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RELATIONSHIP BETWEEN PERFECTIONISM AND JOB SATISFACTION OF TEACHERS THE SARAVAN'S SECONDARY SCHOOLS

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ABSTRACT

The aim of present study was to investigate the relationship between perfectionism and job satisfaction of teachers the Saravan's secondary schools. The statistical population of present study was including all male and female teachers of secondary schools (233 male and 205 female) of Saravan, Iran in 2014. Based on Krejce and Morgan sampling table, sample study were 205 teachers (109 male and 96 female) that selected by random sampling method. Results showed that Job satisfaction has significant relationship with Perfectionism and its subscales (Self-Oriented Perfectionism and Other Oriented Perfectionism) at 95% confidence level. Based on our findings, future research will be undertaken to examine this and other dimensions of perfectionism in the context of other job and work variables and in specific employee populations.

Keywords: Perfectionism, Job Satisfaction, Teachers, Saravan

INTRODUCTION

Job satisfaction is a set of emotions and beliefs that people have about their current jobs. Job satisfaction is an important factor in a successful career, a factor that increased the efficiency and well-being of the individual. Job satisfaction is love the requirements for a job, a situation in which the work is done and the rewards that can be found for it (Rahim, 2012). Overall the job satisfaction is feel happiness and pleasure about work. Job satisfaction is an emotional, positive and conditioning from job evaluation or job experiences; the conceptual has a dimension, aspects and factors that should be considered their collections. Among these factors cited are the characteristics of employees, type of work, working environment and human relations work (Hellriegel and Woodman, 2001). Perfectionism can be examined as one of the factors influencing on job satisfaction. Burns (2001) perfectionism is an extensive network of knowledge knows that such expectations, interpretation and evaluation of the events themselves. He describes in more detail the terms of those standards are high and continually obsessed with trying the impossible goals, and measure their value in terms of profitability and completeness. Nevertheless, conflicting opinions as Adler's theory (1965) which requires highly perfectionistic standards for intellectual health made many authors believe that perfectionism is a multidimensional construct with normal and abnormal dimensions. Based on the definition, a perfectionist believes that perfect results can be obtained by effort; while perfect results are unattainable and effort to attain them is followed by psychological damages. Perfectionism stems in childhood experiences; it forms under influence of parent-child interactions (Hemachek, 1978). Hemachek (1978) believes that neurotic perfectionism develops in those children whose parents set highly unrealistic standards for the child, they have high expectations and are strict and critical and never satisfied with achievements of their children. Conversely, normal perfectionism develops in those children whose parents set high standards by flexibility and they can show their content and satisfaction with performance of the children. Therefore, perfectionistic attitudes formed in childhood develop further by social relationships and influence behavior and performance. Hemachek (1978) categorizes perfectionism into normal (positive, healthy, adapted and functional) and abnormal (negative and non-adapted) perfectionism. Normal perfectionism is a situation in which satisfaction is completely typical and achievable; one enjoys effort and competition for superiority and meanwhile recognizes personal limitations. On the other hand, neurotic perfectionism occurs when

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satisfaction is completely unavailable by performance and one is never satisfied with his performance due to unrealistic expectations. Studies on perfectionism have tried to explore the relationship between both types and their dimensions by different psychological aspects.

According to Rice and Dellwo (2002), negative perfectionism predicts problematic psychological outcomes including depression and anxiety, lack of self-esteem and internalized shame; on the contrary, positive perfectionism is significantly correlated to high personal standards, optimal performance and positive adjustment.

Most studies addressed negative outcomes including sense of failure, guilt and doubt, think of all or nothing, embarrassment and low self-respect (Hemachek, 1978; Hollender, 1965) and serious psychological problems including alcoholism, mental anorexia, depression and personality disorders (Sassaroli *et al.,* 2008), anxiety (Hewitt & Flett, 1991), eating disorders (Sassaroli *et al.,* 2008) and high risk taking on suicide (Blatt, 1995), irrational beliefs and symptoms of obsession-incontinence (Sassaroli *et al.,* 2008).

Concern about mistakes is the core of perfectionism with closest relationship with symptoms of psychological damage (Frost *et al.,* 1990; Sassaroli *et al.,* 2008). Little is known about teachers, perfectionism and job satisfaction, that present study aim was to investigate the relationship between perfectionism and job satisfaction of teachers the Saravan's secondary schools.

MATERIALS AND METHODS
Present study is a developmental-applicable in goal and is descriptive-correlation in method.

The statistical population of present study was including all male and female teachers of secondary schools (233 male and 205 female) of Saravan, Iran in 2014. Based on Krejce and Morgan sampling table, sample study were 205 teachers (109 male and 96 female) that selected by random sampling method.

Instruments

The Job-Satisfaction Questionnaire: Job satisfaction was assessed using the Brayfield Rothe Job-Satisfaction Index (BRJSI (Brayfield and Rothe, 1951). Respondents were instructed to indicate the extent of their agreement with each item using a five point Likert type scale from 1 to 5 as follows: 1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree, and 5= strongly agree. The scale includes 10 positive and 8 negative statements.

A scale is formed by calculating the mean score for all 18 items, ranging from 18-90 and a higher score indicates higher job satisfaction (De Barros and Alexandre, 2003).

A total score of 18 to 55 is interpreted as low job satisfaction, while 70 and over is represented high job satisfaction (Rezaei *et al.,* 2008).

Hewitt Multidimensional Perfectionism Scale (HMPS; Hewitt & Flett, 1991). The HMPS is a 45-item measure of perfectionism consisting of three scales: Self-Oriented Perfectionism, Socially Prescribed Perfectionism, and Other Oriented Perfectionism (Hewitt & Flett, 1991).

Internal consistencies range from .86 to .88 for Self-Oriented Perfectionism, from.74 to.82 for Other Oriented Perfectionism, and from .81 to .87 for Socially Prescribed Perfectionism (Hewitt & Flett, 1991). Correlations between scales are substantial, and range from.25 to.40 (Hewitt & Flett, 1991).

The convergent validity, in terms of relationships with other measures of perfectionism and measures of psychopathology, of the HMPS was supported in a sample of college undergraduates (Hewitt & Flett, 1991) and a sample of psychiatric patients (Hewitt *et al.,* 1991).

For data analysis we used descriptive and inferential analysis, that we used Pearson correlation and t test analyse with SPSS software.

RESULTS AND DISCUSSION
Descriptive analysis of Perfectionism and its subscales (Self-Oriented Perfectionism, Socially Prescribed Perfectionism, and Other Oriented Perfectionism) and Job satisfaction showed in table 1.

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Table 1: Descriptive analysis of Perfectionism and its subscales and Job satisfaction

Variable	N	Mean	SD
Self-Oriented Perfectionism	205	69.20	10.88
Other Oriented Perfectionism	205	74.45	16.21
Socially Prescribed Perfectionism	205	66.91	11.94
Perfectionism	205	210.59	31.82
Job satisfaction	205	34.78	12.93

Results showed that Job satisfaction has significant relationship with Perfectionism and its subscales (Self-Oriented Perfectionism and Other Oriented Perfectionism) at 95% confidence level (Table 2).

Table 2: Relationship between Perfectionism and its subscales with Job satisfaction

Job satisfaction

	R	Sig
Self-Oriented Perfectionism	-0.20	0.004
Other Oriented Perfectionism	-0.15	0.03
Socially Prescribed Perfectionism	-0.10	0.13
Perfectionism	-0.18	0.008

Our result showed negative and significant relationship between perfectionism and its subscales with job satisfaction. The links between socially prescribed perfectionism and various forms of job satisfaction are not surprising. Socially prescribed perfectionism often entails perceptions of helplessness (Hewitt *et al.,* 1992), which have further been linked to low levels of job satisfaction (Loher *et al.,* 1985). Socially prescribed perfectionists may also be more prone to job dissatisfaction as a function of burnout, which has been identified as a precursor to job dissatisfaction (Wolpin *et al.,* 1991). Socially prescribed perfectionism appears especially relevant for co-worker and supervisor satisfaction. This is understandable, given that other people in the workplace are likely viewed as sources of perfectionistic standards. Since socially prescribed perfectionism is also associated with a maladaptive interpersonal style (Hewitt & Flett, 1991b), individuals who are high on this dimension may be dissatisfied with others as a function of lower-quality relationships. The association between other-oriented perfectionism and co-worker satisfaction may be similarly explained, since other-oriented perfectionism is associated with its own profile of negative interpersonal behaviors (Hewitt & Flett, 1991). In general, individuals who are other-oriented are prone to experience loneliness and unsatisfactory relationships (Burns, 1983; Hollander, 1965). Past research has shown that self-oriented perfectionism leads to psychological distress primarily in the context of other state or experiential variables (Flett *et al.,* 1991; Hewitt & Flett, 1993; Hewitt *et al.,* 1995). Although self-oriented perfectionism did not interact with autonomy and feedback in the present study, it may do so with other measured, as well as unmeasured job characteristics (e.g., Campion & Thayer, 1985). Additionally, since perceived job characteristics were chosen to represent proxies of negative events and experiences in the workplace, future research should entail the measurement of actual trait-congruent events and experiences. It is also possible that relationships among self-oriented perfectionism and levels of work adjustment are more substantive within certain populations. This will be investigated in a follow-up study based on some initial analyses with another sample. Many of these expectations for self-oriented perfectionism also hold for socially prescribed perfectionism, which also failed to interact with autonomy and feedback variables in the current study.

The current study provides initial evidence for the role of perfectionism in work adjustment. Specifically, perfectionism has been established as a potential vulnerability factor in job dissatisfaction in the work context. The relationship of this dimension of perfectionism to job satisfaction was especially robust. Furthermore, the impact of perfectionism on adjustment outcomes was evident both when observed alone and in concert with perceptions of relevant job characteristics. This singular impact suggests that perfectionism may warrant closer attention in the detection, treatment and prevention of workplace

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adjustment. Future research will be undertaken to examine this and other dimensions of perfectionism in the context of other job and work variables and in specific employee populations.

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