

**A COMPARATIVE STUDY OF PERSONALITY PREFERENCE TYPES
ON THE MYERS-BRIGGS TYPE INDICATOR AND
VIOLATIONS OF STUDENT CONDUCT CODES AT
THE UNIVERSITY OF MAINE AT ORONO**

A THESIS

Presented to

the Graduate Faculty

University of Wisconsin-La Crosse

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education:

College Student Personnel

by

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DEDICATION

This thesis is dedicated to my parents, Donald and Elizabeth Klippenstein. Their love and Christian caring has raised six children in a family consisting of four different nationalities. With this background, they have taught me that love has no boundaries and it communicates an understanding to all "types".

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ABSTRACT

Klippenstein, Shari P. A comparative study of personality preference types on the Myers-Briggs Type Indicator and violations of student conduct codes at the University of Maine at Orono.
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Student discipline has always been a part of the university environment. The philosophy of student discipline has gone from an *In loco parentis* to a more individualistic, self-disciplined approach. In order to achieve a more self-disciplined approach, a university must take a closer look at individual students and their personalities, in terms of student behavior. The purpose of this study was to investigate the relationship between student personality preferences of ES, EN, IS and IN on the MBTI with violations of student conduct codes.

The random sample consisted of one hundred and fifty freshmen students from the University of Maine at Orono (UMO), who violated student conduct codes during the 1983-84 academic year. Student incident reports were used to determine the type of violation(s) that occurred. The Myers-Briggs Type Indicator (MBTI) was used to assess personality preference types of extraversion-introversion and sensing-intuition.

The statistical procedure of Chi-square was used to analyze the data. In order to determine the relationship between type and violations, each type was compared to all five conduct code violations. Twenty hypotheses were developed and tested at a .05 level of significance.

Results indicated that there was no statistical significance between ES, EN, IS and IN personality types and student conduct code violations. However, additional research indicated that the sampled population had a high percentage of feeling-perceptive (FP) students. Of those FPs, the majority of them were ENFP followed by ESFP.

CHAPTER 1

INTRODUCTION

Student discipline has been considered a part of the moral and ethical training of students for total behavior control, as early as the American Colonial period (Leonard, 1956; Schetlin, 1967). Because of strict religious dominance and the young age of students, college regulations governing the academic, social and moral conduct of students was very strict (Smith & Kirk, 1971). Between the years of 1812 and 1862 behavior control approach to discipline changed somewhat due to the separation of church and state (Leonard, 1956). Overburdened presidents appointed a faculty member to serve as a disciplinary specialist (Leonard, 1956; Schetlin, 1967). These specialists were one of the first to employ counseling as a way to deal with troublesome students.

In the early 1900's universities had a major shift away from the rigid behavior control toward a student self discipline approach. This was a result of the introduction of the German university model into American higher education (Brubacher & Rudy, 1968; Durst, 1968; Schetlin, 1967). Before World War II the positions of dean of women and dean of men were established as specialists to deal with student discipline. They were chosen for their rapport with students (Smith & Kirk, 1971). During this time the concept of "the student as a whole" began to develop (Durst, 1968).

Since World War II the college student personnel philosophy has

focused on the learning that takes place both in and out of the classroom (American Council on Education [COSPA], 1975). The emphasis now is on the educational approach in the development of the student as a whole; with regard to helping the student increase his or her "mastery of their own self-direction and fulfillment" (COSPA, 1975) and their ability to "achieve goals, manage conflict and become more self-directed and self-fulfilled" (COSPA, 1975).

Due to the nature of this author's position as a live-in hall director she dealt with student discipline on a day to day basis. Her interest in student behavior related to personality types derived from her experience in confronting students with their violations and trying to help them understand their process of decision making in terms of their own behavior.

As a professional who dealt with student behavior first hand, she needed to understand how to put theory into practice. With her understanding and training in using the Myers-Briggs Type Indicator (hereafter referred to as the MBTI) she decided to do her research for her Master's thesis using the MBTI in relationship to student discipline.

Statement of the Problem

This study attempted to relate selected personality preference types from the MBTI and violations of student conduct codes at the University of Maine at Orono (hereafter referred to as UMO). The results should provide findings that will aid university officials, administrators, department heads and resident directors in understanding student discipline in terms of personality type (MBTI).

Importance of the Study

After a selected review of literature, this author found a minimum of research studies which were concerned with personality types relative to violations of student conduct codes.

The results of this study would be to provide data which would benefit the departments of Residential Life, Conduct Office, Police Department and the Counseling Center on the UMO campus. All four of these departments deal directly with student discipline. At the present time Residential Life uses the MBTI to assess roommate compatibility and selection with a certain percentage of incoming freshman. The department also uses the MBTI in the training of its staff, in regard to understanding leadership styles and dealing with personal differences among themselves and the students with whom they work. The findings of this study would serve as an extension to the already established use of the MBTI at UMO. This could result in educating students to a better understanding of themselves in relationship to discipline.

One way to implement educating students to a better understanding of their behavior in terms of the MBTI would be through the SHOP (Students Helping Others) II Program. The SHOP II Program is sponsored by the Residential Life department of UMO. The Program is composed of UMO students who meet weekly for a discussion group, during which time they develop their workshop presentation skills and their life skills programs. These programs are conducted in the residence halls on life skills topics which include time management, assertiveness training, alcohol and sexuality, positive thinking, stress management

and communication skills. There are three specific goals to the SHOP II program. The first goal is to conduct workshops in the residence halls on life skills topics. The second is to train peer educators on life skills issues and the third goal is to be a resource and service to Residential Life and the community of Orono.

If the SHOP II program would establish a workshop using the MBTI, this would give students direct contact with the MBTI and its relationship (understanding) to individual behavior.

Along with the Residential Life department the Conduct Officer plays an important role in educating staff and faculty about student behavior and concerns. Research that would provide an understanding of discipline related to personality type, would enable the Conduct Officer to be more accurate in issuing educational, productive sanctions to each individual student.

This study also provided statistical findings to aid the UMO Police department in incidences where referral might not be necessary. With the knowledge of MBTI and its relationship to student behavior, the Police department would be able to better assess a given situation in order to minimize potential conflict. This would be a positive, proactive approach to discipline.

The Counseling Center would be able to utilize research involving the MBTI and student discipline. The center receives student discipline referrals from Residential Life and the Conduct Officer. A knowledge of MBTI and its relationship to student discipline would benefit the center when dealing with student referrals, on a one-to-one basis.

Assumptions

The following assumptions were made:

- 1) The Myers-Briggs questionnaires were scored accurately.
- 2) The MBTI was administered to the sample used in this study prior to residence hall living experience.
- 3) The MBTIs were answered truthfully by all students.

Null Hypotheses

The following null hypotheses (Hy) were tested statistically.

The significance level of .05 was chosen for the rejection of the null hypotheses.

- Hy₁: There is no significant difference between ES personality preference type and violations of Educational Mission conduct codes.
- Hy₂: There is no significant difference between ES personality preference type and violations of Safety and Environmental Health conduct codes.
- Hy₃: There is no significant difference between ES personality preference type and violations of Care of Property conduct codes.
- Hy₄: There is no significant difference between ES personality preference type and violations of Residence and Related Facilities conduct codes.
- Hy₅: There is no significant difference between ES personality preference type and violations of Conduct Code conduct violations.

- Hy₆: There is no significant difference between EN personality preference type and violations of Educational Mission conduct codes.
- Hy₇: There is no significant difference between EN personality preference type and violations of Safety and Environmental Health conduct codes.
- Hy₈: There is no significant difference between EN personality preference type and violations of Care of Property conduct codes.
- Hy₉: There is no significant difference between EN personality preference type and violations of Residence and Related Facilities conduct codes.
- Hy₁₀: There is no significant difference between EN personality preference type and violations of Conduct Code conduct violations.
- Hy₁₁: There is no significant difference between IS personality preference type and violations of Educational Mission conduct codes.
- Hy₁₂: There is no significant difference between IS personality preference type and violations of Safety and Environmental Health conduct codes.
- Hy₁₃: There is no significant difference between IS personality preference type and violations of Care of Property conduct codes.
- Hy₁₄: There is no significant difference between IS personality preference type and violations of Residence and Related Facilities conduct codes.
- Hy₁₅: There is no significant difference between IS personality preference type and violations of Conduct Code conduct violations.

- Hy₁₆: There is no significant difference between IN personality preference type and violations of Educational Mission conduct codes.
- Hy₁₇: There is no significant difference between IN personality preference type and violations of Safety and Environmental Health conduct codes.
- Hy₁₈: There is no significant difference between IN personality preference type and violations of Care of Property conduct codes.
- Hy₁₉: There is no significant difference between IN personality preference type and violations of Residence and Related Facilities conduct codes.
- Hy₂₀: There is no significant difference between IN personality preference type and violations of Conduct Code conduct violations.

Limitations

The following limitations were noted:

- 1) This study specifically pertained to the University of Maine at Orono and may not be applicable to other institutions.
- 2) This study was limited by administering the MBTI to on-campus freshmen prior to residence hall living experience.
- 3) Data was collected from only one academic year (1983-84).
- 4) The lack of direct control over administering the MBTI may be a limitation of this study.
- 5) For this study, the FT and PJ type scales were not specifically accounted for. This may have limited the interpretation of the data research.

Definition of Terms

Care of Property - violations which directly and significantly interfere with UMO's subsidiary responsibilities of protecting and maintaining property (See Appendix A, p. 4).

Complex Director - there are five Complex Directors under the Director of Residential Life at UMO. Each director is responsible for training staff, supervising a business manager, food service and overseeing the functions of the complex as a whole.

Conduct Code - violations which fail to comply with a sanction(s), interfere with an investigation, continuous infractions or knowingly assist in a violation(s) of any of the provisions of the Student Conduct Code booklet (Appendix A, p. 4).

Discipline - the process of enforcing policy and dealing with student behavior.

Educational Mission - violations which directly and significantly interfere with UMO's primary educational responsibility of ensuring the opportunity of all members of the University community to attain their educational objectives (See Appendix A, p. 2).

Extraversion (E) - (spelling as used by Myers-Briggs) when one is extraverting one is orientated to the outer world, focusing on people and things, active, using trial and error with confidence and scanning the environment for stimulation (Lawrence, 1980).

Introversion (I) - when one is introverting one is orientated to the inner world, focusing on ideas, concepts and inner impressions, reflective, considering deeply before acting and probing inwardly for stimulation (Lawrence, 1980).

Intuitive perception (N) - when one is using intuitive perception one is perceiving with memory and associations, seeing patterns and meanings, seeing possibilities, projecting possibilities for the future, imagining: "reading between the lines", looking for the whole picture, having hunches; "ideas out of nowhere" and letting "the mind tell the eyes", (Lawrence, 1980).

Judgement preference (J) - when one takes a judging attitude one uses thinking or feeling judgment outwardly, taking in information, adapting, deciding and planning, organizing and scheduling, controlling and regulating, goal orientation, wanting closure, even when data is incomplete (Lawrence, 1980).

Perception (P) - the process of being aware of things, people, occurrences and ideas (Myers, 1980).

Residence and Related Facilities - violations which directly and significantly interfere with the Residence Hall Contract set up by Residential Life for on campus students (See Appendix A, p. 4).

Residents - students who live in college residence halls.

Safety and Environmental Health - violations that deal with physical assault, harassment, use or possession of explosives, indecent behavior, possession, use or sale of illegal drugs, fire hazard, hazing...(See Appendix A, p. 3).

Self Discipline - a philosophy of discipline where the student is self educated or rehabilitated in becoming a responsible and acceptable member of the college community, realizing their own worth and potential.

Sensing perception (S) - when one is using sensing one is perceiving with the five senses, attending to practical and factual details, in touch with the physical realities, attending to the present moment,

confining attention to what is said and done, letting "the eyes tell the mind" and attending to step-by-step experience (Lawrence, 1980).

Student Conduct Codes - policies and rules set up by the university in regard to acceptable student behavior.

Student Discipline - the manner in which students conduct themselves in and out of the classroom in regard to social expectations and conduct codes.

Student Incident Reports - a documentation of a violation(s) of policy.

CHAPTER 2

RELATED LITERATURE

The related literature is presented in relationship to five specific areas of MBTI: 1) Theory Base; 2) Development of the MBTI; 3) Characteristics; 4) MBTI Related to Behavior; and 5) Philosophy of Student Discipline.

Theory Base:

The MBTI is based on C. G. Jung's theory of personality types. Jung's theory of type has four classifications of introversive-rational, extraversive-rational, introversive-irrational and extraversive-irrational. An introversive-rational type is orientated toward the inner world of experience and emphasizes either the thinking or feeling modes of function. Both thinking and feeling modes are considered rational in that they involve an evaluation of experiences on the individual's part. The extraversive-rational type is orientated toward the outer world of experience and emphasizes either the thinking or feeling modes (Maddi, 1980).

An introversive-irrational is orientated toward the inner world of experience and places emphasis on sensing or intuiting modes of function. Both sensing and intuiting are considered irrational in that they passively record but do not evaluate experience. The extraversive-irrational type deals in the outer world of experience and emphasizes either sensing or intuiting modes of function (Maddi, 1980).

In the MBTI, Isabel Myers uses four preference type classifications of extraversion-introversion, sensing-intuitive, thinking-feeling and

perception-judgment. The first scale of extraversion-introversion indicates a person's preference when dealing with his/her environment, either in an outward-people orientated way (extraversion), or in an inward way focusing on ideas and concepts (Introversion).

The second scale of sensing-intuitive shows an individual's preference for the process of (perception) attaining information in and about his/her environment. The sensing preference refers to an awareness of what is observable by way of one's senses. Sensing establishes what is in existence. Intuition refers to the attaining of information by way of possibilities, meanings and relationships and by insight.

Thinking and feeling, according to Jung and Myers, are the two basic processes of (judgment) decision making. Thinking is the function that puts ideas together through concepts and logical connections. Feeling arranges information according to their value.

The last scale on the MBTI indicates a judgment or perception preference. In the judging attitude an individual must shut off his/her perception in order to come to a decision or conclusion. The individual then arrives at a decision and things get done. An individual whose preference is perceiving must shut off his/her judging attitude. This would then allow the individual to wait for all the evidence or new developments to come in before making a hasty decision that might be irrevocable. An individual's preference of P or J is a by-product of their choice of two specific processes (SN and TF). An individual who is ST chooses between sensing and thinking; an NF person chooses between intuition and feeling (Myers [1962] 1975).

Perception (S & N) is the process of becoming aware of things, people, occurrences and ideas. Judgment (T & F) is the process of

coming to conclusions about what has been perceived. The general idea of MBTI type theory (based on C. G. Jung) is that random variation in human behavior is actually quite orderly and consistent, due to certain basic differences in the way people prefer to use perception and judgment (Myers [1962] 1975, p. 1). Behavior is directly affected by the processes of perception (S & N) and judgment (T & F). According to Myers, if there are basic differences in perception or judgment, then there should be corresponding differences in behavior.

Development of the MBTI:

When one talks about the development of the MBTI one must look into the background of its creator, Isabel Briggs Myers.

Her mother Katharine, being a quiet observer, became intrigued with similarities and differences in human personalities about the time of World War I. She began to develop her own typology, then later discovered that C. G. Jung had evolved a similar system which she quickly accepted and began to explore (Black, 1980).

Isabel was an only child. She was educated at home except for a couple of years in public school. Isabel entered Swarthmore College at the age of 16 and graduated first in her class in 1919. In her junior year she married Clarence Myers. She functioned as a mother and homemaker until the outbreak of World War II. The suffering and tragedies of war stirred a desire to do something that might help people understand each other and avoid destructive conflicts. Having been brought up with her mother's admiration of Jungian typology, she was determined to devise a method for making the theory for typology of practical use. Thus, the idea of a "type indicator" was born (Black, 1980). Since

1941, Isabel Myers worked on developing and testing the MBTI.

In 1962, with the support of Henry Chauncey, the Educational Testing Service (hereafter referred to as ETS) published her findings in a manual. Donald T. MacKinnon, director of the Institute of Personality Assessment and Research at the University of California, added the Indicator to the tests used in assessing creative individuals and published supportive findings. Professor Harold Grant of Michigan State and Auburn Universities and Dr. Mary McCaulley of the University of Florida also undertook significant research with the MBTI (Grant, 1965-72; McCaulley, 1973-80). In 1975 publication of the MBTI was transferred to Consulting Psychologists Press (McCaulley, 1980).

The Third International Conference on the Myers-Briggs Type Indicator was held in Philadelphia, in October 1979. Isabel Briggs Myers was celebrating her eighty-second birthday. Shortly before the conference began, Isabel was asked by the conference coordinator Edward S. Golden about her dream for the future. She replied, "I dream that long after I am gone, my work will go on helping people" (MBTI New, July 1980). On May 5, 1980, Isabel Briggs Myers died in her sleep at her home in Swarthmore, Pennsylvania. Before her death she saw evidence that her work would continue through the establishment of free-standing, non-profit organizations called the Center for Applications of Psychological Type and Association for Psychological Type. These organizations bring people together to learn, increase knowledge of type and share new understandings and applications of personality types. What was more important to Isabel, was the certainty that what she had created would indeed go on to enrich many lives in years to come.

Characteristics of Type:

The MBTI is an indicator which points out an individual's preference for interpreting information and making decisions about that information in his/her own environment. The indicator has sixteen type classifications. Each type is different and no two individuals are exactly the same in each type. Type classifications are defined using four letters which indicate an individual's preference for each of the four preference scales (i.e. ESTJ, INFP and variation of those letters). Of those four letter classifications, one of the functioning modes (perception = S & N, or judgment = T & F) is dominant and one is auxiliary; dominant meaning the most liked and auxiliary being the backup or balancing function of the dominant one. The last letter (P or J) in the group indicates the preferred or dominant function. If an individual was an ESTJ, his/her dominant function would be judgment (T) and his/her auxiliary function would be perception (S). If the individual was an ESTP, his/her dominant function would be perception (S) and his/her auxiliary function would be judgment (T). Extraverts (EJ or EP) are stimulated primarily in their outer world, and thus the function that extraverts would use with their outer world would be dominant (Borbely & Schemel, 1982).

The opposite is true for introverts. They (IJ or IP) are stimulated in their inner world and thus the function that introverts would use in their inner world would be their dominant one, allowing the public to see only their auxiliary function (Borbely & Schemel, 1962; Myers [1962] 1975).

With this understanding, characteristics of each type can be

individualistic, yet somewhat predictable. Below are descriptions of each type and characteristics that are frequently associated with each one (Myers, [1962] 1980).

ISTJ: Serious, quiet, earns success by concentration and thoroughness, practical, orderly, matter-of-fact, logical, realistic and dependable, sees to it that everything is well organized, takes responsibility, make up their minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.

ISTP: Cool onlookers, quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor, usually interested in impersonal principles, cause and effect, how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient.

ISFJ: Quiet, friendly, responsible and conscientious, work devotedly to meet their obligations and serve their friends and school, thorough, painstaking, accurate, may need time to master technical subjects; as their interests are usually not technical, patient with detail and routine, loyal, considerate, concerned with how other people feel.

ISFP: Retiring, quietly friendly, sensitive, kind, modest about their abilities, shun disagreements, do not force their opinions

or values on others, usually do not care to lead but are often loyal followers, often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.

ESTP: Matter-of-fact, do not worry or hurry, enjoy whatever comes along, tend to like mechanical things and sports, with friends on the side, may be a bit blunt or insensitive, can do math or science when they see the need, dislike long explanations, are best with real things that can be worked, handled, taken apart or put together.

ESTJ: Practical, realistic, matter-of-fact, with a natural head for business or mechanics, not interested in subjects they see no use for, but can apply themselves when necessary, like to organize and run activities, may make good administrators, especially if they remember to consider others' feelings.

ESFP: Outgoing, easygoing, accepting, friendly, fond of a good time, like sports and making things, know what's going on and join in eagerly, find remembering facts easier than mastering theories, are best in situations that need sound common sense and practical ability with people as well as with things.

ESFJ: Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members, always doing something nice for someone, work best with encouragement and praise,

little interest in abstract thinking or technical subjects, main interest is in things that directly and visibly affect people's lives.

INFJ: Succeed by perseverance, originality and desire to do whatever is needed or wanted, put their best efforts into their work, quietly forceful, conscientious, concerned for others, respected for their firm principles, likely to be honored and followed for their clear convictions as to how best to serve the common good.

INFP: Full of enthusiasms and loyalties, but seldom talk of those until they know you well, care about learning, ideas, language and independent projects of their own, tend to undertake too much then somehow get it done, friendly, but often too absorbed in what they are doing to be sociable, little concern with possessions or physical surroundings.

INTJ: Usually have original minds and great drive when they choose to use them, have the power to organize a job and carry it through with or without help, skeptical, critical, independent, determined, often stubborn, must learn to yield less important points in order to win the most important one.

INTP: Quiet, reserved, brilliant in exams, especially in theoretical or scientific subjects, logical to the point of hair-splitting,

usually interested mainly in ideas, with little liking for parties or small talk, need to have sharply defined interests, tend to choose careers where some strong interest can be used and useful.

ENFP: Warm, enthusiastic, high-spirited, ingenious, imaginative, able to do almost anything that interests them, quick with a solution for any difficulty and ready to help anyone with a problem, often rely on their ability to improvise instead of preparing in advance, can usually find compelling reasons for whatever they want.

ENFJ: Responsive and responsible, generally feel real concern for what others think or want, try to handle things with due regard for other people's feelings, can present a proposal or lead a group discussion with ease and tact, sociable, popular, active in school affairs, but put time enough on their studies to do good work.

ENTP: Quick, ingenious, good at many things, stimulating company, alert and outspoken, argue for fun on either side of a question, resourceful in solving new and challenging problems, but may neglect routine assignments, turn to one new interest after another, can always find logical reasons for whatever they want.

ENTJ: Hearty, frank, able in studies, leaders in activities, usually good in anything that requires reasoning and intelligent talk, such as public speaking, are well-informed and keep adding to their fund of knowledge, may sometimes be more positive and confident than their experience in an area warrants.

When scoring the MBTI, the four functions do not allow for the same maximum scores. For sensation the maximum score for both men and women is 67; for intuition, 51; for thinking, 65; and for feeling, 43 for women and 37 for men. Total numbers indicate the strength and consistency of individual preferences. The higher the number, the stronger and more consistent their preference for that function (S & N and T & F), or attitude (E & I and J & P) over its opposite. The score does not indicate how skillful a person is in using that function or attitude (Borbely & Schemel, 1982).

Generally, a score of 9 points or less is not statistically significant. Scores 10 to 19 show a moderate preference, while scores 20 to 35 indicate a clear and consistent preference. Scores over 35 show a very strong preference (Borbely & Schemel, 1982; Myers [1962] 1980).

MBTI Related to Behavior:

In her review of related literature, this author found minimal research relating the MBTI to behavior. Carlson and Levy (1973) stated a need for research comparing behavioral differences between Myers-Briggs types.

Thomas Carskadon did a study in 1977, relating extraverts and introverts to behavioral differences. His study included 40 male and female introductory psychology students at Mississippi State University.

They were administered the MBTI and then taken individually to another room, where they received written instruction telling them that in five minutes they were to give a five minute impromptu talk, in front of six judges, with no notes allowed.

The results significantly showed that extraverts stood closer to the judges, had the least amount of silent periods between thought, and could remember more of the judges' names, than introverts. His hypothesis that there would be a predictable behavioral difference between extraverts and introverts was statistically proven.

While some studies have been successful in providing conformity and behavioral differences between type (Cooper, 1976; Cooper & Scalise, 1974; Ginsburg, 1972; Kilmann & Thomas, 1975; Norman & Watson, 1976) others (Snyder & Monson, 1975; Stone, 1975; Vindeses, 1979) have not been as successful. In 1969, Shapiro and Alexander found behavioral differences between type, but only under certain conditions where anxiety was used.

Matthews (1981) based his research on Asch's (1951) conformity behavior study. Matthews hypothesized that E's could be expected to conform more than I's, F's more than T's, and S's more than N's. His working hypothesis for the study predicted that EF's, ES's, IN's and IT's would fall sequentially on a continuum from greatest to least conformity, respectively. EF's and ES's were considered the types most likely to conform and IN's and IT's the least likely to conform.

His research showed that there was a marginal relationship between type and conformity (.077 level). There were significant differences between IN's and ES's and between IN's and EF's. Thus, IN's conformed

significantly less than ES's and EF's. A post hoc comparison was made between the types that were expected to conform the most (EF and ES) and the two types that were expected to conform the least (IN and IT). The results came within a slight fraction of significance ($p = .055$).

Another study was done at Auburn University in 1965, by W. Harold Grant. He administered the MBTI and a questionnaire to 1,413 freshmen students. The questionnaire dealt with student behaviors and attitudes that were considered related to their role as a student. Their responses to the questionnaire were then analyzed according to MBTI type.

All responses that were significantly chosen by a particular type were compiled into summary descriptions of each type (Grant, 1965). His descriptions were significantly similar to the descriptions of the types presented in the MBTI Manual by Isabel Myers. When students were asked about their frequency of drinking, there was a higher percentage of IP's that drank more often than EP's or EJ's. Both EN and IN students tended to feel more academically superior toward their fellow students, than ES or IS students. When they were asked about frequency of dating, ES and EN students significantly stated that they dated more often than IN or IS students. Overall, Grant's research helped to statistically prove that behavior can be related to MBTI type.

Philosophy of Student Discipline:

In order to talk about a philosophy of discipline, it first must be defined. Discipline in terms of higher education has been defined as internal or external control of behavior (Seward, 1961; Wrenn, 1949).

External control of behavior would constitute punishment and placement of restrictions or obligation on violators. The definition of internal control of behavior, or self discipline, would involve a personal sense of responsibility on the part of each individual student.

The concept of discipline in American higher education has evolved from an external to an internal philosophy (Packwood, 1977; Wrenn, 1949). Currently, American higher education recognizes the self-discipline (internal control of behavior) approach as the only definition of discipline (Mueller, 1961). Although theory, in its truest form, is sometimes difficult to put into practice.

Self-discipline has an educational purpose. It has also received strong support (Brady, 1965; Clark, Hagie, & Landrus, 1952; DeSena, 1963; Durst, 1968; Gometz & Parker, 1968; Hawkes, 1930; Kroeker & Carver, 1968; Lloyd, 1945; National Education Association, 1971; Rush, 1945; Seward, 1961; Van Houten, 1964; Williamson, 1956, 1961, 1963; Williamson & Foley, 1949). Self-discipline holds the philosophy that students should be self-disciplining and if they are not, they "should be aided in becoming...acceptable member(s) of the college community, rather than being excluded from it" (Durst, 1968, p. 10).

Several components of the educational philosophy of self-discipline are: an individual's welfare (Brady, 1965; DeSena, 1963); sound educational principles should be employed to humanistically and rationally teach acceptable behavior (Seward, 1961; Van Houten, 1964; Williamson & Foley, 1949); mastery of developmental tasks (Clark et al., 1952; Droeker & Carver, 1968); development of internal controls (Williamson, 1963); and that the student should be rehabilitated or reeducated (Brady,

1965; Williamson & Foley, 1949).

The two problems that arise from this philosophy are how to teach without being authoritarian (Rush, 1945) and how to define acceptable behavior. One way to teach (reeducate) students so that they may become more self-disciplined, would be on an individual basis. Students understanding their own MBTI and its relationship to behavior would be an educational approach to self-discipline.

CHAPTER 3

METHOD

The purpose of this study was to compare personality preference types of EN, ES, IN and IS of the Myers-Briggs Type Indicator and violations of student conduct code types, at UMO. The MBTI was used to assess personality preference type. The UMO Student Conduct Code booklet was used to define types of violations of student conduct codes. The following is a discussion of the specific methods and procedures that were used to research the problem.

Sampling and Setting

This study was conducted in cooperation with the College Student Personnel Program at the University of Wisconsin-La Crosse (UWL) and the departments of Residential Life and Conduct Office under the division of Student Services, at UMO. Research was conducted during the 1984-85 academic year. The sample population consisted of one hundred and fifty on campus freshman students at UMO, who violated a student conduct code(s) during the 1983-84 academic year. These students were selected on a random sampling basis.

Research Design

This research was designed as a comparative study between personality preference types of EN, ES, IN and IS with violations of student conduct code types. The dependent variables used in this study were the five classifications of student conduct code violations. Each

classification had sub-categories describing the type of violation. The five classifications were: 1) Educational Mission, 2) Safety and Environmental Health, 3) Care of Property, 4) Residence and Related Facilities, 5) Conduct Code.

The independent variables in this research were EN, ES, IN and IS of the Myers-Briggs Type Indicator. Test-retest reliability studies done on the MBTI show people who differ in type usually do so on one or two preference type scales, rarely three and almost never on four (McCaulley, 1977). Reliability coefficient scores for E-I range from .76 to .88 and for S-N from .75 to .90 (McCaulley, 1981). Based on these statistical findings, this writer chose to use only the first two preference type classifications (E-I, S-N) in her research.

This study was a one group design. Therefore, internal and external validity was minimal. The results of this study were applicable to the random sample at the time this study was done. The results, however, may not be applicable to another sample at a later date.

Instrumentation

The instrumentation utilized in this study consisted of the MBTI. The University of Maine Student Conduct Code booklet was used to define violations of conduct code. Incident reports were used in gathering the data on the violations.

The MBTI is a questionnaire developed by Isabel Briggs Myers and her mother, Katharine C. Briggs, to facilitate use of that part of C. G. Jung's theory which is concerned with what Jung refers to as "psychological types" (McCaulley, 1981). Myers pointed out that the essence of the theory is that variations in behavior which

may seem random are actually consistent and orderly when one understands differences in the way people prefer to take in information and make decisions (McCaulley, 1981). The questionnaire scores four preferences, EI (Extraversion-Introversion), SN (Sensing-Intuition, the two kinds of perception), TF (Thinking-Feeling, the two kinds of judgment) and JP (Judging-Perceptive, attitude for dealing with the environment). The questionnaire contains one hundred and sixty-six questions. One hundred and fourteen questions are multiple choice. The other part of the questionnaire has fifty-two pairs of words. The individual being tested is asked to choose the word that appeals most to him or her.

In 1942, Isabel Myers began to consider specific questions for possible use in an instrument that would reliably indicate the Jungian type to which an individual belongs. The next fifteen years were spent on developing a series of scales that were tested on increasingly larger samples of subjects, which led to the development of the MBTI. In 1962, the Educational Testing Service published Form F of the MBTI, for research use only. During the next decade there was a steady growth of research with the MBTI. W. Harold Grant and his students at Auburn University (Barberouse, 1965; Conary, 1965; Grant, 1965a, 1965b, 1965c) and later at Michigan State University (Eigenbrod, 1969; Grant & Eigenbrod, 1970; Grant & Foy, 1972) reported various theoretical and applied studies.

In 1975, the Consulting Psychologists Press concluded that the accumulated research on the MBTI now justified distribution of the instrument for professional applications and accordingly it published Form F in 1975 and Form G in 1977 (McCaulley, 1981).

Reliability data for the MBTI include measures of internal consistency and test-retest reliabilities of the separate scales and type classifications. Myers ([1962] 1975) stated that reliability is partly a function of the characteristics of populations. Her hypothesis was that adults and other populations likely to achieve higher levels of type development would be clearer about their preferences. Thus, samples from those groups would have higher internal consistency reliabilities than samples from less developed groups. Myers also hypothesized that reliability values for the TF scale would be most sensitive to lack of full type development, based on her assumption that good judgment is the last of the functions to develop.

Carskadon (1979c) reported on a seven week test-retest reliability study on Form G for thirty-two male psychology students. Reliability coefficients were: .79 EI, .84 SN, .48 TF, and .63 for JP. Comparable reliabilities for twenty-four females in the same class were: .86 EI, .87 SN, .87 TF, and .80 for JP. Carskadon (1977) reported similar low reliabilities on the TF scale for sixty-four males tested with Form F after a seven week interval. Again the seventy females in the same class had higher reliabilities.

Internal consistency reliabilities for the scales range in general from .75 to .85 with a lower coefficient appearing for TF (Mendelson, 1965). These figures are comparable to those of leading personality inventories (Sundberg, 1965).

Validity is based on the correlations of continuous scores with various other measures. Correlations between MBTI continuous scores and scales of other instruments generally correlated in the expected directions (McCaulley, 1981).

The student conduct code booklet was used in defining the types of violations of student conduct codes (Appendix A). This booklet has been approved by the Board of Trustees and was revised on September 26, 1983. The booklet addresses eight administrative areas of discipline in detail. These areas are: 1) Statement of General Principles, 2) Jurisdiction, 3) Definitions, 4) Violations, 5) Sanctions, 6) Procedures, 7) Conduct Code Review Board and 8) Amending the Conduct Code. Under the area of violations there are five classifications. The classifications are defined as Educational Mission (with eight sub categories), Care of Property (with five sub categories), Residence and Related Facilities (with four sub categories), and Conduct Code (with four sub categories). For the purpose of this study, the five classifications of violations were used to define types of student conduct code violations that occurred during the 1983-84 academic year.

The student incident reports are standard forms that document violations of student conduct codes. The form consists of the date, time and location of an incident. It also documents who was directly and indirectly involved in the incident. It gives the type of violation(s) and if the incident was related to alcohol consumption. A space is provided to give a brief description of how the incident occurred and feedback from those who were accused of the violation. The form indicates whether it was the individual's first, second, or third violation. Recommendations, referrals and sanctions are then made if necessary. This form is accepted by the Conduct Code Review Board as a standard documentation form of student conduct code violations (Appendix B).

Procedure

This study was conducted in four phases. Phase one developed from this writer's interest and work experience in dealing with student discipline in the residence halls at UMO. One police officer was assigned to each complex to work with the Residential Life staff in dealing with student discipline. During the time this author was employed by UMO, she had the privilege of working with Officer William Kennedy; who now holds the administrative position of Conduct Officer at UMO. Her responsibilities also included assisting in the training of staff and students with respect to their own personality type, using the MBTI. Dr. Michael Shannon, who was on the Residential Life staff, had expertise in using the MBTI for research purposes. He also encouraged this writer to do research using the MBTI, by offering his professional assistance.

After returning to UWL, the writer telephoned William Kennedy and Dr. Michael Shannon informing them of her intentions to do research for UMO, comparing the MBTI with student discipline. Upon their verbal approval over the phone, the writer then sent copies of her proposal and letters requesting official approval (Appendix C).

Phase two consisted of sending the proposal and official letters of request to the Dean of Student Services and the Director of Residential Life at UMO, to conduct the proposed research (Appendix D). The findings in this research could be beneficial to several departments under the division of Student Services, headed by Dean D. Rideout.

Since the Residential Life department already had freshman MBTI scores on their computer for other purposes, the author sent an official request to the Director, Ross Moriarty, to use the MBTI scores that

were on the computer for her proposed research. The findings of this research would be an addition to the already established knowledge on the MBTI, utilized by the department.

In phase three, after official approval was given to proceed with the proposed research, the writer returned to UMO to collect the data (Appendix E). A random sampling of one hundred and fifty student incident reports from the 1983-84 academic year were chosen. These incident reports were obtained from the Conduct Office at UMO. The information on the incident reports was recorded and student identification numbers were used to match names with MBTI scores on the computer. Once the data were collected the writer returned to UWL.

Phase four was completed on the UWL campus. The statistical test of Chi Square was used to compare MBTI scores, violations of student conduct code types, gender, hall, alcohol related offenses and repeating violations, on the UWL VAX 11/780 computer. After analyzing the data, results and conclusions were made. Final copies were sent to the Conduct Office, Residential Life department and the Dean of Student Services office on the UMO campus.

Data Analysis

A non parametric statistical procedure was used to analyze these data in this study. Chi Square was chosen to test the research question: What significant relationship exists between a student's personality preference type of EN, ES, IN or IS and violations of student conduct code types? The five types of violations that were defined in this research were nominal. The independent variables were the Myers-Briggs personality preference types. In order to determine the

relationship between type and violations, each type was compared to all five violations. As a result, twenty hypotheses were developed.

CHAPTER 4

RESULTS

This chapter presents data results collected from this study under four main headings: 1) Background Information; 2) Hypotheses Testing; 3) Similarities of Results; and 4) Additional Data Researched.

Background Information:

A total of 1,981 resident freshmen were admitted to UMO during the 1983-84 academic year. They were administered the MBTI prior to college and residence hall living experience. The results were then entered into the UMO computer. The total sample population of freshman students who violated conduct codes was 150. Table 1 provides a listing of types and percentages from the total freshman population (1,981) and students from the sample population (150).

Table 1

Total Population						Sample Population					
ES	602	30.4%	IS	487	24.6%	ES	43	7.14%	IS	34	7.0%
EN	507	25.6%	IN	385	19.4%	EN	44	8.68%	IN	29	7.6%
Total E = 1,109 I = 872						E = 87 I = 63					
55.9% 44.0%						58.0% 42.0%					

According to the total population count the majority of students were ES, followed by EN, IS and IN. Table 1 also compared the number of each type in the sampled population to the total population of each type. EN had the highest percentage (8.68%) of violators in its own type (507), followed by IN (7.6%), ES (7.14%) and IS (7.0%).

The sample population consisted of 112 males (78.5%) and 38 (25.3%) females. The percentage of males versus females was statistically significant at the 0.0233 level for the first violation. The second violation was significant at the 0.0277 level. Of the 112 males, 61 (54.5%) were extraverted and 51 (45.5%) were introverted. Of the 38 females, 26 (68.4%) were extraverted and 12 (31.6%) were introverted. Even though there was a slightly higher percentage of extraverted females, there was no statistical significance between the percentage of males and females who were extraverted or introverted (See Table 2). An additional result indicated that 59 males and 26 females scored 15 or more points on the extraversion scale (See Table 3).

The sensing-intuitive scale (S & N) showed an even distribution between males and females. A slightly higher percentage of females (M = 50.9%, F = 52.6%) had a sensing preference (See Table 2).

The thinking-feeling scale (T & F) was statistically significant at the 0.021 level. A total of 63 males and 30 females were feeling orientated. A higher percentage of females (78.9%) were feeling orientated than males (56.3%). From the 112 males who violated conduct codes only 49 (43.8%) had a thinking preference (See Table 4).

On the perception-judgment scale (P & J) a total of 114 students were perceptive. Of the males, 85 (75.9%) were perceiving and 27 (24.1%) were judging. Of the females, 29 (76.3%) were perceiving and 9 (23.7%) were judging. A total of 96 students (73 males and 23 females) scored 15 points or more on their perception scale. Although there was no statistical significance between the percentages of males and females who were perceiving or judging; there was a strong indication that the

majority of students who violated conduct codes tended to have a perception preference, rather than a judgment one (See Tables 3 & 4).

Table 2

Extraverted - Intraverted - Sensing - Intuition Subscales by Sex

MBTI	M	F	T	MBTI	M	F	T
E	61	26	87	S	57	20	77
Row %	70.1	29.2			74.0	26.0	
Column %	54.5	68.4	58.0		50.9	52.6	51.3
I	51	12	63	I	55	18	73
Row %	81.0	19.0			75.3	24.7	
Column %	45.5	31.6	42.0		49.1	47.4	48.7
Column Total	112	38	150		112	38	150
	74.7%	25.3%	100.0%		74.7%	25.3%	100.0%

Chi-square 1.73207
D.F. 1
Significance 0.1881
Min E.F. 15.960
Cells with E.F. < 5 0

Table 3

Type Subscale Scores by Sex

Sex	Type 15 Points								Type 15 Points							
	E	I	S	N	T	F	P	J	E	I	S	N	T	F	P	J
Male	53	65	70	77*	93*	81*	39	95	59	47	42	35	19	31	73*	17
Female	12	26	23	27*	37*	20*	15	33	26*	12	15	11	1	18	23*	5
Total	65	91	93	104	130*	101	54	128*	85	59	57	46	20	49	96*	22

Total Population: Females = 38

Males = 112

150

Table 4

Thinking - Feeling - Perceptive - Judgment Subscales by Sex

MBTI	M	F	T	MBTI	M	F	T
Thinking	49	8	57	Perceptive	85	29	114
Row %	86.0	14.0			74.6	25.4	
Column %	43.8	21.1	38.0		75.9	76.3	76.0
Feeling	63	30	93	Judgment	27	9	36
Row %	67.7	32.3			75.0	25.0	
Column %	56.3	78.9	62.0		24.1	23.7	24.0
Column Total	112	38	150		112	38	150
	74.7 %	25.3 %	100.0 %		74.7 %	25.3 %	100.0 %
Chi-square	5.27822						
D. F.	1						
Significance	0.0216						
Min E. F.	14.440						
Cells with E.F.<5	0						

Hypotheses Testing:

The hypotheses of this study were based on a comparison between MBTI personality types (ES, EN, IS, IN) and violations of five conduct code classifications. Hypotheses 1 through 5 compared ES with violations of the five conduct codes. Hypotheses 6 through 10 compared EN with violations of conduct codes. Hypotheses 11 through 15 compared IS and hypotheses 16 through 20 compared IN with violations of the five conduct codes.

A statistical test of Chi-square was used to determine the difference between type and conduct code violations. At the .05 level all 20 null hypotheses were accepted. Results indicated that there was no significant difference between personality types of ES, EN, IS and IN with violations of the five conduct code classifications: Educational Mission, Safety and Environmental Health, Care of Property, Residence and Related Facilities and Conduct Code. These statistical results were also true for the second and third violations (See Tables 5-7).

Similarities of Results:

Although there was no significant difference at the .05 level, there were similarities of results between the first, second and third violations. There was a sequential pattern that occurred in all three violations, shown in Tables 5 through 7. This pattern indicated that ES had the highest amount of violations followed by EN, IS and then IN. Exceptions to this pattern were minimal. In Table 5 EN exceeded ES by one. Another exception occurred in Table 7 with IN exceeding IS by only one.

Table 5
First Violation: Conduct Codes 1-5 by MBTI

Conduct Code	Extr-Sens	Extr-Intu	Intr-Sens	Intr-Intu	Total
1.00	1	4	1	1	7
Row %	14.3	57.1	14.3	14.3	
Column %	2.3	9.1	2.9	3.4	4.7
2.00	27	25	22	19	93
Row %	29.0	26.9	23.7	20.4	
Column %	62.8	56.8	64.7	65.5	62.0
3.00	7	4	4	0	15
Row %	46.7	26.7	26.7		
Column %	16.3	9.1	11.8		10.0
4.00	6	10	6	9	31
Row %	19.4	32.3	19.4	29.0	
Column %	14.0	22.7	17.6	31.1	20.7
5.00	2	1	1	0	4
Row %	50.0	25.0	25.0		
Column %	4.7	2.3	2.9		2.7
Column Total	43	44	34	29	150
Row %	28.7 %	29.3 %	22.7 %	19.3 %	100.0 %

Chi-square 62.46294
 D. F. 54
 Significance 0.2008
 Min E.F. 0.193
 Cells with E.F.<5 70 of 76 (92.1%)

Table 6

Second Violation: Conduct Codes 1-5 by MBTI

Conduct Code	Extr-Sens	Extr-Intu	Intr-Sens	Intr-Intu	Total
1.00	2	1	0	0	3
Row %	66.7	33.3			
Column %	9.5	5.9			4.8
2.00	11	6	6	4	27
Row %	40.7	22.2	22.2	14.8	
Column %	52.4	35.3	46.2	33.3	42.9
3.00	3	3	1	2	9
Row %	33.3	33.3	11.1	22.2	
Column %	14.3	17.6	7.7	16.7	14.3
4.00	5	1	1	2	9
Row %	55.6	11.1	11.1	22.2	
Column %	23.8	5.9	7.7	16.7	14.3
5.00	0	6	5	4	15
Row %		40.0	33.3	26.7	
Column %		35.3	38.5	33.3	23.8
Column Total	21	17	13	12	63
Row %	33.3 %	27.0 %	20.6 %	19.0 %	100.0 %

Chi-square 13.95918
 D. F. 12
 Significance 0.3033
 Min E.F. 0.571
 Cells with E.F.<5 15 of 20 (75.0%)

Table 7
Third Violation: Conduct Codes 1-5 by MBTI

Conduct Code	Extr-Sens	Extr-Intu	Intr-Sens	Intr-Intu	Total
1.00	2	0	0	1	3
Row %	66.7			33.3	
Column %	13.3			16.7	8.8
2.00	7	5	1	1	14
Row %	50.0	35.7	7.1	7.1	
Column %	46.7	62.5	20.0	16.7	41.2
3.00	1	0	2	1	4
Row %	25.0		50.0	25.0	
Column %	6.7		40.0	16.7	11.8
4.00	0	0	2	2	4
Row %			50.0	50.0	
Column %			40.0	33.3	11.8
5.00	5	3	0	1	9
Row %	55.6	33.3		11.1	
Column %	33.3	37.5		16.7	26.5
Column Total	15	8	5	6	34
Row %	44.1 %	23.5 %	14.7 %	17.6 %	100.0 %

Chi-square 19.75013
 D. F. 12
 Significance 0.0720
 Min E.F. 0.441
 Cells with E.F.<5 19 of 20 (95.0%)

In the first and second violations Chi-square (.2008 & .3033) showed a fairly even distribution of type percentages in all five conduct codes. In the third violation a higher percentage of extraverts violated conduct codes. This was represented in the Chi-square significance score of .0720 (See Tables 5-7).

Out of 150 students, 93 violated a code 2 (Safety and Environmental Health) conduct code in the first violation. This was also the highest violated code in the second and third violations. Of the 16 sub codes in code 2 (Appendix A), sub code 7 (Violations of Alcoholic Beverage Regulations) had the most offenses in all three violations.

In the second and third violations the second highest violated code was code 5 (See Tables 6 & 7). Of the four sub codes in code 5 (Appendix A), sub code 3 (Continued Infractions of This Code) was violated 21 times out of a total of 28 code 5 offenses.

Another similarity occurred in code 3. Only males violated a code 3 (Care of Property) in all three violations (See Tables 8-10).

In the first violation females violated a code 1 (Educational Mission) at a higher percentage ($F = 57.1\%$, $M = 42.9\%$) than males. With the exception to Violation 1 Code 1 (V1 C1), males violated all five codes at a higher percentage in all three violations.

Table 8

First Violation: Conduct Codes 1-5 by Type & Sex

MBTI	V1 C1			V1 C2			V1 C3		
	M	F	T	M	F	T	M	F	T
ES	0	1	1	17	10	27	7	0	7
Row %		100.0		63.0	37.0		100.0		
Column %		25.0	14.3	27.0	33.3	29.0	46.7		46.7
EN	1	3	4	14	11	25	4	0	4
Row %	25.0	75.0		56.0	44.0		100.0		
Column %	33.3	75.0	57.1	22.2	36.7	26.9	26.7		26.7
IS	1	0	1	15	7	22	4	0	4
Row %	100.0			68.2	31.8		100.0		
Column %	33.3		14.3	23.8	23.3	23.7	26.7		26.7
IN	1	0	1	17	2	19	0	0	0
Row %	100.0			89.5	10.5				
Column %	33.3		14.3	27.0	6.7	20.4			
Column Total	3	4	7	63	30	93	15	0	15
Column %	42.9 %	57.1 %	100.0 %	67.7 %	32.3 %	100.0 %	100.0 %		100.0 %
Chi-square	3.93750			5.96773			(Statistics can not be computed when the number of non-empty rows or columns is one.)		
D.F.	3			3					
Significance	0.2683			0.1132					
Min E.F.	0.429			6.129					
Cells with E.F.<5	8 of 8 (100.0%)			0					

Table 8 - continued

First Violation: Conduct Codes 1-5 by Type & Sex

MBTI	V1 C4			V1 C5		
	M	F	T	M	F	T
ES	6	0	6	2	0	2
Row %	100.0			100.0		
Column %	21.4		19.6	66.7		50.0
EN	10	0	10	0	1	1
Row %	100.0				100.0	
Column %	35.7		32.3		100.0	25.0
IS	4	2	6	1	0	1
Row %	66.7	33.3		100.0		
Column %	14.3	66.7	19.4	33.3		25.0
IN	8	1	9	0	0	0
Row %	88.9	11.1				
Column %	28.6	33.3	29.0			
Column Total	28	3	31	3	1	4
Column %	90.3 %	9.7 %	100.0 %	75.0 %	25.0 %	100.0 %
Chi-square	5.57672			4.00000		
D. F.	3			2		
Significance	0.1341			0.1353		
Min E.F.	0.581			0.250		
Cells with E.F.<5	4 of 8 (50.0%)			6 of 6 (100.0%)		

Table 9

Second Violation: Conduct Codes 1-5 by Type & Sex

MBTI	V2 C1			V2 C2			V2 C3		
	M	F	T	M	F	T	M	F	T
ES	1	1	2	10	1	11	3	0	3
Row %	50.0	50.0		90.0	9.1		100.0		
Column %	50.0	100.0	66.7	41.7	33.3	40.7	33.3		33.3
EN	1	0	1	5	1	6	3	0	3
Row %	100.0			83.3	16.7		100.0		
Column %	50.0		33.3	20.8	33.3	22.2	33.3		33.3
IS	0	0	0	5	1	6	1	0	1
Row %				83.3	16.7		100.0		
Column %				20.8	33.3	22.2	11.1		11.1
IN	0	0	0	4	0	4	2	0	2
Row %				100.0			100.0		
Column %				16.7		14.8	22.2		22.2
Column Total	2	1	3	24	3	27	9	0	9
Column %	66.7 %	33.3 %	100.0 %	88.9 %	11.1 %	100.0 %	100.0 %		100.0 %

Chi-square
D.F.
Significance
Min E.F.
Cells with E.F.<5

Fisher's Exact Test
One Tail 0.66667
Two Tail 1.00000

0.92045
3
0.8205
0.444
5 of 8 (62.5%)

(Statistics cannot be
computed when the
number of non-empty
rows or columns is
one.)

Table 9 - continued

Second Violation: Conduct Codes 1-5 by Type & Sex

MBTI	V2 C4			V2 C5		
	M	F	T	M	F	T
ES	4	1	5	0	0	0
Row %	80.0	20.0				
Column %	66.7	33.3	55.6			
EN	0	1	1	5	1	6
Row %		100.0		83.5	16.7	
Column %		33.3	11.1	41.7	33.3	40.0
IS	0	1	1	4	1	5
Row %		100.0		80.0	20.0	
Column %		33.3	11.1	33.3	33.3	33.3
IN	2	0	2	3	1	4
Row %	100.0			75.0	25.0	
Column %	33.3		22.2	25.0	33.3	26.7
Column Total	6	3	9	12	3	15
Column %	66.7 %	33.3 %	100.0 %	80.0 %	20.0 %	100.0 %
Chi-square	5.40000			0.10417		
D.F.	3			2		
Significance	0.1447			0.0492		
Min E.F.	0.333			0.800		
Cells with E.F. 5	8 of 8 (100.0%)			6 of 6 (100.0%)		

Table 10

Third Violation: Conduct Codes 1-5 by Type & Sex

MBTI	V3 C1			V3 C2			V3 C3		
	M	F	T	M	F	T	M	F	T
ES	2	0	2	7	0	7	1	0	1
Row %	100.0			100.0			100.0		
Column %	66.7		66.7	53.8		50.0	25.0		25.0
EN	0	0	0	4	1	5	0	0	0
Row %				80.0	20.0				
Column %				30.8	100.0	35.7			
IS	0	0	0	1	0	1	2	0	2
Row %				100.0			100.0		
Column %				7.7		7.1	50.0		50.0
IN	1	0	1	1	0	1	1	0	1
Row %	100.0			100.0			100.0		
Column %	33.3		33.3	7.7		7.1	25.0		25.0
Column Total	3	0	3	13	1	14	4	0	4
Column %	100.0 %		100.0 %	92.9 %	7.1 %	100.0 %	100.0 %		100.0 %

Chi-square
D.F.
Significance
Min E.F.
Cells with E.F.<5

(Statistics cannot be
computed when the
number of non-empty
rows or columns is one.)

1.03846
3
0.5853
0.071
7 of 8 (87.5%)

(Statistics cannot be
computed when the number
of non-empty rows or
columns is one.)

Table 10 - continued

Third Violation: Conduct Codes 1-5 by Type & Sex

MBTI	V3 C4			V3 C5		
	M	F	T	M	F	T
ES	0	0	0	3	2	5
Row %				60.0	20.0	
Column %				42.9	100.0	55.6
EN	0	0	0	3	0	3
Row %				100.0		
Column %				42.9		33.3
IS	1	1	2	0	0	0
Row %	50.0	50.0				
Column %	33.3	100.0	50.0			
IN	2	0	2	1	0	1
Row %	100.0			100.0		
Column %	66.7		50.0	14.3		11.1
Column Total	3	1	4	7	2	9
Column %	75.0 %	25.0 %	100.0 %	77.8 %	22.2 %	100.0 %

Chi-square
D.F.
Significance
Min E.F.
Cells with E.F.<5

Fisher's Exact Test
One Tail 0.50000
Two Tail 1.00000

2.05714
2
0.3575
0.222
6 of 6 (100.0 %)

Additional Data Researched:

This section presents additional research information that was studied in relation to the hypotheses tested for this study. In this section the four specific areas researched were; 1) Coed versus Single Sex Residence Halls; 2) Alcohol Related Offenses; 3) Repeating Offenses; and 4) Additional Information on the TF & PJ scales.

Coed vs. Single Sex Residence Halls:

At UMO there were 16 coed halls, 4 male halls and 3 female halls. The majority of females who violated conduct codes (55.26%) lived in single sex halls. Table 11 shows that 13 out of 21 females lived in one hall (Androscoggin). Gannett Hall had the highest percentage of violations (16.96%) from all male single sex halls. Androscoggin, Gannett and Cumberland Halls formed one complex. This complex was the only one out of 6 at UMO that was comprised of one male, one female, and one coed hall. The other five complexes consisted of a higher percentage of coed halls in each complex.

The majority of males (81 out of 112) who violated conduct codes lived in coed halls. A comparison between MBTI type by single sex or coed halls is shown in Tables 12 & 13. A total of 93 students violated a code 2 conduct code. Of those 93 students, 63 were males (See Table 13). Under code 2 in Table 13, 19 male students lived in single sex halls, while 44 resided in coed halls. This was statistically significant at the 0.0373 level. The majority of male violators (32) were ES followed by EN.

Table 11

MBTI Type by Male & Female Single Sex Halls

MBTI	Female				Total
	Balentine	Androscoggin	Kennebec		
ES	0	4	1		5
EN	1	3	3		7
IS	0	4	2		6
IN	1	2	0		3
Total	2 5.26 %	13 34.21 %	6 15.78 %		21 (Out of 38) 55.26 %
MBTI	Male				Total
	Aroostook	Dunn	Gannett	Oak	
ES	0	1	5	2	8
EN	0	0	4	2	6
IS	0	4	7	1	12
IN	0	0	3	2	5
Total	0	5 4.46 %	19 16.96 %	7 6.25 %	31 (Out of 112) 27.67 %

Table 12

First Violation: Conduct Code 1-5

Female MBTI by Coed versus Single Sex Halls

Type	Code 1		Code 2		Code 3		Code 4		Code 5		Total
	S	C	S	C	S	C	S	C	S	C	
ES	1	0	4	6	0	0	0	0	0	0	11
EN	1	2	6	5	0	0	0	0	0	1	15
IS	0	0	6	1	0	0	0	2	0	0	9
IN	0	0	2	0	0	0	1	0	0	0	3
Total	2	2	18	12	0	0	1	2	1	1	38
Column %	50.0	50.0	60.0	40.0			33.3	66.7	100.0	100.0	100.0
Chi-square	Fisher's		5.06494		0		Fisher's		0		
D.F.	Exact Test		3		0		Exact Test		0		
Significance	One Tail 0.5		0.1671		0		One Tail 0.3		0		
	Two Tail 1.0				0		Two Tail 0.3		0		
Min E.F.			0.800		0				0		
Cells with E.F.<5			6 of 8 (75.0%)		0				0		

Table 13

First Violation: Conduct Codes 1-5
Male MBTI by Coed versus Single Sex Halls

Type	Code 1		Code 2		Code 3		Code 4		Code 5		Total
	S	C	S	C	S	C	S	C	S	C	
ES	0	0	4	13	2	5	2	4	0	2	32
EN	0	1	3	11	2	2	1	9	0	0	29
IS	0	1	9	6	2	2	1	3	0	1	25
IN	0	1	3	14	0	0	2	6	0	0	26
Total	0	3	19	44	6	9	6	22	0	3	112
Column %		100.0	32.2	69.8	40.0	60.0	21.4	78.6		100.0	100.0
Chi-square	0		8.46635		0.71429		1.37172		0		
D.F.	0		3		2		3		0		
Significance	0		0.0373*		0.6997		0.7122		0		
Min E.F.	0		4.222		1.600		0.857		0		
Cells with E.F.<5	0		2 of 8 (25.0%)		6 of 6 (100.0%)		6 of 8 (75.0%)		0		

Five coed halls out of a total of 16, shown in Table 14, comprised the majority of violators who lived in coed halls. Those five halls represented a total of 3 complexes campus wide. Two of those halls (Knox & Somerset) were from the Hilltop complex; which was comprised of only three coed halls.

Table 14
MBTI Type by Coed Halls

Halls	ES	EN	IS	IN	Total
Augusta	2	4	2	6	14*
Belfast	4	2	1	0	7
Chadbourne	3	5	1	0	9*
Colvin	0	0	0	0	0
Corbett	1	4	1	2	8
Cumberland	4	2	0	2	8
Estabrooke	0	0	0	0	0
Hancock	2	0	0	1	3
Hannibal-Hamlin	2	2	0	0	4
Hart	0	1	0	0	1
Knox	3	1	3	2	9*
Oxford	1	1	1	3	6
Penobscott	2	0	1	1	4
Somerset	2	4	2	1	9*
Stodder	3	4	1	2	10*
York Hall	1	1	3	1	6
Total	30	31	16	21	98
(Out of 150)	20.0 %	20.6 %	10.6 %	14.0 %	65.3 %

Type distribution for coed halls was not statistically significant. Table 14 shows that a slightly higher percentage of students were N versus S. The majority of coed residents who violated conduct codes were extraverted.

Alcohol Related Offenses:

Student incident reports provided information as to whether a violation was, or was not alcohol related. Once the data was run through the computer, the author found that there was no statistical significance between type and alcohol related incidences. The significance level of 0.673 showed that the majority of alcohol related incidences were extraverted. The percentages in Table 15 show a fairly even distribution of alcohol and non-alcohol related incidences compared to type. Although there was no statistical significance, results showed that the majority (92) of incidences violating conduct codes were alcohol related.

Table 15
Alcohol Related Versus MBTI

MBTI	Yes	No	Total
ES	28	15	43
Row %	65.1	34.9	
Column %	30.4	25.9	28.7
EN	29	15	44
Row %	65.9	34.1	
Column %	31.5	25.9	29.3
IS	19	15	34
Row %	55.9	44.1	
Column %	20.7	25.9	22.7
IN	16	13	29
Row %	55.2	44.8	
Column %	17.4	22.4	19.3
Total	92*	58	150
Column %	61.3	38.7	100.0
Chi-square	1.53807		
D.F.	3		
Significance	0.6735		
Min E.F.	11.213		
Cells with E.F.<5	None		

Results of Alcohol related incidences compared to the five conduct codes are shown in Table 16. In the second violation code 2 had 23 alcohol related incidences out of a total of 27. This was statistically significant at the 0.0498 level. Violations 1 & 3 also showed 2 as having the highest percentage of alcohol related incidences.

Table 16

Alcohol Related Versus Conduct Codes

Code	V1		V2		V3	
	Alc	Non	Alc	Non	Alc	Non
1.00	3	4	1	2	3	0
Row %	42.9	57.1	33.3	66.7	100.0	
Column %	3.3	6.9	2.2	11.1	10.7	
2.00	56	37	23	4	12	2
Row %	60.2	39.8	85.2	14.8	85.7	14.3
Column %	60.9	63.8	51.1	22.2	42.9	33.3
3.00	10	5	7	2	2	2
Row %	66.7	33.3	77.8	22.2	50.0	50.0
Column %	10.9	8.6	15.6	11.1	7.1	33.3
4.00	21	10	7	2	3	1
Row %	67.7	32.3	77.8	22.2	75.0	25.0
Column %	22.8	17.2	15.6	11.1	10.7	16.7
5.00	2	2	7	8	8	1
Row %	50.0	50.0	46.7	53.3	88.9	11.1
Column %	2.2	3.4	15.6	44.4	28.6	16.7
Total	92	58	45	18	28	6
Column %	61.3	38.7	71.4	28.6	82.4	17.6
Chi-square	1.99005		9.49926		4.04601	
D.F.	4		4		4	
Significance	0.7376		0.0498*		0.3998	
Min E.F.	1.547		0.857		0.529	
Cells with E.F.<5	4 of 10 (40.0%)		5 of 10 (50.0%)		8 of 10 (80.0%)	

Repeating Offenses:

When MBTI type was compared to repeating offenses, the statistical significance of 0.4449 showed a fairly even distribution of percentages. Extraverted-sensing students had the highest percentage of repeating offenses (35.5%) and extraverted-intuitives had the highest percentages of non-repeating offenses (See Table 17).

Table 17
Repeating Versus MBTI

MBTI	Yes	No	Total
Extr-Sens	22	21	43
Row %	51.2	48.8	
Column %	35.5*	23.9	28.7
Extr-Intu	16	28	44
Row %	36.4	63.6	
Column %	25.8	31.8*	29.3
Intr-Sens	12	22	34
Row %	35.3	64.7	
Column %	19.4	25.0	22.7
Intr-Intu	12	17	29
Row %	41.4	58.6	
Column %	19.4	19.3	19.3
Total	62	88	150
Column %	41.3	58.7	100.0
Chi-square	2.67287		
D.F.	3		
Significance	0.4449*		
Min E.F.	11.987		
Cells with E.F.<5	None		

In Table 18 violations 2 & 3 showed a high percentage of code 2 offenses as repeating. Although violation 2 was not statistically significant; violation 3 had a significance of 0.0400. In violation 3, code 2 had 13 repeating offenses, 12 of them were alcohol related (See Tables 16 & 18).

Table 18
Repeating Versus Conduct Codes

Code	V2			V3		
	Yes	No	Total	Yes	No	Total
1.00	3	0	3	3	0	3
Row %	100.0			100.0		
Column %	5.2		4.8	9.7		8.8
2.00	24*	3	27	13*	1	14
Row %	88.9	11.1		92.9	7.1	
Column %	41.4	60.0	42.9	41.9	33.3	41.2
3.00	9	0	9	4	0	4
Row %	100.0			100.0		
Column %	15.5		14.3	12.9		11.8
4.00	9	0	9	2	2	4
Row %	100.0			50.0	50.0	
Column %	15.5		14.3	6.5	66.7	11.8
5.00	13	2	15	9	0	9
Row %	86.7	13.3		100.0		
Column %	22.4	40.0	23.8	29.0		26.5
Total	58	5	63	31	3	34
Column %	92.1	7.9	100.0	91.2	8.8	100.0
Chi-square	2.78069			10.02765		
D.F.	4			4		
Significance	0.5952			0.04000*		
Min E.F.	0.238			0.265		
Cells with E.F.<5	6 of 10 (60.0%)			8 of 10 (80.0%)		

TF & PJ Scales:

Additional research on the TF and PJ scales shown in the following Tables indicate similarities between combinations of type TP, TJ, FP and FJ) when compared to conduct codes, halls, repeating and alcohol related offenses.

In Table 19 MBTI type compared to conduct code violations showed that almost half of the violators (70 = 46.7%) had a feeling-perception preference. Of those FPs, 26 were ENFPs, 19 were ESFPs, 13 were ISFPs and 12 were INFPs. Those results along with the total and sample population figures in Table 1, indicated that ENJPs violated conduct codes at a higher percentage than any other type. The high percentage of FP violators were also evident in the second (0.3828) and third (0.5029) violations.

In the group of 70 FPs, 48 were male and 22 were female. This was significant at a .0834 level. The second highest type was thinking-perceptive (44), followed by feeling-judging (23) and then thinking-judging (13).

In violations 1 through 3 feeling-perceptive (FP) students had the highest percentage of violations in all coed and single sex halls. This was researched at a significance level of 0.3872. Gannett Hall had the highest percentage of FP students. It was also the all male hall that had the highest number of violations. These results were also similar for Androscoggin (all female hall with the highest number of violations) and Stodder Hall (coed hall with the highest number of violations; refer to Table 14).

Table 19

First Violation: MBTI by Conduct Codes 1-5

Code	ESTP	ESTJ	ESFP	ESFJ	ENTP	ENTJ	ENFP	ENFJ	Total
1.00	0	0	1	0	2	0	2	0	7
Row %			14.3		28.6		28.6		
Column %			5.3		15.4		7.7		4.7
2.00	9	3	12	3	7	1	16	1	93
Row %	9.7	3.2	12.9	3.2	7.5	1.1	17.2	1.1	
Column %	75.0	60.0	63.2	42.9	53.8	100.0	61.5	25.0	62.0
3.00	2	0	4	1	0	0	2	2	15
Row %	13.3		26.7	6.7			13.3	13.3	
Column %	16.7		21.1	14.3			7.7	50.0	10.0
4.00	1	1	2	2	4	0	5	1	31
Row %	3.2	3.2	6.5	6.5	12.9		16.1	3.2	
Column %	8.3	20.0	10.5	28.6	30.8		19.2	25.0	20.7
5.00	0	1	0	1	0	0	1	0	4
Row %		25.0		25.0			25.0		
Column %		20.0		14.3			3.8		2.7
Total	12	5	19*	7	13	1	26*	4	150
Column %	8.0	3.3	12.7	4.7	8.7	.7	17.3	2.7	100.0

Chi-square 53.69129
 D.F. 60
 Significance 0.7043
 Min E.F. 0.027
 Cells with E.F.<5 71 of 80 (88.8%)

Table 19 - continued
First Violation: MBTI by Conduct Codes 1-5

Codes	ISTP	ISTJ	ISFP	ISFJ	INTP	INTJ	INFP	INFJ	Total
1.00	1	0	0	0	1	0	0	0	7
Row %	14.3				14.3				
Column %	12.5				9.1				4.7
2.00	5	1	7	9	9	2	7	1	93
Row %	5.4	1.1	7.5	9.7	9.7	2.2	7.5	1.1	
Column %	62.5	33.3	53.8	90.0	81.8	50.0	58.3	50.0	62.0
3.00	1	1	2	0	0	0	0	0	15
Row %	6.7	6.7	13.3						
Column %	12.5	33.3	15.4						10.0
4.00	1	1	3	1	1	2	5	1	31
Row %	3.2	3.2	9.7	3.2	3.2	6.5	16.1	3.2	
Column %	12.5	33.3	23.1	10.0	9.1	50.0	41.7	50.0	20.7
5.00	0	0	1	0	0	0	0	0	4
Row %			25.0						
Column %			7.7						2.7
Total	18	3	13*	10	11	4	12*	2	150
Column %	5.3	2.0	8.7	6.7	7.3	2.7	8.0	1.3	100.0

Chi-square 53.68129
D.F. 60
Significance 0.7043
Min E.F. 0.027
Cells with E.F.<5 71 of 80 (88.8%)

The results of the TF & PJ percentages were also similar when compared to repeating and alcohol related offenses. As before, students with a FP type had the highest amounts of repeating and alcohol related incidences. (See Table 20).

Table 20

TF & PJ Scales: Repeating and Alcohol Related

Code	Repeating			Alcohol		
	Yes	No	T	Yes	No	T
T-P	22	22	44	29	15	44
Row %	50.0	50.0		65.9	34.1	
Column %	35.5	25.0	29.3	31.5	25.9	29.3
T-J	7	6	13	8	5	13
Row %	53.8	46.2		61.5	38.5	
Column %	11.3	6.8		8.7	8.6	8.7
F-P	24*	46	70	37*	33	70
Row %	34.3	65.7		52.9	47.1	
Column %	38.7	52.3	46.7	40.2	56.9	46.7
F-J	9	14	23	18	5	23
Row %	39.1	60.9		78.3	21.7	
Column %	14.5	15.9	15.3	19.6	8.6	15.3
Total	62	88	150	92	58	150
Column %	41.3	58.7	100.0	61.3	38.7	100.0

Chi-square	3.68213	5.28828
D.F.	3	3
Significance	0.2979	0.1519
Min E.F.	5.373	5.027
Cells with E.F.<5	None	None

Summary:

There are many variables that are involved with student behavior that could be compared to the MBTI. This chapter has presented only a few of these variables (violations of conduct codes, coed halls versus single sex halls, alcohol related incidences and repeating offenses).

You will find a detailed discussion of these results in the next chapter.

CHAPTER 5

DISCUSSION

The discussion chapter of this paper is divided into two main sections. The first section discusses the hypotheses. The second section deals with the "Additional Research" that was presented in chapter four and its relationship to type theory.

Hypotheses:

Results indicated that at a .05 level, there was no significant relationship between ES, EN, IS and IN personality types and violations of codes 1-5 for the first two violations. The third violation showed minimal significance at a .0720 level. In the first violation ES and ENs were almost equal in total incidences (ES = 43, EN = 44), followed by IS and then IN (IS = 34, IN = 29). In the second and third violations there was a clearer indication that ES students violated conduct codes more than EN students. Of the five conduct codes, code 2 was violated at a higher percentage in all three violations. In all three violations, with the exception to violation 1; ES and EN, the pattern from most to least offenses showed ES followed by EN, IS and then IN.

Considering the total and sample population percentages, results indicated that EN students violated conduct codes on a first time basis, more often than any other type (8.68%). When looking at the second and third violations, ES students violated conduct codes at a higher percentage than EN, IS or IN.

From the previously stated results, it is possible that there was minimal significant relationship between the personality type of ES and a code 2 offense (Safety and Environmental Health).

This would imply that extraverts (ES & EN) violated more often than introverts. Secondly, EN students after a first violation, accepted or adapted to their environment, with regard to rules and regulations, faster than ES's.

Although the hypotheses were not significant at a .05 level, the order of type preferences (ES, followed by EN, IS and then IN) for all three violations supports type theory and other research related to behavioral differences between extraverts and introverts (Myers [1962] 1975, 1982, p. 181-182; Jung, 1971; Grant, 1965; Van der Hoop, 1939; Carskadon, 1977; Shapiro & Alexander, 1969).

Additional Research:

In addition to the hypotheses there were other variables that were considered. These variables were sex, hall, repeating offenses, alcohol related and scores on the TF and PJ preference scale.

Significant results indicated that more males than females violated conduct codes at a .02 level. Of those males, the majority lived in coed halls. The majority of females lived in single sex halls. These results showed an indication that the university should focus their preventative programming for females primarily in single sex halls and for males in coed halls.

The difference in geographical location between the sexes could be a result of the statistical difference between males and females on their TF scale. Research has proven that there is a higher percentage of women who have a feeling preference than men (Myers [1962] 1975, 1982; Lawrence, 1982). This study's sample showed that 78.9% (30) of the women were F and 56.25% (63) of the men had an F preference. The percentage of men who had an F preference was considerably higher

than the average male population. This could imply that the males who lived in the coed halls tended to take on an F preference, because they were living with females, versus males living in all male halls. This could also explain why females living in all female halls tended to violate more conduct codes than females who lived in coed halls.

For repeating offenses, violation 3 was significant at the .04 level, with the highest percentage of repeating offenses occurring in code 2. Of all repeating offenses, ES students repeated the most (35.5%), followed by EN, IS and then IN. Again, this pattern of type preference is apparent. This supports type theory and the indication that there is a possible significance between the ES personality type and violations of a code 2 offense (Hy: 2, Safety and Environmental Health).

In the second violation, alcohol related incidences compared to all five conduct codes, was significant at the .049 level. Once again code 2 had the highest percentage of alcohol related incidences. The type preference pattern was similar (ES, EN, IS and then IN), except there was a difference of one between ES and EN (ES = 28 and EN = 29). One could conclude, based on these results and the reoccurring type preference pattern, that extraverted-sensing males, who live in coed halls, tend to violate conduct codes at a more significant percentage than any other type.

Results in chapter four indicated that the majority of the sample population (150) had a "Feeling" decision making process, with a "Perceptive" attitude (FP). The pattern of the highest percentage of violators to the lowest was FP, FJ, TP and then TJ. This pattern was also apparent for repeating and alcohol related offenses.

According to type characteristics, F students would be more likely to violate conduct codes than Ts, because they tend to base their decisions on feeling rather than logical deduction (Myers, [1962] 1975 & 1982; Lawrence, 1982; Jung, 1971). Perceptive students do not have as much need for structure as Js do. If there is no structure or order, Js will then create their own (McCaulley, 1981; Myers, 1982, p. 69). Rules and regulations demand or create structure and a certain amount of order within an environment. Based upon this author's research, she hypothesizes that when an environment demands order through rules and regulations, FPs are forced to accept a certain amount of structure, that they might feel is unwarranted. Having a strong need for flexibility and a feeling preference for decision making, they are more apt to respond to their environment (rules and regulations) in a reactionary way, than Ts or Js.

When considering all four preference scales of the MBTI, this author found that in the first violation 26 (17.3%) were ENFP, 19 (12.7%) were ESFP, 13 (8.6%) were ISFP and 12 (8.0%) were INFP. These four types had the highest percentages of all 16 possible types. This type order was also similar when comparing males to females.

In the second and third violation ESFPs and ESTPs had a higher percentage of violations than any other type, including ENFPs. Although the results were not statistically significant, the pattern of ES, EN, IS and then IN was once again apparent, with a common FP preference for each one. One could conclude that ENFPs tend to violate conduct codes more often, on a first time basis, than any other type. It is the ESTPs and the ESFPs that tend to violate the most overall, through

repeated offenses.

Breaking down the population of violators, the majority were male ENFPs (16) who lived in coed halls that violated the most conduct codes. The second highest percentage type were male ESFPs (11), then male ESTPs (11), followed by female ENFPs (10) and female ESFPs (8).

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to compare personality preference types of ES, EN, IS and IN of the Myers-Briggs Type Indicator and violations of student conduct codes at the University of Maine at Orono.

Hypotheses 1 through 5 stated that there was no significant difference between ES personality preference type and violations of UMO's five conduct codes: 1) Educational Mission, 2) Safety and Environmental Health, 3) Care of Property, 4) Residence and Related Facilities and 5) Conduct Code. Hypotheses 6 through 10 compared EN personality preference type and violations of UMO's five conduct codes. Hypotheses 11 through 15 compared IS personality preference type and violations of UMO's five conduct codes. Hypotheses 16 through 20 stated that there was no significant difference between IN personality preference type and violations of UMO's five conduct codes.

This study was conducted during the 1984-85 academic year. The random sample population consisted of one hundred and fifty freshman students at UMO, who violated conduct codes during the 1983-84 academic year. The MBTI was administered to the sample population prior to violations and residence hall living experience. The independent variables were ES, EN, IS and IN of the MBTI. The dependent variables were the five classifications of student conduct codes.

A non parametric statistical test of Chi-square was used to analyze the data. In order to determine the relationship between type and violations, each type was compared to all five violations. As a result, twenty hypotheses were developed. Each hypothesis was tested at a .05 level of significance.

All 20 null hypotheses were accepted. Results indicated that there was no significant difference between personality preference types ES, EN, IS and IN and violations of UMO's five conduct codes. These statistical results were also true for the second and third violations.

Although there was no statistical difference at the .05 level, the highest percentage of students who violated conduct codes in the first violation were EN, followed by ES, IS and then IN. In the second and third violation, repeating and alcohol related offenses, ESs violated the most followed by ENs, ISs and then INs. In all three violations the highest percentage of students violated a code 2 offense (Safety and Environmental Health). The highest percentage of code 2 violators in the first violation were EN. The second and third violation was ES followed by EN, IS and then IN.

Additional research showed that almost half of the violators (70 out of 150) had a FP preference. Forty-four students had a TP preference, 23 had a FJ and 13 had a TJ preference. Of the 16 possible personality types, ENFP males, who lived in coed halls, violated the most conduct codes.

Conclusions: Based upon the results of this study the following conclusions were made:

1. Although there was no statistical significance between type and conduct codes, ESs tended to violate a code 2 more often through repeated offenses, than any other type.
2. Even though there was no statistical significance between type and conduct codes, ENs tended to violate a code 2 at a higher percentage, on a first time basis, than any other type.

3. The type pattern of ES, EN, IS and IN was apparent in the second and third violations for repeating and alcohol related offenses.
4. Although there was no statistical significance between type and conduct codes, the highest percentage of violations occurred in a code 2 offense (Safety and Environmental Health), for all three violations.

Recommendations: Based upon the results of this study the following recommendations were made:

1. A study using the MBTI in relationship to behavior should include all four of the personality preference scales, in order to take the auxiliary function into account.
2. For replication studies, the sampled population should include freshman, sophmores, juniors and seniors, in order to establish a larger randomly sampled population.
3. Individuals whose subscale scores are below 9 points should be omitted, so as to ensure individual consistency of preference (Schemel & Borbely, 1982, P. 16).
4. Further research is needed on the relationship of the MBTI to behavioral problems among traditional college students, especially in the area of substance abuse.
5. Student Affairs personnel should take type theory and the information it can provide into account when establishing and implementing a disciplinary program, in order to achieve a more self-disciplined approach.

Reference List

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Appendix A

STUDENT CONDUCT CODE

Statement of General Principles

The University of Maine Student Conduct Code seeks to promote the peaceful pursuit of intellectual and subsidiary activities under the auspices of the University and to ensure the safety of persons engaging in those pursuits. It further seeks to protect the free and peaceful expression of ideas and to assure the integrity of various academic processes.

It is expected that students will conduct their affairs with proper regard for the rights of others and of the University. All members of the University community share a responsibility for maintaining an environment where actions are guided by mutual respect, integrity, and reason.

All members of the University are governed by University regulations, local ordinances, and state and federal laws. Individuals in violation of state and federal law are subject to prosecution by appropriate state and federal authorities regardless of whether the activity occurs on or off campus. In addition, the student may be subject to disciplinary action by the University pursuant to this Code. The severity of the imposed sanctions will be appropriate to the violation.

In seeking to encourage responsible attitudes, the University places much reliance upon personal example, counseling and admonition. In certain circumstances where these preferred means fail, it must rely upon the rules and procedures described in this Code. **IN THE ENFORCEMENT OF THIS CODE, THE UNIVERSITY FUNCTIONS IN AN ADMINISTRATIVE MANNER.**

1. Jurisdiction

The University of Maine Student Conduct Code shall apply to the following:

- A. Any person(s) enrolled in any course or program offered by the University at the time of the alleged offense.
- B. Any recognized student organization which is responsible for compliance with University policy, rules and regulations.
- C. The Conduct Code shall be applied only in cases of conduct:
 1. occurring on any campus of the University of Maine, or on other real property held by the University, or on University-related real property, or
 2. involving University-held or University-related personal property, or
 3. occurring at activities pursued under the auspices of the University, or
 4. regardless of where it occurs when clearly indicating that the presence of the student or organization at the University results in a substantial danger of physical harm to persons or property in the University community.

II. Definitions

- A. Real property** — held by the University and University-held personal property, which includes property held in any manner, whether owned, rented, chartered, or otherwise engaged.
- B. University-related property and University-related personal property** — such property as is held by members of the faculty or administration or by other University officers or employees as a direct result of and in connection with their service for the University, and such property as is held by University-approved organizations. University-related personal property shall include also any document or record issued or purporting to be issued by the University.
- C. Activities pursued under the auspices of the University** — includes any activities specifically sponsored or participated in by the University or by any University organization. Such activities do not include informal off-campus gatherings of students.

III. Violations

Violations include those activities which directly and significantly interfere with the University's (1) primary educational responsibility of ensuring the opportunity of all members of the University community to attain their educational objectives, or (2) subsidiary responsibilities of protecting the health and safety of persons in the University community, maintaining and protecting property, keeping records, providing living accommodations and other services, and sponsoring non-classroom activities such as lectures, concerts, athletic events, and social functions.

Upon satisfactory proof that a student organization has violated a University policy, rule or regulation, the organization may be subject to disciplinary action.

The violations listed below are considered in the context of the student's responsibility as a member of the academic community; other actions which may be considered as violations may be defined by other documents, as, for example, violations of residence hall contracts.

The following violations indicate categories of forbidden conduct or activity. Those listed have been delineated in such a way as to give reasonable warning to students that such conduct or attempted conduct is forbidden. These definitions of violations should not be rigidly construed.

A. Educational Mission

- 1. Plagiarism** — the submission of another's work as one's own, without adequate attribution. Disciplinary action taken under this code is independent of the awarding of grades (an academic matter), and provisions of this Code cannot be used for changing awarded grades.

2. Cheating — disciplinary action taken under this Code is independent of the awarding of grades (an academic matter), and provisions of this Code cannot be used for changing awarded grades.
3. Knowingly supplying false information to members of the University faculty or to other officers or employees of the University in pursuit of their official duties, to a Conduct Committee in the course of a disciplinary proceeding, or knowingly causing false information to be thus supplied.
4. Violation of a published and/or promulgated professional code of ethics to which the student is bound.
5. Unauthorized representation of the University, a University officer, or a University employee.
6. Tampering with or falsifying official records.
7. Refusal to identify one's self to a representative of the University in pursuit of his/her official duties.
8. Direct interference with a faculty or staff member, or officer of the University in the performance of his/her official duties.

B. *Safety and Environmental Health*

1. Physical assault.
2. Harassment, intimidation, or verbal abuse.
3. False reports of fire or other dangerous conditions.
4. Unauthorized use or possession of explosive components, chemicals, etc., such as fireworks, firearms, explosives; gas or compressed air, or violation of regulations concerning possession or misuse of firearms, as defined by policies established for each campus.
5. Lewd or indecent behavior.
6. Disturbance resulting in substantial disruption of authorized activities.
7. Violations of alcoholic beverage regulations.
8. Possession, use, or sale of illegal drugs.
9. Violation of University health or safety regulations.
10. Creation of a fire hazard or other dangerous condition.
11. Restriction of normal traffic flow into or out of University facilities.
12. Refusal to identify one's self to a representative of the University in pursuit of his/her official duties.
13. Hazing (defined as any action taken or situation created intentionally by an organization or with the knowledge or consent of any organization) to produce mental or physical discomfort, embarrassment, harassment, or ridicule to any member or prospective member.
14. Intentionally placing a person or persons in reasonable fear of imminent physical harm.
15. Sexual harassment.
16. Sexual assault.

C. Care of Property

1. The theft, unauthorized acquisition, removal, or use of property and/or service.
2. Misuse, or destruction of Library material or other academic material.
3. Misuse, destruction or defacement of University property as defined above or that of other people while located on University property.
4. Trespassing or unauthorized presence on any University-held or University-related property, including residence halls.
5. Tampering with fire and safety equipment.

D. Residence and Related Facilities

The Residence Hall Contract between the student and the University may specify certain conditions, which are additional responsibilities and obligations of the residence hall student.

1. Significant interference with the normal resident life of others.
2. Possession or use of alcoholic beverages if such possession or use is in violation of existing regulations for that campus.
3. Violation of Residence Hall Contracts, except when the Residence Hall Contract specifically provides for an alternate procedure or remedy for the violation concerned.
4. Direct interference with or failure to respond to the directives of a faculty member, staff member, or officer of the University in the performance of his/her official duties.

E. Conduct Code

1. Failure to comply with a sanction(s) imposed by the Conduct Officer or Conduct Committee.
2. Interference with an investigation or other procedures defined in this Code.
3. Continued infractions of this Code.
4. Knowingly assisting in the violation of any of provisions of this Code.

IV. Sanctions

If a student or student organization admits to a violation of this Code to the Conduct Officer or the Conduct Committee (hereinafter referred to as "Officer" or "Committee," respectively) or upon determination by the Officer or Committee, that the student or organization has committed a violation of the Code, one or more of the following sanctions may be imposed by the campus where the student is currently enrolled, in accordance with the provisions of this Code (see Section V):

- A. Dismissal** — permanent separation from the University. However, a student may be readmitted if at some future time he/she can show that he/she warrants another opportunity to attend.

Appendix B

DEPARTMENT OF RESIDENTIAL LIFE
UNIVERSITY OF MAINE AT ORONO
INCIDENT/DAMAGE/REFERRAL FORM

Instructions: This form should be completed following an incident, damage occurrence and/or referral in which you intervened or became involved and submitted to the appropriate staff member IMMEDIATELY.

I. Report of Incident/Damage

Date: _____ Time: _____ am/pm Location: _____

II. Description of Incident/Damage (Attach additional sheet(s) if necessary)

III. Person(s) Responsible to be Billed

IV. Name(s) and Address(es) of People Who Observed Incident(s)

V. Name(s) and Address(es) of People Directly Involved

VI. Who Was Notified and When

Police _____ @ _____

Doctor _____ @ _____

RD _____ @ _____

Counselor _____ @ _____

CC _____ @ _____

Assoc. Dir. _____ @ _____

Other _____ @ _____

Fire Dept. _____ @ _____

VII. Action Recommended

Signature: _____ Address: _____

Position: _____ Date: _____

VIII. Signature(s)

My signature attests only to the fact that I have been shown and have discussed this report and does not necessarily mean I agree with its contents.

Signature(s)

Appendix C

October 3, 1984

William Kennedy
Conduct Office
201 Fernald Hall
University of Maine at Orono

Dear Bill,

I sincerely hope the school year has started well for you. I am writing to you in regard to our last telephone conversation of July, 1984. My Master's thesis will hopefully involve doing research for your office and the department of Residential Life. Enclosed is a copy of my research proposal. A copy has also been forwarded to Mike Shannon, Ross Moriarty and Dean Rideout.

Your assistance in supplying incident reports from the 1983-84 academic year would be greatly appreciated. The names of the students will not be recorded. As a professional, you have my assurance that confidentiality will be maintained.

If and when my proposal receives formal approval from Dean Rideout, I plan to come to Maine. Needless to say I would inform you of my plans ahead of time. If you feel that your new responsibilities demand more of your time than you expected, which will not permit you to assist me, please let me know. I am looking forward to hearing from you soon.

Thank you for your time and consideration.

Sincerely,


Shari Klippenstein
CSP Graduate-UWL
1535 S. 31st Place
La Crosse, WI 54601
(608) 788-2430

October 3, 1984

Dr. Michael Shannon
Director of Hilltop Complex
Hilltop Complex Office
University of Maine at Orono
Orono, ME 04469

Dear Dr. Shannon,

I am writing to you in regards to our last telephone conversation of July, 1984. This concerned my interest in doing research for UMO in addition to fulfilling my need to complete my Master's thesis. I hope to use the Myers-Briggs Type Indicator and compare it to violations of student conduct code types.

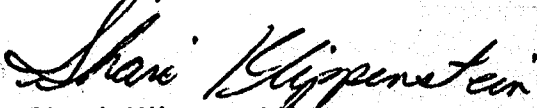
Your assistance would be greatly appreciated, since you understand the MBTI and its usefulness to the Residential Life department. Particular assistance would be needed in obtaining the MBTI scores from the computer.

I have enclosed a copy of my proposal to give you an idea of what my study would entail. If you find that you would be unable to assist me in my research due to a busy schedule, please let me know as soon as possible.

If my proposal is approved by Dean Rideout, I plan to come to Maine and would inform you in advance of my arrival. Does the computer system at Maine have the statistical method systems of BMDP, SPSSX, OR SAS? At UWL we have a Vax 11/780 that runs both the BMDP and the SPSSX programs. I would need to know this information before I came to Maine. This would help me to decide whether to run the program at the University of Maine or the University of Wisconsin-La Crosse.

Thank you very much for your time and consideration. Looking forward to hearing from you soon.

Sincerely,



Shari Klippenstein
CSP Graduate-UWL
1535 S. 31st Place
La Crosse, WI 54601
(608) 788-2430

Appendix D

October 3, 1984

Dwight Rideout
Dean of Student Services
210 A Fernald Hall
University of Maine at Orono

Dear Dean Rideout,

My two years of working as the Resident Director for Cumberland Hall during 1982-84 was a very rewarding experience. As you may already know, I have returned to the University of Wisconsin-La Crosse to complete my Master's Degree Program in College Student Personnel. This completion involves my thesis project.

I am writing to you in regard to doing this research for UMO. This research would pertain specifically to the departments of Residential Life and the Conduct Office. Working with students and dealing with discipline has created an interest for me over the last few years. The proposed title of my research is "A Comparative Study of Personality Types On The Myers-Briggs Type Indicator and Violations of Student Conduct Codes At The University of Maine At Orono." Enclosed with this letter is a copy of my proposal, describing my research in detail.

I have received verbal agreement from Conduct Officer William Kennedy and Dr. Michael Shannon from the Residential Life department to assist me in obtaining the data I would need, provided that you will provide an official approval. A copy of my research proposal has also been forwarded to Ross Moriarty, Director of Residential Life.

Confidentiality is of utmost importance to me as a professional. I can assure you that confidentiality will be maintained, in regard to the data I collect. The names of the students will not be recorded. The necessary information will be obtained through the use of I.D. numbers.

This approval will not require any personal assistance from you or your office. All the assistance I will need is a few hours from William Kennedy and Dr. Michael Shannon; whom I have had the pleasure of working with before.

I am looking forward to hearing from you soon. Thank you very much for your time and consideration. If you have any questions please do not hesitate to call or write me. You may also contact my chairperson Dr. Reid Horle CSP Program Coordinator University of Wisconsin-La Crosse, 1725 State St. La Crosse, WI 54601 (608) 785-8062.

Sincerely,


Shari Klippenstein
CSP Graduate-UWL
1535 S. 31st Place
La Crosse, WI 54601
(608) 788-2430

PS. I hope to complete my thesis by December 1, 1984 which will permit me to graduate and start job searching in late 1984.

October 3, 1984

Ross Moriarty
Director of Residential Life
University of Maine at Orono
Orono, ME 04469

Dear Ross,

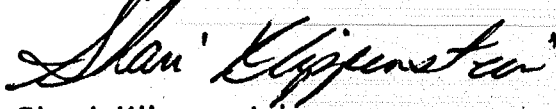
I am writing to you and Mike Shannon concerning an interest I have. In order to complete the thesis for my Master's Degree, I would like to do research for your department and the Conduct Office. I have submitted a copy of my research proposal to Dean Rideout, Mike Shannon, and William Kennedy. Enclosed is a copy for your use. My intentions are to do a study for UMO titled "A Comparative Study Of Personality Preference Types On The Myers-Briggs Type Indicator And Violations Of Student Conduct Codes At The University Of Maine At Orono."

I am requesting permission to utilize the Residential Life computer with the assistance of Mike Shannon. Mike has verbally agreed to assist me whenever possible.

My two years experience working for you have been challenging and personally rewarding. It would be an honor and a privilege to do research for you and the department. I know how much Residential Life utilizes the MBTI in training of staff and students. This research would add to the information that you already have and of course would assist me to achieve my goal of completing my Master's thesis.

I am looking forward to hearing from you soon. Thank you for your time and consideration.

Sincerely,



Shari Klippenstein
CSP Graduate-UWL
1535 S. 31st Place
La Crosse, WI 54601
(608) 788-2430

PS. Confidentiality is of utmost importance to me as a professional. Confidentiality will be maintained. The names of the students will not be recorded and the necessary information can be obtained through the use of student I.D. numbers.

Appendix E



UNIVERSITY OF MAINE *at Orono*

Assistant Vice President and
Dean of Student Services

Memorial Union
Orono, Maine 04469
(207) 581-1406

October 26, 1984

Shari Klippenstein
CSP Graduate-UWL
1535 So. 31st Place
La Crosse, WI 54601

Dear Shari,

As indicated to you last Friday on the phone, the University is pleased to assist you with your research project titled A Comparative Study of Personality Types of the Meyers/Briggs Type Indicator and Violations of Student Conduct Codes at the University of Maine at Orono. Because you are no longer affiliated with UMO, Dr. Michael Shannon has agreed to work with you on this project, specifically to assist you with developing a data file or record. The purpose for this procedure is that we cannot release either names or ID numbers of students to an individual not affiliated with the institution. I know you understand the policy.

I hope all goes well with your research and I would also hope that you will share your paper with us once you have finished it.

Sincerely,

Dwight L. Rideout
Assistant Vice President and
Dean of Student Services

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cc: Michael Shannon
Bill Kennedy