

## **The Relationship between Personality Profile and Job Satisfaction among Female Teachers: Female Primary School Teachers in Zanjan, District 1: A Case Study)**

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### **Abstract**

The personality disorder is a major biological, psychological, and social problem. This disorder seriously affects all people and professionals and their thoughts and occupational behaviors. However, this study aimed to investigate the relationship between personality profile and job satisfaction among female primary school teachers in Zanjan, region 1. This was correlation descriptive research. The population consisted of all female primary school teachers in Zanjan, region 1 in 2016 (N= 508). Using simple random sampling method, 100 teachers were selected as sample. The mmpi-2 Questionnaire and Minnesota's Job Satisfaction Questionnaire (MSQ) were used for collecting the personality profile and job satisfaction data, respectively. The data were analyzed using SPSS. The findings showed that there was no significant correlation between hypochondriasis and job satisfaction. There was significant reverse correlation between paranoia and job satisfaction. There was significant reverse correlation between Pykastini and job satisfaction. There was significant reverse correlation between schizophrenia and job satisfaction. There was significant reverse correlation between mania and job satisfaction. There was significant direct correlation between psychopathic and job satisfaction.

**Keywords:** Personality Profile, Job Satisfaction, Female Teachers.

## **1. Introduction**

The job satisfaction is a factor which increases the efficiency and personal satisfaction. The job satisfaction has been considered in most organizational works studies. It is the interested and favorite issue of two groups of people: those who are working in organizations and those who study them (Spector, 1997). The job satisfaction is a positive psychological feelings about the job which is affected by factors such as workplace conditions, organizational system of work, communications in work environment, cultural factors, and social factors (Abbaszadegan, 2005, p. 202).

The people with personality disorders have maladaptive personality traits. These traits have been engraved so profound which resist to any change. In most cases, these people think others must be changed to comply themselves with them. The people with personality disorders interpret themselves and world in a way that is extremely distressing for them and destroys their ability to live a normal life. The maladaptive experiences begin from childhood and adolescence and gradually impact on all aspects of these people's lives. There are different types of personality disorders; the thoughts, feelings, and behaviors of people may vary depending on type of personality disorder. The personality may be compatible or incompatible and this is closely associated with their flexibility. The personality disorder means maladaptive and inflexible behaviors in dealing with situations and environments; this has existed since the dawn of mankind, no one has immunity against it, and threatens mankind. The incompatibility and personality disorders are very common in human societies. All people including workers, scientists, doctors, engineers, farmers, academics, and etc. are exposed to risk of psychological disorders. In other words, people do not have immunity against this disease (Shamloo, 2001). The people with ill personality profiles have troubles in performing their job duties; the teachers, like other employees, are exposed to such risk.

The personality profiles of people indicate their interaction with environment and others. The personality disorders are psychological disorders which are characterized by brusqueness and inflexible behavior. These behaviors harm people, because they prevent from their compatibility with requirements of daily living and disturb their relationships with others. Due to their critical role in future growth and development of countries, the treatment of personality disorders in

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teachers is more important than other organizations (Barghi, 1995). The teachers are constantly under stress due to intense work, problems in interpersonal relationships in school with other colleagues, and spending extra energy to control abnormal behavior of students; therefore, a rational and effective method should be adopted to cope with these problems and control environmental pressures (Ghobari, 2005).

The job satisfaction is one of the most important factors in increasing the efficiency of individuals and creating a positive attitude towards their work. The job satisfaction means loving the tasks which are required for a job, the circumstances in which the work is done, and the rewards which are received for doing it. The activities make up a person's affairs and working conditions; the extent and manner of satisfying their needs depends on his/her judgment. The individuals should consider the strengths and weaknesses of their jobs; if strengths will be more than the weaknesses, the person is likely to be satisfied with his/her job. The people differ in terms of their satisfaction from their jobs (Rezai, 2008).

The personality disorder is a major biological, psychological, and social problem. This disorder seriously affects all people and professionals and their thoughts and occupational behaviors. There is no accurate estimation of prevalence of this disorder among general population; however, it seems that it includes 11 to 23 percent of population. The general symptoms of this disorder include chronic degradation in ability, work, and love, low tendency to learn social skills, stay single, using addictive drugs, violence in sexual behavior, marital problems, and unemployment. The personality disorder includes exclusive and permanent personality pattern. Those who suffer from these disorders show relatively rigid and habitual patterns of behavior in a range of situations.

The students' problems usually start from primary school and in some cases, they extend to high school. If primary school teachers have a good personality profile and have sufficient knowledge about behavioral and psychological problems of students, they will find faster the solution of problems. The psychological problems of teachers as well as their dissatisfaction and lack of interest to their job will have negative effects on students in all courses; however, it seems that their severity and effect is more in primary school and female schools. According to above, therefore, this study aims to study the relationship between psychological or personality profile and job satisfaction among teachers and provide scientific solutions. However, the research

question is: What is the relationship between personality profile and job satisfaction among teachers?

Research hypothesis: There is relationship between personality profile and job satisfaction among female teachers.

## 2. Methodology

This was correlation descriptive applied field study. The population consisted of all female primary school teachers in Zanjan, region 1 in 2016 (N= 508). Using simple random sampling method, 100 teachers were selected as sample. The mmpi-2 Questionnaire (includes hypochondriasis, depression, hysterical, psychopathic, paranoia, Pykastiny, schizophrenia, and mania variables) and Minnesota’s Job Satisfaction Questionnaire (MSQ) were used for collecting the personality profile and job satisfaction data, respectively. The data were analyzed using SPSS. The Pearson correlation coefficient was used to infer the statistical results.

## 3. Findings

The Pearson correlation coefficient was used to examine the relationship between personality profile and job satisfaction among teachers. The test data are presented in following table.

Table1: Pearson test data

	Pearson correlation test	Hypochochondria	Depression	Hysteria	psychopathic	Paranoia	Pykastni	Schizophreria	Mania
Job satisfaction	correlation coefficient	.069	-.215	-.251	-.188	-.321	-.391	-.305	-.364
	Sig.	.493	.015	.012	.060	.001	.000	.002	.000
	N	100	100	100	100	100	100	100	100

Hypochondriasis and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between hypochondriasis and job satisfaction is not

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significant at level 0.05 ( $\text{sig} > 0.05$ ). Therefore, it can be concluded that there is no relationship between these two variables and (H0) is confirmed.

Depression and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between depression and job satisfaction is significant at level 0.05 ( $\text{sig} = 0.015$ ). Therefore, it can be concluded that there is significant negative relationship between these two variables and (H1) is confirmed.

Hysteria and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between hysteria and job satisfaction is significant at level 0.05 ( $\text{sig} = 0.012$ ). Therefore, it can be concluded that there is significant negative relationship between these two variables and (H1) is confirmed.

Psychopathic and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between psychopathic and job satisfaction is not significant at level 0.05 ( $\text{sig} > 0.05$ ). Therefore, it can be concluded that there is no relationship between these two variables and (H0) is confirmed.

Paranoia and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between paranoia and job satisfaction is significant at level 0.05 ( $\text{sig} = 0.001$ ). Therefore, it can be concluded that there is significant negative relationship between these two variables and (H1) is confirmed.

Pykastini and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between Pykastini and job satisfaction is significant at level 0.01 ( $\text{sig} = 0.00$ ). Therefore, it can be concluded that there is significant negative relationship between these two variables and (H1) is confirmed.

Schizophrenia and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between schizophrenia and job satisfaction is significant at level 0.01 ( $\text{sig} = 0.002$ ). Therefore, it can be concluded that there is significant negative relationship between these two variables and (H1) is confirmed.

Mania and job satisfaction: According to above table, it can be seen that the Pearson correlation coefficient for relationship between mania and job satisfaction is significant at level 0.05 ( $\text{sig} =$

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0.00). Therefore, it can be concluded that there is significant negative relationship between these two variables and (H1) is confirmed.

#### **4. Discussion and Conclusion**

The job satisfaction of teachers is very important, because their job satisfaction and work life quality impact directly on their teaching ability. The teachers' job satisfaction leads to their positive attitudes towards work and organization and increases their efficiency, effectiveness, and internal motivation (Skaalvik, 2009). The education is a national investment and any country that performs more effort in this regard will undoubtedly benefit from more economic and social growth and development in future. The human capital which is achieved by education is considered to be one of the most important factors in economic growth and development. The investment in education system is performed by teachers. The teachers are the most affective element in training of human resources. Obviously, the teachers must be mentally healthy to play their role well in education system. The teachers with abnormal personality profile may not properly perform their education-training mission. However, according to Schultz, the healthy person is someone who deeply loves, is creative, promotes the power of reason and rationality, perceives deeply the world and her/himself, has permanent understanding, is linked with world, and roots in it. Fromm states that healthy people have a productivity orientation in which they may apply their abilities and potential talents (Schultz, quoted by Mohammadi, 2009). Undoubtedly, a healthy personality plays an important role in dynamics and efficiency of teachers in schools. There are many people who experience many problems in their workplace. These problems have a negative impact on their daily life, job satisfaction, and physical health. The job satisfaction is an important factor in career success of individuals. The job satisfaction increases the performance and individual satisfaction. The job satisfaction means loving the circumstances, environment, and facilities of a job. In this situation, the person does his/her work with pleasure and satisfaction. If people have internal satisfaction and positive mindset about their job, these will affect their performance and efficiency. This study investigated the mindset of different personality profiles about a job. The theoretical studies and empirical findings showed that the different people with different personality profiles have different mindsets of a job; these mindsets manifest in their behaviors and definitely affect their satisfaction. As the targeted population in this study, however, the primary school teachers are not an exception and

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have positive and negative emotions for their jobs, based on their personality profiles; this impacts on their job satisfaction. In general, the findings showed that there is relationship between personality profile and job satisfaction among teachers. The personality profile of teachers should be considered in recruitment and work process to employ teachers with high job satisfaction.

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