



Agricultural Education teaching interns from the University of Missouri and the University of Illinois at Urbana-Champaign and their respective cooperating teachers participated in the study ($n = 56$). The purpose of the study was to assess personality type as a predictor of interaction between student teachers and cooperating teachers. The Myers-Briggs Type Indicator was given to student teachers and cooperating teachers to determine personality types and the Mentoring Relationship Questionnaire was used to measure interaction aspects. The MBTI test was given to student teachers at the beginning of their internship and the MRQ was given midway through the internship. Cooperating teachers completed the MBTI in March and the MRQ in April.

Table 1
Pearson Product Moment Correlations among Student and Cooperating Teachers' Perceived Similarity (according to MRQ), Personality Type Similarity and Perceived Satisfaction

Characteristic	Student Teacher ($n = 28$)		
	<u>Similarity</u>	<u>Similarity</u>	<u>Satisfaction</u>
	MRQ	MBTI	
Similarity (MRQ)	1.00	.16	.86
Similarity (MBTI)		1.00	.05
Satisfaction			1.00
Characteristic	Cooperating Teacher ($n = 29$)		
	<u>Similarity</u>	<u>Similarity</u>	<u>Satisfaction</u>
	MRQ	MBTI	
Similarity (MRQ)	1.00	.03	.75
Similarity (MBTI)		1.00	.06
Satisfaction			1.00

Key Findings

- Based on the MBTI, the student teachers fell primarily into the personality profile of Extroverted, Sensing, Thinking and Judging, while cooperating teachers were mostly Introverted, Sensing, Thinking and Judging.
- Differences in personality type or teaching style was reported by both student teachers and cooperating teachers to be the biggest barrier to a successful relationship between the pair.
- No pattern was found amongst the personality types of student and cooperating teachers and the perceived benefits and barriers of a successful student teacher-cooperating teacher interaction.
- The more student teachers perceived themselves as similar to their cooperating teachers, the more satisfied they were with the relationship.
- Only a small relationship was found between perceived similarity personality types and satisfaction of the interaction between student teachers and cooperating teachers.

Conclusions and Implications

- The more extroverted and perceiving a cooperating teacher is, the more similar they will perceive themselves to be to the student teacher and the more satisfied they are in the relationship.
- Student teachers and cooperating teachers who have a variety of personality types experience a variety of benefits and barriers to their interactions.
- Personality type similarity is not influential in determining perceived similarity and satisfaction of interaction.
- Personality type as determined by MBTI may be too broadly defined, as little impact on relationships based on personalities was found by test result comparisons, but student and cooperating teachers sought similarities in personalities for a successful relationship.