

Study the Relationship Between Teachers, Personality Traits, Job Stress and Self-Efficiency in Zabol at 2015-2016

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Abstract: The aim of this study is survey relationship between personality traits and job stress. With self-employments of Zabol teachers in 2015-2016. This research applied research, descriptive-correlation, and forecasting. The population in this study included Zabol teachers in 1394-95 that According to statistics, the total number of teachers in 5643 is that 2934 patients (52%) and 2709 (48%) are women and for sampling stratified-random sampling table Morgan (1979) is used. In this study, to collect materials related to research (theoretical and empirical literature) of library research and to collect data on the sample of questionnaires were used and and to analyze the data, descriptive and inferential statistics were used. The results of this study showed that the personality characteristics of teachers in Zabol is good. The job stress of teachers in Zabol, is good. The self-employments of teachers in Zabol is not good. There is a significant negative relationship between personality traits and job stress teachers in Zabol. There is a significant positive relationship between personality traits and self-employments teachers in Zabol. There is a significant negative relationship between self-employments and job stress teachers in Zabol. Both variable personality traits and job stress have predicted self-employment of teachers.

Key words: Personality traits, job stress, self-efficiency, teachers

INTRODUCTION

One of the most important resources of any organization is its human resource. Constituent elements of this force are people who have enough motivation, talent and skills that they use to improve organization performance and achieve organizational goals. Then, it can be said that job satisfaction is main element of mental health of staff and generally it is considered as main element of their well-being (Yang and Kassekert, 2010). Numerous and different theories have been proposed related to job satisfaction and effective factors on it. So, that, they can be classified as internal aspects (including personality traits, feelings, emotions, motivational and emotional modes) and external aspects (including organizational social and cultural characteristics and conditions). One of the effective factors on staff's job satisfaction is their personality. Personality is aspects of human life that allows us to predict how a person behaves in the certain conditions and modes. Main five-factors model of personality is considered as fundamental discovery by researchers who are interested in to identify individual differences in personality. Totally, main five-factors model is a comprehensive typology

consists of stable five factors; acceptance, conscientiousness, extraversion, agreeableness and neuroticism. One of the effective factors on staff's job satisfaction is their personality. Personality is aspects of human life that allows us to predict how a person behaves in the certain conditions and modes. Each person behaves in particular way and he/she has unique expectations, abilities, needs and behavioral skills, that they are based on his/her personality model. On the other hand, organizations provide particular needs, expectations based on their its goals, current tasks and activities. Thus, different job environments are suitable for different personality traits. Regarding to personality traits increasing agreeableness between personality and job leads to increasing job satisfaction and decreasing it leads to decreasing job satisfaction. Decreasing agreeableness between personality and job will be led to numerous negative consequences for organization addition to lack of providing job satisfaction. Thus, selecting a proper personality with job can improve the organization performance and it can affect on staff's attitudes about their job and finally it will be led to job satisfaction. Owners of each personality aspects behave in particular and different way and they have particular expectation,

abilities, unique behavioral skills and different needs and they follow particular goals based on their personality model. On the other hand, organizations have particular needs and expectations based on their current goals, tasks and activities. Thus, different job environments are suitable for different personality traits. Regarding to personality traits increasing agreeableness between personality and job leads to increasing job satisfaction and decreasing it leads to decreasing job satisfaction. Decreasing agreeableness between personality and job will be led to numerous negative consequences for organization addition to lack of providing job satisfaction. Thus, selecting a proper personality with job can improve the organization performance and it can affect on staff's attitudes about their job and finally it will be led to job satisfaction.

On the other hand, one of problems that has involved human societies during recent decades is stress phenomenon. "Hans Selye" began studying job stress in 1965. Job stress is very important, Among different experienced stresses by people. Job stress is combination of workplace stress, individual stress and external stress of the organization. These stresses can be led to illness at workplace. These factors in human resources can be classified in to three categories: the first category includes organizational stressful factors which depend on job and job environment, directly. The second category includes life events which do not relate to organization, such as employees, private life problems and failures and concerns about future plans and the third category includes individual stressful factors including type of personality that leads to different perceptions by people about environment. Stress is result of mentioned factors but we must know that the "individual stressful factors", "life events" and "organizational stressful factors" affect each other. Stress can has adverse effects on physical and mental health (Caulfield *et al.*, 2004; Perrewe *et al.*, 2002; Addae and Wong, 2006). There are three main approaches related to stress including: firstly, objective theory, secondly, previous field theory and thirdly personality model theory. Stress objective theory was proposed by Selye and it emphasizes on this point that stress stimulates the body's arousal and tension system. According to previous field theory, some people are prone to suffer from resulted disorders of stress and what are effective in this case are hereditary talents such as readiness for anxiety and stress. Different effectiveness of people related to a same stimulant confirms this theory. But, whatever challenges the effect of inheritance in this theory is the role of individuals's psychological factors such as individuals's confidence about social support against stress. Each of cases plays particular role against

intense and mild effects of stress on people. According to this theory factors such as duration and intensity of stress, stress predictability, control degree, the level of self-confidence, feeling of self-efficiency and also the way of starting affect on individuals, response to stress. A set of individual factors that play mediator role between stressful factors and stress are individuals, beliefs about themselves. Among these beliefs, self-efficiency plays significant role in face of barriers, problems and failures as main component of cognitive-social theory and it has attracted more attention in researches especially researches in the job stress field (Zimmerman and Kistantas, 2005; Lue *et al.*, 2005). Researchers mentioned reasons about the importance of self-efficiency in organizational sciences. It can effect on relations between events and their results as individual difference factor also it plays mediator role in relations between job control, job satisfaction and life satisfaction as adjusting factor. For example, Jex and Bliese (1999) found that self and collective efficiency factors play adjusting role in relationship between stressful factors and job stress. The findings of conducted researches by these researchers showed that subjects with high self-efficiency against resulted stress from prolonged work time and high volume of work showed less physical and mental responses than individuals with low self-efficiency and they had high job satisfaction. Matsui and anglatko studied the adjusting role of job self-efficiency in relationship between job stress and its consequences by using sample of female administrative employees in Japan. The findings showed that individuals with low self-efficiency reported high degree of job stress under high job pressure and responsibility. Stressful factors were frightening for individuals who had low self-confidence for doing their tasks. Thus, self-efficiency affects on stressful relationships, because individuals with high self-efficiency believe that they can keep high level of job performance (Lu *et al.*, 2005). Other research studied mediating role of self-efficiency related to job fatigue its findings showed that environmental stressful factors relate to low level of self-efficiency and have negative effect on job fatigue (Perrewe *et al.*, 2002). Also, Siu *et al.* (2005) in their research showed that self-efficiency has determinative effect on job stress because it affects on individual perception about control. Also, people who have high level of self-efficiency, they understood personal control better and this control can modify relationships between stressful factors and job health. One of the related factors to individuals, job is believing in their own abilities and strengths. It can be said that self-efficiency is important factor to perform main and needed performance and skills, successfully. Effective

performance requires both needed skills and believing in ability for doing the skills. Controlling the changeable, vague, unexpected and stressful situations requires multiple skills. According to Bendora, self-efficiency is constructive ability that it can organize human's cognitive, social and behavioral skills to achieve different goal, effectively. Self-efficiency as an effective factor on life quality emphasizes on individuals understanding about their abilities and skills for doing their tasks, successfully. On the other hand, self-efficiency affects on performance understanding, agreeable behaviors and selecting of environment and conditions that people attempt to achieve them (Strauser *et al.*, 2002). Self-efficiency feeling can affect on all aspects of life. For example, studies show that increasing the level of self-efficiency increases job interest. People who have high level of self-efficiency believe that they can perform their tasks and control their life events, effectively. This belief gives them more different attitude that people who have low level of self-efficiency. Because this feeling has direct effect on their behavior. Thus, self-efficiency can be vital and main factor of their successes during their life (ibid), people who have low self-efficiency believe that they have not needed ability to control their life events. When the face barrier, if their primary attempts be useless, they lose their hope, fast. But people who have high self-efficiency are more resistant and they search new situations, actively. Self-efficiency helps people to perform their tasks and activities, effectively by using their skills against problems. Thus, individual success is created and reinforced (Ibrahimi and Ahmad, 2012). Psychological and motivational beliefs depend on job. Since, people work individually and collectively, self-efficiency beliefs can be conceptualized in both personal and collective level. Kapara and coauthors showed in their study that teachers, self-efficiency beliefs affect on teachers, job satisfaction and students, educational improvement and achievements. In this research, teachers, self-efficiency beliefs were significant predictors of teachers job satisfaction and students educational improvements. Teacher, s self-efficiency feeling creates decided commitment to job and cooperative relationships with colleagues and parents. Tessi studied effective factors on welfare feeling in workplace among employees of IT (information technology) industry in a study. The results of this study showed that positive and stable traits affect on welfare feeling in workplace by interactive flexibility and self-efficiency feeling. Interactive flexibility is affected by positive and negative emotions more than other things. Also self-efficiency feeling is affected by kind of friendship, positive and negative emotions and interactive

flexibility that among them the effect of interactive flexibility is more than other factors. Finally, interactive flexibility affects on psychological and social satisfaction and self-efficiency affects on psychological, social and job satisfaction.

According it and regarding to mentioned materials, this research has tried to study the relationship between personality traits, job stress and teachers' job self-efficiency from Zabol City during academic year 2015-2016.

Objectives of the research: The main aim of this research is to study the relationship between personality traits, job stress and teachers' job self-efficiency from Zabol City during academic year 2015-2016. In this regard, the following hypotheses were proposed:

- Teachers' personality traits are desirable in Zabol City
- Teachers's job stress is desirable in Zabol City
- Teachers, self-efficiency is desirable in Zabol City
- There is significant relationship between teachers' personality traits and job stress in Zabol City
- There is significant relationship between teachers, personality traits and self-efficiency in Zabol City
- There is significant relationship between teachers, job stress and job self-efficiency in Zabol City
- There is significant relationship between teachers, personality traits, job stree and job self-efficiency in Zabol City

Empirical overview: Zerat *et al.* (2014) studied the adjusting role of self-efficiency in relationship between job stress, organizational citizenship behavior and job satisfaction of faculty members from medical science University, Urmia. The results of this research showed that there is negative and significant relationship between job stress and self-efficiency, organizational citizenship behavior and job satisfaction and there is positive and significant relationship between job self-efficiency, citizenship behavior and job satisfaction. Also, job self-efficiency plays adjusting role in relationship between stress and organizational behavior. Gasem Zade Alishahi modeled effective personality traits on stress and job performance regarding to mediating effects of responsibility, structurally. The results showed that there is negative and significant relationship between personality traits and stress, there is positive and significant relationship between personality traits and responsibility; there is positive and significant relationship between personality agreeable traits and performance and there is negative and significant relationship between personality agreeable traits and responsibility.

Also, the results showed that responsibility plays mediator role in relationship between personality traits and job stress. Hassani and coauthors studied the effect of responsibility and emotional control on employees, job satisfaction and job stress. The findings showed that there is positive and significant relationship between personality traits and job satisfaction and job stress. Also, results showed that emotional control plays mediator role in relationship between personality traits, job stress and job satisfaction. All of regression values are significant in this model, statistically. Joibari and coauthors showed that there is negative relationship between job satisfaction and neurosis factor and there is positive and significant relationship between job satisfaction and extroversion factor. Ibrahim and Ahmad (2012) studied relationship between emotional expressiveness, self-efficiency and job fatigue among municipality, s employees. Findings showed that there is negative and significant correlation between emotional expressiveness and depersonalization but there is positive and significant correlation between emotional expressiveness and personal accomplishment.

Also there is positive and significant correlation between gender and depersonalization. But, there is negative and significant relationship between gender and individual success. Also, there is positive and significant relationship between age and individual success.

The results show that emotional expressiveness and self-efficiency variables are suitable predictors for job fatigue. Also, self-efficiency affects on the relationship between job stress, mental health and job satisfaction. Thus, self-efficiency plays protective role against stress. Karimi and Moradmand (1391) studied the aspects of secondary teachers, job stress in Esfahan during 2009-2010. The findings of this research showed that each of aspects of stress such as high volume of work, lack of professional growing, lack of social status, cold and unsuitable relations between colleagues, related problems to students and decreasing advantages a salaries more than average level affect on teachers' job stress. Male teachers had more job stress than female teachers affected by lack of social status. Teachers from first region had more stress because of cold and unsuitable relations among colleagues and decreasing advantages and salaries that teachers from other regions. Ganji and coauthors investigated the relationship between job stress, self-efficiency and life satisfaction among gas rescue workers from Esfahan. The results of this research showed that proposed model of relationships between job stressful factors, self-efficiency and life satisfaction has acceptable fitness. According this model job stressful factors affect on life satisfaction, directly and indirectly.

Self-efficiency variable plays mediator role in relationship between stressful factors and life satisfaction. Naderi and coauthors studied the relationship between interactive flexibility, negative and positive emotions, self-efficiency and job satisfaction among employees of municipality from Ahvaz City. The results showed that there is significant relationship between self-efficiency and job satisfaction, job promotions and interactive flexibility, negative and positive emotions. Among these three variables, only interactive flexibility and negative emotions predict self-efficiency, job satisfaction and job promotions. Also, these results showed that although satisfaction from least salaries and advantages is job satisfaction but it has not same importance level with other related variables to job satisfaction. Agili Nejad studied the relationship between job stress and mental health, personality type and life stressful events among police officers from Tehran. The findings showed that there is positive and significant relationship between job stress and life stressful events and mental health. Job stress and life stressful events variables are considered as predictor variables for mental health.

There is no significant difference between administrative employees and officers in terms of mental health and personality type. But, police officers had more job stress than administrative employees. Also married police officers experience more stressful events than single police officers. Samari and Lali Faz in their research studied the mutual relationships between personality traits and job stress in workplace. The results of multi-regression showed that among studied variables, total anxiety at significant level (0.000) and personality type (A-B) at significant level (32%) have highest contribution in predicting job stress. Regarding to this point that anxiety variable has highest contribution to predict low self-esteem of employees from mentioned company, there is significant statistical relationship between education level and mental disorders. So, that increasing education level leads to increasing these disorders. There is significant statistical difference between mental disorders in this research and mental disorders in the country with 21% and this value in the University was higher than country. Swider and Zimmerman (2010) in a research showed relationship between personality traits and job fatigue by using Meta analysis and providing related model. There is relationship between higher levels of extroversion and lower levels of job fatigue and higher levels of individual success among nurses.

But, there is no relationship between personality traits and depersonalization that it is one of aspects of job fatigue. There is no relationship between neurosis,

emotional fatigue and failures. While, there is negative relationship between agreeable personality traits, responsibility and all aspects of job fatigue. Shimizutani *et al.* (2008) studied the relationship between job fatigue of nurses and their agreeable personality in their research and they found that there is stronger relationship between emotional instability, extroversion and job fatigue related to job and client. Ade yemo and Ogunyemo (2008) studied job stress of faculty members of Nigeria University and found that emotional intelligence and self-efficiency are strong predictors for job stress. On the other hand, there is negative relationship between emotional intelligence, self-efficiency and job stress.

Self-efficiency plays important role to predict job stress compared with emotional intelligence. Also, it can be concluded that personality and individual traits must be considered to study job satisfaction, so that many researches have been conducted about personality traits as predictor factor of job satisfaction (Bahban *et al.*, 1386). Skaalvik and skeel uik (2007) in a research showed that there is negative and significant relationship between teachers, self-efficiency and their job fatigue. So that, job fatigue decreases by increasing self-efficiency. Chung-qin and coauthors showed that high self-efficiency modifies relationship between job stress and mental health. Also, Siu *et al.* (2005) in their study showed that self-efficiency plays important role in job stress process because it affects on individual understanding about control. Also, people who have high self-efficiency, they understand personal control better and this control can modify relationships between stressful factors and job health. Jex and Bliese (1999) found that individual and collective self-efficiency factors play mediator role in relationship between stressful factors and job stress. The findings showed that subjects with high self-efficiency against resulted stress from prolonged job hours showed less mental and physical responses than people who low self-efficiency and they have high job satisfaction. Matsoe and Anglatco studied the adjusting role of job self-efficiency in relationship between job stress and its consequences among a sample consists of female administrative employees in Japan. The findings showed that people with low self- efficiency reported high levels of job stress when they faced with high job pressure and responsibility. Stressful factors were frightening for people who had low levels self-confidence in doing their tasks and activities. Thus, self-efficiency affects of stressful relations because people who have high self-efficiency believe that they can keep high level of job performance (Lu *et al.*, 2005).

MATERIALS AND METHODS

Present research as applied research is descriptive research and it has been conducted in correlative and predictive way. Statistical community of this research includes all teachers from Zabol City during academic year 1394-95. According to statistics, total numbers of teachers are 5643; 2939 men (52%) and 2709 women (48%). It was used random-sampling method by using Kerjesi and Morgan, s sample volume determination table (1979) for sampling in this research. According to Kerjesi and Morgans sample volume determination table, the numbers of statistical sample are 360 people; 187 men (52%) and 173 women (48%). It was used library method to collect related data to the research (theoretical and empirical overview) and questionnaire to collect related data to statistical sample. Questionnaire as the most common data collecting tool in survey researches consists of a set of purposeful questions that they are evaluated by using different scales, attitudes and ideas of respondents.

Personality traits questionnaire: It related data to personality traits were collected by standard test NEO-PI-R (a version consists of 60 questions) this test has been developed by Kasta and Mc Gori based on their 5-factors theory. This questionnaire consists of 60 articles that had been run based on factorial analysis of scores in 1986. There are 12 items for each factor that they were selected regarding to highest factorial effect related to studied personality trait.

Job stress questionnaire: It was used job stress standard questionnaire developed by HSE institution, UK to determine the job stress in this research. Executive-safety and health organization, UK has predicted more that 13.4 millions of work days and >3.8 million pounds damages because of job stresses during 2007-2009, annually. Many studies have proven that job stress increases the job accidents. Job stress questionnaire (HSE) that has been developed by executive, safety and health organization was translated and studied its validity and reliability by Iranian famous researcher, Dr. Esfandiar Azad. This test consists of 35 questions. It means that job stress questionnaire (HSE) can provide the most accurate results related to job stress levels in your organization at the shortest possible time. Dr. Esfandiar Azad studied the validity and reliability of this questionnaire in Iran. The results of conducted research by this famous research from our country show the high levels of validity and reliability of this research. 749 people were selected among military employees during multi-stages clustering sampling from all regions of

the country. Selected samples completed HSE, GHQ questionnaires. It was used exploratory and confirmatory factor analysis, Pearson correlation coefficient and Cronbach's alpha to assess content validity and data analysis software SPSS version 15 and Amos 16 for data analysis at the same time. Findings: correlation coefficient of HSE and GHQ was equal to $r = -0.48$. Also, the results showed that there is strong correlation between extracted factors from factorial analysis questionnaire's values for functional ranges, communication, managers, support, colleagues, support, control, demand and changes were 0.92, 0.73, 0.75, 0.73, 0.87, 0.85 and 0.22, respectively. Validity the questionnaire was calculated by using Cronbach' alpha and half-split methods as 0.78 and 0.65, respectively. Conclusion: job stress questionnaire (HSE) is valid and reliable questionnaire to study job stress.

Job self-efficiency questionnaire: This questionnaire was developed by Rigs and Night (1994) that it consists of 31 items and four groups to evaluate individual self-efficiency beliefs (10 items), individual consequences (8 items), collective self-efficiency beliefs (7 items) and collective consequences (6 items). Each item has 5-degrees answer from "strongly disagree to strongly agree". Scoring of this test is done as 1-5 and minimum and maximum score of each person in this test are 31 and 155, respectively. This test was translated by Saeed and Nami for the first time in Iran. Reliability of this test reported between 0.85 and 0.88 in conducted researches by Rigs and Night (1994). Also, Najari Asl used confirming factorial analysis to determine the validity of this questionnaire that its fitness and error square indices were equal to 0.70 and 0.90, respectively that they are acceptable. It was used descriptive and inferential statistical methods for data analysis: (descriptive statistical methods including : frequency, percentage, average, standard deviation and inferential statistical methods including: single-variable t-test, Pearson's correlation coefficient test and multi-variables regression test).

RESULTS

- H_1 : Teachers, personality traits are desirable in Zabol City

The results of related to studying teachers, personality traits situation in Zabol City showed that mean of teachers, personality traits level (190.86) and standard deviation (13.34) were higher than supposed mean (180) and this difference is significant regarding to calculated t-value (15.44), freedom degree (359) and

Sig. = 0.000 at confidence level 95%. Thus, it can be concluded that the teachers, personality traits are desirable in Zabol City, statistically:

- H_2 : Teachers, job stress is desirable in Zabol City

The results of related to studying teachers, job stress situation in Zabol City showed that mean of teachers, job stress level (123.78) and standard deviation (12.90) were higher than supposed mean (105) and this difference is significant regarding to calculated t-value (27.61), freedom degree (359) and Sig. = 0.000 at confidence level 95%. Thus, it can be concluded that the teachers, job stress is desirable in Zabol City, statistically.

- H_3 : Teachers' job self-efficiency is desirable in Zabol City

The results of related to studying teachers, job self-efficiency situation in Zabol City showed that mean of teachers' job self-efficiency level (93.85) and standard deviation (9.05) were higher than supposed mean (93) and this difference is not significant regarding to calculated t-value (1.799), freedom degree (359) and Sig. = 0.073. Thus, it can be concluded that the teachers, job stress is not desirable in Zabol City, statistically:

- H_4 : There is significant relationship between teachers, personality traits and job stress in Zabol City

The findings of related to studying relationship between teachers' personality traits and job stress in Zabol City showed that mean and standard deviation of teachers' personality traits (190.86) and (13.34), respectively also the mean and standard deviation of job stress are (123.78) and (12.90), respectively. The findings show that correlation coefficient of teachers' personality traits and job stress is equal to $r = -0.255$ and Sig. = 0.000. So, this relationship is significant at the confidence level 95%. Thus, it can be concluded that there is negative and significant relationship between teachers, personality traits and job stress in Zabol City:

- H_5 : There is significant relationship between teachers, personality traits and job self-efficiency in Zabol City

The findings of related to studying relationship between teachers, personality traits and job self-efficiency in Zabol City showed that mean and standard deviation of teachers, personality traits are (190.86) and (13.34),

respectively. Also, the mean and standard deviation of job self-efficiency are (93.85) and (9.05), respectively. Also, the findings show that correlation coefficient of teachers, personality traits and job self-efficiency is equal to $r = -0.395$ and $\text{Sig.} = 0.000$. So, this relationship is significant at the confidence level 95%. Thus, it can be concluded that there is positive and significant relationship between teachers, personality traits and job self-efficiency in Zabol City:

- H_6 : There is significant relationship between teachers's job stress and job self-efficiency in Zabol City

The findings of related to studying relationship between teachers, job stress and job self-efficiency in Zabol City showed that mean and standard deviation of teachers, job stress are (123.78) and (12.90), respectively. Also, the mean and standard deviation of teachers, job self-efficiency are (93.85) and (9.05), respectively. Also, the findings show that correlation coefficient of teachers, job stress and job self-efficiency is equal to $r = -0.256$ and $\text{Sig.} = 0.000$. So, this relationship is significant at the confidence level 95%. Thus, it can be concluded that there is negative and significant relationship between teachers, job stress and job self-efficiency in Zabol City:

- H_7 : personality traits and job stress predict teachers, job self-efficiency in Zabol City

The results of and studying predictive variables; teachers, job self-efficiency based on multi-variables regression at the first stage showed that personality traits had highest prediction, this variable could predict 0.156% of changes in teachers, job self-efficiency, alone. At the second stage, job stress was entered in to predicted model, these two variables could predict 0.182% of changes of teachers, job self-efficiency in Zabol City, together.

DISCUSSION

The results of the first hypothesis of the research and studding teachers, personality traits in Zabol City showed that teachers, personality traits are desirable in Zabol City. The results of the second hypothesis of the research and studying teachers, job stress in Zabol City showed that teachers, job stress is desirable. The results of the third hypothesis of the research and studying teachers, job self-efficiency in Zabol City showed that teachers, job self-efficiency is not desirable in Zabol City. The results

of the forth hypothesis of the research and studying the relationship between teachers, personality traits and job stress in Zabol City showed that there is negative and significant relationship between teachers, personality traits and job stress in Zabol City.

It means that having high and balanced level of the personality traits can be led to low job stress and lack of having high personality traits and lack of self- controlling can be led to job stress that job stress lead to negative personality consequences for individuals and vice versa. The results of this hypothesis are consistent with results of conducted researches by Gasem Zade Alishahi, Hassani, Samari and Lali Faz. The results of the fifth hypothesis and studying the relationship between teachers' personality traits and job self-efficiency in Zabol City showed that there is positive and significant relationship between teachers' personality traits and job self-efficiency in Zabol City. It means that having high and normal level of personality traits increases job self-efficiency level that it can be led to increasing and improving job level, job satisfaction, organizational commitment, efficiency, effectiveness and finally individual and organizational job productivity and vice versa. The results of the sixth hypothesis of the research and studying the relationship between teachers' job stress and job self-efficiency in Zabol City showed that there is negative and significant relationship between teachers' job stress and job self-efficiency in Zabol City.

It means that job stress can be led to decreasing job self-efficiency and decreasing job self-efficiency can be led to job stress that this situation decreases the performance of organization and individuals and prevents from achieving to individuals and organization' goals and vice versa. The results of this hypothesis are consistent with the results of conducted researches by Adeyemo andOgunyemi (2008), Siu *et al.* (2005), Jex and Bilese (1999) and Lu *et al.* (2005). The results of the seventh hypothesis of the research and studying predictive variables; teachers' job self-efficiency in Zabol City based on multi-variables regression model showed that at the first stage personality traits variable had the highest prediction, this variable could predict 0.156% of changes of teachers' job self-efficiency, alone. At the second stage, job stress variable was entered in to the predicted model. These two variable could predict 0.182% of changes of teachers, job self-efficiency in Zabol City, together. It means that personality traits and job stress are main variables in organizational life which they can affect on job self-efficiency and high level of self-efficiency increases organizational successes, consumers, satisfaction and productivity. Since, human force is the most important and strategic resource of each

organization and regarding to importance of education system in constructiveness of society and future of citizens it is necessary to provide suitable conditions by managers and responsible individuals such as creating fitness in responsibilities according to interests and abilities of teachers, selecting teacher based on principles of meritocracy and ability, studying and recognizing needs and expectations of human force and attempt to meet them, creating and increasing job importance, creating active and motivational environment, identifying the fields of problems and their consequences, providing consulting services, creating and keeping desirable human communications, holding training courses of crisis management, providing suitable physical conditions and opportunities to rest, going on leave and even temporary and constant leave from job increases mental stress among teachers and helps their mental health. Teachers are base of education and training , if a principal can meet teachers' needs and expectations and provide all needed conditions and opportunities to improve their moral, interest and satisfaction at their workplace then, he has acted in direction of achieving education system goals.

CONCLUSION

Thus, relationship between a principal and teachers is very important in education system especially to improve schools, performance. An education system have high efficiency when all of involved people in it try to provide suitable educational environment and improve its efficiency and use their and others power and force to perform their responsibilities and tasks, correctly. They must rely on each other and increase dynamicity of group by using correct human communications, equitably. Thus, each of group members can communicate each other and experience job satisfaction and finally they can improve efficiency of education system in the country.

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