

## TEMPERAMENT TYPE AND JOB SATISFACTION AMONG SELECTED WEST VIRGINIA AGRICULTURAL EDUCATION TEACHERS

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Over the past several years numerous problems have emerged as central issues of educational policy in the entire Western world including the concern for the level of education, and the concern for job satisfaction, working conditions, and quality of teachers (Prick, 1986). In the United States, researchers concede that there is a national problem with teacher satisfaction. This disenchantment and the associated "burnout" are purported to have evolved from stress, low salaries, increased teacher loads, reduction in force, lack of involvement in program planning, and a myriad of other factors (Chapman & Green, 1986; Chase, 1986). The result has been an inability of school districts to attract and retain the best teachers, teacher shortages in some disciplines, and growing teacher militancy (Carnegie, 1987; Tombiewicz & Tombiewicz, 1986).

During the past decade the topological approach to ascertaining personality influences has produced a large number of studies based on Jungian personality types. Dr. Carl G. Jung was a Swiss physician-psychiatrist who developed a comprehensive theory to explain personality. Myers (1976) explained that the central tenet of Jung's theory was that what appears to be random human behavior is actually quite orderly and occurs in patterns.

There is a need in agricultural education to understand the factors involved in teacher job satisfaction. Although previous studies of teacher satisfaction (Grady & Burnett, 1985) and personality (Barrett & Horner, 1985) have been conducted in agricultural education, a review of the literature revealed that none had utilized Jung's theory of psychological types and Keirse and Bates' (1978) temperaments in attempting to explain individual teacher differences as they relate to job satisfaction variables.

Few studies have been conducted on personality within agricultural disciplines. Foster and Horner (1985) found agricultural teacher educators to be more extroverted, sensing, thinking, and judging than the general population. Barrett and Horner (1985), in a profile of rural leadership involving 540 4-H, FFA, agricultural teachers, and other agricultural leaders, found that agricultural education teachers were different from the general population. Agricultural education teachers were 62% sensing-judging compared to 38% in the general population, 21% sensing-perceiving compared to 38% in the general population, 3.2% intuitive-feeling compared to 15% in the general population, and 14.8% intuitive-thinking compared to 17% in the general population.

Preliminary research by Kuhn (1980) and Plessman (1986) demonstrated that teacher satisfiers/dissatisfiers occur in patterns and are associated with specific personality types. However, the problem remains to identify those patterns among agricultural education teachers. A personality profile of West Virginia agricultural education teachers does not exist. In addition, it is not known to what degree West Virginia agricultural education teachers are satisfied with their jobs or whether job satisfaction is related to personality temperament or demographic variables. With a low tax base, low teacher salaries, and concern over going from 12 month to 10 month salaries, it was determined to be an important time to examine West Virginia agricultural education teachers on such factors as temperament type and job satisfaction.

### Research Questions

The following research questions were utilized concerning the study population to examine the problem of this study:

1. What is the distribution of personality temperament types among West Virginia agricultural education teachers?
2. What is the degree of job satisfaction (intrinsic, extrinsic, and general) of West Virginia agricultural education teachers?

3. What is the distribution of job satisfaction preferences (intrinsic, extrinsic, and general) by temperament type of West Virginia agricultural education teachers?
4. What is the distribution of West Virginia agricultural education teachers by temperament type and educational level?
5. What is the relationship between years spent teaching agricultural education and job satisfaction of agricultural education teachers?

#### **Design of the Study**

A descriptive research approach was utilized to examine the relationships among satisfaction, temperament types, and demographic variables. The short form of the Minnesota Satisfaction Questionnaire (MSQ) was used to assess the job satisfaction of agricultural education teachers. Form G of the Myers-Briggs Type Indicator (MBTI) was administered to determine Keirsey and Bates temperament types. In addition, a survey form developed by the researcher was used to accumulate demographic data.

The accessible population for this study to whom the results were generalized consisted of 63 agricultural education teachers who attended the annual West Virginia Teacher's Conference in August 1988. This population was composed of teachers having decision-making authority in areas such as curriculum design, in-service training, youth group activities, and professional teacher organizations. All teachers who registered for the conference were in attendance at the data-gathering session.

No attempt was made to follow-up non-participants in the conference. Such a follow-up could have been accomplished by personal visits which would have been cost prohibitive or by use of mail questionnaires. While the Minnesota Satisfaction Questionnaire and the demographic survey could be administered via the mail, the Myers-Briggs type Indicator is best administered with a proctor present.

#### **Findings**

**Temperament Type:** When comparing the agricultural education temperament types with the general population norm as reported by McCaulley (1987) using Form G, some interesting trends emerged. SJs (sensing-judgers) were found in greater frequencies (57.6%) than would be expected in the general population (38%). In addition, agricultural education NFs (intuitive-feelers) at 5.1% were lower than that reported for the general population at 15%. The percentage of sensing-perceivers (23.7%) was less than expected in the general population (38%). However, in contrast to the data reported by Keirsey (1984) for school personnel, the frequency of NTs (intuitive-thinkers) among teachers (13.6%) was slightly lower than the general population (17%). Note Table 1.

**Job Satisfaction:** As reported in Table 2, teachers in the study were generally satisfied with the intrinsic aspects of their jobs. It is interesting that the first five items for which teachers expressed satisfaction were intrinsic factors and the last five items for which teachers expressed dissatisfaction were all extrinsic factors. No extrinsic factor was scored as high in satisfaction as the lowest intrinsic factor (i.e. "chance to tell people what to do"). This trend further substantiates the observation of Grady and Burnett (1985) that agricultural education teachers appear more satisfied with intrinsic than extrinsic factors.

Based on mean satisfaction scores (see Table 2), teachers seemed to be least satisfied with school policies and practices, advancement, compensation, and supervisor competence. The job facets they appeared to be most satisfied with were creativity (Try own methods), social service (Do for others), and independence (Do things different).

**Job Satisfaction and Temperament Type:** Discounting the high satisfaction of the small NF group ( $n = 2$ ), little variation in satisfaction by temperament type was found among the Keirsey temperaments. As the standard deviations reported in Table 3 reveal, temperament types were more consistent in evaluations of extrinsic job factors than either intrinsic or general satisfaction.

**Table 1**  
**Temperament Types of Agricultural Education Teachers (N = 55)**

Keirsey Temperament	n	%
SJ	34	57.6
SP	14	23.7
NT	8	13.6
NF	3	5.1

**Note.** SJ = Sensing-Judging, SP = Sensing-Perceiving, NT = Intuitive-Thinking, NF = Intuitive-Feeling.

**Table 2**  
**Means and Standard Deviations for Job Satisfaction Items (N = 61)**

Job Satisfaction Item	Scale	X	SD
1 Chance to do things different	I	4.33	0.85
2 Do things for other people	I	4.31	0.62
3 Chance to try own methods	I	4.13	0.67
4 Able to keep busy	I	4.12	0.84
5 Making use of abilities	I	4.03	0.80
6 Chance to work alone	I	3.99	0.79
7 Not going against conscience	I	3.97	0.77
8 Chance to be "somebody"	I	3.93	0.73
9 Steady employment	I	3.93	0.89
10 Freedom to use judgment	I	3.90	0.83
11 Feeling of accomplishment	I	3.85	0.81
12 Chance to tell people what to do	I	3.61	0.61
13 Way co-workers get along	*	3.51	1.04
14 Working conditions	E	3.25	1.14
15 Praise for doing a good job	*	3.00	1.11
16 Competence of supervisor	E	2.99	1.12
17 Pay and amount of work	E	2.89	1.24
18 Way boss handles workers	E	2.86	1.13
19 Chances for advancement	E	2.80	1.00
20 Way company policies are started	E	2.64	0.87

**Note.** I = Intrinsic satisfaction, E = Extrinsic satisfaction, \* = General, not intrinsic or extrinsic  
Dissatisfied = < 2.5, neutral = 2.5 to 3.5, and satisfied = > 3.5.

**Table 3**  
**Mean Satisfaction (Intrinsic, Extrinsic, General) Scores by Temperament Type (N = 58)**

Type	n	X <sup>a</sup>	Intrinsic SD	X <sup>b</sup>	Extrinsic SD	X <sup>c</sup>	General SD
SJ	34	49.24	5.36	17.62	3.91	74.09	9.35
SP	14	46.14	5.14	15.07	4.23	66.79	9.20
NT	8	47.75	8.24	17.50	4.11	72.13	2.45
NF	2	48.00	0.00	20.00	1.40	75.50	2.12

**Note.** <sup>a</sup> Dissatisfied = < 30, neutral = 30 - 42, and satisfied = > 42.  
<sup>b</sup> Dissatisfied = < 15, neutral = 15 - 21, and satisfied = > 21.  
<sup>c</sup> Dissatisfied = < 50, neutral = 50 - 70, and satisfied = > 70.

**Temperament Type and Education Level:** On a demographic survey, participants were asked to report the highest educational level attained ranging from zero for less than bachelors to five for doctorate. In order to relate temperament type to educational level, participants were also asked to complete the Myers-Briggs Type Indicator (MBTI). Fifty-nine teachers, or 93.7% of the population, completed both the MBTI and demographic survey form. One should note from Table 4, that 30 teachers (50.8%) held a bachelors degree; eight held a masters degree (13.6%); 20 were in advanced graduate school (33.9%); and one held a doctorate (1.7%).

Keirsey and Bates (1984) made the observation that "... SPs tend to abandon formal education in greater numbers than any other type" (p. 158). In this population of West Virginia agricultural education teachers, 62% of SJs and 36% of SPs attained an educational level higher than a bachelors. However, only 33% of NFs and 25% of NTs obtained degrees above a bachelors. In analyzing these findings it is imperative to note the small sample sizes obtained in both the NT and NF groups.

**Table 4**  
**Distribution of Agricultural Education Teachers by Educational Level and Temperament Type (N = 59)**

Educational Level	SJ		SP		NT		NF		Total
	n	%	n	%	n	%	n	%	
Bachelors	13	22.0	9	15.2	6	10.2	2	3.4	50.8
Masters	6	10.2	2	3.4	0	0.0	0	0.0	13.6
Advanced G	15	25.4	3	5.1	1	1.7	1	1.7	33.9
Doctoral	0	0.0	0	0.0	1	1.7	0	0.0	1.7
Total	34	57.6	14	23.7	8	13.6	3	5.1	100.0

**Note.** Temperament Type: SJ = Sensing-Judging, SP = Sensing-Perceiving, NT = Intuitive-Thinking, NF = Intuitive-Feeling.

**Years Spent Teaching and Job Satisfaction:** The mean time spent teaching agriculture by this population was 13.5 years with a range from 0 - 35. The mode was 16 years. When Pearson correlations were used to test the relationships between years spent teaching agricultural education and job satisfaction, the results reported in Table 5 were obtained. Note that a correlation of  $r = .33$  ( $p < .01$ ) was obtained for intrinsic,  $r = .26$  ( $p < .05$ ) for the extrinsic dimension, and  $r = .35$  ( $p < .01$ ) for general satisfaction. Hinkle, Wiersman, & Jurs (1979) use a rule of thumb that .00 to .30 is little correlation and that .30 to .50 is a low correlation.

**Table 5**  
**Correlational Analysis of Job Satisfaction (Intrinsic, Extrinsic, General) and Length of Teaching Experience (N = 59)**

Category	Intrinsic	Satisfaction Extrinsic	General
Years as an agricultural education teacher	.33	.26	.35
Significance level	.01	.05	.01

#### Discussion

The distribution of personality temperaments of West Virginia agricultural education teachers in the study differed from the normative high school teacher population as reported by Keirsey and Bates (1984). Agricultural education attracts practical, action-oriented, realistic types—sensing-judging and sensing-perceiving. However, there were more teachers of the intuitive-thinking (NT) and fewer of the intuitive-feeling (NF) temperament than projected for the normal high school population. This trend supports the general theory of Keirsey and Bates (1984) who postulated that individuals tend to gravitate toward occupations best suited to their temperament type.

Teachers in this study who were of the sensing-judging (SJ) type had attained higher educational levels and had taught longer than any other temperament type. This implies that SJ teachers may be attracted to and remain in the agricultural education teaching profession longer and in greater numbers than other Keirsey types.

Teachers of the intuitive-thinking temperament had the lowest number of advanced degrees of any temperament type and had taught the lowest mean number of years. Since Keirsey and Bates (1984) postulated that percentage NTs are the most likely temperament type to complete advanced degrees, one may wonder why this was not the case among the study population. One reason may be that NT teachers in West Virginia need to rely on "less preferred processes" to operate in the practical, sensing environment demanded by the agricultural education program (largely controlled by SJs). As suggested by Plessman (1986), this requires more energy than operating in the NT "world of ideas."

The results of this research support the conclusions by other researchers that there is a relationship between personality temperament and job satisfaction (Kuhn, 1980; Plessman, 1986). Teachers of the sensing-perceiving (SP) temperament type exhibited the lowest satisfaction scores among the Keirsey temperaments on extrinsic and general satisfaction. Although no other practical differences were observed when comparing satisfaction by temperament type, each Keirsey temperament type did vary across satisfaction scales. These results, showing a definite pattern of job satisfaction by temperament type, lend credence to the theory that personality patterns may be a logical way to view job satisfaction.

West Virginia agricultural education teachers in the study are more satisfied with intrinsic than extrinsic job factors. The intrinsic factors for which they are most satisfied include creativity, social service, and independence. The extrinsic factors they are most dissatisfied with include school policies and practices, advancement, and supervisor competency. These conclusions concur with those of Grade and Burnett (1985).

After nearly fifty years of inconsistent results in job satisfaction research, at least three studies comparing personality to job satisfaction Kuhn (1980), Plessman (1986) and the current investigation have demonstrated a discernable pattern. Additional research which uses a broader based population such as an entire state or a region could be used to help confirm or disconfirm this trend. The additional research should also examine questions about the teacher temperament types most likely to attend a conference.

The recognition that job satisfaction is a multi-dimensional concept, the use of a sound psychometric instrument, and the grouping of personality traits have augmented recent consistent results. However, much additional research is needed to understand the relationships and strengths of relationships impinging on the complex dispositional matrix in which decisions affecting one's job occur. As these relationships are unveiled and an appreciation of the role personality plays in job satisfaction is established, the greater will be the potential for pragmatic application of these psychological precepts to improving the teaching profession.

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