

THE RELATIONSHIP BETWEEN PERSONALITY CHARACTERISTICS WITH ORGANIZATIONAL HEALTH OF TEACHERS IN ZANJAN

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Abstract: General Purpose of this research was to study relationship between personality characteristics with organizational health of teachers in Zanjan. The research method was descriptive and correlation type. There were chosen 150 people as sample. There were used NEO Personality Five-Factor Questionnaire (short form with 60 questions), NEOPI-R Questionnaire and School Organizational Health Questionnaire to collect data. There were also used Pearson Correlation Coefficient and Multiple Regression to analyze data. Findings indicated meaningful relationship between personality characteristics dimensions with school organizational health. The most correlation with organizational health to flexibility and the lowest related to neurosis. The results of factors' regression on creativity showed that effect of independent variables of personality characteristics including neurosis, extrovert, flexibility, pleasant and good conscientious in predicting organizational health were 0.14, 0.31, 0.42, 0.20 and 0.27 respectively. In general, it can be concluded that personality characteristics of employees can affect organizational health.

Keywords: personality characteristics, school organizational health, education teachers

INTRODUCTION

Today, human resources are very valuable sources in every organization. All organizations, especially the related ones with physical education, provide their goods and raw materials from other organizations or countries easily. However, human force is only source that is not exchanged easily and ideally, so it can said that standard and efficient manpower is the most important competitive investment in a country (Hall et al, 2005). Each organization needs specialist human resources and related with objectives depending on its nature. Education Organization should use human resources with different personality features in comparison with other organizations because one of its main duties is to pay attention to physical education and students health and its natures is different with other organizations. During recent years, heads of personnel and psychologists counselors have mandated using exact and satisfactory techniques more than before to assess some personality characteristics of volunteer. Researches of Hont and Braov about thousands workers in different institutions

show more than lack of skills and talent, personality factors are factors to cause failure, defeat, expulsion, lack of success, promotion and progress. These studies relate with workers' dismissed for reasons other than because lack of production (Robbins, Stephen, P. quoted by Aslani, 2010). Every job has its unique features. For example, whether this job requires intellectual or physical work, its environment is crowded or private, work will be done personally or collectively, how to be managed and many other issues; in return, people have their own personality characteristics. Personality includes collection of psychological characteristics available in the individual stably and affects his/her thinking and behavior. In other words, individuals' personality is a combination of psychological characteristics that we use to determine his/her position in classification (Abbasi, 2011). Matthew Miles (1969) is the first theorist of organizational health. He believes that organizational health depends on duration and survival of organization, and points out environment adaptation and developing organization ability to more compromise (Conner, 2007). Miles believes that health

organization should be able to provide three main needs, i. e. duty needs, survival needs and growth and development needs. He suggests that dimensions of organizational health consist ten components including compatibility, merit to solve problems, focusing on objectives, communications' merit, optimal power distribution, supporting resources, solidarity, spirit, independence and innovation (Likada et al, 1999). Therefore, the present research looked to answer this question whether there is a relationship between personality characteristic components with employees' organizational health.

METHODOLOGY

The research method was descriptive and correlation type. Statistical society consisted 247 physical education teachers in Zanjan that there were 150 teachers as sample by using simple random method and Morgan Table. In this research, predictor variable was personality characteristics (dimensions of neurosis, extrovert, flexibility, pleasant, conscientious) and criterion variable was organizational health. In implementing the research, there was exactly explained how to answer tests to the participants, after preliminary explanations about tools and purpose of executing the test. According moral considerations, after consenting the people and give necessary awareness, they were assured that the received information will be only used in this research and any abuse will be preserved. The following questionnaires were used to measure the research variables.

NEO Personality Five-Factor Questionnaire: it is one of the personality tests based on factors analysis and it is one of the newest tools in personality field. McKerry and Costa (1985) introduced the questionnaire under name NEO Personality Questionnaire. It consists a long form with 240 questions and a short form with 60 questions. The questionnaire contains 60 questions to evaluate five main personality factors. It can measure personality characteristics and its dimensions (neurosis, extrovert, flexibility, pleasant, conscientious). In Iran, Garoosi, Mehriar and Tabatabaie (2001) identified its credibility. The same results with Costa (1992) showed that correlation of five subscales in the short form with the long form is 0.77-0.92 (quoted from Ansari, 2009). Its subscales' internal parallelism has been estimated from 0.68 to 0.86.

Organizational Health Questionnaire: It is a questionnaire wit 44 questions that Mahmood Sa'atchi et al (2007) introduced it for schools, as which evaluates health of these centers in various aspects. The questionnaire includes all constituent elements of organizational health in three institutional, administrative and technical dimensions. It is completed according Likert Four-Point Scale. Credit of the questionnaire is measured by retest method. Firstly, the questionnaire was performed on 40 teachers; then it has been implemented on the same group of teachers (who had been chosen randomly) again, after 20-25 days. Correlation coefficient was calculated for the obtained scores both performances. The obtained credit coefficient was 0.90. Relevant experts and professors confirmed justifiability of the questionnaires. Tools reliability was examined by Cronbach's Alpha Method (Table 1). As it can be seen the tools have an appropriate reliability.

Table 1. Results of analyzing reliability of items in the questionnaires

Questionnaire	Number of items	Number of questionnaires	Reliability coefficient (Cronbach's Alpha)
Personality characteristics	60	150	0.87
Organizational health	44	150	0.74

There was used from Pearson Correlation Coefficient to analyse data. All analyses were performed in meaningful level $p \leq 0.05$. Fig. 1 shows conceptual model of the research.

RESULTS

Results of Kolomogrov Smirnov showed that data has been distributed naturally ($p \geq 0.05$). Therefore, there was used from Pearson Correlation Coefficient to study the relationship between variables. According Table 2, there was a meaningful relationship between school organizational health and neurosis of the

teachers. The positive coefficient show changes to increase a variable by increasing another variable. Therefore, organizational health variable among the teachers will be increased

14% by increasing every unit of neurosis and effective factors on both variables is about 14% common between them.

Table 2. The relation between school organizational health and neurosis of teachers

Variables	Neurosis of teachers		
Organizational health	Pearson Correlation Coefficient	Meaningful level	Number
	150	0.043	0.145
There was a meaningful relationship between school organizational health and extrovert (table 3, $p \leq 0.05$). Based on the correlation, it can be said that school organizational health variable		among the teachers will be increased 31% by increasing every unit of extrovert and effective factors on both variables is about 31% common between them.	

Table 3. The relationship between school organizational health and extrovert of the teachers

Variables	Extrovert of the teachers		
Organizational health	Pearson Correlation Coefficient	Meaningful level	Number
	150	0.02	0.315

Other results indicated a meaningful relationship between school organizational health and flexibility (Table 4, $p \leq 0.05$). Based on the correlation, it can be said that school organizational health variable among the

teachers will be increased 43% by increasing every unit of flexibility and effective factors on both variables is about 43% common between them.

Table 4. The relationship between school organizational health and flexibility of the teachers

Variables	Flexibility of the teachers		
Organizational health	Pearson Correlation Coefficient	Meaningful level	Number
	150	0.000	0.432

Meaningful relationship between school organizational health and pleasant of teachers show that organizational health variable among the teachers will be increased 27% by increasing

every unit of pleasant and effective factors on both variables is about 27% common between them (Table 5, $p \leq 0.05$).

Table 5. The relationship between school organizational health and pleasant of the teachers

Variables	Pleasant of the teachers		
Organizational health	Pearson Correlation Coefficient	Meaningful level	Number
	150	0.024	0.275

There was a meaningful relationship between school organizational health and conscientious of the teachers (Table 6, $p \leq 0.05$). Based on the correlation, it can be said that organizational

health variable among the teachers will be increased 36% by increasing every unit of conscientious and effective factors on both variables is about 36% common between them.

Table 6. The relationship between school organizational health and conscientious of the teachers

Variables	Conscientious of the teachers		
Organizational health	Pearson Correlation Coefficient	Meaningful level	Number
	150	0.000	0.361

There was used multiple regression to investigate impact of personality characteristics components on the employees' organizational health. The analysis showed a meaningful model

(Table 7). With regard to determination coefficient, personality characteristics dimensions explain 0.91 creativity changes.

Table 7. Regression results of organizational health independent variable

Variables	B	Regression coefficient	t	sig	The assumed result
Fixed amount	0.052	-	1.36	0.142	-
Neurosis	0.123	0.14	54.52	0.000	Will be confirmed
Extrovert	0.261	0.31	56.25	0.000	Will be confirmed
Flexibility	0.324	0.42	45.54	0.000	Will be confirmed
Pleasant	0.145	0.20	54.55	0.000	Will be confirmed
Conscientious	0.197	0.27	65.85	0.000	Will be confirmed
Explanation coefficient (R ²)	0.91				

By considering the obtained results by path analysis model, relationship between the variables is as the following (Fig. 1).

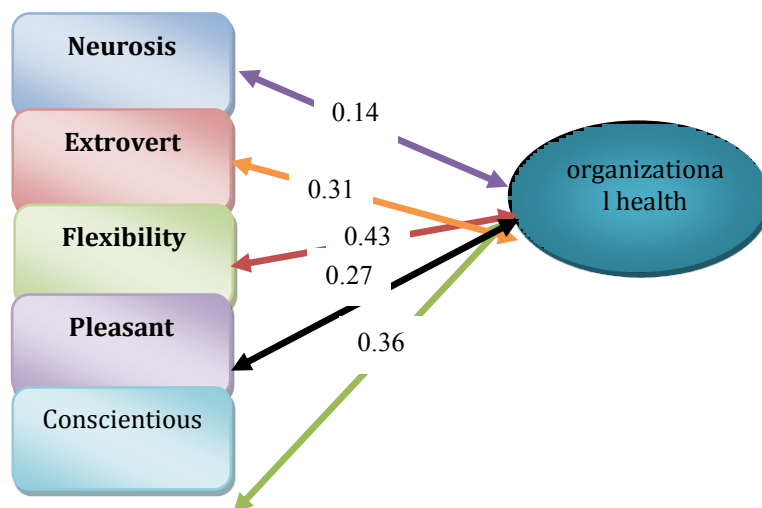


Figure 1. Path analysis model.

DISCUSSION AND CONCLUSION

The purpose of the research was to study the relationship between personality characteristics with organizational health in Zanjan schools. The results showed that there is a meaningful relationship between neurosis and school organizational health of physical education teachers in Education Administration of Zanjan. The results are consistent with results of the conducted researches by Zahrai et al (2011) and Olson (2004). They are not consistent with results of the conducted researches by Ansari et al (2011). The positive coefficient show changes to increase a variable by increasing another variable. Other results indicated a meaningful relationship between extrovert and

organizational health. The results are consistent with results of the conducted researches by Rahman (2002) and Shirzadi (2011), and they are not consistent with results of the conducted researches by Ansari et al (2011). Possible reason of the inconsistency may be difference in the studied statistical society because of cultural differences. There was also a meaningful relationship between flexibility with school organizational health of the teachers. The results are consistent with results of the conducted researches by Sadeghimal Amiri (2007). Possible reason of the inconsistency may be difference in the studied statistical society because of cultural differences. The positive coefficient show changes to increase a variable by increasing another variable. Therefore,

organizational health variable among the teachers will be increased 43% by increasing every unit of flexibility and effective factors on both variables is about 43% common between them. There was also a meaningful relationship between pleasant with school organizational health of the teachers. They are consistent with results of the conducted researches by Sherez et al (2005) and Haghghatjoo et al (2007). The positive coefficient show changes to increase a variable by increasing another variable. Therefore, organizational health variable among the teachers will be increased 27% by increasing every unit of pleasant and effective factors on both variables is about 27% common between them. There was also a meaningful relationship between conscientious with school organizational health of the teachers. They are consistent with results of the conducted researches by Ansari et al (2012). The positive coefficient show changes to increase a variable by increasing another variable. Therefore, organizational health variable among the teachers will be increased 36% by increasing every unit of conscientious and effective factors on both variables is about 36% common between them. Therefore, H₀ will be rejected and the research hypothesis will be accepted. In other words, there is a meaningful relationship between conscientious with school organizational health of physical education teachers in Education Administration of Zanjan. Results of the research showed that among personality characteristics of the respondents, flexibility had the most relationship with organizational health that it shows importance of flexibility and acceptance of different environmental and managerial conditions for creative and successful individuals. Neurosis characteristic in organizational health had less influence than other dimensions and showed that individuals with high level of organizational health in neurosis characteristics will be usually influenced by personality psychological indexes than others.

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