

**The Relation Between The Level of Job Satisfaction And Types  
of Personality in Higher Secondary School Teachers**

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**Introduction:**

Work performance of the individual who spends a big portion of life in the working environment is a joint function of the personality characteristics he has and the situation he is included in, like in all other aspects of human behavior. When the literature related to personality is examined, it is seen uncertainty. This uncertainty can be in use of this concept in very diverse meanings in daily life and most of the times, as the synonyms of character, mental disposition, temper, or ego. However, the general belief is that personality includes the harmony of the person of the individual and the environment and the factors that make him unique, and therefore is an integral unit organizing various properties.

**The Big five-factor model of personality**

Often entitled the Big Five, organizes the highest-level individual differences in to the following personality traits: Neuroticism (Emotional Stability), Extraversion (Surgency), Openness to Experience (Intellect), Agreeableness, and Conscientiousness. The Big Five adopting hierarchic models for the structure of personality accept that the dimensions of personality stated above are formed with uniting of more specific properties defined as sub characteristics consistent with individual items.

**Dimension with Introvert and Extrovert:**

Typical introvert is a silent and closed person; he overly scrutinizes himself, likes books better and persons, and never reveals him/herself to other except for his very close Friends; never acts with instantaneous impulses, thinks about his acts beforehand, rolls them over in his mind; he does not like agitation, handles daily events seriously, likes a peaceful and smooth way of living; keeps his feelings under strict control, and rarely act in an offensive way; he very seldom dissolves and is a reliable person; he is somehow pessimistic, values moralistic principles, and is social.

Typical extrovert is friendly, likes parties, has a lot of friends, he needs people to talk, loves agitation, does not avoid risks, he is impulsive, likes joking, is quick in answering, likes changes, is lighthearted, optimistic, likes smiling, is active, aggressive, unable to keep his sentiments under strict control, and is not always a reliable person.

**Analysis of the Personality Structures:**

It is observed for the analysis of the personality structures of individuals that the main purposes of both the five factor model and the personality dimensions factor are to evaluate individuals with similar properties within similar personality characteristics or theories and to provide easiness of analysis to scientists in explaining and understanding their behaviors. Studies performed have revealed that there is a close relationship between job satisfaction and efficiency in work. This applies to also teachers, who undertake important functions in the basic institutions of the social structure to educational institutions in preparing students in various age groups. During the long-lasting training and education process, efficacy and efficiency of teachers who undertake important responsibilities depend on the quality of the working conditions they works in on the one hand, and to whether they possess the characteristics required by their profession on the other hand. Convenience of teachers is frequently taken as a variable related to efficient teaching and learning. In other words, teachers can create an efficient environment of teaching and learning and be efficient and useful to the degree that they are satisfied with their jobs. With this reason, efficiency of teachers is attracting the attention of investigators, educators, and professional organizations in the recent years. However, in the

review of the literature on the adequacy of education or teachers it is seen that approaches to the issue are rather different. In these studies, while a limited number of investigators have focused on personality types and characteristics, attitude and behaviors, values, talents and competency and other personality characteristics of teachers, it is observed that issues that investigators focus more are evaluation of teaching processes and outcomes. The subject matter of the study was selected by taking these criticisms into consideration, and whether or not there was a relation between the personality types of the teachers and their job satisfaction was investigated; in other words, it was attempted to determine which personality types among teachers had more job satisfaction and job and personality harmony was studied.

### **Hierarchic Personality Theory of Eysenck:**

Personality approaches have been taken as the basis in the study; hierarchic personality theory of Eysenck was highlighted. Eysenck determined four levels of personality, and explained that there was a hierarchic order of these. These levels are special level of response, level of accustomed behaviors, level of characteristics and level of type. The type stage, which is the fourth level of personality, is the level that marked types appear.

According to him, the dominant factor of each of the stages is effective in the appearance of the type, and weights of these factors when the type is forming can change from one individual to another. Accordingly, Eysenck defined three types of type levels, namely the intro and extrovert, "neurotic", and "psychotic".

### **7 Character Components of Intro and Extrovert Personality Dimension:**

- 1. Efficacy:** Efficient persons are generally active and energetic. Those who are not efficient, however, tend to be physically inactive, idle, and get easily fatigued.
- 2. Being social:** Social people like social gatherings, do not have difficulties to be with others, and are generally happy and at their ease within the society.
- 3. Taking risks:** They like living risky and are in search of awards without considering much the possible harmful results.
- 4. Boldness:** They tend to act instantaneously and to make decisions in a hurry, and even to make inappropriate decisions, and are generally objectionable, changing, and unpredictable.
- 5. Expressing oneself:** They tend to be sentimental, understanding, and frivolous and express their feelings
- 6. Thinking in detail:** These tend to be occupied with thoughts, abstracting, philosophic questions, discussions, assumptions and knowledge for the sake of knowledge itself.
- 7. Responsibility:** Individuals that this aspect is strong are highly possible to be conscientious, trustable, serious, and meticulous to a degree to challenge them.

### **Conclusion:**

Personality has an extremely important effect on perception and evaluation of the work and environment of the individual, because behaviors of the individual are formed as a consequence of the continuous interaction between the environment he lives in and other individuals in the environment. Emphasizes that personal characteristics of teachers make important contributions to the teaching process during the development of the process. While the personality of the individual is affected from his environment, the individual in turn affects this environment through his personality. In other words compliance of the personality structures with the work is an important factor affecting the job satisfaction. Skills related to job can be acquired, and competency can be improved. Studies analyzing the influence of the personality structures of employees on job satisfaction have shown that individuals with high levels of satisfaction have more flexible and determined personalities and those unsatisfied with their jobs are

individuals who are not realistic when selecting their goals, unable to cope with the environmental difficulties and have rigid personality structures. However, what stated in studies on teachers' competence is that many factors act together for an efficient process of teaching. A series of factors like the organizational structure, management, culture, educational qualities, resources, tasks and duties of the school, size and composition of the class, talents of students, climate of the class, and relationships between students and the teacher can be listed among these. These studies have shown that all these factors are determining one over another in the development of an effective teaching process and on ensuring the teachers' satisfaction. Likewise, teachers become the individuals with key roles in an effective teaching process, and efficacy of the teacher depends on the satisfaction of the teacher with all these factors. In conclusion, it can be said that although personality characteristics of teachers are determining factors for an efficient training and educational process, they are not sufficient to explain the teachers' satisfaction.

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