

The Relationship Between Personality Traits and Leadership Style and Job Satisfaction of Teachers in Schools in Behbahan

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Abstract: This study aimed to investigate the relationship between personality traits and leadership styles with the consent of the City School teachers were laid Behbahan. The research method was descriptive and correlational. The population of the investigation, all school teachers in the city was 180 Behbahan that the number of teachers. Due to the nature of the population from simple random sampling was used and 123 people were selected based on Morgan. To assess personality characteristics of the Eysenck personality questionnaire, to measure the leadership styles of leadership styles multifactorial questionnaire Bass and Olive and to measure job satisfaction questionnaire was used.

Key words: Personality features, leadership style, job satisfaction, population, statistics

INTRODUCTION

In organizational life, job satisfaction is one of the issues that engaged employees of the mental and intellectual energy which can be spent. If the staff for a good level of comfort to find, with peace of mind, your mental and physical strength and energy to the organization that organized human conflict (Soltani, 2007). The more negative attitudes about the job, the negative effects will be more and more toward job dissatisfaction, leading to a negative attitude. One of the major problems of mutual relations with a negative attitude is burnout. In today's world, everyone wants to have a job and in fact one of factors for a sense of security and confidence, employment and social activities (Vanity, 1381). Working to live and survival of society is inevitable. The right of every person to freely choose their job. The job selection is a multifaceted and complex process that covers all areas of life.

One important part of the education and training that the forces needed to train people and explore different parts of the economy, the vocational branch because the labor force has been the capital of any country's jurisdiction. Human force trained, skilled and motivated as an optimal combination of material resources and the optimum use of their work wonders. So, here is my school work and knowledge give further attention and by increasing job satisfaction, work commitment of staff to raise the culture of the way to achieve growth and development. All human beings in terms of character, in the broad sense are identical, each one has personality but this is not the same personality or self at all, but for anyone who is certain that distinguishes him from others.

Without doubt one of the main issues and fundamental psychology are personality traits. Because of these characteristics, constitute the foundation of people's behavior then deal with certain aspects of this issue can shed light on the performance of individual in various fields. Examples obvious this, the influence of personality traits. Today's leaders have to make decisions that affect them is beyond the desired effect. If the leader is the decision that can adversely affect employees may feel unfair results Woe including low morale, high mobility will lead away (Sheikh, 2007). Avolio (1988) argue that transformational leadership, formed when the leader, the interests of employees to develop, they have to accept the mission of informing and employees to see beyond their own interests and the interests arouse. Transactional leadership, including the exchange of incentives and rewards by the leader to draw support from followers. The purpose of such a leadership agreement on a set of Behbah objectives and immediate actions to meet leaders and followers. Unlike transactional leadership, transformational leadership, beyond meeting immediate needs.

Now in the information age, the internet and the network's leadership (Ahmadi, 2007) the need for leadership and management in all areas of social activities, it is sensible and vital. This requirement, especially in the education system is very important because it creates consciousness that kind of heart satisfaction and adherence to the designated tasks.

At the beginning of the 20th century, there was a belief among experts that some people do not need to have a leader to lead the training but they re born from the very beginning, their leader (Rezaeian, 2001). So, for this to happen, we must consider the way the people in an

organization, the type of personality, organizational roles (leadership) that is responsible and institutional context such as the environment, culture, feeling of the job, leadership style, organizational climate and justice depends on so many factors affecting job satisfaction due to staff and in particular the crucial role that can have a high school teacher on the fate of the students conducting research in the field feel is necessary. Special importance of this research is to provide a model subject (personality, leadership style and job satisfaction) that this is the case, the exception of the research of other similar cases in the country. This study tries to factors affecting job satisfaction in the vocational education assess *Behbahan*.

MATERIALS AND METHODS

In this study, according to the nature and objectives of the study, the method used descriptive and correlational research. This method to study, the changes in one or more of the effects of one or more other factors and in this scheme, only the degree of correlation and relationship variables. Researchers in this study sought to examine the relationship between predictor variables and dimensions and characteristics of transformational leadership style with the criterion variable (job satisfaction) of the *Behbahan* are high school teachers.

The population and sample: The population of this research was that all teachers in schools in the city of 180 people *Behbahan*. According to Morgan, 123 for simple random sampling of the population were selected. The total number of participants in this study were a total of 123 people from 123 questionnaires handed 119 people. In the four participants from the sample have been removed for personal reasons which they refer to as the subject drop.

Demographic characteristics: According to the Table 1 on gender subjects can be found that the participants, in this study, consisted of 82 men (90.68%) and 37 women (31.9%), respectively.

According to the Table 2 can be found in the history of the study, including 11 participants with a history of 10 year or less, 10 people, 10-15 year, 58 people, mostly 15-20 and 40-20 year (Table 3).

Tools and methods for data collection

Eysenck personality Questionnaire: This questionnaire by Eysenck Bultin in 1990 and has 57 questions. If you

Table 1: Demographic characteristics disaggregated by gender

Gender	Abundance	Percent age
Man	82	68.90
Woman	37	31.09
Total	119	100.00

have one more to the outside of their behavior due to external factors and tend to extraversion personality but if the behavior is more the result of internal evaluation of a person's introspective tend. The questionnaire, a self-assessment questionnaire that three basic personality introversion extraversion, neuroticism and psychosis measures. How to score this questionnaire is that if people are to questions 1, 2, 3, 5, 6, 7, 10, 17, 22, 24, 25, 27, 28, 39, 41, 44, 46, 49, 51, 53, 56 questions and if the questions are not extroverts have 4, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43, 45, 47, 48, 50, 52, 54, 55, 57 answered yes they are introverted. Then score each of these groups in the raw score ranking look percent of introversion and extraversion people is determined.

Multifactor Leadership Styles Questionnaire (MLQ):

This questionnaire by Avolio (1994) was developed in 2000 also took its second edition. The questionnaire with 40-27 items related to transformational leadership (led by the charismatic 17 items, considerate and individual attention 7 items and mental stimulation 3 items) and 13 items related to leadership, transactional contingent rewards 7 items and management based on exceptions 6 items. The survey has a 5 point Likert scale of the option always is to never ever = 4, frequently = 3, sometimes = 2, rarely 1, never = 0 score awarded. It noted that questions both transformational and transactional been positive and it is a way of scoring. The results of studies on this question outside the country represents a high validity and reliability of the questionnaire. Cronbach's alpha reliability coefficient for this questionnaire, they also reported to have 0.94.

Job satisfaction Questionnaire: The questionnaire consisted of 70 questions which was not as effective due to the large number of these questions, researchers in a study in 1987, the number of questions reduced to 30 questions. According to the dimensions outlined in

Table 2: Demographic characteristics based on years of service

Years of service	Abundance	Percent age
<10	11	9.24
10-15	10	8.40
15-20	58	48.74
Mostly of 20	40	33.62
Total	119	100.00

Table 3: Demographic characteristics, based on studies

Education	Abundance	Percent age
Associate degree	15	12.60
BS	91	76.48
MA	13	10.92
Total	119	100.00

this tool, questions 10-6 of promotion (promotion), 7-12 on the head, 13-18 related to the nature of the work, 19-24 related to the satisfaction of the Behbahany and benefits and 25-30 related to the satisfaction of Behbaharntners. Grading scale job satisfaction in Likert scale and options for each question contains the words: strongly agree, agree, no opinion, disagree and strongly disagree there. Scoring 5 points, respectively from the option is strongly agree to strongly disagree 1 point for options. The questionnaire is standard. The validity and reliability of the questionnaire was 0.80 and 0.77, respectively.

RESULTS

Data analysis: In this study, descriptive statistics to categorize data, frequency, percentage, mean, standard deviation and Pearson correlation and multiple regression were used for statistical inference. As well as to analyze the data using SPSS software is used.

Statistical findings

The descriptive findings: As shown in Table 4, there can be found among the variables, the highest and lowest standard deviation related to job satisfaction and the lowest is related to personality traits.

As shown in Table 4 can be seen in the dimensions of personality traits, the highest mean and standard deviation of personality types introvert and extrovert personality type is the lowest average and standard deviation.

As shown in Table 5 can be seen in the dimensions of transformational leadership style, the highest average for the intellectual stimulation and the lowest is the ideal influence. The highest standard deviation of idealized influence and inspirational motivation is the lowest standard deviation.

Inferential findings: In this study, we will discuss babes and hypotheses. So, then each of the questions and put forward hypotheses and findings from the questionnaires, we examined the hypothesis to examine the rightness or wrongness.

Table 4: Mean and standard deviation personality characteristics

Types personality	Mean	SD
Introverted	24.0	5.5571
Extravert	13.1	3.5853

Table 5: Mean and standard deviation of transformational leadership style

Types	Mean	SD
Idealized influence	14.4	3.7842
Inspirational motivation	16.0	2.6405
Intellectual stimulation	14.7	2.4245
Individual consideration	14.8	2.9077

- H₁: Personality characteristics (introversion, extroversion) is a good predictive for teacher’s job satisfaction. The first question is based on the research of regression test

As can be seen from Table 6 summarizes entered into regression models to predict given. In model 1, extraversional one has a correlation to R = 0.669 and the predictive power of R² = 0.441 is. Extraversion and introversion model 2 features both entered the regression model to predict the characteristics of both R = 0.78 correlation raise the predictive power of both 2, R = 0.60 is that 60% of job satisfaction extraversion and introversion teachers is characterized by features.

As you can see in Table 7 standard and non-standard regression coefficients with significance levels are expected to write the equation. According to the data of Introversion and Extroversion Model 2 Table 7 when both variables enter the equation predicts will be as follows:

$$Y = -2.8 + (0.172 x_1) + (0.987 x_2)$$

Where:

- x₁ = Extraversion
- x₂ = Introversion

On this basis, we can say that the personality traits of extraversion and introversion can R² = 60% predict job satisfaction of teachers. According to the above hypothesis 1’s “personality characteristics of teachers is a good predictor of job satisfaction” at the level of 0.1000 is approved and the null hypothesis is rejected (Table 8):

- H₂: Leadership style (transformational-transactional) is a good predictor for teacher’s job satisfaction

As you can see in Table 9 standard and non-standard regression coefficients with significance

Table 6: Summary of regression

R	R ²	Corrected R ²
0.669	0.447	0.441
0.78	0.609	0.601

Table 7: Regression coefficients

Models	B	β	t	Sig.
Constant extraversion	3.890	0.209	0.669	3.220
	8.800	0.000		
Constant factor	-2.800	0.550	-1.890	0.000
extraversion,	0.172	0.420	8.230	0.000
Introversion	0.987		6.270	

Table 8: Summary of regression

R	R ²	Corrected R ²
0.44	0.193	0.19
0.46	0.211	0.21

Table 9: Regression coefficient

Model	B	β	t	Sig.
Transactional constant	2.250	0.19	4.32	0.0100
	1.580			
Transactional constant	3.510	3.51	7.4	0.0100
Interactionist	0.150	0.46	2.5	0.6000
	0.240			

Table 10: Summary of regression

R	R ²	Corrected R ²
0.78	0.608	0.601
0.83	0.688	0.685

levels are expected to write the equation. According to the data of Table 9 when both transactional and interaction-oriented variable in Model 2 entering predictive equation will be as follows:

$$Y = 3.51 + (0.152x_1) + (0.247x_2)$$

Where:

x₁ = Transactional

x₂ = Interaction-oriented

On this basis, we can say that the transactional and interaction-oriented leadership style can predict 31% of the job satisfaction of teachers. According to the above hypothesis 2, that “leadership style editor is a good predictor of job satisfaction” at 0.01 is confirmed and the null hypothesis is rejected.

- H₃: Personality characteristics and leadership styles of teachers is a good predictor of job satisfaction. This hypothesis is based on three research questions through multiple regression to test.

As can be seen in Table 10 summary entered into regression models to predict given. In model 1, the characteristics of personality alone as a predictive model that correlated R = 0.78 and the predictive power is R² = 0.608. However, two variables between personality traits and leadership style with a 68.5% of the variance criterion to predict job satisfaction. Of 68.5% between about 60 and 8.5% by personality characteristics by individual leadership style is forecast.

As can be seen in Table 11 standard and non-standard regression coefficients with significance level was brought in to write a linear equation. According to the data of Table 11, when both variables personality characteristics and leadership style as predictor variables in the model are the following linear equation:

$$Y = 5.4 + (0.68x_1) + (0.42x_2)$$

Where:

x₁ = Personality characteristics

x₂ = Leadership style

Table 11: Regression coefficients

Model	B	β	t	Sig.
Constant	-2.8	0.72	7.1	0.000
Personality characteristics	0.82			
Constant	5.4	0.58	-3.8	0.01
Personality characteristics	0.68	0.27	4.1	0.02
Leadership style	0.42		6.4	

Table 12: The t-test for independent groups

Variable	t	df	Sig.		Average
			(Two-tailed)	Genders	
Job satisfaction	-0.343	105	0.733	Man	227
				Woman	229
Work satisfaction	-1.11	105	0.269	Man	56
				Woman	58
Supervisor satisfaction	1.31	105	0.019	Man	68
				Woman	65
Satisfaction of rights	-2.13	105	0.035	man	13
				Woman	35
The satisfaction of a job promotion	-0.070	105	0.002	Man	23
				Woman	27
Satisfaction partners	0.046	105	0.96	Man	55
				Woman	55

Based on the above analysis, we can say that the third hypothesis “personality traits and leadership styles of teachers is a good predictor of job satisfaction” is accepted and the null hypothesis rejected.

- H₄: Dimensions of job satisfaction among teachers (male and female) are different

As can be seen from the Table 12 t-test for independent group scan be seen, on this basis can be a two-tailed test concluded that job satisfaction of teachers between men and women is not observed any significant difference. Teacher job satisfaction scores for men and women, respectively x = 227 and x = 229, respectively.

DISCUSSION

Leadership style, job satisfaction and personality traits of the subjects is in the works and writings of many scholars and experts suggested that both theoretically and empirically by managers to improve the performance of the discussed is located. The satisfaction of employees and their job tenure and therefore, more interested in meeting organizational goals is important. So, one of the important tasks of the organization, creating a sense of satisfaction in people. People with multiple needs to achieve organizational goal attempt. All theories as to meet the needs of job satisfaction, physical or psychological care and attention to the demands and expectations of your employees are important. The study, then examines variables explain previous research that has been conducted within and outside the country with respect to these variables, leadership styles and personality traits, the research targets studied to finally

conclusions reached, the best performance in the organization's strategies to increase job satisfaction is identified and promote. According to the results of the first hypothesis, it was found that there is a significant relationship between personality traits and job satisfaction that the above assumption is confirmed. Personality characteristics is the ability to predict job satisfaction of teachers.

The results of hypothesis 2 revealed that the correlation coefficient between transformational leadership style and job satisfaction is significant. As was observed between transformational leadership style and job satisfaction of teachers, there is a direct relationship. This means that transformational leadership styles can be good predictor of job satisfaction. The results is in line with Goldstain and Myers (1997), Tabrizi (2005) and Noorshahi (2005). The result of this research and the results of previous research in this area suggests that regardless of the cultural Behbahan of transformational leadership and organizational subordinate stoignore individual interests in favor of group or organization inspires the mto spend efforts of what to expect, motivates and increases job satisfaction in employees. Transformational leaders provide real objectives and challenging for subordinates to reach those goals and good and valuable identity and competence in the subjects they create individual and group level.

In the third hypothesis showed significant differences between personality traits (introversion and extraversion) male and female teachers the reandit can be said that gender had no effect on the characteristics and dimensions of the people. Research was conducted at Indiana University, the result showed that the personality types associated with the job. Social people are extroverts but sociability extroversion in dexis just one of the characteristics of these individuals. In addition to loving others and being willing to Behbahan in gatherings and these people inaction, decisive, active and talky or from dialogue; therefore, managers must understand the factors influencing job satisfaction as well as give them serious consideration. Also, given that men and women are in the same environment with exposure to common factors, their dissatisfaction does not indicate significant. This means that none of the sexes to each other do not have more job satisfaction. Perhaps, the most important behavioral leaders are doing is their ability to create a vision for the staff to convince them. They also are designed as a guide to achieve that vision.

The fourth hypothesis results showed job satisfaction of teachers (male and female) there is no significant difference. The results of the study hypothes is which showed that the majority of social workers are

moderately satisfied with their work and job satisfaction, social workers with the kind of relationship is not consistent.

Proposal: The organizations, institutions, companies, ministries and other devices, to provide context for research activities in the field of job satisfaction and relationship management styles and personality traits and job satisfaction in organizations large and small earning environments, military, universities, hospitals, banks and tested and examined.

It is recommended that, if possible, be done in the future longitudinal study. It is suggested that other variables that influence on job satisfaction, such as organizational commitment, job productivity, organizational justice, professional commitment, knowledge management and research should focus on the future.

CONCLUSION

In order to analyze the data at the level of descriptive statistics of mean and standard deviation and inferential level Pearson Correlation Coefficient and Multiple Regression were used. The results showed that between leadership styles and personality traits and job satisfaction, there is a significant positive relationship.

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