the scores reveal a high level of internal consistency.

Table 5

MBTI Internal Consistency Derived From Product-Moment Correlations of X and Y Continuous Scores With Spearman-Brown Prophecy Formula Correction

Description of Sample	E-I	S-N	T-F	J-P
Males	.82	.87	.84	.88
Females	.84	.86	.80	.87
Adult College Graduates	.84	.90	.88	.88
Overall Totals	.83	.86	.84	.87

Table 5 shows that the internal consistency reliabilities for the MBTI are high overall. The total for the 55,971 sample shows correlations all over .80. Based on the results, the instrument appears equally reliable for both men and women. Additionally, the scores for college graduates are higher than the overall totals in every instance. Since this study used a sample of 100% adult college graduates, the reliability of the instrument is particularly high for this study.

Myers and McCaulley (1985) compare the reliability results of the MBTI with other personality instruments, and they conclude that "the reliabilities are consistent with those of other personality instruments, many of which have longer scales than the MBTI" (p. 165). Since the Keirsey Temperament Sorter is shorter than the MBTI, it may not have the same level of internal consistency, although the MBTI is shorter than other personality instruments, and the MBTI's reliability is as high as the other instruments.

The test designers also performed several test-retest reliabilities based on the idea that once a person scored at certain preferences, their score would remain the same over time. Isabel Myers had predicted that the lowest reliability would occur in the T-F (Thinking-Feeling) index since the "acquisition of good judgment is postulated to be the most difficult to develop" (Myers & McCaulley, 1985, p. 164).

At least 11 separate studies were conducted to determine the test-retest reliabilities. Myers analyzed results from

seventh-graders, college students, and differences in moods when completing the instrument. As predicted by Myers, the T-F reliability was the lowest of the four subsets, but overall the test-retest reliabilities of the MBTI showed consistency over time (Myers & McCaulley, 1985, p. 171).

J. Murray (1990) agreed with Myers's conclusion that the instrument has consistency over time. "Test-retest reliability coefficients for college students over two months indicated stability on the four major dimensions of the M-B Indicator. M-B Indicator preferences of 64 ministerial students remained the same over three years of training" (pp. 1190-1991).

Validity

The validity of the MBTI has been widely researched, and most conclude that the instrument is valid for both individual and group measures. Myers and McCaulley (1985) explain "because the MBTI was designed to implement Jung's theory of psychological types, its validity is determined by its ability to demonstrate relationships and outcomes predicted by theory" (p. 175). In their attempt to validate the instrument, Myers and McCaulley conducted research correlating the MBTI with many samples and instruments. Table 6 displays a summary of the comparative instruments, their designers, and the year published (pp. 177-206).

Table 6

Summary of Correlation Studies Between the MBTI and Other
Personality Scale Instruments

Instrument	Designer(s)	Year
Adjective Check List	Gough & Heilbrun	1983
California Psychological Inventory	Gough	1975
Comrey Personality Scales	Comrey	1970
Edwards Personality Preference Survey	Edwards	1959
Emotions Profile Index	Plutchik & Kellerman	1974
Eysenck Personality Questionnaires	Eysenck & Eysenck	1968
Maudsley Personality Inventory	Eysenck	1959
Jungian Type Survey	Wheelwright, Wheelwright, & Buehler	1964
Minnesota Multiphasic Personality Inventory	Dahlstrom & Welsh	1960
Omnibus Personality Inventory	Heist, Yonge, Connelly, & Webster	1968
Personality Research Inventory	Saunders	1955
Stein Self-Description Questionnaire	Stein	1966
Bown Self-Report Inventory	Bown & Richek	1967
Sixteen Personality Factor Questionnaire	Cattell, Eber, & Tatsuoka	1970
STAI: State-Trait Anxiety Inventory	Spielberger	1983
Study of Values	Alport, Vernon, & Lindzey	1960
Rokeach Dogmatism Scale	Rokeach	1960

Table 6-continued.

Instrument	Designer(s)	Year
OAIS: Opinion, Attitude, and Interest Scales	Fricke	1963
Kuder Occupational Interest Survey	Kuder	1968
Strong-Campbell Interest Inventory	Campbell & Hansen	1981
Vocational Preference Inventory	Holland	1978
Brown-Holtzman Survey of Study Habits	Brown & Holtzman	1956
Concept Mastery Test	Terman	1956
Kolb Learning Style Inventory	Kolb	1976
Science Research Temperament Scale	Kosinar	1955
Watson-Glasser Critical Thinking Appraisal	Watson & Glasser	1952

Based on their research, Myers and McCaulley concluded that the MBTI is a valid instrument. Wiggins (1989) agrees:

For those who would prefer to interpret the MBTI as a set of four, normally-distributed, bipolar continuous scales, there is a wealth of external validity information presented in the extensive manual (actually a handbook) that provides a reasonably consistent picture of what the individual scales do and do not measure. (p. 3)

In addition to Wiggins, after a comprehensive review of the literature, J. Murray (1990) concluded similarly. "Group differences and correlations are broadly supportive of the

construct validity of the M-B scales, indicating that the four scales measure important dimensions of personality that approximate those of Jung's typology theories" (p. 1191).

Based on the literature, the MBTI appears to be not only a valid and reliable instrument but also an excellent tool for assessing personality type in a variety of settings. J. Murray (1990) summarizes:

Reliability and validity of the inventory have been estimated and generally have been acceptable. . . . Jungian type theory is probably too complicated to be captured on an objective personality test but the Myers-Briggs Indicator has been praised as a practical assessment instrument whose constructs have been clarified by extensive research. (p. 1195)

Comparison Group

For this study, the comparison group was taken from the literature. Please Understand Me, Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator, and numerous articles contain hundreds of studies and replications that estimate percentages of teacher personality types. These sources were used as the comparison group for the study.

Procedures

The Keirsey Temperament Sorter was given to all VisionQuest teachers at an in-service training. In April 1997, the instrument was administered to the Eastern teachers, and in May 1997, it was given to the Western teachers. The researcher explained to the teachers that the Sorter was being used for staff-development purposes to help

teachers identify their preferences and how they work together. The researcher distributed a blank instrument to each participant at the training. All teachers completed the survey and then scored their own test and determined their type from the four letters (E or I, S or N, T or F, and J or P).

After the staff-development session concluded, the tests were collected by the researcher. The participants were allowed to keep their scoring sheet for future use. In order to maintain confidentiality but to also ensure 100% participation, the researcher had prepared a list of all teachers' names. At the conclusion of the training, the researcher collected each individual's instrument and checked off each teacher's name as they turned in their completed survey. The instrument was not coded in any way to reveal the identity of the teacher. When all the names had been checked off the list, the researcher knew that she had all the surveys. The instruments were then placed in a sealed envelope and stored for later analysis. The surveys were stored at the VisionQuest office in Exton, Pennsylvania, from April 1997 until October 1997.

In October 1997, the researcher removed the surveys from the Exton office to begin analysis of the personality types of the VisionQuest teachers. The researcher scored each survey again to ensure consistency and accuracy in determining each preference and each subsequent type.

In addition to the two-page sorter, there was a cover

sheet that contained identifying questions including length of employment at VisionQuest, gender, and level of education. The cover sheet also asked teachers to identify what attracted them to VisionQuest and what motivates them to continue teaching at VisionQuest. These questions revealed information that tangentially relates to job satisfaction and longevity of employment (see Appendix B for instrument and cover sheet).

Confidentiality

Confidentiality was maintained in the study by keeping all surveys anonymous. Although there were identifying questions on the cover sheet, respondents did not put their names on the survey. In order to ensure 100% participation, a list with all teachers' names was compiled and as the teachers turned in their surveys, their name was checked off the list. This procedure maintained complete confidentiality and also ensured 100% participation.

Research Hypotheses

There were three null hypotheses stated for this research study:

Null Hypothesis 1: There is no difference in the proportion of VisionQuest teachers who have each personality type.

Null Hypothesis 2: There is no difference between the personality types of VisionQuest teachers and those of traditional teachers.

Null Hypothesis 3: There is no difference in length of employment at VisionQuest among teachers with different personality types.

Statistical Methodology

In order to test the three null hypotheses, several statistical analyses were conducted. In order to test null hypothesis 1, chi-square was used, and significance was set at the .05 level. The expected cells were computed based on equal distribution across of all personality types. In order to test null hypothesis 2, chi-square was used, and significance was set at the .05 level. The expected cells were computed based on the Myers-Briggs (1985) and Clark and Guest (1995) data identifying the percentages of each type of teacher in the general population. In order to test null hypothesis 3, one-way ANOVA was used, and significance was set at the .05 level. The mean length of employment for each personality type group was found.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to identify the personality type of the teachers who work at VisionQuest. The study also sought to determine if there is a difference between the personality types of VisionQuest teachers and teachers in the general population. In addition, the study sought to determine if there is a difference in length of employment of VisionQuest teachers based on personality type. The Keirsey Temperament Sorter was the instrument used with all participants.

Distribution of Respondents

The Keirsey Temperament Sorter, an adaptation of the Myers-Briggs Type Indicator, was administered to all VisionQuest teachers employed during April 1997 through May 1997. There was a 100% return rate, since all 79 teachers employed completed and returned the survey.

Table 7 presents the distribution of respondents on simple demographic data. There were more male teachers (61%) than female teachers (39%). A large number of teachers (29%) had been hired within the last year, and 20% had been

employed for only 1 to 1.9 years. Almost 14% had been teaching at VisionQuest for 2 to 2.9 years, and a small number of teachers (2%) had been employed for more than 10 years. A minority of teachers (20%) had earned a Master's Degree. The teachers were certified across the major content areas.

Table 7

Demographic Distribution of VisionQuest Teachers (n = 79)

Distribution	Number	%
Gender:		
Male	48	60.8
Female	31	39.2
Employment Length:		
Less than 1 year	23	29.1
1 year	16	20.2
2 years	11	13.9
3 years	9	11.4
4 years	8	10.1
5 years	2	2.5
6 years	2	2.6
7 years	1	1.3
8 years	2	2.5
9 years	3	3.8
10 years or more	2	2.6
Degree Status:		
Bachelor's Degree only	63	79.7
Master's Degree	16	20.3
Certification Area:		
English	14	17.7
Math	11	13.9
Science	14	17.7
Social Studies	20	25.3
Health/Physical Ed.	10	12.7
Special Education	6	7.6
Other (Elective)	4	5.1

Personality Style Results

Analysis of the Keirsey Temperament Sorter results revealed the personality types of VisionQuest teachers. Based upon responses to 70 dichotomous questions, the Sorter identifies an individual's preference in four different areas (except in the case of a tie score). An individual may be either: Extroverted (E) or Introverted (I), Sensing (S) or Intuitive (N), Thinking (T) or Feeling (F), and Judging (J) or Perceiving (P). There are 10 questions to identify Extrovert or Introvert. The answers to these 10 questions determine whether the individual prefers extroversion or introversion. For example, a person could score 6 on the extrovert scale and 4 on the introvert scale, resulting in an Extrovert preference. If individuals scored 5 on each scale, then they would have a tie, or an equal preference. Subsequently, there are 20 questions that identify the Sensing or Intuitive preference, 20 questions that identify the Thinking or Feeling preference, and 20 questions that identify the Judging or Perceiving preference. The scoring works the same in these preferences as in the Extrovert-Introvert scale, except that there are more questions (20) to identify the preference. The four individual preferences then combine to give a four-letter personality type.

Table 8 presents the distribution of VisionQuest teachers by individual letter preference. A majority of VisionQuest teachers identified preferences as Extrovert (62%), Sensing (68%), and Judging (75%). The distribution of

Thinking and Feeling was almost equal.

Table 8

Distribution of VisionQuest Teachers by Individual Preferences

Individual Preference	Number	%
Extrovert - Introvert:		
E	49	62.0
I	24	30.4
Equal Preference ^a	6	7.6
Sensing - Intuitive:		
S	54	68.4
N	24	30.4
Equal Preference ^a	1	1.2
Thinking - Feeling:		
T	35	44.3
F	37	46.8
Equal Preference ^a	7	8.9
Judging - Perceiving:		
J	59	74.7
P	16	20.3
Equal Preference ^a	4	5.0

^aThe Keirsey Temperament Sorter allows for tie scores that result in an equal preference.

The combination of the four preferences results in a four letter combination that describes an individual's type. The four-letter combination yields 16 different personality types.

Table 9

Distribution of VisionQuest Teachers by Four-Letter
Personality Type

4-Letter Type	Number	%
ISTP	1	1.3
ESTP	1	1.3
ISFP	0	0.0
ESFP	0	0.0
ISFJ	3	3.8
ESFJ	15	19.0
ISTJ	10	12.7
ESTJ	14	17.7
INTP	0	0.0
ENTP	1	1.3
INTJ	1	1.3
ENTJ	2	2.5
INFJ	2	2.5
ENFJ	2	2.5
INFP	3	3.8
ENFP	8	10.1
Missing ^a	16	20.3

^aDue to ties in certain individual preferences that prevent a four-letter combination from being formed.

The distribution of VisionQuest teachers over the 16 different personality types is displayed in Table 9. The highest percentage of teachers identified the ESFJ type (19%), followed by the ESTJ type (18%), the ISTJ type (13%), and the ENFP type (10%).

While the four-letter combination types described above are useful in discerning the different types of teachers, the literature more strongly supports the use of two-letter types. The Keirsey Temperament Sorter that was used with all participants is described in terms of these four major personality types (Keirsey & Bates, 1984).

A brief description of the four personality types follows. The SP types are described as "Free Spirit" (Mamchur, 1996, p. 89) educators who value growth of spontaneity and freedom in their students. These teachers prefer innovative instructional strategies including projects, contests, games, and demonstrations. Few SPs enter the teaching profession, and they do not stay in the profession for long periods of time.

The SJ types are described as "Traditionalist" (Mamchur, 1996, p. 89) educators who prefer routine instructional strategies including recitation, drill, composition, and tests. They typically stay in teaching for long periods of time and represent the largest personality type in the teaching profession. SJs value growth of responsibility and utility in their students.

The NT teacher is described as an "Achiever" (Mamchur,

1996, p. 89) and has a medium stay in teaching. NTs value growth of knowledge and skills in their students and favor lectures, tests, compositions, projects, and reports as instructional strategies.

The NF educator represents the second largest personality type in the field of teaching and is described as an "Idealistic Change Agent" (Mamchur, 1996, p. 89). NF teachers appreciate growth of identity and integrity in their students and use a variety of instructional strategies including group projects, interaction, and simulations. They typically stay in teaching for long periods of time.

The distribution of VisionQuest teachers over the four major personality types is shown in Table 10. The majority of teachers identified the SJ type (59%) as their preference, whereas the NF type (21%) was the second highest.

Table 10

Distribution of VisionQuest Teachers by Two-Letter Personality Type

2-Letter Type	Number	%
Sensing-Perceiving (SP)	4	5.1
Sensing-Judging (SJ)	47	59.5
Intuitive-Thinking (NT)	4	5.1
Intuitive-Feeling (NF)	17	21.5
Missing ^a	7	8.9

^aDue to ties in certain individual preferences that prevent a two-letter combination from being formed.

The subsequent analyses were conducted using the two-letter types as opposed to the four-letter types for two reasons. First, the two-letter type is more broadly supported in the literature than the four-letter type. Second, the VisionQuest data had fewer missing scores in the two-letter type than in the four-letter type. The two-letter type had a total of 72 valid responses out of 79 respondents, and the four-letter type had only 63 valid cases. Additionally, the four-letter type contains sixteen categories, and some of the categories were not represented by VisionQuest teachers. For example, table 9 shows that there were no VisionQuest teachers in the following types: ISFP, ESFP, and INTP. In most of the subsequent analyses, the two-letter type was employed for these reasons.

Testing the Null Hypotheses

Hypothesis 1: There is no difference in the proportion of VisionQuest teachers who have each personality type.

This hypothesis was tested by chi-square analysis because the actual VisionQuest teachers' types were compared to equal distributions in each type. Chi-square allows comparison between an actual distribution and an expected distribution. "To test hypotheses about data that are counts, you compute . . . a chi-square statistic and compare its value to the chi-square distribution to see how unlikely the observed value is if the null hypothesis is true" (Norusis, 1995, p. 328).

Results of the analysis are shown in Table 11. As presented, the value of chi-square is significant at the .0000 level; therefore, the null hypothesis is rejected. Based on the chi-square analysis, VisionQuest teachers are not randomly or equally distributed across the personality types.

Table 11

Chi-Square Demonstrating Differences in the Personality Type of VisionQuest Teachers

Personality Type	VisionQuest Teachers	Expected	Residual
SP	4	18	-14.00
SJ	47	18	29.00
NT	4	18	-14.00
NF	17	18	-1.00
Total	72		

Note. $\chi^2 = 68.5556$; $p = .0000$; $df = 3$.

Hypothesis 2: There is no difference between the personality types of VisionQuest teachers and traditional teachers.

Comparison Group: In testing hypothesis 2 comparing VisionQuest teachers to teachers in the general population, the researcher had to make several decisions regarding which data to use to compare with the VisionQuest data. As

described earlier, the researcher decided to use the two-letter personality type due to the higher number of valid VisionQuest responses and the fact that the two-letter type is more broadly supported in the literature. The two-letter type yielded 72 valid responses, whereas the four-letter type produced only 63 valid responses.

Second, the researcher had to decide which authority to use for percentages of teachers in the general population for comparative purposes. In the literature, as outlined in chapter 2, there were several sources of general percentages. After reviewing the major sources, including Myers and McCaulley (1985), Keirse and Bates (1984), Mamchur (1996), and Clark and Guest (1995), the researcher came to the conclusion that the Myers and McCaulley data were the most valid. All of the researchers appear to have generated percentages based on information from the Center for Applications of Psychological Type, Inc., located at the University of Florida, Gainesville. However, Myers and McCaulley provide the most detail regarding the studies on which they based their data; and subsequently, their percentages of each type were derived from large sample sizes ($n = 16,678$) conducted over many years (1971-1984).

However, the Center for Applications of Psychological Type, Inc. (1996) clearly indicates that percentages across the populations are subject to change and that they are only estimates of the population. This indicates that percentages are likely to change from one sample to another and that none

of the estimates are 100% correct. Understanding that all percentages are only estimates and subject to change, the researcher had to make a decision regarding which data to use for the chi-square analyses.

Therefore, when comparing the VisionQuest data to expected frequencies, the researcher used the Myers and McCaulley (1985) data as the expected percentages for two analyses and the Clark and Guest data (1995) for two analyses. The Clark and Guest data were used in comparing VisionQuest teachers to (1) the general population, and (2) high-school teachers in general. The Myers and McCaulley data were employed for the other two comparative analyses, including (1) teachers in general by individual preference, and (2) teachers in general by personality type.

Chi-square was used to test hypothesis 2 because it allows comparison between an actual distribution and an expected distribution. There were several steps to testing this hypothesis. The VisionQuest teachers were compared to:

1. The general population by personality type
2. Teachers in general by individual preferences
3. Teachers in general by personality type
4. High-school teachers by personality type.

First, the VisionQuest teachers were compared to the general population. Since most of the research regarding personality types identifies the types as they break down in the general population, the Vision Quest teachers were first compared to the population in general. Clark and Guest

(1995, p. 22) indicate that the general population and different levels of teachers break down by personality type as displayed in Table 12.

Table 12

Personality Type of the General Population and by Grade Taught (by Percentages)

Population	SP Type	SJ Type	NT Type	NF Type
General Population	38	38	12	12
Elementary teachers	13	50	10	27
Mid-level teachers	11	44	15	30
High School teachers	7	42	16	34

In order to examine how VisionQuest teachers' personality types compare to the general population, chi-square was used in comparing teachers with the above percentages for the general population. The results are presented in Table 13. As shown, the value of chi-square is significant at the .0000 level; therefore, VisionQuest teachers are different from the general population. There are more SJs and NFs in the teaching population at VisionQuest than in the general population, and there are fewer SPs and NTs working as VisionQuest teachers than in the population at large. The abundance of SJ teachers and the lack of SP teachers are considerably higher than the differences in NFs and NTs.

Table 13

Chi-Square Demonstrating Differences Between VisionQuest Teachers and the General Population

Personality Type	VisionQuest Teachers	Expected	Residual
SP	4	27.36	-23.36
SJ	47	27.36	19.64
NT	4	8.64	-4.64
NF	17	8.64	8.36
Total	72		

Note. $\chi^2 = 44.6240$; $p = .0000$, $df = 3$.

The second step in testing hypothesis 2 was to compare the VisionQuest teachers' individual letter preferences with those of teachers in general. Table 14 depicts the chi-square analysis for each set of preferences. Again, chi-square was used as a valid tool to compare actual distributions with expected distributions. The expected distributions were based on the Myers and McCaulley data for teachers in general.

There is a significant difference between VisionQuest teachers and teachers in general in three of the four subsets, including EI, SN, and JP. There is not a significant difference in the TF preference. VisionQuest teachers are different from general teachers in that they are more extroverted, sensing, and judging. VisionQuest teachers

are not, however, different from general teachers in that they are equally thinking and feeling.

Table 14

Chi-Square Demonstrating Differences in Individual Preferences Between VisionQuest Teachers and Teachers in General

Sets of Preferences	VisionQuest Teachers		General Teachers
	No.	%	%
Extrovert - Introvert:			
E	49	62.0	50.51
I	24	30.4	49.49
	$\chi^2 = 8.0601; p = .0045; df = 1$		
Sensing - Intuitive:			
S	54	68.4	50.85
N	24	30.4	49.15
	$\chi^2 = 10.5441; p = .0012; df = 1$		
Thinking - Feeling:			
T	35	44.3	42.00
F	37	46.8	58.00
	$\chi^2 = 1.2918; p = .2557, df = 1$		
Judging - Perceiving:			
J	59	74.7	65.64
P	16	20.3	34.36
	$\chi^2 = 5.6429; p = .0175; df = 1$		

After comparing VisionQuest teachers to the general population and then to teachers in general using the individual preferences, the researcher then compared VisionQuest teachers to general teachers using the two-letter personality type. Using chi-square, the Myers and McCaulley data was used (1985, pp. 261-292) as the expected distributions and was compared to the actual types of VisionQuest teachers. The results of the analysis are shown in Table 15.

Table 15

Chi-Square Demonstrating Differences in Two-Letter Personality Type Between VisionQuest Teachers and Teachers in General

Personality Type	VisionQuest Teachers	Expected	Residual
SP	4	7.37	-3.37
SJ	47	29.24	17.76
NT	4	13.10	-9.10
NF	17	22.29	-5.29
Total	72		

Note. $\chi^2 = 19.8988$; $p = .0002$, $df = 3$.

Based on the findings, the second null hypothesis is rejected since there is a significant difference between VisionQuest teachers and teachers in the general population. There are more SJ teachers at VisionQuest than in the general population, and there are less of the SP, NT, and NF types in VisionQuest than in the general population.

The researcher then compared VisionQuest teachers to high-school teachers in general, since VisionQuest teachers are high-school teachers. Clark and Guest (1995) break down the types using four categories: general population, elementary teachers, mid-level teachers, and high-school teachers. Table 12 displays Clark and Guest's (1995, p. 22) findings of personality style by grade level.

The Clark and Guest (1995, p. 22) high-school data was used as the expected distribution in a chi-square analysis. The VisionQuest teachers' types were compared to high-school teachers in general. The results are presented in Table 16. There is a difference between the personality type of VisionQuest teachers and high-school teachers. Again, there are more SJ teachers and fewer SP, NT, and NF teachers employed by VisionQuest than in regular high-schools. These findings are consistent with the previous findings that VisionQuest teachers are different from teachers in general; therefore, the null hypothesis is rejected.

Table 16

Chi-Square Demonstrating Differences in Two-Letter Personality Type Between VisionQuest Teachers and High-school Teachers

Personality Type	VisionQuest Teachers	Expected	Residual
SP	4	5.09	-1.09
SJ	47	30.55	16.45
NT	4	11.64	-7.64
NF	17	24.73	-7.73
Total	72		

Note. $\chi^2 = 16.5238$; $p = .0009$, $df = 3$.

Hypothesis 3: There is no difference in length of employment at VisionQuest among teachers with different personality types.

In order to test this hypothesis, a one-way ANOVA was used with employment length as the dependent variable and personality type as the independent variable. ANOVA is used to analyze differences in groups. ANOVA

examines the variability of the sample values. You look at how much the observations within each group vary as well as how the group means vary. Based on these two estimates of variability, you can draw conclusions about the population means. (Norusis, 1995, p. 282)

The ANOVA was first conducted using the two-letter, four-category personality types. This is consistent with the earlier analyses. The results of the one-way ANOVA are shown

in Table 17. When conducted with these data, there is not a significant difference in length of employment at VisionQuest among teachers with different personality types. Therefore, the null hypothesis would be retained.

Table 17

One-Way ANOVA With Employment Length of VisionQuest Teachers by Two-Letter Personality Type

Source of Variation	Sum of Squares	Degrees of Freedom	F Ratio	Sig of F
Main Effect Employment Length	31.7254	3	1.5782	.2027
Within Groups (Error)	455.6496	68		
Total	487.3750	71		

However, when the data are analyzed using the four-letter, 16 category personality types, there is a significant difference ($F = 2.8285$, $p = .0050$). The results of the one-way ANOVA with employment length by personality type are displayed in Table 18. Using these data, the null hypothesis would be rejected.

The results of the Student-Newman-Keuls multiple comparison test are presented in Table 19. "Multiple comparison procedures protect you from calling differences significant when they really aren't" (Norusis, 1995, p. 291). The Student-Newman-Keuls is a post-hoc test to determine

Table 18

One-Way ANOVA With Employment Length of VisionQuest Teachers
by Four-Letter Personality Type

Source of Variation	Sum of Squares	Degrees of Freedom	F Ratio	Sig of F
Main Effect Employment Length	186.9365	12	2.8285	.0050
Within Groups (Error)	275.3810	50		
Total	462.3175	62		

which groups are different from one another.

The mean length of employment for INFJs at VisionQuest was 9.75 years and for ENTPs was 9.00 years. All the other types had means less than 4 years. Additionally, the INFJ (denoted in bold in the table) personality group was significantly different from eight other personality types (denoted by *), including: ISFJ, ESFJ, ISTJ, ESTJ, ENTJ, ENFJ, INFP, and ENFP. This means that the INFJ is different from the other eight types.

The INFJ type is one of four from the NF group, or "Idealistic Change Agent" (Mamchur, 1996, p. 83). However, three of the types that are different from the INFJ type are also from the NF group, including the ENFJ, INFP, and ENFP. The INFJ type differentiates itself from the other three NF types because it has Introverted, Intuitive, Feeling, and Judging preferences.

Table 19

Student-Newman-Keuls Multiple Comparison Test of Employment Length of VisionQuest Teachers by Four-Letter Personality Type

Personality Type	Mean Length of Employment Years
INTJ	.00
ESTP	.50
ISTP	1.00
ESTJ*	1.39
ENFJ*	1.50
ENTJ*	2.25
ESFJ*	2.57
ENFP*	2.63
ISTJ*	2.90
INFP*	3.33
ISFJ*	3.83
ENTP	9.00
INFJ	9.75

This unique combination of preferences may result in a type that tends to teach at VisionQuest for longer periods of time because the average length of employment for INFJ types was 9.75 years. However, there were only two cases in the INFJ category, even though the multiple comparison test declared them to be significantly different at the .05 level from the eight identified types. Based on only two cases,

there is not enough power to determine if the INFJ type really is different from the other types regarding length of employment.

Therefore, the null hypothesis that there is no difference in length of employment at VisionQuest among teachers with different personality types is retained.

Qualitative Results

In addition to the statistical analyses, qualitative data were also collected. Teachers were asked two questions on the cover sheet of the instrument: What attracted you to VisionQuest originally, and What motivates you to continue teaching at VisionQuest? Using content analysis, the researcher tallied the responses to these two questions.

Content analysis is a form of qualitative research where the researcher analyzes and describes data and then makes conclusions based on the analysis. Miles and Huberman (1984) describe the process. "We consider that analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion-drawing/verification" (p. 23). For this study, the researcher analyzed the qualitative responses of the teachers to the two questions above. The researcher reduced the data to several repeated responses and counted how many teachers responded similarly. Table 20 details the qualitative responses. Based on these findings, the researcher drew the following conclusions.

Table 20

Qualitative Responses to Questions Regarding Attraction to
and Motivation to Continue Teaching at VisionQuest (in
Percentages)

Responses	Attraction to VisionQuest	Motivation to Continue Teaching
Kids	25	53
Job	32	6
Wilderness Environment	16	0
Philosophy	9	0
Programming	0	6
Enjoy Job	0	5
Non-traditional Education	5	0
Adventure	5	0
Opportunity	4	0
God	3	1
Personal Goals	0	4
Professional Development	0	3
Development of Curriculum	0	3

Although there were a variety of responses to the first question about attraction to VisionQuest, the majority fell into four categories. It should be noted that some respondents listed several answers to the same question; therefore when tallying the responses, each individual may have been counted several times. For example, a teacher may

have identified kids and philosophy as reasons why she was initially attracted to VisionQuest. Responding several times to the same question resulted in overlapping of percentages; therefore, each individual may be represented in several categories.

Teachers were attracted to VisionQuest initially for four major reasons: a job, the students, wilderness environment, and philosophy. Of the teachers, 25 or 32% stated that they originally came to VisionQuest because they needed a job, whereas 20 teachers or 25% accepted employment because they wanted to work with difficult students. Of the respondents, 13 or 16% were interested in the wilderness environment, and 7 or 9% identified the VisionQuest philosophy as a reason for attraction. Other responses included non-traditional approaches to education, adventure, an opportunity, a challenge, and God.

When asked what motivates them to continue teaching at VisionQuest, there was one response given more often than any other. A majority of teachers (42 or 53%) responded that they continued teaching at VisionQuest because of the students they worked with. Most commented that they felt like they were making a difference with many troubled students. Some teachers even listed individual students' names. Other responses included: enjoy the job, need a job, and the VisionQuest programming. A few teachers cited personal goals, professional development, and the development of the curriculum as motivating forces.

Based on the responses and subsequent analysis, VisionQuest teachers appear to be attracted to the organization because they need a job and want to teach. After a period of time, however, they seem to develop more intrinsic types of motivation because they continue teaching at VisionQuest due to the students. While many teachers come to VisionQuest to secure a job in their field, they continue teaching because of their students. VisionQuest teachers appear to want to make a difference in the lives of their students. They believe that they are making a difference, and this seems to lead to personal and professional satisfaction. This level of satisfaction provides the needed motivation to continue teaching at VisionQuest.

Summary

With an annual turnover rate in teachers of approximately 24%, VisionQuest is interested in recruiting teachers who will stay with the organization for more than a few months. This study was undertaken to determine what types of teachers are recruited by VisionQuest and whether there are types that stay for long periods of time.

This chapter presented an analysis of the data generated by this study using the Keirsey Temperament Sorter. The entire population participated in the study, which included all 79 teachers. The two primary personality types of teachers at VisionQuest identified were SJ = 59.5% and NF = 21.5%. The SJ teacher is described as the "Traditionalist"

(Mamchur, 1996, p. 81) educator, and the NF teacher is described as the "Idealistic Change Agent" (Mamchur, 1996, p. 83). The mean length of employment was 2.52 years with a range from brand new (less than 6 months) to 10.5 years.

The first hypothesis, which states that there is no difference in the proportion of VisionQuest teachers who have each personality type, was analyzed and rejected using chi-square analysis. VisionQuest teachers are not equally or randomly distributed across all personality types. There is a much higher proportion of SJ types among VisionQuest teachers.

The second hypothesis, which states that there is no difference between the personality types of VisionQuest teachers and those of traditional teachers, was analyzed and rejected using chi-square analysis. There are more SJ teachers at VisionQuest than in the general teaching and high-school teaching populations. Also, there are fewer SP, NT, and NF teachers at VisionQuest than in the general teaching and high-school teaching populations.

The third hypothesis, which states that there is no difference in length of employment at VisionQuest among teachers with different personality types, could be rejected or retained. When analyzing the data using the two-letter, four-category personality types, the one-way ANOVA did not produce significant differences. However, when analyzing the data using the four-letter, 16-category personality types, the one-way ANOVA did produce significant differences. The

mean length of employment for the INFJ type was 9.75 ($n = 2$), and there were significant differences between the INFJ and the ISFJ, ESFJ, ISTJ, ESTJ, ENTJ, ENFJ, INFP, and ENFP groups. This may indicate that teachers with Introverted, Intuitive, Feeling, and Judging preferences may tend to stay at VisionQuest for longer periods of time than some other types. However, there were only two valid cases in the INFJ type, so the third hypothesis should be retained.

In addition, the instrument's cover sheet asked several qualitative questions that were analyzed using content analysis. The questions asked teachers about what attracted them to VisionQuest and what motivated them to continue teaching. Many of the teachers were originally attracted to VisionQuest simply for a job, whereas many others were interested in working with troubled youth. A majority of teachers responded that they continue teaching at VisionQuest because of the students they work with. Many indicated that they feel like they are making a difference in the lives of difficult students.

Although many were initially attracted to VisionQuest simply for a job in their field, a majority of teachers continued teaching because of their students. Their motivation moved from extrinsic (i.e., needing a job), to intrinsic (i.e., wanting to make a difference).

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSIONS

Introduction

This chapter contains a summary of the purpose, structure, and methodology used in this research study. The major findings are then presented along with conclusions drawn from the findings. The chapter concludes with implications of the study, recommendations for further research, and reflections.

Purpose

The purpose of this study was to identify the personality type of the teachers who work at VisionQuest. The study also sought to determine if there is a difference between the personality types of VisionQuest teachers and teachers in the general population. In addition, the study sought to determine if there is a difference in length of employment of VisionQuest teachers based on personality type.

The primary reason the study was conducted was to provide information that would improve the recruiting and retention processes of teachers since VisionQuest experienced a 24% turnover rate during the 1996-1997 school year. Prior to this study, no research had been conducted to determine

the types of teachers who are attracted to working at VisionQuest. Administrators had different perceptions as to the types of teachers who worked at VisionQuest, but none of the perceptions had been tested, confirmed, or denied through valid research.

The basic questions guiding this study were:

1. Is there a difference in the proportion of VisionQuest teachers who have each personality type?
2. Is there a difference between VisionQuest teachers' personality types and personality types of traditional teachers?
3. Is there a difference in length of employment at VisionQuest among teachers with different personality types?

Structure

The study employed the Keirsey Temperament Sorter, an adaptation of the Myers-Briggs Type Indicator, to generate information from respondents. The Keirsey scale was used to describe personality types of VisionQuest teachers who were employed during the period April 1997 through May 1997. The Keirsey Temperament Sorter is scored by hand and produces a four-letter personality type based on an individual's preferences.

The four-letter personality type is compiled from four sets of preferences. The four preferences are Extroverted or Introverted (EI), Intuitive or Sensing (NS), Thinking or Feeling (TF), and Judging or Perceiving (JP). Sixteen

possible types are identified based on the combination of these four preferences. The literature, however, more strongly supports the use of the two-letter, four type categories that are more broad-based. The four main temperaments are Sensing-Perceiving (SP), Sensing-Judging (SJ), Intuitive-Thinking (NT), and Intuitive-Feeling (NF). These four temperaments have been associated with different leadership and management styles as well as teaching and learning styles. There is sufficient evidence in the literature to indicate that specific personality types are more likely to enter the profession of teaching and to stay for longer periods of time (Clark & Guest, 1995; Keirsey & Bates, 1984; Mamchur, 1996).

Methodology

The Keirsey Temperament Sorter was used to obtain data to answer the questions guiding the study. Included with the sorter was a cover sheet that generated demographic data and responses to qualitative questions. The instrument was administered to all VisionQuest teachers employed during the period April 1997 through May 1997. All 79 teachers completed and returned the survey, resulting in a 100% response rate. A copy of the instrument and cover sheet are included in Appendix B.

Testing the Hypotheses

Three hypotheses were presented in order to answer the research questions. Hypothesis 1 stated that there is no

difference in the proportion of VisionQuest teachers who have each personality type. This hypothesis was tested using chi-square analysis and revealed that VisionQuest teachers are not randomly or equally distributed across all personality types. The majority (60%) of teachers employed by VisionQuest identified the SJ type. Thus, hypothesis 1 was rejected.

Hypothesis 2 stated that there is no difference between personality types of VisionQuest teachers and those of traditional teachers. Several chi-square analyses were conducted to compare VisionQuest teachers to teachers in general and high school settings. In all instances, the VisionQuest teachers were different from other teachers in the general population. There are more SJ educators and fewer SP, NF, and NT educators teaching at VisionQuest than in the general population. Therefore, hypothesis 2 was rejected.

Hypothesis 3 stated that there is no difference in length of employment at VisionQuest among teachers with different personality types. Two one-way ANOVAs were conducted using length of employment as the dependent variable and personality type as the independent variable. The first analysis used the two-letter, four-category personality types that are most supported in the literature. Using these data, the one-way ANOVA was not significant, resulting in no difference in personality types by length of employment. The second analysis used the four-letter, 16-

category personality types that are less supported in the literature. Using these data, the one-way ANOVA was significant, resulting in a difference between the INFJ type and eight other types. The mean length of employment for the INFJ group was 9.75 years; however, the valid number of cases for the category was only two. Thus, hypothesis 3 could have been retained or rejected, but based on the small number of valid cases, it was rejected until future research either confirms or denies it.

Major Findings and Conclusions

There were several major findings as a result of this research study.

1. A majority of teachers (49%) had been hired within 1 year.
2. Almost 60% of the VisionQuest teachers identified the SJ type as their preference, followed by the NF type at almost 22%. Conversely, only 5% identified each of the NT and SP types as their preferences.
3. VisionQuest teachers are different from the general population of teachers. There are more SJ teachers at VisionQuest than in the general population of teachers, and this finding was statistically significant. However, in both the general teaching population and the high school teaching population, a majority of teachers have the SJ type, which is consistent with VisionQuest teachers.
4. There does not appear to be a very strong

relationship between personality type and length of employment at VisionQuest.

5. A majority of teachers (53%) identified working with and making a difference with troubled youth as a motivating force to continue teaching at VisionQuest, while only a small number of teachers (9%) identified the program philosophy as an attraction to VisionQuest.

These findings are important for several reasons. Administrators at VisionQuest, including the researcher, have held certain beliefs and perceptions about the types of teachers that are employed. These beliefs and perceptions are similar to what Peter Senge, author of The Fifth Discipline (1990), refers to as mental models. "Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action" (p. 8). These models are held over time by a group of people and are typically not based on any valid research. People in organizations share these mental models and perpetuate them. Senge explains further:

The discipline of working with mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on 'learningful' conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. (p. 9)

VisionQuest administrators have a mental model about the type of teachers that work for the agency. They believe that VisionQuest attracts non-traditional types of teachers. The

researcher personally thought that VisionQuest teachers would be different from the general population of teachers but in the opposite direction. The researcher believed as do most other VisionQuest administrators that teachers are attracted to VisionQuest because of its non-traditional environment. The teachers have often been described as "Peace Corps" types who are free thinking, creative, and looking for flexibility not often found in a public school environment. This mental model has been held by administrators for as long as the researcher has been employed by VisionQuest (more than 6 years), and others report that it has existed longer than that.

The VisionQuest teachers follow the same trends for teachers in the general population and in the high school population. While there are more SJ teachers employed at VisionQuest than in public schools, the majority of educators in the general teaching population and the high school population are also SJ types. Therefore, even though the VisionQuest teachers are different from the general teaching and high school populations, the trends are the same. There are a majority of SJ teachers in VisionQuest, the general teaching population, and the high school population.

The VisionQuest teachers identified themselves as "Traditionalist" (Mamchur, 1996, p. 81) educators. Mamchur (1996) describes this group of teachers:

Dedicated and committed, they have the longest stay in education, tending not to abandon anything, including their profession. . . . Productivity is the

organizational goal: producing good citizens who can function with responsibility in the work-a-day world. . . . Preferring formal structures in the classroom, the SJ teacher enjoys a learning environment that combines structure, predictability, clear-cut assignments, and fairness. (pp. 82-83)

This description is obviously very different from the mental model described above. VisionQuest teachers as a whole are not "Peace Corps" types, rather they are "Traditionalists" who appreciate and demand structure and organization.

Conversely, the qualitative finding does appear to fit a part of the mental model of teachers that many VisionQuest administrators hold. Most VisionQuest administrators believe that the majority of teachers genuinely care about the welfare and education of their students. The fact that the teachers cite the "kids" as one of their highest motivating forces to continue teaching at VisionQuest is not a surprise to these administrators and supports a part of the mental model.

Discussion

Based on the information gleaned from the Keirsey Temperament Sorter, there are more highly structured and traditional teachers at VisionQuest than in the general population. This information directly conflicts with the mental model that VisionQuest administrators, including the researcher, have held regarding the VisionQuest teachers. Faced with the new information that now is supported by sound research procedures, the mental model must be analyzed and changed according to the new information.

After the initial surprise of the teachers' types, the researcher began to examine the VisionQuest program from a new perspective. The researcher also started having "learningful conversations" (Senge, 1990, p. 9) with other VisionQuest administrators regarding the reality of the situation. Participating in this process led to several key insights. First, the teachers at VisionQuest may have been at one point in time similar to the "Peace Corps" types supported by the mental model. A case could be made for this belief although it was not tested and is beyond the scope of this study. This mental model may have started in reality but did not keep pace with the changes in the organization. None of the administrators, including the researcher, had taken the time to re-examine the model.

When VisionQuest first started more than 20 years ago, it was a pioneering program, offering an alternative to incarceration for youth. The education program was not a focus, and teachers were employed only to stay in compliance with Department of Welfare regulations. VisionQuest received no educational funding; therefore, the agency was not held to any regulations regarding the education of the youth in its care. The teachers who were employed then may have been more free-thinking, creative, spirited people. There was no reason to be rule bound as there were no rules to guide or bind them. They could teach whatever they wanted whenever they wanted. If the program director decided that there was no time for school, then school was canceled and the teachers

performed other duties.

Today, VisionQuest is a much different program in many ways, but especially in the area of education. About 7 years ago, the educational programs became licensed and funded. With this funding came a set of laws and regulations that had to be followed or else the funding might be jeopardized. Program directors could no longer dictate the number of school hours, and teachers were expected to perform the duties related to a teacher on a full-time basis. The teachers also had to be certified in secondary education in their content subject. They would no longer teach subjects outside their content area. These changes alone could have affected the type of teachers who worked for VisionQuest.

With the changes in licensure and funding came major changes in the teaching and learning process. VisionQuest committed to providing a high-quality education based on high expectations for every student. In order to achieve this high-quality education, many changes were made to improve the teaching and learning process. First, the teachers helped to develop a basic education curriculum that was standardized across all VisionQuest programs. Unit plans and lesson plans were required to be completed and followed. Principals were hired to supervise the educational program and focus on the instructional process. Teachers were also expected to complete essential paperwork (e.g., student attendance). Buildings were erected in order to conduct classes in a separate school as opposed to the kitchen or other available

space.

The entire focus of the VisionQuest program changed because now school was to be held at least 5 1/2 hours each day to meet the minimum requirements. With all these changes, especially the change in school hours, the rest of the program had to change as well. Education became equally as important as treatment. The students started spending much more time in academic classes, which meant that the teachers had more contact time with them on a daily basis than did any other staff.

The second key discussion point addresses the needs of the students. VisionQuest students come from very unstructured homes and communities. They typically have not attended or been successful in school. Many have negative attitudes toward teachers and education in general because of their poor experiences. These students crave structure, a routine, and the predictable. They want to be able to anticipate what will happen next and not be surprised. Many VisionQuest youth come from dysfunctional families where every day there is some new tragedy or unexpected event.

VisionQuest students want and need teachers who provide a safe, orderly, and highly structured environment where they can anticipate what will happen next. These students thrive with an SJ educator who clearly sets expectations and assignments. They can predict what the teacher wants and respond appropriately. "As a teacher or principal, the SJ temperament organizes interactions around tasks, preferring

that one person be in charge of the task and that specific and fixed rules govern the way things are done" (Mamchur, 1996, p. 82). VisionQuest students appreciate the stability that the SJ teacher brings to their lives.

Another characteristic of SJ teachers is tenacity and the feeling that they are "bound to their duty" (Mamchur, 1996, p. 82). These students need teachers who will not give up on them at any cost. Too many frustrated teachers have kicked these kids out of their classrooms because they did not have the patience to work with them. Thus, students received a loud message that they were not wanted and were not capable. For many, the failure in school may have led to their subsequent delinquent behavior. VisionQuest students crave teachers who care about them and want them to succeed. "The SJ is tenacious and will insist on continuing with the task at hand because he has assigned himself to doing it. This tenacity has its bright side in that the SJ will persevere when others have given up" (Mamchur, 1996, p. 82). These positive qualities of the SJ educator meet many needs of VisionQuest students.

The final key point that surfaced as a result of the mental model analysis is that VisionQuest's programming requires teachers who run a structured classroom. The program staff who work with the students outside of the school day are also responsible for responding to problem or crisis situations during school. These staff have other responsibilities that they must attend to during school

hours, so these staff cannot afford to be interrupted many times throughout the day. When the program staff are continually called upon to respond to emergency situations, they start resenting the teacher who appears to be losing control in the classroom. Control and safety are very important to the success of the VisionQuest program and must be maintained at all times. If teachers cannot adequately control their class without assistance, they become a drain on the program. Program staff are more supportive of teachers who are perceived to be in control and less supportive of teachers who are perceived to be loose or not structured.

SJ teachers take their responsibility seriously and want others to know that they can be relied upon to get the job done. An SJ educator would not want to be labeled by program staff as a problem and would do whatever was necessary to avoid that from happening. "The slogan of SJs on the job is 'We deal with it' and indeed, they do. The SJs in the school can be counted on to deal with whatever must be dealt with" (Mamchur, 1996, p. 83). In VisionQuest, a responsible, structured teacher is more likely to be successful than a free-spirited, loose teacher.

Implications for VisionQuest

As a result of this study, there are several implications for VisionQuest.

1. The administrators' mental model about teachers is

no longer applicable to the agency.

2. The fact that the majority of teachers are comprised of one personality type impacts on several educational areas including the change process, curriculum instruction, staff development, student expectations, and student achievement.

3. The recruiting process may be affected by knowing and understanding the types of teachers who are currently working in the program.

4. A teaching faculty comprised of primarily one personality type may not lead to the highest level of student achievement.

5. The fact that only a small percentage of teachers (9%) are attracted to VisionQuest because of its philosophy may be a factor in teacher retention.

6. Personal satisfaction in working with students provides a strong motivation for staying at VisionQuest and provides an opportunity to improve retention.

Engaging in "learningful" conversations may help to further clarify and define VisionQuest's mental model about teachers. When an agency has a misconception about the type of people it is employing, that conception affects many areas, including recruiting, retention, job performance, and expectations. Understanding the types of people who are employed in the organization is essential to the success of the organization. Additionally, if the mental model about teachers has not been correct, there may be other models that

are not correct or have not kept pace with the changes in the agency. VisionQuest may need to re-examine several other categories of employees as well as other areas in the agency in order to analyze existing mental models.

Understanding the teachers' characteristics is helpful in the planning and implementation of the education program. Knowing that the majority of teachers are traditional, structured people has several far-reaching implications. Teachers' style preferences affect the change process, curriculum, instruction, staff development, student expectations, and ultimately student achievement. Although SJ educators have many positive qualities that complement VisionQuest's philosophy of education, they also have some characteristics that are oppositional to the philosophy. For example, SJs are not very open to change. "Change, revolution, chaos, and anarchy are the enemies of the SJ traditionalist" (Mamchur, 1996, p. 83). These teachers are not comfortable with change and often resist it. In today's fast-moving society, change is rampant, and the SJ teacher has a difficult time keeping up with the pace. SJ educators prefer the stability of structure and predictability. The implication for VisionQuest is that expecting these teachers to readily accept rampant and continual change is probably unrealistic. Administrators need to find ways to present change in a way that helps the SJs to feel more comfortable.

Curriculum and instruction are also affected as a result of having a majority of SJ teachers. These teachers prefer

more traditional instructional techniques, such as recitation, drill, composition, tests or quizzes, and demonstration (Mamchur, 1996). This is in direct opposition to VisionQuest's philosophy of education that espouses the use of such creative strategies as cooperative learning and direct instruction. Expecting teachers to immediately change their instructional preferences is also not realistic. Again, these teachers probably need more time and training to become comfortable with alternative strategies.

Conversely, the SJ style seems to fit well with VisionQuest's curriculum process. SJs follow the rules and want to get the job done. Due to the heavy movement of students through the many phases of the VisionQuest program, the curriculum must be standardized. Every science teacher is required to teach the same topic from Pennsylvania to Texas to Arizona. The teachers in curriculum content groups develop the unit plans every 9 weeks and agree to follow them. The SJ teachers are very comfortable with this process for two reasons. First, they are able to participate in the planning of the unit plan; and second, they are comfortable following a specified, logical rule. The SJ educators "can be counted on in the educational system to preserve those things that need preserving" (Mamchur, 1996, p. 83).

Understanding the SJ's preferences also has implications for staff development. When training these teachers, they require a very structured, ordered sequence of events. They also want to be able to predict what will happen during the

training. Like their students, they do not want any surprises. The staff development that VisionQuest has been providing for the teachers over the past 5 years has evolved unconsciously to meet these teachers' needs. Training occurs four times a year at the end of each school quarter. All the teachers from the various programs are brought together to develop the unit plans and participate in a comprehensive training plan built around a specific instructional strategy or set of techniques. This style of training seems to fit the characteristics of the SJ educator.

The teachers' expectations of their students are also affected by their personality preferences. Although SJ teachers may persevere with their students and not give up on them, they may not hold high enough expectations for them. "Growth of responsibility and utility sums up the SJ's educational goal. Having the students get on with the work and learn the basics is a common classroom goal" (Mamchur, 1996, p. 83). Learning the basics and being responsible are important goals for students, but these goals should not be the only ones. The SJ teacher may not expect enough from students regarding higher level thinking or complex content matter. Working with these teachers to raise their expectations of students is a challenging, yet important process.

Without high expectations, students will not have the opportunity to achieve at high levels. As Rosenthal and Jacobson declared as long ago as 1968, teachers' attitudes

and expectations appear to affect student achievement. "Our experiment rested on the premise that at least some of the deficiencies--and therefore at least some of the remedies--might be in the schools, and particularly in the attitudes of teachers toward disadvantaged children" (p. 7). At the very least, VisionQuest's students are disadvantaged, possibly even educationally deprived, and deserve and need high expectations to be held for them by their teachers.

The impact of teachers' personality styles on change, curriculum, instruction, staff development, and expectations may ultimately affect student achievement. VisionQuest's philosophy of education espouses the concept that all students can learn and achieve at high levels. If SJ teachers because of their preferences do not accept change or experiment with new instructional strategies, their students will not have the opportunity to achieve at high levels. Even if the teachers continue working at VisionQuest because of the difference they believe they are making with their students, their failure to challenge students to their full potential will lead to diminished student achievement.

Knowing and understanding the types of teachers who are currently working in the program may have an impact on the recruiting process. Since there are so many of one type, VisionQuest may want to focus on continuing to recruit that type of person or the agency may want to change the recruiting efforts to try to attract more of the other personality types. Currently, VisionQuest conducts the

majority of recruiting through newspaper advertisements in large cities located near existing programs. These ads typically describe the program as a non-traditional approach to educating students. While this ad may attract some of the other personality types, like the NF or SP, it probably does not attract an SJ.

The fourth implication is that a faculty comprised of mostly one personality type may not be the most successful. The literature reviewed in chapter 2 describes a well-functioning school as one with a balanced team of people that includes representation from all types.

At a minimum, you'll probably want to ensure that all personality types are represented among your faculty members, especially those, such as visionaries and troubleshooters, who have been underrepresented in the past. The reason: Each type has a contribution to make and brings a different, and important, perspective to a school system. (Clark & Guest, 1995, p. 22)

In terms of personality type, VisionQuest currently does not have a balanced teaching faculty and may want to examine whether or not the imbalance is necessary or just an artifact of the program.

Finally, the qualitative data revealed that only 9% of the teachers were attracted to VisionQuest because of the philosophy. This may be a factor in teacher retention because if a teacher's philosophy is not compatible with VisionQuest's, the teacher is probably not likely to stay with the organization for more than a short time. Since a large number of teachers have been hired within the last year (47%) and many of them (32%) were attracted to VisionQuest

simply for a job, the lack of similar philosophies may be a major reason for the large turnover in teachers.

The qualitative data also showed that a majority of teachers continue working at VisionQuest because of the personal satisfaction they receive from their students. Teachers need to feel good about their work and that they are making a difference. Helping teachers to identify their success through students can be a powerful tool in teacher retention. This finding appears consistent with the literature reviewed in chapter 2. Teachers who gain satisfaction and enjoyment from their students are more likely to stay.

Recommendations for VisionQuest

Based on the findings and implications of this study, there are several recommendations for VisionQuest administrators and principals.

1. Engage in learningful conversations about the types of teachers who work at VisionQuest.
2. Work with the SJ teachers to assist them in the change process, learning new instructional strategies, and holding higher expectations for students.
3. Discuss what types of teachers VisionQuest would like to employ. Vision the ideal teaching faculty.
4. Based on the ideal faculty, adjust the recruiting process to attract the types of teachers that VisionQuest wants to employ.

5. Identify and implement strategies to help retain teachers.

6. Attempt to match the educational philosophy of prospective teachers with the VisionQuest philosophy.

Recommendation 1 suggests that VisionQuest administrators would benefit from engaging in "learningful" conversations. One of the most important findings of this study is that the personality types of the teaching staff do not fit the mental model held by senior management. The organization would benefit from ongoing learningful conversations to clearly describe the types of teachers who are working with the kids. A productive agency is one that knows its employees and can accurately portray them to others. Continuous conversations of this nature will only strengthen the organization through a shared understanding.

Recommendation 2 addresses the fact that currently there are a majority of one type of teacher employed by VisionQuest. The agency should recognize this fact and accommodate these teachers' learning styles in order to raise student achievement. Recognizing that this group is reluctant to change or try new strategies should help administrators in planning to present new ideas or training. The organization should focus on specific strategies to aid these teachers in making changes. For example, if time allows, presenting an idea over a longer period of time will give the teachers an opportunity to understand it. In this instance SJ teachers may be more likely to accept it. "There

can be times when the SJ is the greatest advocate of change. When she absolutely believes a change is needed, she will work with remarkable determination to make that change, create a new system" (Mamchur, 1996, p. 83). SJ teachers need to understand the logic behind change before they are willing to implement it.

Additionally, when presenting new instructional strategies for use in the classroom, SJ teachers need to see their utility and purpose. For example, they may respond more favorably to a peer presenting the strategy. The more ways that something can be demonstrated to an SJ, the more comfortable he or she will feel about it. These strategies may help them to accept or at least not resist change.

Recommendation 3 explores the possibilities that exist in creating a balanced teaching team. Now that VisionQuest knows what types of teachers are currently employed, the administrators are in a position to analyze the situation and draw some conclusions. Is the agency pleased with the types it currently employs or would it like to seek out a greater variety of people? This new knowledge opens many new opportunities for VisionQuest administrators to conceive of and attempt to formulate the ideal faculty.

Recommendation 4 addresses the outcome of the previous recommendation. After envisaging the faculty that they would like, VisionQuest leaders then must analyze and adjust the recruiting process. If other types are desired, traditional advertisements probably will not work. Innovative strategies

such as making presentations at college campuses or attending specialty conferences (i.e., outdoor education), may attract a different type of teacher. In addition, the interviewing process needs to be examined as well. Asking a potential teacher to demonstrate a lesson would provide a better insight into his or her teaching style. Asking teachers to describe their style and preferences might also assist in recognizing their type. These strategies would help VisionQuest administration to make more informed decisions about potential candidates.

Recommendation 5 suggests that knowing teachers' motivation for working with troubled students can help improve the retention process. From the qualitative data, teachers identified that they continued to teach at VisionQuest because of their students. Most VisionQuest teachers felt that they were making a difference with the most difficult students in the country. The literature shows that teachers who gain job satisfaction from their students are more likely to remain in teaching. VisionQuest's administration could implement several activities that would increase the opportunity for teachers to celebrate their successes with students. For example, one day each month could be dedicated to Teacher Appreciation. Each student could identify a favorite teacher and explain why she/he felt that way. This activity would help students to verbalize their feelings and at the same time celebrate their teachers' efforts.

Other examples might include a Teacher of the Month and/or Year award voted on by the students. Teachers at VisionQuest have chosen a difficult profession with the toughest kids. They need to feel valued by the organization and, more importantly, by the students. Implementing strategies to recognize their accomplishments from the students' perspectives is a way to retain teachers.

Recommendation 6 recognizes that only 9% of the teachers identified educational philosophy as an attraction to VisionQuest. Since most teachers accept positions at VisionQuest simply to gain employment, VisionQuest administrators may want to identify strategies to discern prospective teachers' philosophy of education. By identifying a prospective teacher's philosophy, VisionQuest administrators can determine if the teacher's philosophy is consistent with VisionQuest's. If the philosophies are consistent, the teacher may be more likely to work at VisionQuest for more than a few months. Conversely, if the teacher's philosophy is very different from VisionQuest's and is not compatible, the teacher is probably not likely to remain working at VisionQuest for very long. If the teacher was attracted to VisionQuest merely to obtain employment and not because of a similar philosophy, then he/she will most likely leave if a better opportunity presents itself. Matching prospective teachers' philosophy with VisionQuest's philosophy may help to reduce turnover.

Further Research

As a result of this study, several other areas in VisionQuest might be investigated.

1. A study of the personality types of non-educational staff would determine if those personality types are consistent with those of the teaching staff. This analysis would help to further define the organization and the types of people who work there.

2. Conducting a longitudinal study of teachers' personality types over a period of several years would reveal if the current study is an accurate snapshot of the population or just an artifact of the time period. Examining the teachers who leave after short periods of time and comparing them to teachers who stay longer may answer the question about the relationship between teacher personality type and length of employment at VisionQuest. This question was asked in the course of this study but was not sufficiently answered due to the small number of valid cases in each personality type. A longitudinal study may provide the type of in-depth analysis necessary to answer the question.

3. Determining if there is a relationship between teacher personality type and student achievement would help to further define the types of teachers that the agency would want to employ. Also, analyzing the learning style of the students and comparing it to the teachers' personality styles would provide important information for recruiting and

retention.

4. Since the qualitative data had a high consistency, a comprehensive qualitative study might produce additional meaningful information. Since the VisionQuest environment is so different from a public school setting, a qualitative study might provide unique insights into teachers' motivations and preferences.

Implications for Other Treatment Programs

Since this study used only participants from VisionQuest, the results are not directly generalizable to other treatment programs. However, some of the trends may be applicable and useful to other programs.

First, this study may motivate other programs to analyze the types of teachers that they currently employ. This may serve to validate or adjust their mental models. Whether used to validate or adjust mental models, this process could be meaningful. Understanding the types of teachers an agency employs helps the organization to define itself and make changes as needed. Awareness is an essential element of growth.

Second, other treatment programs may find similar trends in that correctional education may require more structured, highly organized teachers. Comparing VisionQuest teachers to teachers in other treatment programs would help to discern if such programs do need these types of teachers. Looking at the differences in program models (i.e., prison setting and

non-secure alternatives), and comparing personality types of teachers would also be meaningful in defining programs.

Reflections

As the field of education continues to expand into juvenile corrections and alternatives to incarceration, educators will be forced to examine the differences and similarities between traditional and non-traditional educational settings. The types of teachers who choose or end up in this field may be different from those serving the general population. Identifying the characteristics that make teachers in treatment facilities successful can only help to improve the education that these students are receiving. Educators have a responsibility to provide these students with at least an equal education and one where all can achieve at high levels. Understanding the teachers who are successful at and love to work with these students is the first step toward helping the students to reach their full potential and become productive members of society.

APPENDIX A
VISIONQUEST TEACHER JOB DESCRIPTION

**VISIONQUEST
POSITION DESCRIPTION**

Position Title Teacher	Number 2280	Date Prepared November 8, 1995
Program	Program Number	Replaces Description Date March 13, 1995
Prepared By William B. Hansel Director, Human Resources	Approved By (Signature & Date)	Incumbent(s)

GENERAL STATEMENT OF DUTIES:

The employee in this position provides for the instruction and educational needs of educationally disadvantaged youths and assists students in experiencing success in the classroom by adapting content material for various levels of students in the classroom. This position reports to the Deputy Program Master for Education.

PRINCIPLE DUTIES AND RESPONSIBILITIES:

Performs daily classroom instruction for youths often located in outdoor environments.

Develops and evaluates daily lesson plans that correspond to unit plans and approved curriculum.

Coordinates non-classroom experiential learning activities.

Develops education plans for newly admitted youths and as part of discharge.

Provides planning, grades, and other report card information at the end of each quarter.

Plans, teaches and evaluates each lesson and utilizes Cooperative Learning to facilitate learning process along with direct instruction.

Is a part of the treatment team in the development of treatment plans for youths within their respective program.

OTHER DUTIES AND RESPONSIBILITIES:

Maintains records and reports regarding a youth's educational development and communicates with treatment staff and parents of youth's progress.

VISIONQUEST POSITION DESCRIPTION**Teacher****Page Two**

Maintains classroom and all assigned equipment.

Performs other job-related functions as required.

REQUIRED AND DESIRED KNOWLEDGE, ABILITIES AND SKILLS:

Thorough knowledge of the practices, methods and techniques in teaching socially and educationally disadvantaged youths. Considerable skill in the remediation of classroom behaviors and the ability to present an appropriate adult role model conducive to the effective teaching and treatment of behavior disordered youths.

College degree and state certification required in content area.

WORKING CONDITIONS/PHYSICAL REQUIREMENTS:

- Works in an outdoor environment in camp, mobile wagon train or ship throughout the year.
- Works with livestock and potentially dangerous youth incidents and must follow specified safety procedures.
- Generally works five (5) days per week.
- Provides crisis management intervention and may utilize passive physical restraint to youths who may weigh up to 250 lbs. and who may be verbally or physically threatening, out-of-control, running away or otherwise presenting a threat to themselves or others.
- Frequently lifting and carrying up to 20 pounds, up to 50 pounds occasionally, up to 70 pounds infrequently.
- Performs tasks that may involve: standing and walking 75% of the day; sitting 25% of the day.
- Climbing onto horses, wagons, vehicles, hills 20% of the day.
- Bending, stooping, reaching, pushing, pulling, lifting and grasping.
- Moving around outdoor areas such as open fields, woodlands, hillsides and ship decks.
- Works in a variety of weather conditions including ice, snow, mud, heat, rain, wind and thunderstorms.

**VISIONQUEST POSITION DESCRIPTION
Teacher
Page Three**

The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. Principle duties and responsibilities are intended to describe those functions that are essential to the performance of this job and "other" duties and responsibilities include those that are considered incidental or secondary to the overall purpose of this job.

This job description does not state or imply that the above are the only duties and responsibilities assigned to this position. Employees holding this position will be required to perform any other job-related duties as requested by management. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

EMPLOYEE SIGNATURE:

I have read and understand all of the above. I have reviewed the duties for which I am responsible as well as the minimum requirements of this position with my supervisor. I understand that this document does not create an employment contract and that I am employed by VisionQuest National, Ltd. on an "at will" basis.

Reviewed with:

Employee Signature

Date

Reviewed by:

Supervisor

Date

APPENDIX B
KEIRSEY TEMPERAMENT SORTER AND COVER SHEET

The information gathered from this survey will be used by VisionQuest to improve our recruiting and retention of teachers. Please provide a response to each question. If you are unsure of an answer, do not skip it - try to choose the response that best fits you.

- **Program where you are currently teaching:**
 - Big Lodge
 - Fort Charles Young
 - South Mountain
 - York Alternative School
 - New Directions
 - Rob Wilson High School
 - Fort John Hanks Alexander
 - Fort Rubin Rivers
 - Rough Riders Wagon Train
 - Cavalry Wagon Train
 - Uvalde
 - Elfrida
 - Pima County HomeQuest
 - Erie
- **Gender**
 - Female Male
- Number of years teaching at VisionQuest. _____
- List areas in which you are certified.
- Do you have a Masters degree? No Yes
- How many graduate credits have you earned? _____
- What was your last professional position and how long were you there.
- How did you hear about VisionQuest?
- What attracted you to VisionQuest originally?
- What motivates you to continue teaching at VisionQuest?

The Keirsey Temperament Sorter

1. At a party do you
(a) interact with many, including strangers
(b) interact with a few, known to you
2. Are you more
(a) realistic (b) philosophically inclined
3. Are you more intrigued by
(a) facts (b) similes
4. Are you usually more
(a) fair minded (b) kind-hearted
5. Do you tend to be more
(a) dispassionate (b) sympathetic
6. Do you prefer to work
(a) to deadlines (b) just "whenever"
7. Do you tend to choose
(a) rather carefully (b) somewhat impulsively
8. At parties do you
(a) stay late, with increasing energy
(b) leave early, with decreased energy
9. Are you a more
(a) sensible person (b) reflective person
10. Are you more drawn to
(a) hard data (b) abstruse ideas
11. Is it more natural for you to be
(a) fair to others (b) nice to others
12. In first approaching others are you more
(a) impersonal and detached
(b) personal and engaging
13. Are you usually more
(a) punctual (b) leisurely
14. Does it bother you more having things
(a) incomplete (b) completed
15. In your social groups do you
(a) keep abreast of others' happenings
(b) get behind on the news
16. Are you usually more interested in
(a) specifics (b) concepts
17. Do you prefer writers who
(a) say what they mean
(b) use lots of analogies
18. Are you more naturally
(a) impartial (b) compassionate
19. In judging are you more likely to be
(a) impersonal (b) sentimental
20. Do you usually
(a) settle things (b) keep options open
21. Are you usually rather
(a) quick to agree to a time
(b) reluctant to agree to a time
22. In phoning do you
(a) just start talking
(b) rehearse what you'll say
23. Facts
(a) speak for themselves
(b) usually require interpretation
24. Do you prefer to work with
(a) practical information
(b) abstract ideas
25. Are you inclined to be more
(a) cool headed (b) ~~hard~~ ^{warm} hearted
26. Would you rather be
(a) more just than merciful
(b) more merciful than just
27. Are you more comfortable
(a) setting a schedule (b) putting things off
28. Are you more comfortable with
(a) written agreements
(b) handshake agreements
29. In company do you
(a) start conversations
(b) wait to be approached
30. Traditional common sense is
(a) usually trustworthy (b) often misleading
31. Children often do not
(a) make themselves useful enough
(b) daydream enough
32. Are you usually more
(a) tough minded (b) tender-hearted
33. Are you more
(a) firm than gentle (b) gentle than firm
34. Are you more prone to keep things
(a) well organized (b) open-ended

35. Do you put more value on the
(a) definite (b) variable
36. Does new interaction with others
(a) stimulate and energize you
(b) tax your reserves
37. Are you more frequently
(a) a practical sort of person
(b) an abstract sort of person
38. Which are you drawn to
(a) accurate perception
(b) concept formation
39. Which is more satisfying
(a) to discuss an issue thoroughly
(b) to arrive at agreement on an issue
40. Which rules you more
(a) your head (b) your heart
41. Are you more comfortable with work
(a) contracted (b) done on a casual basis
42. Do you prefer things to be
(a) neat and orderly (b) optional
43. Do you prefer
(a) many friends with brief contact
(b) a few friends with longer contact
44. Are you more drawn to
(a) substantial information
(b) credible assumptions
45. Are you more interested in
(a) production (b) research
46. Are you more comfortable when you are
(a) objective (b) personal
47. Do you value in yourself more that you are
(a) unwavering (b) devoted
48. Are you more comfortable with
(a) final statements (b) tentative statements
49. Are you more comfortable
(a) after a decision (b) before a decision
50. Do you
(a) speak easily and at length with strangers
(b) find little to say to strangers
51. Are you usually more interested in the
(a) particular instance (b) general case
52. Do you feel
(a) more practical than ingenious
(b) more ingenious than practical
53. Are you typically more a person of
(a) clear reason (b) strong feeling
54. Are you inclined more to be
(a) fair-minded (b) sympathetic
55. Is it preferable mostly to
(a) make sure things are arranged
(b) just let things happen
56. Is it your way more to
(a) get things settled (b) put off settlement
57. When the phone rings do you
(a) hasten to get to it first
(b) hope someone else will answer
58. Do you prize more in yourself a
(a) good sense of reality
(b) good imagination
59. Are you drawn more to
(a) fundamentals (b) overtones
60. In judging are you usually more
(a) neutral (b) charitable
61. Do you consider yourself more
(a) clear headed (b) good willed
62. Are you more prone to
(a) schedule events
(b) take things as they come
63. Are you a person that is more
(a) routinized (b) whimsical
64. Are you more inclined to be
(a) easy to approach (b) somewhat reserved
65. Do you have more fun with
(a) hands-on experience
(b) blue-sky fantasy
66. In writings do you prefer
(a) the more literal (b) the more figurative
67. Are you usually more
(a) unbiased (b) compassionate
68. Are you typically more
(a) just than lenient (b) lenient than just
69. Is it more like you to
(a) make snap judgments
(b) delay making judgements
70. Do you tend to be more
(a) deliberate than spontaneous
(b) spontaneous than deliberate

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EDUCATION

Andrews University **Berrien Springs, MI**
 PhD - Educational Leadership, focus on Secondary Instruction
 December 1997

West Chester University **West Chester, PA**
 BA - English Literature, May 1991, Summa Cum Laude

PROFESSIONAL EXPERIENCE

VisionQuest National, Ltd. **Exton, PA**
National Director of Education **July 1996 - present**
 Responsible for the daily operations of 20 school sites across Pennsylvania, Florida, Texas, Oklahoma, and Arizona providing basic, special, vocational education and Title I services to over 1,000 court adjudicated students. Work with all state and local agencies to obtain approval and/or licensure, meet all regulatory requirements, and maintain funding. Supervise six principals and over 100 teaching staff and provide quarterly staff development program. Oversee the development and implementation of a secondary curriculum that is standardized across all programs and revised annually. Assist in the development of new programs. Responsible for an annual budget of \$5.5 million.

Regional Director of Education **August 1993 - July 1996**
 Responsible for the daily operations of 15 Pennsylvania based school sites providing basic education, special education, vocational education, and Title I services to over 600 court adjudicated students. Work with the Department of Education to ensure that all regulations and standards are met for Private Academic Schools and Day Treatment Schools. Design and implement secondary curriculum and a comprehensive staff development program. Track students' academic and behavioral progress through the program. Work with local school districts and intermediate units to maintain existing contracts and develop new contracts. Responsible for an annual budget of \$3.7 million.

Regional Education Manager **June 1992 - August 1993**
 Responsible to assist the Director of Education in planning and implementing curriculum, selecting and ordering instructional materials, and planning quarterly teacher training. Work with teachers to provide support and technical assistance in the classroom. Responsible for membership reporting and year end billing to contracted school districts.

English Teacher **August 1991 - August 1992**

CERTIFICATION

English, Secondary - Pennsylvania Private Academic

PUBLICATIONS AND PRESENTATIONS

Rosica, BA. (1996). Illuminating the Mystery of the Pygmalion Effect. *The Quarterly*, 4(2), 11-15.

_____ Weaver, E. "Learning to Cooperate." Pennsylvania Association of Federal Coordinators' Conference. April 10, 1995.

_____ "What is VisionQuest?" Pennsylvania Association of Federal Coordinators' Conference. April 23, 1996.

_____ "VisionQuest: A New Direction in Leadership." Andrews University Leadership Conference. July 16, 1996.

_____ Panel Discussion. Community Conference on Juvenile Delinquency Problems. Duncan, Oklahoma. January 15, 1997.

_____ "Monitoring Preparation for Title I Neglected and Delinquent Programs." Pennsylvania Association of Federal Program Coordinators' Conference. April 16, 1997.

CONSULTING

Federal Programs Monitor. Pennsylvania Department of Education, Division of Federal Programs.

Neglected and Delinquent Task Force. Pennsylvania Department of Education, Division of Federal Programs.

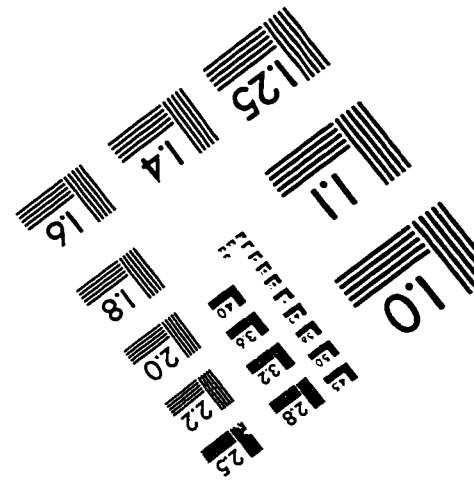
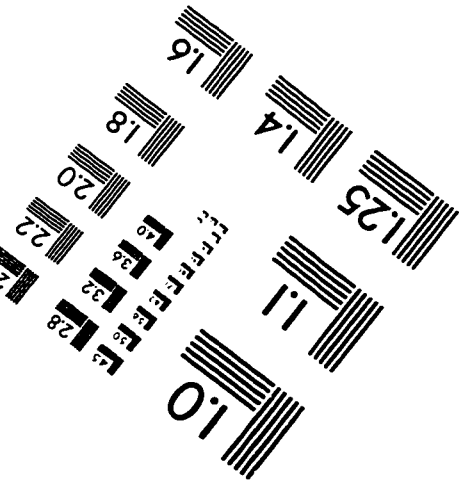
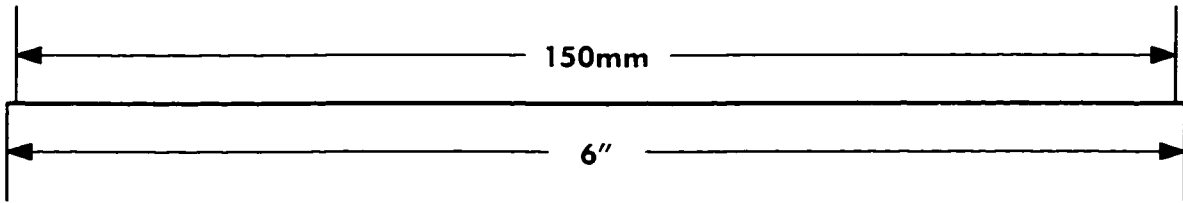
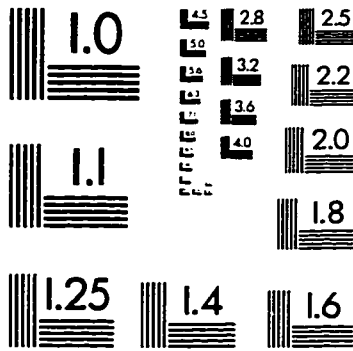
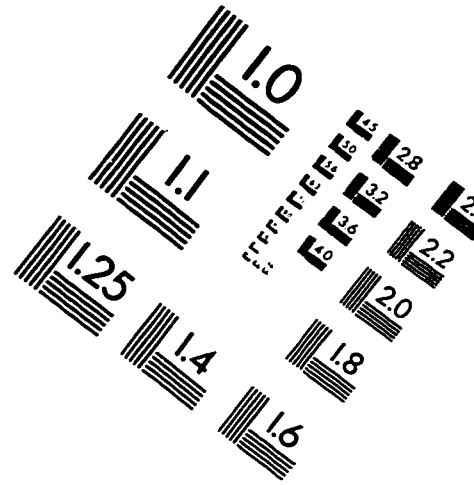
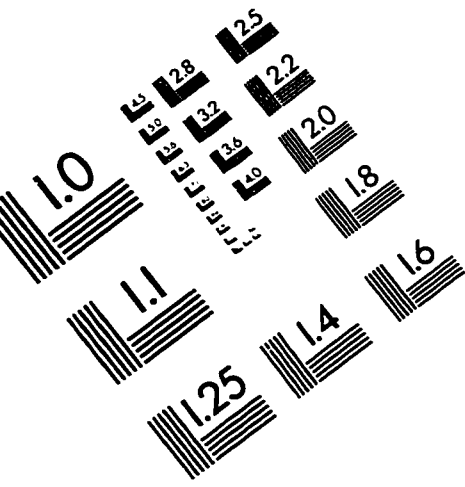
PROFESSIONAL ORGANIZATIONS

Association for Supervision and Curriculum Development
 Corrections Education Association
 Pennsylvania Association of Federal Program Coordinators
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REFERENCES

Available Upon Request

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