

## **EVALUATION OF FITNESS BETWEEN JOB AND CHARACTER OF SCHOOL TEACHERS AND EDUCATIONAL ADMINISTRATORS IN KASHAN, IRAN IN 2014**

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### **ABSTRACT**

Due to the crucial role of the teachers and the school managers in the education of the next generations and in the social productivity, it is important to select the teachers and school managers based on their personality traits. Therefore, this study aimed to evaluate job-personality fitness of teachers and school managers in Kashan' Iran. This descriptive study was conducted on 130 teachers and school management staff in Kashan city. A two-part questionnaire was in this study. The first part included a questionnaire on demographic characteristics of the participants. The second part of the instrument was the Holland's Self-Directed Inventory (SDI) for assessment of fitness between Career and personality. Data analysis was performed manually and using descriptive statistics. Of a total of 130 participants, 53.8% were female, 63.1% had a bachelor degree, 43.07% were teachers, and 83.1% were tenured. The social character was the best personality for the participants in this study. However, respectively 40% and 33.1% of the participants evaluated themselves as having a realistic or social personality. Nonetheless, according to the Holland's inventory, 53.1% of the participants had a realistic characters and only 9.2% of them possessed a social character. The personality traits of 10% of men and 7.1% of women were fit with their current job. However, considering the most prominent personality characteristics, respectively 6.1%, 7.3% and 10.7% of teachers, principals and administrators, were fit with their current job. A great number of the teachers and administrators in the present study were not fully compatible with their current job.

**Keywords:** *Personality, Character, Teachers, Educational administrators, Kashan, Iran*

### **INTRODUCTION**

Individual differences cause a lot of difference between human behaviors. The people's character is one of the predictors of their behaviors and occupational success (Black Sandra, 1981). Among the predictors of job success, personality characteristics have a crucial importance due to the remarkable stability (Cooper and Robertson, 1995). Theory and empirical research support the idea that some personality traits can significantly predict the individual's job performance (Septor, 2001; Clark *et al.*, 1996). Every profession calls for a special level of knowledge, skills and personal characteristics. If the correspondence between the people's characteristics and their intended profession is ignored, their job compatibility will be hampered (Adib-Hajbaghery and Dianati, 2005). However, if people choose their career based on their personality traits, or be selected for the job based on their character, the likelihood of their success in their job will be increased (Holland, 1995). Research shows that the incompatibility between the personality traits and the job requirements is the most important caused of turnover in the first six months after beginning a job (Septor, 2001). This is why large and successful organizations in Japan pay special attention to the personality traits of the job applicants in the initial selection of candidates (Mirsepasi, 2008). Experts in career guidance also emphasize that both the job volunteers and the authorities in the organizations should pay special attention to the compatibility between the job requirements and the applicants' personality traits. Otherwise, job-personality incompatibility would result in poor performance and safety and welfare of the organizations' clients might be jeopardized (Ardebili, 1997). However, studies on the fitness between job and character of Iranian teachers are sporadic (Gholami and Gholami, 2013; Shahamiri and Namdari, 2013), but a few studies are available on job-personality fitness of senior managers (Salimi *et al.*, 2006) and of students (Adib-Hajbaghery and Dianati, 2005). It seems that

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employees of the Iranian organizations are usually selected without any attention to their personal characteristics. While experts believe that job-personality fitness can not only increase the individual's performance in their job, but also will increase their job satisfaction (Adib-Hajbaghery and Dianati, 2005; Shahamiri and Namdari, 2013; Selciguchi, 2004). Due to the crucial role of the teachers and the school managers in the education of the next generations and in the social productivity, it is important to select the teachers and school managers based on their personality traits. Therefore, this study aimed to evaluate job-personality fitness of teachers and school managers in Kashan' Iran.

## **MATERIALS AND METHODS**

This descriptive study was conducted on 130 teachers and school management staff in Kashan city, Iran during 2014. A convenience sampling method was used to select the study samples. Thus, after obtaining permission from the Directors of Kashan Education District, researchers posted the questionnaires and a letter explaining the objectives of the study to the school principals and asked them to provide explanations about the aims of the study to the teachers and all other peoples with inclusion criteria who accept to participate in the study. The inclusion criteria were agreeing to participate and working as a teacher or a managerial staff. There were not any exclusion criteria. Finally, 130 questionnaires were completed and returned to the researcher.

A two-part questionnaire was in this study. The first part included a questionnaire on demographic characteristics of the participants. Also in a question, the subjects evaluated their personality type (among the six personality types of: Realistic, investigative, artistic, social, enterprising, and conventional). Moreover, two open ended questions asked them about their level of familiarity with the profession when they entered this job and the purpose of choosing their present job.

The second part of the instrument was the Holland's Self-Directed Inventory (SDI) for assessment of fitness between career and personality (Spokane and Holland, 1995). The internal consistency coefficient of the SDI ranged from 0.90 to 0.94 for different subscales (Adib-Hajbaghery and Dianati, 2005; Holland *et al.*, 1994). We used the Farsi version of SDI that was translated and culturally adapted by Hoseinian and Yazdy (1995) and Holland (1995).

This scale consists of two sections. The first section listed 500 jobs and categorized them according to the six personality styles (i.e. realistic, investigative, artistic, social, enterprising and conventional). The second section is the self-directed search (SDI), which includes six sub-scales of occupational daydreams (the subject is asked to name his/her job wishes in chronological order), activities (a list of 66 activities is presented in 6 sections congruent with the 6 personality types. So, 11 activities stand for each personality type and respondent would express his/her interest as "Like" or "Dislike" for those activities he/she would like or dislike to do), competencies (participants respond yes or no to a list of 66 activities that they can or cannot do well or competently).

Here also 11 activities stand for each personality type). Occupations (a list of 84 jobs is presented. These jobs are also presented in 6 parts based on the personality types. The subject would express his/her interest as "yes" or "no" for those occupations he/she would like or dislike). In self-estimation the respondent is asked to compare him/herself with other persons with the same age and ranks him/herself on a 1–7 scale in his skills and abilities of different types such as mechanical, scientific, artistic, educational, business, administrative, manual, mathematical, musical and cooperative skills. The final subscale is organizing the response.

In this section, the participant's responses to the different subscales are analyzed. Here, scores related to each personality type are calculated and the three personality types with the highest scores will chose to make a three-letter code to indicate the most prominent personality characteristics of person. The first letter indicates the most prominent personality trait.

In the present study we used the personality type with the highest score as the most prominent personality character for each participant and then we used it as the criterion for determining the subject's compatibility with his/her job. In the current study the subjects completed the first five sections of the Holland's Inventory. However, organizing the response was performed by the researchers.

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The collected data were manually analyzed, using descriptive statistics. Responses to open-ended questions were analyzed through content analysis. These responses were read carefully and their main themes were coded and classified.

This study was approved and supported by the Research Deputy of the Director of Kashan Education District. Moreover, all participants signed an informed consent form that was attached to the questionnaire. This form briefed the participants about the study and assured them about the data confidentiality.

Data analysis was performed manually and using descriptive statistics. Responses to open-ended questions were analyzed through content analysis. To determine the participants' character fitness to their job, the most prominent personality trait of the person (i.e. the first letter of the three letter code obtained in the phase of response organization) was used. Thus, when a person had a social personality type, he/she was considered to be fit to the teaching or school management jobs. People with other personality types, were not considered appropriate for these jobs.

## **RESULTS AND DISCUSSION**

### **Results**

Of a total of 130 participants, 53.8% were female, 63.1% had a bachelor degree, 43.07% were teachers, and 83.1% were tenured. Of the total participants, 36.9% expressed that they chose their career with high interest and 45.4% stated that they had enough information on job duties when choosing their career (Table 1).

Table 2 shows that the social character was the best personality for the participants in this study. However, respectively 40% and 33.1% of them evaluated themselves as having a realistic or social personality. Nonetheless, according to the Holland's inventory, 53.1% of the participants had a realistic character and only 9.2% of them possessed a social character (Table 2).

Table 3 shows that the personality traits of 10% of men and 7.1% of women were fit with their current job. Table 4 also shows that considering the most prominent personality characteristics, respectively 6.1%, 7.3% and 10.7% of teachers, principals and administrators, were fit with their current job.

### **Discussion**

The present study showed that respectively 40% and 33.1% of the participants considered themselves as having a realistic or social character. However, according to the Holland's questionnaire, 53.1% had a realistic character and only 9.2% had a social character. These findings suggest that a great difference existed between people's perception of their character and the results of their real personality type. Teachers and educational managers must have specific occupational and personality traits to be successful and satisfied with their jobs and to have effective performance. According to the Holland's theory, a dissonance between the people's character and the needs of the job would result in a low occupational performance and job dissatisfaction (Gholami and Gholami, 2013).

Another study has also showed that a significant relationship exists between teachers' personality characters and the students' achievement and motivation (Kouhi and Yousefpoor, 2014). This indicates that the job fitness of teachers and managers would not only affect their performance but also would impact on the students' academic motivation. Therefore, due to the crucial role of the teachers and educational managers in preparation of the next generation, the authorities are responsible to precisely assess the personal characters of those who are volunteers for educational jobs.

In the present study, only 10% of men and 7.1% of women in teaching and managerial jobs of the schools had a personality character compatible with their job requirements. The findings show that in the employment process little or no attention is paid to the job-personality fitness of teachers and educational administrators.

This problem was somewhat greater among teachers so that only 6.1% of them were fit with their job while this rate was 10.7% among administrators. Educational managers and teachers are in leadership position and have great effects on students' behaviors. Administrators also affect the teachers' behaviors and must have specific personality traits due to their crucial role that can affect both on teachers and the

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students' performances and behaviors. Therefore, the authorities should select qualified people to be assigned in such an important job (Gholami and Gholami, 2013) .

**Table 1: The Distribution of the Participants Demographic Characteristics**

Variables		Number (%)
Gender	Male	60 (46.2)
	Female	70 (53.8)
Education Level	Diploma	11 (8.5)
	Associate degree	24 (18.5)
	Bachelor degree	82 (63.1)
	Master degree or higher	13 (10)
Job Title	Teacher	56 (43.07)
	Principal	41 (31.35)
	Administrator	33 (25.38)
Employment Status	Permanent	108 (83.1)
	Non-permanent	22 (16.9)
The aim of selecting the current job	For interest	48 (36.9)
	For financial purposes	7 (5.4)
	To serve the community	13 (10)
	Due to a compulsion	4 (3.1)
	For both interest and financial aims	58 (44.6)
Level of information about job duties when choosing the current job	Not informed	4 (3.1)
	Relatively informed	67 (51.5)
	Completely informed	59 (45.4)
Age, year		40.87 ± 6.17
Work experience, year		19.01 ± 7.02
Experience in the current job, year		10.11 ± 8.08

**Table 2: Distribution of Personality Types Based on Subjects Opinion, According to the Hollan's Inventoty and the Best Personality Trait Appropriate for the Job**

Type of the Personality Traites	Type of Evaluation		
	Personality Trait Based on the People's Opinion, N (%)	Personality Trait According to the Holland's Inventory, N (%)	The best Personality Trait Appropriate for the Job, N (%)
Realistic	52 (40)	69 (53.1)	0
Investigative	14 (10.8)	13 (10)	0
Social	43 (33.1)	12 (9.2)	130 (100)
Conventional	12 (9.2)	23 (17.7)	0
Enterprising	0	3 (2.3)	0
Artistic	9 (6.9)	10 (7.7)	0
Total	130 (100)	130 (100)	-

**Table 3: The Distribution of Personality Types According to the Participants' Gender**

Job- Personality Compatibility		Sex		Result of $\chi^2$ Test
		Female, N (%)	Male, N (%)	
Based on the people's opinion	Compatible	25 (35.7)	18 (30)	P= 0.57
	Not Compatible	45 (64.3)	42 (70)	
According to the Holland's Inventory	Compatible	5 (7.1)	6 (10)	P= 0.56
	Not Compatible	65 (92.9)	54 (90)	

**Table 4: The Distribution of Personality Types According to the Participants' Job Title**

Job- Personality Compatibility		Job Title			P Value
		Administrator, N (%)	Principal, N (%)	Teacher, N (%)	
Based on the people's opinion	Compatible	8 (24.2)	21 (51.2)	14 (25)	0.74
	Not Compatible	25 (75.8)	20 (48.8)	42 (75)	
According to the Holland's Inventory	Compatible	2 (6.1)	3 (7.3)	6 (10.7)	0.057
	Not Compatible	31 (93.9)	38 (92.7)	50 (89.3)	

In the present study, no significant relationship was found between gender and the job positions. Most teachers and managers in the present study had a realistic personality type. On the other hand, artistic and social characters were the least prevalent characters among the studied teachers and managers in this study. However, according to the Holland's theory, a teacher should mostly possess a social, investigative and artistic character. Educational managers should also have a social, investigative and conventional character. It is believed that incompatibility between job requirements and the individual's character would result in job dissatisfaction, low performance (Shahamiri and Namdari, 2013), and even may be harmful for others (Adib-Hajbaghery and Dianati, 2005). In an organization, the organizational role of each member should be coordinated with his individual personality if an employee should have effective performance. Otherwise, the organization's objectives will not achieved and the employees life would be disrupted (Shahamiri and Namdari, 2013).

In conclusion, a great number of the teachers and administrators in the present study were not fully compatible with their current job. According to the Holland's theory, if we know the personality pattern of a person and his/her environmental pattern, we can predict his/her occupational behaviors, occupational satisfaction, social and individual performances. People would have their best performance if their characters are compatibe with the needs of their job. Therefore, with regard to the results of this research, personality type, and accordance between personality type and job must be considered while appointing teachers and educational managers. Then, the efficacy of the education system and the productivity of the next generation would be improved.

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