



The relationship between personality type of teachers and administrators, and teachers' satisfaction (based on Holland's theory)

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ABSTRACT

The present study was carried out based on Job- Personality theory of Holland and in order to study the personality type of the principals and its relation with job satisfaction of teachers. The hypotheses of the research included. 1- There is relation between the personality type of principals and teachers. 2- There is relation between the personality type of principals and satisfaction of the teachers. 3-the conforming types of principals and teachers have a larger degree of satisfaction as compared with non_ conforming types of teachers and principals. 4- Job satisfaction parameters (job success, job compatibility and job motivation) in conforming group is different from that of conforming group. The statistical society of research covered all the teachers and principal in girls high schools of districts 1 and 2 of Eslamshahr which comprised 240 teachers and 20 principals from 20 high schools selected on random sampling method. By the use of research tools (SDS) of Holland and job satisfaction of Berifield and Routh, required information on the above hypotheses was gathered and by the use of statistical tests and Pirrson's correlation coefficient; the information were analyzed. After testing the hypothesis, the first hypothesis was approved and the 2, 3 and 4 hypothesis was refused.

Key words: Personality type, Teachers' satisfaction, Holland's theory, Eslamshahr

INTRODUCTION

Life is complicated, challenging and risky in current modern societies that should be planned carefully and with specific elegances. Need for management and leadership is much important in all the fields of social activities particularly in education systems. Administrators of educational organizations deal with human, more than any other organization. Hence, its effective management is a difficult and complicated task so that, only technical skill is not adequate for that. There are some attitudes in relation to staffs' occupational activities that has made scholars and social scientists interested in it. The attitudes that have been studied more than others are those which are dealing with the person general feeling and these attitudes are commonly known as happiness or satisfaction. Occupational satisfaction is an important

factor of life satisfaction and all human behavior and relationships are directly or indirectly affected by the situation of job. Occupational satisfaction in the most public meaning of the word is an enjoyable or positive situation which the person achieves it from the evaluation of his/her job or occupational experiences. It is said that, satisfaction arises when the person is consistent with the needs and values and occupational dissatisfaction is observed when there is difference between the person values and his job capacity to meet the associated needs of the values (Anderson, 1998). Among various job theories, Holland's theory has been stated about the coordination between the person and his/her job and evaluate the relationship between the people personality and their job. Some results of these studies note that, much coordination between people's job and their personality causes to increase occupational satisfaction. It means that, their occupational satisfaction is not dependent only on occupational conditions or organizational position, but also depends on people personality.

Literature review

Some conducted studies about the research topic are reviewed in this section. Edmonz *et al*, (1980) observed that, while having right to choose, students select the situations which are compatible with their personality traits, Moro also tested the hypothesis which explains that a person satisfaction of the field of study is correlated with the accordance of personality type and the field of study. Holland and Gottfredson (1975) revealed that, the accordance of student type in the main study subjects is significantly related to environmental satisfaction. Schneider, Ryan and Randers (1996) found a significant relationship between the accordance of the person type and educational performance, stability and occupational satisfaction and stability in decision making and job selection (Iraqi, 1998). Smartlabin (1974) indicated that, the type of work and activity of academic members in various education groups are according to their personality type. Wiggins (1976) in a research showed that, five occupational groups of high school retired teachers have a significant correlation with their personality codes. Myginz, Ladeer and Rainez (1983) found that, occupational satisfaction of 247 teachers had a correlation with their accordance of personality type (Hoseynian and Yazdi, 1997). Faraj Shirazi (1998) conducted a research titled: relationship between personality type and occupational satisfaction of literature teachers and sciences teachers in the schools for occupational – personality description of teachers and Holland's classification system. This study showed that, the type of teachers' personality in each two study subjects is averagely correspondent with the proposed prediction of the questionnaires. Jannati (2000) in a research titled relationship between the superior gender, personality type and personality traits of the people working in Tehran city. A significant relationship was observed between social type and social traits of the people. Panbehchi (1999) evaluated following hypothesis in evaluating the accordance of job and personality based on Holland's theory:

- There is accordance between personality type, and job.
- Occupational satisfaction of the person is amplified by his/her accordance.

Stated hypothesis of this study also verify the mentioned relationships.

Research objectives

The purpose of this study is firstly to examine the relationship between personality type of teachers and administrators and its relationship with teachers' occupational satisfaction. Also, this research has some applied purposes as below:

- 1- Evaluation of Holland's job-personality theory.

- 2- Identification of personality types of school administrators and teachers.
- 3- Determination of the amount of teachers occupational satisfaction of to identify the factors affecting teachers' occupational satisfaction.
- 4- To use the research results to help people for achieving positions which are appropriate with their personality type in order to derive more occupational satisfaction.
- 5- To assist researchers who wish to explore job and personality status of other occupational groups in various temporal and spatial conditions.
- 6- To introduce Holland' theory as an appropriate tool to measure occupational interests by simple method in the selection level at recruiting time to choose appropriate people for certain jobs.

Research hypothesis

In this study four hypotheses have been stated and tested their which basis is the researcher's studies in the field of Holland's job-personality theory. The hypotheses include:

- 1- There is a relationship between personality type of teachers and administrators.
- 2- There is a relationship between personality type of administrators and teachers satisfaction.
- 3- Compatible types of teachers and administrators have more satisfaction compared with incompatible types of teachers and administrators.
- 4- Components of occupational satisfaction (occupational success, occupational motivation and compromise) in compatible group are different to incompatible group.

Definition of words and expression

In order to create a sense of unity in terms of research words, we define the words below.

Occupational satisfaction: the meaning of occupational satisfaction in current research is the questionnaire score that a person acquires. Meanwhile, this questionnaire has the components of occupational success, occupational motivation and compromise in which the test score is evaluated.

Personality type: this expression in this research means the maximum score of occupational-personality questionnaire that a person acquires.

Holland's theory

John Holland was born in 1942 AD. He received his bachelor's degree from the University of Uhamma (1942) and his doctorate in psychology (1952) from the University of Minnesota. Then he was teaching for a while and he was also responsible in a research center for a few years. In the year 1964 AD, he became the head of research organization and teacher in University of Iowa. (Shafiabadi, 1993). Holland's theory of differentiation is not merely related to the personality theories. But also is a comprehensive theory of personality. Its fundamental assumptions are that the people can be classified to six types of personality and there are also six environments which are corresponded to the types of personality. The people look for an environment that is consistent with their personality since, this consistency enables

them to show their values and personality abilities. According to Holland, behavior of a person is the product of his/her personality type and its interaction with environmental features (Shekelton, 1992). Holland has produced a questionnaire collection with occupational priorities that has 160 titles. The type of job is determined using a six-dimensional graph. The mentioned graph shows that, the jobs are more compatible as much as are closer to each other. Neighboring jobs are quite similar but the jobs which are on the two non-adjacent vertices or on the diameter are different. The mentioned theory explains that, if the people personality is compatible with their job, occupational satisfaction reaches to its maximum amount and consequently, relocation of employees reduces to its minimum amount. A proper job should be given a person considering his/her type of personality (Robbins, 1998). Holland's aim has been to present a comprehensive theory about the evolution path and selection of job. He planned to suggest a theory in order to broad the research domain using all sciences and with regard to the biological and environmental realities of human.

Theoretical context and hypothesis of Holland's theory:

In theoretical context, Holland's theory is a structural-interactive or typological-structural theory. It is structural or typological since, tries to organize the extensive information about people and jobs, and it is interactive because, it supposes that lots of social and professional behaviors are resulted from the interaction of people and environments. This is not a one-way path. The jobs change people as well as the people change jobs.

This theory is a supplementary (executive) model compared to the other theories. A number of assumptions are considered.

A) All people are swinger and are seeking to achieve the goals by which unlock their talents, skills and interests.

B) Some of the activities are conscious to achieve the purposes and some of them are not consciously.

C) All people are active and psychological factors conduct behavior. Motivators, learning of the past, heredity, physiological condition, growth processes, psychological and sociological impacts, exert their influence so that some answers are more likely to be occurred (Holland, 1996).

Four main and efficient assumptions build the core and heart of this theory. These assumptions explain the nature of personality types and environmental models, they also show that how the types and models have been determined and how occupational, educational and social phenomena are created by their interaction.

1- Most of people can be classified in one of the types of realistic, investigative, artistic, enterprising, social and contractual. The type of personality can be determined by comparison of the person willingness to each type. The people with the same types, have same interests and activities and walk toward specific aims.

2- The environments can be classified in one of the six models of realistic, investigative, artistic, social, enterprising and contractual. Each environment is dominated by a specific personality type and each environment is an example of specific physical situation which has its conditions and facilities.

3- The people look for an environment in which can apply their abilities and skills and can show their attitudes and values. Social types look for social environments.

4- Human behavior is determined by interaction between personality and environment. If personality type of a person and his/her environmental pattern are different. Some results of such assortments can be predicted. Such results can be about the selection of study subject or job selection, etc.

- These four main assumption have been completed by five secondary assumptions which are true about both people and environments. The purpose of assumptions and secondary concepts is to adjust or to determine the predictions or the explanations that have been derived from the main concepts.

1- Homology: Some types are related considering the person or environment. For instance, realistic and investigative types have more things in common than artistic and contractual types. Homology is a class of relationship between personality types or environmental models. It is supposed that, different classes of homology or the relationship between the types affect occupational preference. For instance, a person who has the most similarity to the realistic type and then to investigative type (realistic-investigative) must be more predictable than a realistic-social person.

2- Differentiation: some people or environments are distinguished more obviously than others. For example, a person may show very little similarity to other types, or an environment may greatly be dominant by a unique type while, a person who is similar to many of types or an environment which has been distinguished by the same number of the six types is non-differentiated or has been defined incompletely. The degree that has properly distinguished a person or an environment is its differentiation degree.

3- Identity: this concept is an estimation of the clarity and consistency of a person's identity or the identity of an environment. Personal identity means to have a clear and consistent image of goals, interests and personal talents. Environmental identity exists when it has clear and organized goals, tasks and rewards which are stable during long intervals.

4- Accordance: various types need different environments. For instance, realistic types advance in realistic environments since; such environments provide required opportunities and rewards of the realistic type. Inconsistency occurs when a type locates in an environment it's which opportunities and reward are contrary to his/her preferences and abilities, like a realistic type located in a social environment.

5- Forecasting: the relationship between the types and environments is adjusted according to hexagonal model in which distances between the types and environments are proportional with their theoretical relationships. This spatial arrangement of definitions presents the accordance of a person and environment and their homology.

Formulization of the types:

It is supposed that, the types are ordinary results of growth in a specific culture.

Realistic type:

Experiences and specific inheritance of a realistic person cause to the preference of activities it's which consequence is to deal clearly with objects, tools, machines and animals and to avoid training or remedial activities. These behavioral tendencies result in acquisition of practical, mechanical, agricultural, electrical and technical competencies as well as lack of social and educative competencies (Holland, 1996).

Realistic group is a traditional, realistic and reasonable group which is more skillful in terms of mechanical. This group delays to resolve the problems related to others.

A realistic person is talented in following characteristics:

Asocial, materialistic, self-centered, outspoken, non-intuitive, original, strong and practical.

Investigative type:

Experiences and specific inheritance of an investigative person cause to the preference of activities its which consequence is creative, observational, symbolic and regular evaluation of physical, biological and cultural phenomena to understand and control these phenomena and avoiding from motivational, social and repetitive activities (Holland, 1996).

The people of this group are open-minded, thoughtful and related to mathematical sciences. They tend to think about issues and problems as well as to disagree social and political activities.

The investigative person has following traits: Analyst, alert, critical, independent, introspective, reasonable and complex.

Artistic type:

Experiences and specific inheritance of an artistic person cause to the preference of activities it's which consequence is free, complicated and non-regular activities that consist dealing with physical, verbal or human materials to create artistic products or forms. It is a kind of aversion of apparent, organized and tidy activities. These behavioral tendencies lead to the acquisition of art, language of arts, music, and drama, writing competencies as well as lack of competence of the commercial or administrative systems (Holland, 1996).

The artistic person has following traits:

Vague, dreamer, intuitive, chaotic, emotional, sensitive, inventive, spontaneous and introspective.

Social type:

Experiences and specific inheritance of a social person cause to the preference of activities it's which consequence is to manage others or to guide them and avoiding explicit, tidy and organized activities which are related to materials, tools or machines. These behavioral tendencies lead to the acquisition of human communications, of art, language of individual and educative competencies as well as lack of handy and technical competencies (Holland, 1996).

The people of this group are sensitive to resolve problems and issues. They always have a rational, intellectual and moral sense about their social responsibility and duty as well as they is interested in having social works and teaching. Development of this pattern of activities creates the competencies and individual social interests that show following behaviors: Energetic, adventurous, good-tempered, aggressive, thrill-seeking, sociable and talkative.

Contractual type:

Experiences and specific inheritance of a contractual person cause to the preference of activities its which consequence is to prefer simple and tidy activities, regular dealing with data such as files, Archiving contents, duplicating contents, setting text and numerical data according to the determined plan, to operate office machines and data processing to achieve organizational or economical aims, and aversion of ambiguous, free, exploratory or unorganized activities. These behavioral tendencies lead to the acquisition of official, computational and commercial competencies as well as lack of artistic competencies (Holland, 1996). Since a contractual person has these preferences and competences, so he/she has the following traits: Cautious, practical, dutiful, obedient, disciplined, visionary and reasonable.

MATERIALS AND METHODS

The research methodology is: 1- descriptive research: because there are some data which are merely descriptive in order to describe situations and events, these data also collect actual and detailed information about considered phenomenon (Seyf Naraghi and Naderi, 1991). The researcher also describes variables in this research.

2- Field method, because this study evaluates the interactions between creator factors of variation or development and growth about a specific case or field. The researcher also is looking for discovering the relationship between variables (Seyf Naraghi and Naderi, 1991).

Statistical population and sample size:

The studied statistical population includes all teachers and administrators of girls' high schools of Islamshahr city in zone 1, 2 in 2001.

Considering the number of governmental girls' high schools in Islamshahr, in the first step 10 high schools were selected through random sampling method their which administrators participated in the research. In the second step, 120 teachers were selected through systematic random sampling method by their names from the attendance list of each high school. Totally, 20 administrators and 240 teachers participated in this research.

Research tools

In this research Holland's occupational – personality questionnaire was used. This test consists: A) various tests such as occupational wishes, activities test, competencies, occupations and self-evaluation. Each subtest has six scales of realistic, investigative, artistic, social, intrepid and contractual.

B) Questionnaire of occupational satisfaction, Barryfield and Roath (1951)

The people feeling about their job are determined using this questionnaire. The questionnaire has 27 questions that each question has choices which were classified from strongly agree to strongly disagree and it consists five choices. The questionnaire was only used for the teachers to calculate their occupational satisfaction.

C) Questionnaire of personal information

This questionnaire contains some questions about age, work experience, field of study, education, and being interested in job.

Research variables:

Independent variable: in this study, independent variable is the personality type of the teachers and administrators which is determined using Holland questionnaire.

Dependent variable: in this study, dependent variable is the occupational satisfaction of teachers for which Barryfield and Roath questionnaire has been used.

Control variable: in this research, administrator’s education and gender factor have been considered as control variable.

Statistical methods of data analysis:

Descriptive and inferential statistics were used to analyze data in this study.

Descriptive statistics methods: in this section, frequency and percentage have been drawn for some scales such as accordance.

Inferential statistics methods: in this step, inferential methods have been concluded and generalized to the statistical population. Statistical tests which have been used in this study including: () test, () test and Pearson correlation coefficient which has been known as the most common correlation coefficient.

RESULTS AND DISCUSSION

Hypothesis 1:

Table 1: One-tailed chi-square test between accordant levels of the sample group teachers

Total	inconsistent	Low	Medium	High	Accordance levels
					Statistical Index
238	9	81	26	122	Observed frequency
238	59.5	59.5	59.5	59.5	Expected frequency
	62.5	-33.5	21.5	50.5	remaining
	DF=3		p>0/0001		X=135.14

In Table (1), the results of one-tailed chi-square test show the accordance of the group teachers. According to Table (1), since the calculated amount of () is greater than (), so there is a significant difference between the teachers of sample group considering the accordance levels. It can be claimed that, the most people of the research sample have been accordant. It means that, there is a relationship between personality type of the administrators and teachers. According to Manet and Mocheski, (1987) also there is an accordance between 76% of sample people as well as Yazdi and Hoseynian showed that the highest percentage of a specific personality type are working in an occupational environmental which is accordant to them. Since according to Holland’s theory, the people are looking for an environment in which can apply their abilities, skills and values an can undertake acceptable issues and their consistent roles.

Hypothesis 2:

Table 2: Two-tailed chi-square test between personality type of administrators and satisfaction level of teachers.

Total	Gh	M	A	J	Personality type
					Satisfaction levels of teachers
163	26	9	121	7	Heigh
77	10	3	59	5	Average
240	36	12	180	12	Total
	X=6			d-f=3	

Table (2) shows the results of two-tailed chi-square test between personality type of administrators and satisfaction level of teachers. Based on the results listed in the table, because the calculated amount (=6) in freedom degree of 3 has been smaller than the amount of table so, there is no significant relationship between administrators’ personality type and satisfaction level of teachers and a specific personality type of administrators does not increase occupational satisfaction of teachers.

Hypothesis 3:

Table 3: independent test between accordant and inconsistent teachers in satisfaction factor

standard error	Standard deviation	Average	Abundance	Statistical Indicators	Levels consistent
0/054	0/515	2/837	90	Incongruent	
0/05	0/614	2/88	150	Consonant	
DF=238		p.0/56		T= 0/58	

Based on the results listed in the table, since the absolute value of the table () is smaller so, there is no significant difference among consistent and inconsistent teachers consistency or inconsistency of the personality type of teachers and the administrators does not increase or decrease occupational satisfaction. One of the reasons for refusing this hypothesis can be the existence of more effective factors than consistency or inconsistency on occupational satisfaction that weakens the effect of this factor. Several problems about employment and lack of job vacancies proportional with people personality type particularly in women society, because people are not be satisfied about their job.

Hypothesis 4:

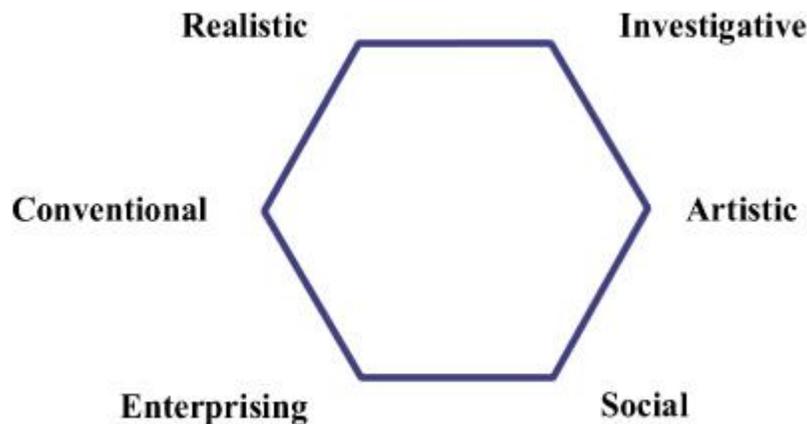
Table (4): Independent test between consistent and inconsistent teachers in occupational satisfaction components

Abundance	Standard error	Standard deviation	Average	Statistical indicators	Consonant groups
0/74	150	0/056	0/68	2/816	Incongruent Career compromise
	90	0/071	0/67	2/7489	Consonant
0/06	150	0/065	0/802	2/9933	Incongruent Career Motivation
1/45	90	0/086	0/812	2/9867	Consonant
1/45	150	0/067	0/82	2/66	Incongruent Career Success
	90	0/07	0/74	2/5067	Consonant
0/75	150	0/06	0/76	2/82	Incongruent Total
	90	0/07	0/74	2/74	Consonant
DF=238			P.0/52		P=0/52

Table (4) shows the results of independent test between consistent and inconsistent teachers in occupational satisfaction components. Based on the results, since calculated amount (0.75) is smaller than table value (1.64) so, there is no difference between the two groups of consistent and inconsistent teachers in occupational satisfaction components.

Conclusion

Educational management has a great importance among managements, and it can be used to improve other managements by paying a proper attention to this kind of management. This matter needs capable people considering science and personality to come up with this issue. Educational managers must have specific occupational and personality traits due to their effective role in occupational satisfaction of teachers and the important role of teachers in preparation of the next generation. Relationship between job and personality is seen in various forms in scientific theories as well as in the statements by religious leaders. In this regard, we mention to the Prophet (PBUH) as he stated: people are like mines, mines of gold and silver. In this statement, individual differences and different values have been mentioned the necessity of explore the more or less hidden depths of the people personality has been considered. In this research the researcher has evaluated personality type of administrators and teachers its relationship with occupational satisfaction of teachers based on Holland's theory. He believes that, if we know the personality pattern of a person and his/her environmental pattern, we can forecast some such consistencies about personality types and environmental models including occupational behaviors, occupational satisfaction, social and individual competences using our knowledge. Therefore with regard to the results of this research, personality type, and accordance between personality type and job must be considered to appoint educational managers then the people will be selected who have personality pattern consistent with needed jobs and a comprehensive planning will be accomplished for occupational guidance of the people in various periods and introducing also the jobs to them in order to increase efficiency and effectiveness of the organization.



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