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The relationship between Job-employee fitness and satisfaction among high-school teachers in Malayer city, academic year 2013-14

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ABSTRACT

The purpose of the present work is to identify a suitable personality type for the job as high-school teacher. Out of statistic society (400 high-school teachers in Malayer City) a sample group of 198 members was selected through stratify sampling using Kerjsi and Morgan's table. Total of 2 main hypotheses and 5 subsidiary hypotheses were defined. Two questionnaires, one for job personality and one for job satisfaction were used for data gathering. Data analyses were carried out using statistics tools such as frequency distribution table, Spearman correlation test, ration test, independent group 't' test, Chi square of 2 variable, Chi square of 1 variables in SPSS software. Results of the tests on the main hypotheses showed that the participants – high school teaches – have well-fitted personality type with their job and there is a correlation between job-employee fitness (from personality viewpoint) and job satisfaction. In general term, results showed, in ascending order, that teachers are mainly satisfied with their salary, promotion, supervisor, the job, and colleagues and the fact is that the level of satisfaction for the these items was higher than the average level.

Keywords: *Job, employer, satisfaction, Malayer city.*

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INTRODUCTION

There is no doubt nowadays that public education is one of the main elements of permanent development, and a considerable portion of national budget of each country is usually assigned to this sector. In fact, as the main organ in human society, education system is to educate children and juveniles and teachers and school staffs are in charge of the task. Main body of education scholars believe that teachers play the main role in education system. Therefore, it is on safe ground to say that success of an education system depends on teachers. To have efficient educational staffs group first we need to develop an insight into the factors affecting on quality of service provided by the teachers. Job satisfaction is one factor to name, as the direct relation between job satisfaction and staffs' performance is a proved fact. Staffs who are satisfied with their job tend to work with more enthusiasm. It is essential therefore to pay more attention to job satisfaction among the teacher. (Barghi, 2003). Job satisfaction is a positive sense developed by an individual toward the job. It is rooted in factors such as work environment, organizational system, ruling relation at work, cultural factors and more importantly identity and nature of job. (Shafiabadi, 1997). As argued by Haland, job satisfaction refers to correlation between type of personality and work environment. The more correlation between the two, the higher job satisfaction. (Safhiabadi, 1999). Without doubt, job satisfaction is of great importance. There are at least three reasons why managers pay attention to job satisfaction among their employees:

- 1- There are plenty of established facts that dissatisfied staffs tend to leave organization while satisfied staffs are expected to be more disciplined and attend their work more regularly.
- 2- As a proved fact, satisfied staffs usually have good health and live longer.

3- Job satisfaction extends beyond the organization borders to personal life outside the organization.

(Robbins 1989, cited by Arabi, 2005) One important factor for job satisfaction, higher performance and personal satisfaction is success in job. It is a positive attitude about the job rooted in many factors such as work environment, culture, organizational system, professional and cultural relation and most importantly the nature of the job. (Shafieabadi, 1997). Should staffs be assigned tasks based on their task definition, and if the decision be based on technical and professional competencies, it is reasonably expected that staffs be capable to carry out their tasks. However, technical and professional competency is essential but not sufficient. In other words, it does not essentially goes with high performance, but there are other factors dealing mutually with professional capability including, personal and behavioral traits. That is, contingency, harmony, efficiency and satisfaction happen when human actor and related needs are coordinated with technical and professional capabilities. Otherwise, paradox and inconsistency result in inefficiency. (Arbabi, 2008). Human and operational systems of an organization are two main factors in management. Considering the fact that operational systems are run by the staffs, human forces therefore are the most important asset of a company. Pioneer and successful organizations' policies in recent years are featured with spending considerable time and money on human force to increase performance and efficiency. In doing so, organizations need to identify human resources both qualitatively and quantitatively and also staffs' viewpoint regarding their job. Staffs' viewpoint, directly related to job satisfaction, determines whether their professional demands are met according to their capabilities and desires or not. The relation is so close sometimes that make them inseparable. An organization achieves its positive goals faster and better when there is harmony between staffs' demands and organizational goals, and management manages to create positive viewpoint in staffs regarding the job. (Tahouri, 2005). A factor in professional success is job satisfaction. It results in more performance and sense of satisfaction among the staffs. (Shafiabad, 1997). People find their talents and abilities in doing tasks and professions in harmony with their personality. When this happens, there is higher chance of success and job satisfaction. Other researches to investigate Haland's theory achieved to positive results too. Therefore "personality" should be added to the list of the factors affecting job satisfaction. (Robbins 1989, cited by Arabi, 2005). According to David's definition of job and employee, it is the fitness between individual and organization regarding the assigned job. In other words, individual's knowledge and science should be what is needed by organization to perform a specific task. (David, 2007). Cattle (1959) argued that a personality theory should be able to predict an individual's behavior in different situation". Taking this into account, in the definition of personality Cattle states "a concept that enables us to predict people's behavior at different situations". (Saatchi, 2007). When there is harmony between peoples' personality and job, maximum job satisfaction and minimum rate of leaving the work is expectable. (Robbins 1989, cited by Arabi, 2005). The theory assumes that there are job requirements such as different skills, authority in performing the job, professional knowledge and capability and tens of other variables to harmonize personal specifications such as age, gender, education, marital status, work record, personal skills and abilities. As a result, fitness between job and employee affects personal behaviors and viewpoints. (Chango Callender, 2001, cited by Khanifar et al. 2010). A well fitness between job and personal traits of employee results in higher motivation and performance. (Skins, 2005, cited by Khanifar, et. al. 2010). Researches in the UK showed that only 17% of employees apply their maximum abilities and energy in the job. Another 63% of employees are classified within minimum frame of standards and expectation; the remaining 20% are not only dissatisfied with their job, but only tend to transfer their feeling to other colleagues. (Arbabi, 2008). Togiaetal. (2004) applied a list of staff's satisfaction encompassing 6 aspects of job satisfaction (work environment, salary, promotion, nature of job, supervisor, and organization) to survey level of job satisfaction among library staffs in Greek universities.

Their results showed that the staffs were at highest level of satisfaction regarding nature of job, supervision, and work environment and at lowest satisfaction level regarding salary and promotion. Amirnejad and Mohsen Nasab (2007) conducted a study to survey relation between personality and job satisfaction (Jhon Haland's theory) among Behbahan schools' teachers. They found that, reducing the rate of applications to change workplace requires: improvement of salary payment system and revision of bonuses and promotion system. In addition, fostering innovation, descend environment of social communication among the teachers, and enforcing more flexible regulation and better social services were found effective to this end. Fathabadi conducted a study to determine correlation between personality types and work environment from one hand and job satisfaction from the other hand among staffs of Iran Electronic Industries.

According to Haland's theory, he argued for correlation between personality types and work environment, and highest correlation was found between realistic and social and intrepid types. No significant correlation was found between artistic, explorer and contractual form one hand and work environment from the other hand. Strong and significant relation was found regarding correlation between personality types, work environment and job satisfaction. Therefore, high job satisfaction is expected among staffs with high personality and job environment correlation. Barghi (2003) draw following results by conducting a research on job satisfaction among elementary school teachers (Mashhad city):

1- Significant difference was found between women and men regarding job satisfaction, as women Were more satisfied.

2- No significant effect on job satisfaction was found by age and marital status.

3- No significant effect on job satisfaction was found by number of children.

4- Teachers holding high-school diploma showed more satisfaction in comparison to teachers with B.A degree.

5- Salary level had no significant effect on job satisfaction of teacher. In a M.A thesis titled “an investigation into national library staffs’ job satisfaction”, Tahavori (2005) concluded that, likewise their colleague in other libraries, staffs are not provided with standards welfare, education services, and management strategies and occupational security are not at acceptable level, while staffs are acceptability satisfied with their professional status in society and social relation inside the organization. Results of a common research (surveying job satisfaction among midwifery by Mirmolaie, Dargahi, Kazemnejad and Rahbari (2005) showed that in general term that 62.9% of participants were dissatisfied regarding job status, 84.2% regarding salary and allowances, 92.8% regarding their personal life, 48.6% regarding job supervision, 64.9% regarding managerial strategies and work environment. Moreover, significant and positive relation was found between all aspects of general job satisfaction, while this relation was of least significance regarding social relation ($r = 0.547$) and was of highest significance regarding managerial policies ($R = 0.87$).

There was no significant relation between general job satisfaction and personal specifications such as age, education, marital status, number of children and salary. On the other hand, significant relation was found between general job satisfaction and dwelling, years of service, employment condition, and place of work, work shift, and attitude toward job. Considering the above mentioned factors regarding personality and job satisfaction, there has been considerable attention paid to coordinating between required condition to carry out a job and personal features recently. Personal features and characteristics may affect adopting job. John Holland’s theory explains the fact regarding job and personality fitness. The said theory holds that there is a relation between desire to carry a job and personality features. Six basic characteristics are introduced by the theory and recommend that job satisfaction or tendency to leave the job depends on how well individual may coordinate his characteristics with job environment. Considering pivotal role of teachers in education system, their satisfaction is of great importance for organizational goals. Therefore, great deal of attention needs to be paid to personality traits of candidate for taking the job.

Data gathering tools

1- Questionnaire: a standard Holland’s job personality questionnaire found in annex of the book “what is proper profession for you” was applied in the study and total points of 4 different sections including self-assessment, activities (preferential values), jobs (interests), and competencies were taken into account as base line.

2- Job satisfaction questionnaire: the five main factors taking into account as different aspects of job satisfaction are: job, supervisor, colleagues, promotion and payment. The questionnaires were handed out to 30 of participants and results were applied in SPSS to find Chronbach’s Alpha coefficients. The obtained figure for Chronbach’s alpha was 0.71 regarding job fitness questionnaire and 0.75 for job satisfaction questionnaire. The figures implied high reliability of the questionnaires and micro scales.

Main hypotheses:

1- There is a relation between personality types of teachers’ personal traits. To investigate the hypothesis, observed and expected frequencies of personal traits and the job were compared using Chi 2 square test. Results are listed in table 1. As depicted in table 1, there is a significant difference between observed and expected frequencies of different levels among the teachers ($X^2 = 380.667$, $df = 5$, $P < 0.001$). Considering the observed frequencies and percentages of the frequencies, social aspect won the highest frequency equal to 135 (68.5%), which is appropriate for a job as teaching. It can be concluded that high-school teachers’ personality type in Malayer fits their job. This is to say that the hypothesis is confirmed.

Table 1. observed and expected frequencies Chi 2 square test on job-employee fitness from personality type viewpoint

	Observed frequency	Percentage	Expected frequency	Remainder	Chi 2value	Level of freedom	Level of significance
Realistic	12	6.1	33.0	-21.0			
Explorer	19	9.6	33.0	-14.0			
Artistic	7	3.5	33.0	-26.0			
Social	135	68.2	33.0	102.0	380.67	5	$P < 0.001$
Intrepid	14	7.1	33.0	-19.0			
Contractual	11	5.6	33.0	-22.0			
Total	198	100.0					

2-Since, variables of job-employee (from personality viewpoint) and satisfaction regarding assigned task, supervision, promotion, salary increase and social relation in organization all have interval scales, Pearson correlation coefficient was applied to survey the following hypotheses.

3- There is a positive relation between job-employee fitness and job satisfaction. As pictured in table 2, Pearson correlation coefficient between job-employee fitness and job satisfaction is significant at significance level of 0.01 ($R = + 0.186$, $N = 98$, $P < 0.01$). Therefore, a positive (direct) and significant relation can be concluded between job-employee fitness (personality viewpoint) and job satisfaction at confidence level of 95%. This is to say that the hypothesis is conformed.

4- There is a positive relation between job-employee fitness and satisfaction with supervision at the work. As shown in table 5, Pearson correlation coefficient between job-employee fitness and satisfaction with supervision at work is not significant at

significance level of 0.05 ($R = +0.124$, $N = 198$, $P < 0.05$). Therefore, there is no significant relation between job-employee fitness (personality viewpoint) and supervision at work at confidence level of 95%. This is to say that the hypothesis is rejected.

5- There is a positive relation between job-employee fitness and satisfaction with social relation at work. As listed in table 2, Pearson correlation coefficient between job-employee fitness and satisfaction with social relation at work, is not significant at significance level of 0.05 ($R = +0.124$, $N = 198$, $P < 0.05$). Therefore, there is no significant relation between job-employee fitness (personality viewpoint) and social relation at work at confidence level of 95%. This is to say that the hypothesis is rejected.

6- There is a positive relation between job-employee fitness and satisfaction with occupational promotion. As shown in table 2, Pearson correlation coefficient between job-employee fitness and satisfaction with occupational promotion is significant at significance level of 0.05 ($R = -0.179$, $N = 198$, $P < 0.05$). Therefore, there is a positive significant relation between job-employee fitness (personality viewpoint) and occupational promotion at confidence level of 95%. This is to say that the hypothesis is confirmed.

7- There is a positive relation between job-employee fitness and satisfaction with salaries. As shown in table 5, Pearson correlation coefficient between job-employee fitness and satisfaction with salaries is not significant at significance level of 0.05 ($R = 0.111$, $N = 198$, $P < 0.05$). Therefore, there is no significant relation between job-employee fitness (personality viewpoint) and satisfaction with salaries at confidence level of 95%. This is to say that the hypothesis is rejected.

8- Is there a relation between teachers' gender from one hand and personality type and job fitness from the other hand? To investigate the hypothesis, observed and expected frequencies of job-employee fitness were compared using Chi 2 square test. Results are listed in table 3.

Table 3: observed and expected frequencies Chi 2 square test on relation between gender from one hand job and personality fitness from the other hand

Chi 2 test	Gender/	Frequency/%	/Realistic/	Explorer	/Artistic/	Social/	Intrepid	/Contractual/	Total	/Value/Level of freedom/Level of	Significance
Male	Frequency	7	11	5	85	10	5	123			
	Percentage	5.7	8.9	4.1	69.1	8.1	4.1	100.1			
Female	Frequency	5	8	2	50	4	6	75			
	Percentage	6.7	10.7	2.7	66.7	5.3	8.0	11.0	2.330	5	P = 0.802
Total	Frequency	12	19	7	135	14	11	198			
	Percentage	6.1	9.6	3.5	68.2	7.1	5.6	100.0			

As listed in the table above, there is no significant difference between observed and expected frequencies of different levels of job-employee fitness among men and women ($X^2 = 2.330$, $df = 5$, $P > 0.05$). It can be concluded therefore that there is no significant relation between of teachers' gender and job-personality type fitness.

9- Whether there is a difference between male and female job satisfaction? Independent representative groups of job satisfaction and its aspects was compared among male and female teachers using 't' test. Results are listed in the table below.

test	Variables/Gender/	Number	/Average/standard deviation/	Variance equality test		Average equality			
				Statistic F/Level of significance/	Statistic t/Level of freedom/Level of	significance	significance		
Jab Satisfaction = 0.704	Male	123	4.36987	0.525736	0.936	P = 0.334	-0.381	196	P
	Female	75	4.40049	0.585232					
Satisfaction whit task = 0.841	Male	123	4.6386	0.49708	0.270	P = 0.109	-0.201	196	P
	Female	75	4.40049	0.585232					
Satisfaction whit supervisor = 0.841	Male	123	4.6386	0.49708	0.270	P = 0.109	-0.201	196	P
	Female	75	4.40049	0.585232					
	Male	123	4.6748	0.59621					

Satisfaction whit colleague	0.582	P = 0.446	0.239 196	P = 0.911
Female 75	4.6532	0.64840		
Male 123	4.1736	0.83625		
Satisfaction whit promotion	0.516	P = 0.446	0.239 196	P = 0.811
Female 75	4.2603	0.79759		
Male 123	3.7785	0.96094		
Satisfaction whit salary	2.359	P = 0.126	-2.554 196	P = 0.011
Female 75	4.1500	1.04345		

As depicted in table 4, there no significant relation between male and female teachers regarding job satisfaction ($P > 0.05$). The same is true between aspects of job satisfaction including satisfaction with task, supervisor, colleagues and occupation promotion ($P > 0.05$). However women (4.15) are more satisfied with their salaries than men (3.77) ($P < 0.05$).

CONCLUSIONS

Results obtained from analyses of first main hypothesis (fitness of job and employed teachers) showed that aspect of social relation is featured with highest frequency (68.2), this is expectable in the profession of teaching. Therefore, personality types of high-school teachers in Malayer city was well fitted with their job and first main hypothesis is confirmed. Results of first and second hypothesis showed a positive and significant relation between job-employee fitness and job satisfaction from personality viewpoint). It is recommended therefore that:

1- For more correlation between personality types and organization environment, before being recruited in education org., teachers need to be tested about their personality, and only those with higher social score should be employed.
 2- Education org. should pay more attention to investigate causes of satisfaction and dissatisfaction among teachers. Results may be helpful in planning for increasing level of job satisfaction. Secondary hypotheses: survey of first hypothesis – relation between job-employee fitness and job satisfaction showed a significant correlation between job-employee fitness and job satisfaction ($R = +0.175$, $N = 198$, $P < 0.05$). Our results are consistent with Morgan (1994), Mirfakhraie (1991), Togia et al. (2004), Farhangi (2002), Ghanbarnejad (2007), Mirmolaei (2005), Arbabi (2008), Jamali et al. (2009) and Shahbazi (1999). Using a list of employees' satisfaction of 6 aspects of job satisfaction (work condition, salary, promotion, nature of job, supervision, and organization), Nogia et al. (2004) studied job satisfaction among library staffs in Greek universities. Their findings showed that the participants were satisfied with nature of job, supervision and work environment the most and with salary and promotion the least. Regarding the second secondary hypothesis – relation between job-employee fitness and satisfaction with supervision-, the results showed that there is no significant correlation between job- employee fitness and satisfaction with supervision ($R = 0.124$, $N = 198$, $P > 0.05$). Our results are consistent with Mohammadzadeh (1999), Niklik (2001), Mirmolaei (2005), Jamali et al. (2009). Regarding the third secondary hypothesis – relation between job-employee fitness and satisfaction with colleagues-, the results showed that there is no significant correlation between job- employee fitness and satisfaction with colleague ($R = 0.125$, $N = 198$, $P > 0.05$). Our results are consistent with Ajmadzadeh (1999), Tahmasbi (2001), Mirmolaei (2005), Jamali et al. (2009), Arbabi (2008), Argan (1994). Argan (1994) argued that job satisfaction and its aspects such as satisfaction with salary, nature of job, colleagues all have positive effects of organizational behaviors of the staffs. That is, the more satisfaction of job, better organizational behavior. Considering this relation, deeper investigations seems essential. In fact, organizational citizenship behavior was defined to measure professional behaviors which extend, under the effect of job satisfaction, beyond expectation of doing the job. (Argan, 1994). Regarding the fourth secondary hypothesis – relation between job-employee fitness and satisfaction with occupational promotion-, the results showed a significant correlation between job- employee fitness and satisfaction with occupational promotion ($R = 0.79$, $N = 198$, $P > 0.05$). Our results are consistent with Mirfakhraei (1991), Farhangi (2002), Mehmannaevazan (1998) Abbasi (2003), and Smart (2003). In a study, Smart explored relation between job satisfaction and occupational fitness. Participants in the study were 792 men and 1077 women how had a job during their first year in university and six years after graduation. Results of interviews with the participants showed that those with high job fitness (consistency between knowledge, skill and abilities and job) were in the business that they had wished to have in university and had tried to develop required capabilities for the job. Moreover, in comparison with the participants with low job satisfaction, this group was more satisfied with their earnings, advantages and chances for promotion in their job. Those who were dissatisfied with their job had never tried to developed skills for their jobs. (Cited by Khanifar, et, al.). Regarding the fifth hypothesis – relation between and job and employee fitness and satisfaction with salaries-, the results showed that there is no significant correlation between job- employee fitness and satisfaction with salaries ($R = 0.111$, $N = 198$, $P > 0.05$). Our results are consistent with Sipreh (1999), Parmir and East (1993), Togia (2004), Niklik (2001), Farhangi (2001), Kohan (2001), Tahmasbi (2001), Jamali et al. (2009) and Barghi (2003), Arbabi (2008), Kohan (2001). Tahmasbi (2001), Hariri (2002), Mohajer (2003), Ahmadi (2005). In his M.A. thesis (2002) Farhangi concluded that there are factors, such as salary and allowance, bonus allocation system, informal relation, features of job, managers' attention to employees' expectation, job-employee fitness, employees' role in organizational decision making, job security, mutual respect and trust between managers and employees, authorizing

employees, educational and professional promotion, age, and records which affect job satisfaction among the employees. As listed in table 4, there was no significant relation between men and women regarding job satisfaction ($P > 0.05$). Moreover, no significant relation was found between men and women regarding satisfaction with supervisor, colleague, professional promotion ($P > 0.05$). However, male teachers (3.77) were less satisfied with their salary than female teachers (4.15) ($P < 0.05$). Our findings were consistent with Bargh (2003), Shekarzadeh (2001), Mirfakhraie (1991). Shekarzadeh (2001) found no significant relation between elementary and high-school teachers regarding commitment to organization, the same found to be true regarding job satisfaction. Moreover, no significant relation was found between male and female teachers in elementary, junior high school and high school teachers regarding commitment to organization. Followings are some recommendation regarding the subsidiary hypotheses:

- 1- Teachers are satisfied with their salaries the least, this hints the discrimination between staffs of the Ministry of education and other public employees.
- 2- More job satisfaction is achievable through providing better chance for professional promotion.
- 3- Adopting school principle from intrepid personality types may results in better cooperation between colleagues and higher job satisfaction.
- 4- Developing social relations among the teachers through holding in-service psychological training courses.
- 5- Considering that promotion in job gives the employee chances for personality development and undertaking more liabilities provides chances for successes in society. Management of education organization is better to pay more attending to these issues. Researches with identical nature shall be conducted in other levels.

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