

The Characteristics of the Myers-Briggs Type Indicator in Nursing Students

Kim, Mi-Ran¹, Han, Su-Jeong^{2*}

¹ Konyang University, mrkim@konyang.ac.kr

² Konyang University, sjhan@konyang.ac.kr

Abstract. The purpose of this study was an investigation of the characteristics of Myers-Briggs Type Indicator (MBTI) in nursing students. One hundred and nine students participated in this study and the MBTI profiles of them were compared to those of Korean university students. Descriptive were used to analyze the data with the SPSS Win 15.0 program. The nursing students had a preference for Extrovert (65.1%) rather than Introvert (34.9%), Sensing (74.3%) rather than Intuition (25.7%), Feeling (58.7%) rather than Thinking (41.3%), and Judging (70.6%) rather than Perceiving (29.4%). Of the 16 personality types in the MBTI, students who participated in the study could be found within all 16 categories. The significance of finding students in all 16 personality type categories is ESFJ, ESTJ, ISTJ, and ENFJ.

Keywords: MBTI, nursing students

1 Introduction

Depending on their personality traits, people create their own environment, and influence their job satisfaction through cognitive, affective and behavioral processes [1]. All individuals differ in the way that they relate to, or interpret their worlds. The way in which they innately do so, is said to reflect their individual personality [2]. These differences can be identified with the Myers Briggs Type Indicator (MBTI). It uses Carl Jung's theory of psychological type to assess and define personality. Jung developed psychological types based on four functions, namely, Feeling (F), Thinking (T), iNtuition (N), and Sensing (S), plus four attitudes, namely, Extraversion (E), Introversion (I), Judging (J), and Perceiving (P) [3]. Nursing students need tools for understanding both self and others in order to function effectively in academic and clinical settings. According to the literature, understanding personality preferences offers students helpful tools for academic and personal development [4].

* Corresponding Author: Han, Su-Jeong

Department of Nursing, College of Medicine, Konyang University

158 Kwanjeodong-ro, Seogu, Daejeon-si, Rep. of Korea 302-832

Tel: +82-42-600-6344 FAX: +82-42-600-6314 E-mail: sjhan@konyang.ac.kr

This study assesses the characteristics of the MBTI in nursing students. Knowledge regarding the personality type on nursing students can provide valuable insight into how the teaching and learning strategies can be structured.

2 Method

2.1 Study design

This study assesses the characteristics of the MBTI and to examine what trends, if any, in personality types exist within the nursing students.

2.2 Sampling and data collection

One hundred nine nursing students at a university in D city took part in this study. All of the students had attained at least junior status in the university. Data were collected using face to face interview with a structured questionnaire. The participant in this study, who consented to participate, understood the purpose of this study, and had the complete capacity to verbally communicate in Korean. It took 20-25 minutes to complete the questionnaire.

2.3 Instruments

Myers-Briggs Type Inventory (MBTI): The standardized survey instrument used for personality type assessment was the MBTI Form G. The MBTI-G is a 94-item self-report instrument. Content and construct validity for the instrument has been well documented among adult populations. The instrument was administered and scored by the instructors according to published instructions. The measure uses a forced choice format designed to elicit a type indicating one pole of each of the four dichotomies [3-4].

2.4 Data analysis

The data were analyzed using the SPSS Win 15.0 program. Descriptive statistics was determined for all demographic variables. Cronbach's alpha reliability coefficients were used to estimate internal consistency and reliability of the tools. MBTI was analyzed using descriptive statistics. The MBTI profiles of them were compared to those of Korean medical students [5].

2.5 Ethical consideration

Standard ethical and legal points were followed regarding the use of reporting subjects in research; salient, relative points were explained to all subjects. These guidelines included: participants right to withdraw from the project, anonymity, limitations on the use of resulting data, use for research and or academic purposes only, and the possible destruction of sensitive materials.

3 Result

3.1 Respondent characteristics

Respondents included 109 college students which aged 18-21 years. The mean age was 18.4 years (SD=0.64). The sample was predominantly female (97.2%).

3.2 Personality types of subjects by MBTI

These results are shown in Figure 1 for details. The most common type among the students was ESFT with 23 students representing 21.1% of the sample. The second most common type was ESTJ with 14 students representing 12.8% of the sample. The least common type among the students was INTP and ENTP with one student. The other groups were predominantly of four personality types (ISTJ, ESTJ, ISTP, INFP) [5]. With respect to individual traits, Introvert was demonstrated by 38 (34.9%), Intuitive traits by 28 (25.7%), Thinking traits by 45 (41.3%), and Judging traits by 77 (70.6%) of our study. The medical student group [5] had a preference for Extrovert (62.4%) rather than Extrovert (37.6%), Sensing (69.6%) rather than Intuition (30.4%), Thinking (65.6%) rather than Feeling (34.4%), and Judging (56.8%) rather than Perceiving (43.2%). This is shown in Figure 2.

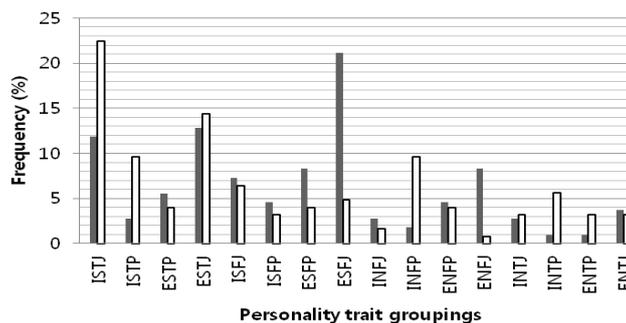


Fig. 1. MBTI Personality trait groupings in (■) nursing student and (□) medical students

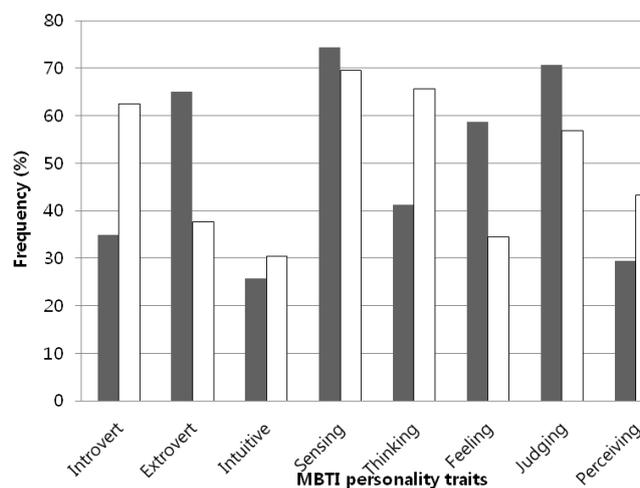


Figure 2. Personality traits in (■) nursing student and (□) medical students

4 Discussion

The nursing students had a preference for Extrovert (65.1%) rather than Introvert (34.9%), Sensing (74.3%) rather than Intuition (25.7%), Feeling (58.7%) rather than Thinking (41.3%), and Judging (70.6%) rather than Perceiving (29.4%). These results differed from the medical students [5]. Of the 16 personality types in the MBTI, students who participated in the study could be found within all 16 categories. The significance of finding students in all type is ESFJ, ESTJ, ISTJ, and ENFJ. The significance of finding students in all 16 personality type categories is consistent with Lee et al.'s study [6] where data revealed dental students were predominantly of four personality types (ISTJ, ISTP, ESTJ, ESTP), and Lim et al.'s study [7] where data revealed nursing students were predominantly of personal type (ISTJ, ESTJ, ESFJ, ISFJ).

5 Conclusion

This is the study to investigate the characteristics of MBTI in nursing students. This finding indicates that nursing students had a preference for Extrovert, Sensing, Feeling, and Thinking rather than Introvert, Intuition, Thinking, and Perceiving. And nursing students who participated in the study could be found within all 16 categories. The significance of finding students in all type is ESFJ, ESTJ, ISTJ, and ENFJ. These results suggest that students' personality could be considered when it comes to developing teaching strategies, learning methodologies and counseling

References

1. Meeusen, V.C.H., Brown-Mahoney C., Dam, K., Zundert, A.A.J., Knape, J.T.A.: Personality dimensions and their relationship with Job Satisfaction amongst Dutch Nurse Anaesthetists. *J Nurs Manag*, 18, 573-581 (2010)
2. Boyd, R., Brown, T.: Pilot Study of Myers Briggs Type Indicator Personality Profiling in Emergency Department Senior Medical Staff. *Emerg Med Australas*, 17, 200-203 (2005)
3. Goby, V.P.: Personality and Online/Offline Choices: MBTI Profiles and Favored Communication Modes in a Singapore Study. *Cyberpsychol Behav*, 9, 5-13 (2006)
4. Jamison, P.W., Dirette, D.: Personality Type in Occupational Therapy Students: Implications for Teaching and Learning Strategies. *Occup Ther Health Care*, 18, 83-98 (2004)
5. Oh, Y.K., Jang, J.Y., Park, S.H., Ryu, S.Y.: The Characteristics of the Myers-Briggs Type Indicator in Premedical Students. *Med J. Chosun Univ*, 32, 19-27 (2007)
6. Lee, Y.H., Lee, Y.M., Kim, D.K.: The relationship between Personality Types and the Academic Achievement levels of Dental Students. *Kor J Hum Devel*, 16, 179-196 (2009)
7. Lim, J.Y., Yoo, I.Y., Oh, S.N.: Relationship between Personality Type, SAT score and GPA of Student Nurses. *J Kor Acad Nurs*, 31, 835-845 (2001)