

The Study of the Relationship between the Personality Types (Extroversion, Neurotic, Psychotic) & Job Satisfaction in Teachers of Secondary School in Rasht District I

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ABSTRACT

Purpose: This study seeks to find the relationship between personality types (extroverts, Neurotic, psychotic) and job satisfaction of teachers at the secondary school.

Materials and Methods: This is a correlative-descriptive study of all 594, 90 teachers are randomly selected and evaluated by Eysenck personality and job satisfaction questionnaires (the modified version). The analysis of results employing multiregression analysis was conducted by SPSS software, version 18.

Findings: There is no significant relationship between neurotic and psychotic personality types and job satisfaction of male and female teachers ($p>0/05$). There exists a significant relationship between extrovert personality type and job satisfaction among male and female teachers ($p<0/05$).

Results & Discussion: based on the results, there is no difference between neurotic and psychotic personality types and job satisfaction; so both genders are equally satisfied with their jobs. But the study shows differences between extroverts and job satisfaction among male and female teachers. The results also proved that female teachers are more satisfied than males and men are more psychoneurotic. Their income may be one of the reasons why they are psychoneurotic. Since men are more expected to be the breadwinner as well as to be under economic pressure. Hence, as the variables of job satisfaction determined, the payments of male teachers should be considered important in order to increase their performance and to improve the quality of educational system.

KEY WORDS: Job Satisfaction, Extrovert, Neurotic, Psychotic.

INTRODUCTION

The basis of freedom and independence in every country is relied on the satisfaction and the thought impartiality of society. The more strong and erudite the people of the society, the more prosperous they would be. The strength and knowledge of one's society is dependent on the cultural status of individual people. In educational system, the role of human resources is of prime importance in which 'teacher' is the most important factor of any progression or development in learning. Teachers are the main focus of education as well as the real executors of this grave undertaking, the influence of whom is abundant on the society. In other words, those in charge of education are the ones who indeed determine the felicity of a society.

John Holland commented on the congruity of career choice with personality types assuming that one's interest is in direct relation with one's workplace environment. He believed if the personality of a person is in congruence with his job, it is then that the performance of the workers would change enormously.

Accordingly, personality can be categorized into six types (realistic, investigative, artistic, social, enterprising, and conventional). He suggested that job satisfaction and the tendency to quit a job is dependent on the situations in which people can adapt themselves successfully to their workplace environment (Robins, 2008, p. 161). People usually seek those jobs in which they are free to display their skills, thoughts, behaviors, values, and talents in such way to recoil incompatibilities. Those in search of environment intend to experience various ways. He is thus able to spend a lot of time peregrinating through different layers of his conscious feeling. He will achieve ethical concept of what a job is that is not always concise (Ardabili, 1998, p. 163).

Yung assumed that human beings will show two different types of attitude and orientation including introversion and extroversion that are inherent and incorrigible (Ross, 1994, p.122). People communicate with outer world in either ways although there is always one alternative way. In case of introversion, the main orientation is inward (Pervin & John, 2002, p.115). The introverted one directs much of his attention toward inner and mental elements and is strongly impressed by these elements. There is no doubt that he can also see the outer world whereas the inner world is of prime importance for him (Karimi, 2005, p.89). The introverted person is conservative, thoughtful, and hesitant. The extroverted person is more related to the outer world and is socially involved, active, outgoing, and brave (Pervin & John, 2002, p. 115). In extroversion way of living, the attention is toward the external world and the other basic conditions are also the effect of the exterior domain and not the mental evaluation (Karimi, 2005, p. 89).

From Eysenck point of view, the introverts respond to sensational impetus stronger than the extroverts and show more sensitivity to low-level forces and have low pain threshold in comparison with the introverts that is related to the discrepancy in provocative level of brain. In his findings, the basic level of provocation in the brain of those who are extroverted is lower than the introverted ones. These differences are reflected back to genetics (Sholtz & Sholtz, 2007, p. 322).

The performance of teachers is reliant on various elements that should be identified under close study in order to analyze and fuel their performance. One of the elements of the performance that is indicated in most equations related to performance and occupational behaviors is the issue of personality.

Mental disorders can be either neurotic or psychotic in terms of intensity. They can be classified in terms of differences such as exposing to the reality, understanding and communicating with society along with efficient thoughts and reasoning that used to be accounted on traditionally. Thus, it is likely that the neurotics have the serious feeling of inability but it is not likely to be unable to understand the reality (Azad, 2011, p. 153).

Those psychologists whose interests centered on occupational behaviors believed that the personality of people is related to the type of profession they choose as well as their performance. In other words, those with particular attributes choose specific occupations; hence perform better than the others (Pervin & John, 2002, p. 230). The findings found by N. Kooshki Shiri(2010) et al. studied the relationship between personality traits and job satisfaction. The sample size of 209 teachers of Secondary schools were selected by multi-stage random sampling. For the purpose of data collection, the Five-factor Neo-Questionnaire (1989) along with job satisfaction questionnaire (2002) was employed. The findings demonstrated that there is a meaningful relationship between job satisfaction (expediting the services of clients) and extroverted qualities and the feeling of responsibility. Also, there is a significant relationship between job satisfactions (work experience, moral & scientific capability of the senior authority, and the how of directing and guiding an organization) and the qualities of extroversion, adaptability, as well as responsibility. There is also a significant relationship between job satisfaction and sex whereby the female teachers were more satisfied with their job than the male ones.

In a study conducted by Parvaneh NazarPour (2007) Samsami, the relationship is made between personality traits and job satisfaction of teachers. In this study, three types of personality (introversion, extroversion, and neuroticism) was compared with five parts of job satisfaction (manager, organizational setting, financial status, job promotion, and the conditions of workplace environment). Thus, 230 sample size were selected from a statistical population including 1696 teachers on the whole. The findings have shown that there is a significant difference in the level of 0/05 between the personality type of introversion and the level of satisfaction from the job promotion and the conditions of workplace environment. The more the degree of introversion in teachers, the less the degree of satisfaction from job promotion and the conditions of workplace. The correlation coefficient between introversion and conditions of workplace is significant in the level of 0/05; hence, a reverse relationship is governed.

There is not any significant relationship among the demographic elements with that of personality factors considering age rank, sex, education, and marital status except in Neurotic side in Secondary and high school level; the male teachers were more neurotic than the female teachers. In a study done by Parviz Asgari, Farah Naderi, and Kobra Hikal(2009) on the teachers of Ahvaz to seek the relationship between personality types and social support with job satisfaction. The study demonstrated that there were a significant relationship between the components of consciousness, extroversion and social support with job satisfaction; however, there were not any meaningful relationship between the components of neuroticisms with job satisfaction.

Samizadeh (1997) in a research sought to understand the relationship between the type of personality and individual characteristics of high school teachers of Kerman with that of job satisfaction concluding that the female teachers are more satisfied than the male teachers in doing the job.

Holland believed that satisfaction and stability and job drives are all part of the personality of individuals and their workplace environment. Mental elements as well as environmental conditions present in institutions and organizations are all the basic factors in creating job satisfaction and occupational progression. A better adaptation between the types of personality and the environment would result in a better adaptation to one's job that finally results in job satisfaction (Shafie Abadi, 1997, pp. 159-167).

Motzler (2007) in a study "personality types, personnel's satisfaction, and effective commitment" have shown that more than 20% of inconsistencies in job satisfaction of the personnel is because of the differences exist in their personality traits, thus, job satisfaction as a middle agent can affect organizational commitment.

Vohra (2010) studied the effect of personality traits on organizational commitment and job satisfaction of the middle managers in India in that all the positive personality traits had an impression on effective organizational commitment, standard commitment, and job satisfaction.

Hypothesis

1. There exist a relationship between the personality types of 1) Extrovert 2) Neurotic, 3) Psychotic and job satisfaction in teachers.
2. There exist a relationship between the personality types of 4) Extrovert, 5) Neurotic, 3) Psychotic and job satisfaction in both male and female teachers.

METHODOLOGY

This is a correlative-descriptive study. The population is consisted of all the secondary school teachers in Rasht district (I) where 64 schools (34 girls and 34 boys' schools) contributed the study. Of all 594, 90 teachers are randomly selected by simple sampling. The analysis is conducted contributing multi regression analysis employing SPSS software (version 18).

Instrumentation

- a) Eysenck personality questionnaires (the modified version): the questionnaire is the modified version of Eysenck personality questionnaire in adults which is consisted of five factors: Neuroticism, Psychoticism, Extroversion, Introversion and polygraph tests (i.e., lie detector) each of these factors is consisted of 12 questions.

Reliability of this questionnaire for men and women are respectively 0/84 and 0/80; for Neurotics 0/88, 0/84; for extroverts 0/62, 0/61, for psychotics 0/77, 0/73 that are all reported as the criterion for polygraph.

- b) Satisfaction questionnaire: the teachers were to answer these 30 questions; one of which is open-ended and the other ones are all five Likert-scale type of questions (ranging from strongly agree to strongly disagree).

Table 1: the frequency percentage of educational level, job satisfaction, and sex and income satisfaction of the participants.

Educational level:	AD	11.1	BA	45.6	MA or higher	4.4	no comment	38.9
Sex:	male	26.7			female	32.2	no comment	41.1
Job satisfaction:	low	2.2	average	73.3	high	20.0	no comment	4.4
Income satisfaction:	low		75.6	average	high	11.1	no comment	7.8
								5.6

FINDINGS

The sample is included 90 teachers (32/2% female and 26/7% male) with the mean (X Bar) of 4/04 and Standard deviation (SD) of 1/7 for psychotics; mean of 5/3 and standard deviation of 2/7 for Neurotics; mean of 8/2 and standard deviation of 2/7 for extroverts; mean of 3/3 and standard deviation of 0/5 for job satisfaction (table 2).

Regarding the educational level of the participants, the findings demonstrated that 45.6% of them are undergraduate (BA) while 11.1% of them received their Associate Diploma (AD). 52.2% of the participants are married while 6.7% of them single.

The amount of income satisfaction in participants is 75.6 % low, 7.8% high. 72.2% of the participants are satisfied on average with their job while 12.2% of them were highly satisfied with their job. The job satisfaction of the participants were 73.3% average and 2.2% high. On average 54.4% were interested in continuing their job and 10% found the desire to keep it low. The background experience of 37.7% of the participants are 16-30 years while 12.2% of them are 15 years and less (table 1).

The extent of introversion were 47.8 high and 3.3 low in participants. The degree of neuroticism were 52.2 average while 0.10 high; the psychoticism of the participants were 64.4 low while 1.1 high (figure 1).

Figure 1: the extrovert, neurotic, psychotic personality in participants



Table 2: mean & standard deviation of psychotic, neurotic, extrovert, and job satisfaction

	Mean	Standard Deviation
Psychotic	4/04	1/7
Neurotic	5/3	2/7
Extrovert	8/2	2/7
Job Satisfaction	3/3	0/5

Table 3: Pearson coefficient, Regression and degree of freedom

	sig	r ²	r	df	F
3. Psychotic & Job satisfaction	0/059	0/29	0/169	1	2/483
2. Neurotic & Job satisfaction	0/378	0/001	0/189	1	0/097
1. Extroversion & Job satisfaction	0/041	0/036	0/189	1	3/102

Drawn upon the data, ANOVA proved the results made from Regression at the significant level of 0/059 ($p > 0.05$) that it shows that F is not meaningful.

ANOVA confirmed the results of Regression at the significant level of 0.37 that is bigger than 0.50; F is not thus significant (0.097). No significant relationship is observed between Neurotics and job satisfaction ($p > 0.05$). ANOVA proved the results achieved by regression and F at the significant level of 5% is meaningful (3.102). Extroversion and job satisfaction are significantly related ($p < 0/05$). (Table 3).

Table 4: mean and F (Neurotic, Psychotic, and Extroversion) in job satisfaction

	Sig	df	F	SD	Mean
5. Neurotic & satisfaction with men & Women	0/267	5	1/33	2/68	5/267
6. Psychotic & satisfaction with men & Women	0/767	4	0/457	1/62	4/046
4. Extroversion & & satisfaction with men & Women	0/008	4	3/67	2/65	8/197

At the significant level of $p = 0/267$, $F(5,44) = 1.335$ is not significant. Thus, sex and neurotics in job satisfaction are not significantly relevant ($p > 0.05$).

At the significant level of $p = 0/767$, $F = df(4,48) = 0.457$ is not significant. Thus, sex and psychotics in job satisfaction are not significantly relevant ($p > 0.05$).

The amount of $p = 0.008$ and $F(4,45) = 3/943$ showed a meaningful relationship. Hence, there is a significant relationship between the personality type of extroversion and sex with job satisfaction ($p < 0.05$) (table 4).

RESULTS & DISCUSSION

The highest level of significance was found in extrovert type of personality with job satisfaction that was consistent with the results found by Parvaneh Nazarpour Samsami (2007), N. Kooshki Shiri (2010), et al., Parviz Asgari (2009) et al. These results are probably because of external stimulus that motivate those external forces. In so doing, the manners of the extroverts is the effect of strong preventive potentials as well as weak motivating ones. This is contradictory with the results of the first hypothesis (Mozler (2007) & Vohra (2010)). These are perhaps because of the exterior forces that motivate the extroverts while in introverts, it is all because of less irritability that is resulted from weak preventive potentials and strong driving potentials. On the other hand, the extroverted ones are able to properly communicate with others in the society and may be awarded in their workplace so that these all can result in job satisfaction. In comparison with the former, two personality types of neurotics and psychotics are enjoying from the same level of satisfaction. However, the linkage of extroversion in male and female teachers were significantly related to job satisfaction (Parvane Nazarpour Samsami 2007).

There may be some limitation in this study that can result in the problem of generalizability. The synchronicity of "Teachers' Day" or distributing the questionnaire with the final examination period can cause the study to take a side.

The present study implies that the teachers can be trained how to deal with work pressure, they can also be selected through personality tests for employing purposes, and encouragement of both kinds (concrete & abstract) in both personality types, it is then that the hope can be made to increase the level of satisfaction and as a consequence the effectiveness of teachers.

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