



Correlations of Job Satisfaction and Occupational Stressors with Personality Factors in Three School Units

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Abstract

During the programmed occupational-medicine medical check-up, employees from three schools (a kindergarten, a secondary school and a high school) received a questionnaire, for voluntary completion, which included socio-demographic and individual characteristics (gender, type of residence, age, duration as employee in the school unit, height, weight, body mass index-BMI), perceived self efficacy, The 7 Personality Factors from Saucier, four occupational stressors (Communication with other employees, Communication with superiors, Difficult collaboration with students, Work Tasks) and Job Satisfaction Survey (JSS). Although there are many correlations between the studied variables, different depending on the school, there are also significant correlations in all 3 schools. Job Satisfaction Survey subdimension named Satisfaction with supervision correlates positively in all three school units with agreeableness ($p < 0.001$ in high school, $p = 0.006$ in school, $p = 0.034$ in kindergarten). Difficult collaboration with pupils positively correlates with Work tasks in all three units: kindergarten ($p = 0.006$), in school ($p = 0.024$), in high school ($p = 0.018$).

Attractiveness correlates negatively with age in kindergarten ($p = 0.012$), in school ($p = 0.015$), in high school ($p < 0.001$), suggesting a maturation process of this personality trait in school units employees.

The fact that job satisfaction with supervision has a significant association with the stressor represented by communication with superiors only in high school ($p < 0.001$) compared to the association with the agreeableness personality trait present in all 3 school units suggests the important weight of this personality trait compared to the weight represented by stress related to communication with superiors in job satisfaction.

Keywords: job satisfaction, personality factors, occupational stressors, school units.

1. Introduction

In the school, job satisfaction among workers is an important aspect for maintaining a stimulating and motivational organizational climate, favorable to increasing the quality of teaching. Occupational stressors have an opposite effect and personality traits can influence the contextual perception of stressors and job satisfaction. Workers' perceived self-efficacy may represent a protective factor in occupational stressors.

2. Material and Method

Employees from a kindergarten, a secondary school and a high school, during the programmed occupational-medicine check-up, received, for voluntary completion, a questionnaire containing in addition to socio-demographic and individual characteristics (gender, type of residence, age, duration as employee in the school unit, height, weight, body mass index-BMI), several parts of which the first is the perceived self-efficacy scale [1]. At the workplace, perceived self-efficacy can show a favorable for work result from work-family conflict that can lead to job satisfaction [2] and to the reduction of behaviors influencing quitting school, which are common in school workers [3]. Personal characteristics of workers and their personality traits can influence their job satisfaction and their stressors perception [4]. Personality traits were evaluated through the set of The 7 Personality Factors (from Saucier), a questionnaire validated by international studies [5] and also adapted for the Romanian population [6]. Nine dimensions of work satisfaction were evaluated by Job Satisfaction Survey [7].

Four occupational stressors were chosen (Communication with other employees, Communication with superiors, Difficult collaboration with students) that score a synthesis of the occupational social environment, by tracking communication relationships with colleagues, hierarchical superiors and



students. In addition to these, a stressor (Work Tasks) tracked the stress given by the work tasks. The level of these stressors was scored on a 3-point Likert scale (low, medium, high). Perceived work control is suggested by the Communication with superiors, a stressor which together with the other 3 Job stressors can influence affective reactions and determine health outcomes over time [8]. All these, in turn, are interrelated with job satisfaction. For data analysis we used SPSS v 16.0.(software). Statistical tests used were: ANOVA and Spearman correlation coefficient (Rho). For Rho the notation ** means that correlation is significant at the 0.01 level (2-tailed). For Rho the notation * means that correlation is significant at the 0.05 level (2-tailed). p value was significant at the 0.05.

3. Results and Discussions

In the 3 schools studied, the number of workers and respondents is as follows: in kindergarten out of 42 workers there were 32 respondents, in school out of 85 workers there were 50 respondents and in high school out of 125 workers there were 110 respondents. A high proportion of study participants in each school is noted, which increases the representativeness of the results obtained for the schools in the present research.

Mean values for self efficacy in the 3 schools are as follows: in Kindergarten it is 31.78, in school it is 33.1 and in high school it is 32.84. Across the 3 schools, workers generally have values that show satisfactory perceptions of JSS' job satisfaction dimensions (Table 1.).

Table 1. The average values of the Job Satisfaction Survey dimensions in respondents by school

School unit	Pay	Promotion	Supervision	Fringe Benefit	Contingent Reward	Operating Condition	Coworkers	Nature Of Work	Communication	Job Satisfaction Survey
Kindergarten	17.22	16.11	20.38	16.77	17.72	10.66	19.44	21.27	19.27	158.88
School	15.84	17.44	21.02	15.36	17.84	12.66	20.42	22.22	19.4	162.2
high school	17.01	16.81	21.78	16.19	17.73	13.47	21.40	21.5	20.02	165.95

Maximum possible value of each subdimension of scale is 24 and for total score of JSS is 216. It is noted that in all 3 schools, the highest values are for Nature Of Work and Supervision and the lowest are for Operating Condition. This result, concordant in all 3 schools could represent a characteristic of generality regarding the nature of the most important and least important dimensions of job satisfaction. Generalization of such results, however, requires studies on larger samples. For Operating Condition ($p=0.004$) and Coworkers ($p=0.011$) the lowest values are in kindergarten and the highest are in high school.

Only the personality trait Conscientiousnes is significantly different between the 3 schools ($p=0.040$), having the highest values in school and the lowest values in high school(Table 2.). Maximum possible value of each personality factor is of 50.



Table 2. The average values of The 7 Personality Factors from Saucier in respondents by school

School unit	1 Extraversion	2 Agreeableness	3 Conscientiousness	4 Emotional stability	5 Intellect	6 Attractiveness	7 Negative valence
Kindergarten	33.89	43.89	43.84	37.94	38	40.83	24.05
School	33.64	43.80	44.95	39.70	39.23	41.48	22.36
high school	35.49	43.84	43	38.77	37.67	41.50	22.63

The maximum possible value for each stressor is 3. The results indicate low to medium stress levels of the stressors in all three schools.

Table 3. Average values of occupational stressors in respondents by school

School unit	Communication with other employees	Communication with superiors	Difficult collaboration with students	Work tasks
Kindergarten	1.33	1.31	1.5	1.94
School	1.24	1.06	1.14	1.57
high school	1.27	1.12	1.35	1.68

Significant differences ($p=0.026$) appear between the 3 schools only for the Difficult collaboration with students stressor which has the highest values in high school and the lowest values in school. It is possible that a personality trait such as conscientiousness, distributed at a higher level among workers in a school unit, leads, through the methods applied, to the reduction of difficulties in collaborating with students.

Table 4. The proportion of respondents by gender and type of residence and the average values of individual characteristics of respondents by school

School unit	Proportion of women/total respondents	Proportion of urban type of residence from total respondents	age	Duration as employee in the unit	height	weight	BMI
Kindergarten	1	0.8	42.37	10.23	163.11	68.69	25.02
School	0.78	0.89	44.13	8.64	166.34	71.37	25.26
high school	0.79	0.59	45.34	14.72	165.06	76.84	29.52



The correlations between the variables are shown in the 3 schools. The "-" sign in front of the Rho value shows a negative correlation. The absence of the "-" sign in front of the Rho value shows a positive correlation.

In Kindergarten the following correlations are positive: age correlates with duration as employee in the unit (Rho=0.539**; p=0.002) and with extraversion (Rho=-0.490*; p=0.033); Satisfaction with Supervision correlates with agreeableness (Rho=0.502*; p=0.034); conscientiousness correlates with Communication with superiors (Rho=0.612*; p=0.012). Self-efficacy correlates with the following: extraversion (Rho=0.581*; p=0.014), emotional stability (Rho=0.607**; p=0.01) and with attractiveness (Rho=0.650**; p=0.005).

In Kindergarten the following correlations are negative: age correlates with duration as employee in the unit (Rho=0.539**; p=0.002) and with extraversion (Rho=-0.490*; p=0.033); Satisfaction with Supervision correlates with agreeableness (Rho=0.502*; p=0.034); conscientiousness correlates with Communication with superiors (Rho=0.612*; p=0.012). Self-efficacy correlates with the following: extraversion (Rho=0.581*; p=0.014), emotional stability (Rho=0.607**; p=0.01) and with attractiveness (Rho=0.650**; p=0.005).

In Kindergarten the following correlations are negative: Contingent Reward with negative valence (Rho= -0.543*; p=0.020); conscientiousness with Work tasks (Rho= -0.576*; p=0.016); Self-efficacy with negative valence (Rho= -0.602*; p=0.011), Self-efficacy does not show significant correlations with occupational stressors nor with JSS dimensions.

In school the following correlations are positive:

Pay with Communication with superiors (Rho=0.329*; p=0.027), while Promotion with correlates extraversion (Rho=0.360*; p=0.013) and with attractiveness (Rho=0.334*; p=0.023), Contingent Reward with Communication with superiors (Rho=0.308*; p=0.040), Coworkers with extraversion (Rho=0.323*; p=0.027), with agreeableness (Rho=0.387**; p=0.008) and with conscientiousness (Rho=0.423**; p=0.003), JSS score with agreeableness (Rho=0.362*; p=0.013). Nature Of Work correlates with the following: extraversion (Rho=0.291*; p=0.047), emotional stability (Rho=0.326*; p=0.026) and with intellect (Rho=0.364*; p=0.013). Communication correlates with the following: extraversion (Rho=0.382**; p=0.008), agreeableness (Rho=0.432**; p=0.003) and with Communication with superiors (Rho=0.301*; p=0.045). Self-efficacy correlates with the following: Coworkers (Rho=0.320*; p=0.025), agreeableness (Rho=0.428**; p=0.003), conscientiousness (Rho=0.347* ;p=0.017), attractiveness (Rho=0.408**; p=0.004). Satisfaction with Supervision correlates with the agreeableness (Rho=0.400**; p=0.006).

In school the following correlations are negative:

Promotion correlates with Communication with other employees (Rho=0.308*; p=0.005). Age correlates with Contingent Reward (Rho=-0.435**; p=0.002), with Communication (Rho=-0.307*; p=0.032), with JSS score (Rho=-0.309*; p=0.031) and with attractiveness (Rho=-0.352*; p=0.015).

JSS score correlates with Communication with other employees (Rho=-0.417**; p=0.004). Coworkers correlates with Communication with other employees (Rho=-0.546**; p<0.001). Nature Of Work correlates with Communication with other employees (Rho=-0.313*; p=0.032) and with Work tasks (Rho=-0.356*; p=0.017). Operating Condition has no correlations cu personality traist and with stressors. No correlations were found between stressors and personality traits

In high school there are many correlations, of which we mention a few:

Satisfaction correlates negatively with negative valence (Rho=-0.360**; p<0.001) and with Communication with superiors (Rho=-0.368**; p<0.001) and also correlates positively with the following: agreeableness (Rho=0.426**; p<0.001), conscientiousness (Rho=0.478**; p<0.001), emotional stability (Rho=0.427**; p<0.001), intellect (Rho=0.395**; p<0.001), attractiveness (Rho=0.494**; p<0.001). Age correlates positively with negative valence (Rho=0.273**; p=0.005) and and also correlates negatively with the following: extraversion (Rho=-0.253** ;p=0.009), emotional stability (Rho=-0.297**; p=0.002), intellect (Rho=-0.253**; p=0.009), attractiveness (Rho=-0.386**; p<0.001) and conscientiousness (Rho=-0.320**; p=0.001).

4. Conclusions

Nature Of Work and Supervision seem to be the best appreciated dimensions of job satisfaction in schools, unlike Operating Condition which seems to be the least favorably appreciated dimension. For greater job satisfaction of workers, improving working conditions, especially in kindergarten, could be one of the main objectives.



The fact that job satisfaction with supervision has a significant association with the stressor represented by communication with superiors only in high school ($p < 0.001$) compared to the association of satisfaction with supervision with the agreeableness personality trait, present in all 3 school units suggests a higher importance of this personality trait, compared to the that represented by stress related to communication with superiors in this dimension of job satisfaction.

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