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Program Selection among Pre-Service Teachers: MBTI Profiles within a College of Education

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ABSTRACT

This study examined the relationship College of Education programs selected by pre-service teachers and their personality traits. Using the Myers-Briggs Type Indicator (MBTI) 368, pre-service teachers in 5 different programs were assessed. Twenty-eight percent of Elementary program students favored the Sensing, Feeling, Judging typology with a mental function SF. While ECE pre-service students were inclined toward Sensing, Feeling and Judging (SFJ) typology they also favored Extraversion, Intuition, Feeling, Judging (ENFJ). Alternatively, Special Education pre-service students preferred Introversion, Intuition, Thinking, and Judging (INTJ). Graduate students in the Education Leadership program had a strong preference for Extraversion, Sensing, Thinking and Judging (ESTJ), while students in the Masters of Arts in Teaching program had no significant type. These findings suggest that at least four groups of teacher education students self-select to a particular program depending upon their type. Implications for the results for teacher-training are discussed.

KEYWORDS

Personality; Myers-Briggs; Pre-Service Students; College of Education

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