

Predictive Role of Personality Traits and Creativity on Perfectionism as to Male and Female Teachers: District 1, Zahedan, Iran

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Abstract: This article studies Predictive Role of personality traits and creativity in 2015. Applying Cochran formula¹, the study uses a predictor descriptive perfectionism as to male and female teachers at district 1, Zahedan, Iran in correlational method, statistical population of which consists of All male and female teachers at district 1, Zahedan, totally including 649, out of which 242 (128 female and 114 male) were selected randomly engaged in the general educational administrative. N.E.O² (1985) personality characteristics, Creativity Torrens (1979), and Frost Multidimensional Perfectionism (1990) are the three questionnaires used in collecting data. In analyzing the data, descriptive and inferential statistics are applied. At the descriptive level, mean, standard deviation, frequency, percentage, and at inferential level, Pearson correlation coefficient and regression analysis have been utilized to determine the relationship among variables. As per the descriptive data, the respondents are mostly Female participants, at the age group of 28-38 married and indigenous. As revealed from the analytical results, the dimensions of personality characteristics (duteousness, agreeableness, openness and intro-extroversion) have significant negative relationships with perfectionism. At a level of 0.99 confidence, Creativity has significant positive relationships. The results indicate that among personality characteristics, neuroticism most evidently contributing to predicting Perfectionism and Creativity is not a predictive of perfectionism as to male and female teachers, at district 1, Zahedan.

Key words: creativity, personality characteristics, perfectionism, staff

INTRODUCTION

In the ever changing world of today, since perpetual education of human resources is of paramount importance, ascertaining factors contributing to enhancement of educational performance and efficacy is a prerequisite to human resources' didactic affairs. Notwithstanding all other factors involved in scholastic undertakings, the essential role of teachers is supposed to be taken into account as the priority, as they play indispensable roles in rearing students. All their activities, such as diligently facilitating the processes of growth for children and adolescents, preparation of teaching methodologies and abiding enthusiasm about instructional matters are among training features. Raising competent and creative

¹ . To determine the sample size different methods were used in the investigation. Two common methods are Cochran formula and Morgan table. The easiest way to determine the sample size is Charles Cochran formula In Cochran formula:

$$N = \frac{Z^2 PQ}{D^2} \div \left(1 + \frac{1}{N} \left(\frac{Z^2 PQ}{D^2} \right) \right)$$

² . NEO stands for the first letters of the personality features (i.e., Neuroticism, Extroversion and Openness)

students is, to a great extent, beholden to teachers, eagerly developing a variety of instructional approaches and methods, have mastery of their teaching field content (Haidari Shad, 2011).

So, teachers' expertise, knowledge, information, competency and pre-emptive behaviors contribute, a great deal, to quality efficiency and expediency of education system, decisively determining students' academic standing. So, the paper tries to scrutinize predictive repercussion, personality features and creativity in perfectionism as to male and female teachers engaged in education of district 1, Zahedan.

Persistence and perseverance certain employees bear and take on, when performing tasks, originate from their perfectionistic behaviors; but the actualization trend of achieving perfection is not positive by the same token in all individuals. One could say that perfectionism is beneficial when it can be positively related to oneself so as to activate all-out capacity and talent. When propensity to perfection commences with competition and outshining other employees, just with the ambition to obtain their approval and consent, such attitude would actually end in negative aspects; in other words, it turns out to be anomalous (Hosseini, 2010).

Adler (1963) believing in favorability of aspects of perfectionism asserts that, being innately strived for, perfection is an integral part of life, without which it is impossible to live. According to Adler, any effort towards perfection attainment is positive when it not only maximizes individual's ability, but also is in the orientation of accomplishing social interests. On the contrary, it is negative and destructive when one uses it in order to exert domination over others; so, nowadays, researchers account for perfectionism as a personality structure (Besharat et al., 2007-2008). The current era, necessitates cognizance of individuals' characteristics in a variety of life circumstances.

Characterizing perfectionism as need absolutism, Horney (1950) has furnished a list of needs all individuals have, one of which being perfectionism immunity from others' disparagement. It imposes trepidation over probable getting something wrong that would incite others' reproof. They strain to cover all their weaknesses, seeking desideratum while too susceptible to disapproval (Shafran & Mansel, 2001). So, the present paper is aimed at studying the negative aspect of perfectionism. Regarding perfectionism as personality construct, many researchers believe that it is ingrained in one's personality.

Hewitt (2002) believes that character can be used to predict organizational behavior and job performance. As motivation and attitude towards work, as well as the way one reacts to job demands and organizational exigencies, are determined and influenced by Individual's personality, it has an important role in job performance. Personality theoreticians have chosen five factors of Extroversion, Consciousness, Emotional constancy, Agreeableness and Neuroticism as personality features. As human behavior is a configuration of such traits, dealing with them could elucidate specific aspects of individual performance in a variety of matters. For instance, studying personality of staff in any organization can improve their recruitment, transfer and promotion protocols; because set-up of their personality traits is a factor in determining teachers' behaviors, if identified, an applicable framework for predicting teachers' behaviors will be made out (Karimi, 2009).

Research findings show that perfectionist undergoes remarkable pathological strains such as despair, depression, anxiety and suicide and postulate actuality of a direct relation between perfectionism and anti-social personality traits (Hall et al., 2005).

In "Perfectionism and 5 personality factors" by Stober and et al, (2009), 214 young adults (14-19 years old), are studied two times within a year. The data point out that conscientiousness predicts increase in length in ego-centered perfectionists and neuroticism does not predict any kind of perfectionism.

Frost and et al. (1990) in his research "relation between personality traits and perfectionism", shows that neuroticism and extroversion are negatively related with perfectionism; so that the former has a significant direct, while the latter has a significant indirect relation, with negative perfectionism.

In an exploratory analysis of relation between perfectionism and personality, Besharat (2005) studying personality dimensions and perfectionism, finds out that community-centered perfectionism can significantly describe variances in variables of neurosis, dutiousness and openness; i.e. any rise in the

perfectionism dimensions causes increase in neurosis and duteousness, while causing decrease in openness.

The relation between creativity and perfection has been investigated in various practices by other researchers; for instance, Darvakh's (2014) study of relationship among creativity, perfection, and cognitive intelligence of elementary level students at Zahedan in 2014 confirms that creativity is significantly relative to positive perfectionism. Similarly, Sadati, behpajho, Afroz and Morteza in their research in (2008), titled "relation between perfectionism aspects and creativity as to students of a high school specified for the brilliant" found out that there is a significant indirect relationship between negative perfectionism and creativity and also a significant direct relation between positive perfectionism and creativity.

Despite different descriptions delivered for it, creativity is deemed to mean bringing into being, and innovation. Stenberg (1993) believes that creativity is an entirely multidimensional phenomenon, influenced by way of thinking, personality, and environmental incidents as well as contingencies. Though it is often considered to be a mental motion, creativity is somehow based on information and facts. While thinking is supposed to be the main cause of creativity, information and facts are its basic quintessence. The important thing is that thoughts emanating from creativity have to be furnished and settled in such a way that it would culminate in educational innovation, as and when gotten into contact with real circumstances.

Knowledge and education, not bonded to thought, is actually dead and counterproductive vis-à-vis creativity; therefore, such knowledge would never yield profit from independent thoughts. Knowledge without thought, being directly against creativity, drives its possessor toward self-conceit, arrogance, and parochialism.

The present study is aimed at answering the question Are personality traits and creativity predictive of perfectionism as to male and female teachers, at district 1, Zahedan?

To find an answer to the question, two hypotheses are proposed:

1. There is a significant relationship between personality traits and perfectionism.
2. There is a significant relationship between creativity and perfectionism

Methodology:

The study, seeking to find out whether there is any significant relation among the variables, uses a predictor descriptive correlational method.

Population, sampling method All male and female teachers at district 1, Zahedan, totally including 649, out of which 242 (128 females and 114 males) were selected. Cochran formula and a simple random sampling are utilized.

Research instrument: NEO personality traits, Frost multidimensional perfectionism scale and Torrance creativity are the 3 questionnaires used in collecting data.

NEO personality traits questionnaire

NEO is a recently devised questionnaire focusing on evaluation of personality makeup, based on a factorial analysis approach. Accounting for 5 main factors (intro-extroversion, conscientiousness, emotional stability, agreeability and neuroticism) it is nowadays extremely used as a factorial analysis approach, with great applicability in evaluation of healthy individuals' personality and also in clinical affairs. Therefore, it is regarded as one of the most comprehensive tests used in personality evaluation, encompassing a broad range of cultures and ages. The questionnaire has two long and short varieties. To spare the time of respondents, its short form, called NEO-FFI, actually including 60 items has been taken up for evaluation of the 5main personality factors. NEO-FFI scoring, not being the same all over the test,

is accounted for in Likert model (completely disagree (4), disagree (3), of no opinion (2), agree (1), completely agree (0); while it is reversed in certain other items (Garosee Farshi, 2001).

Torrance (1970) believes that creativity includes 4 main elements: 1- the political element, i.e., the authority to produce plentiful ideas and solutions (the political element of creativity is dealt with in items 1 up to 15). 2- The flexibility element, i.e., the ability to change direction of thoughts or to create various ideas (items 16-30). 3- The initiation element, i.e., the ability to produce new and innovative things, in other words, the capability to develop solutions, never found before (items 31-45). 4- Expanding details: ability to consider details dependent on an idea: means that creative people pay more attention to details. ((Questions 46-60 for measuring the expansion of creativity details)), To achieve the test result the you must score each answer as following (a) zero (b) one (c) two. Torrance Test 'Software Table shows creativity scores: very high creativity: 120 to 100, high creativity: 100 to 85 medium creativity: 85 to 75 low creativity: 75 to 50, and very low creativity: 50 to down.

Rezaee and Manuchehri (2009) studied validity, reliability, and other norms of Torrance creativity test among Tehran high schools' teachers, of which the results showed that the mean score, attained by under study population, as to creativity, was 1.28 ± 0.16 at 99% confidence, i.e., in the domain of 1.1 – 1.3. Given the total mean creativity score and its appraisal with the categorical norm scale, the statistical population (including 483 male and female teachers of Tehran high school) enjoy relatively high rate of creativity.

Frost perfectionism questionnaire

Frost multidimensional perfectionism scale (FMPS) was devised in 1990 by Frost et al. In its Iranian version, internal consistency coefficient all across the questionnaire is 0.86. Its internal reliability for micro-scales: concerns over erring, doubtfulness, family expectation, parental reproof, personal criteria, and organizing are 0.85, 0.72, 0.78, 0.47, 0.57, and 0.83, respectively. Retesting coefficient within a week also in all over the questionnaire is 0.90. Retesting coefficient for all micro-scales were 0.84, 0.81, 0.79, 0.53, 0.85, and 0.83, respectively. Similarly, the convergent validity in the FMPS with regards to positive and negative perfectionism questionnaire has been reported to be optimal. Scoring mechanism: at the outset, the 5 options of completely disagree, disagree, no idea, agree, agree, completely agree are regarded scores 1, 2, 3, 4, and 5, respectively. With regard to the total score and all micro-scale scores, it has to be taken into consideration that the higher the score the higher perfectionism of the respondent. Similarly, this questionnaire has no reversal scoring alternative (Bitaraf et al., 2010).

Findings:

1. Hypothesis 1: There is a significant relationship between personality traits and perfectionism.

To analyze data relevant to the question step to step regression was used as a statistical method for data analysis.

Table 5) Mean and standard deviation of personality traits and perfectionism variables.

Variables	Mean	SD
Perfectionism	106.32	10.87
Neuroticism	36.60	5.65
Intro-extroversion	15.03	4.2
Openness	25.60	3.66
Agreeability	21.11	5.48
Duteousness	24.38	6.10

(N=242)

The table indicates that the perfectionism variable is of the highest mean (M=106.32).

Table 6) the result of correlation matrix for personality traits and perfectionism:

variables	Perfectionism	Neurosis	Extroversion - introversion	New experiences	Agreeableness	Conscientiousness
Conscientiousness	-0.34**	-0.53	0.50	-0.23	0.51	1
Agreeableness	-0.41**	-0.59	0.40	-0.14	1	
Openness	-0.18**	-0.05	-0.24	1		
Extroversion-introversion	-0.20**	-0.43	1			
Neurosis	0.49**	1				
perfectionism	1					

(N=242) ** (p<0.01)

As Table 6-4 shows, perfectionism, bearing a significant negative relationship with dimensions of the personality traits i.e., conscientiousness ($r = -0.34$), agreeableness ($r = -0.41$), openness ($r = -0.18$) and extroversion- introversion ($r = -0.20$), proves to assume a significant positive correlation with neurosis ($r = 0.49$) at the level of 0.99 confidence ($p < 0.001$).

Table 7) the result of step to step regression in predicting perfectionism regarding the provincial educational staff

	Perfectionism	R	R Square	Adjusted R Square	Beta	T	F(df)
Step 1	Neuroticism	0.47	0.22	0.21	0.47	6.34**	40.29 (1,140)**
Step 2	Neuroticism Openness	0.50	0.25	0.24	46.0	6.29**	23.51 (2,139)**
					-0.17	-2.33**	
Step 3	Neuroticism Openness Agreeableness	0.554	0.229	0.28	0.30	3.40**	19.54 (138,3)**
					-0.21	-2.98**	
					-0.26	-2.95**	
Step 4	Neuroticism Openness Agreeableness Duteousness	0.556	0.331	0.29	0.21	2.17**	15.88 (137,4)**
					-0.29	-3.46**	
					-0.21	-2.34**	
					-0.17	-1.97**	

Perfectionism criterion variable ** (p<0.01)

Step to step regression in predicting Perfectionism indicates that at the step 1, the Neuroticism variable by itself predicts Perfectionism at 0.21. At the step 2 Neuroticism and Openness together predict it at 0.24. At the step 3 Neuroticism, Openness and Agreeableness together predict it at 0.28. Finally, at the

step4, Neuroticism, Openness, Agreeableness, and Duteousness altogether predict it at 0.29. So, Neuroticism ($p<0.01$, $\text{Beta}=0.21$) has significant relation with Perfectionism and predict it with regard to the studied staff, while Openness ($p<0.01$, $\text{Beta}=-0.29$) Agreeableness ($p<0.01$, $\text{Beta}=-0.21$) Duteousness ($p<0.01$, $\text{Beta}=-0.17$) all have significant indirect relation with Perfectionism and do not predict it with regard to the studied staff.

Beta standard coefficients show that with an increased unit in SD in Neuroticism, the Perfectionism score goes up at 0.21 and with an increase of one unit of SD in Openness, Agreeableness, and Duteousness, the scores of Perfectionism go up at -0.26, -0.21, and -0.19, respectively.

1. Hypothesis 2: There is a significant relationship between creativity and perfectionism.

Inter-regression is used in analysis of the question.

Table 8) Mean and standard deviation of creativity, and perfectionism variables.

Variable	Mean	Standard Deviation
EI	341.13	28.99
perfectionism	106.33	10.87

N=242

The table indicates that as compared with perfectionism variable, the mean of creativity variable is higher (331.13).

Table 9) Correlation matrix for creativity and perfectionism

variable	E.Q.
perfectionism	-0.21 **

(N=242) ** (p<0.01)

As seen in Table 2.1, there is a negative relationship between perfectionism and creativity ($r = -0.21$) at the level of 0.99 confidence.

Table 10) Perfectionism, predicted by the Inter regression analysis

perfectionism	R	R2	Adjusted R Square	Beta	t	F(df)
creativity.	-0.21	0.05	0.04	-0.21	-2.51	8.12 (140,1)

Criterion variable: Perfectionism * ($p<0.01$)

The results in the Inter regression analysis for prediction of perfectionism points out that creativity ($\text{Beta}=-0.21$, $p<0.01$) has a negative and significant relationship with perfectionism. Standardized beta coefficients indicate that increasing one standard deviation in creativity rate of -0.21 causes decrease in perfectionism; therefore, creativity is not a predictor of perfectionism male and female teachers at district 1, Zahedan.

In the data analysis, we examine two questions on the related subject:

Discussion:

The research is aimed at determining predictive role of personality traits and creativity on perfectionism as to male and female teachers at district 1, Zahedan.

The results of inferential data analysis in the first hypothesis indicate that a dimension of the personality traits (conscientiousness, agreeableness, openness and extroversion-introversion) has a significant negative relationship with perfectionism; but there is a positive relationship between neurosis and perfectionism at the level of 0.99 confidences.

These results, confirming the first hypothesis of the study, has been explained by Molnar (2000), Astamf and Parker (2000), and Baccarat (2005). Here, we come to the conclusion that personality traits include 5 dimensions, from which only neuroticism has a significant relationship with perfectionism, while the others cause reduction in staff's perfectionism.

In measuring neuroticism, 0.55 is referred to as too undesirable rate limit, while the present study measures it at mean 0.47. Notwithstanding the fact perfectionism and neuroticism are positively related, but as the staff's neuroticism rate has come up to be less than that of the reference, this trait of them i.e. their neuroticism rate is accounted for as desirable.

Two views arise from elucidation of the question; a common view is that the best and most idealistic staff, getting entangled in perfectionism, submit themselves to too much effort and devotion to achieve their ideal occupational objectives, but eventually weighing it up as not enough, they come down with pessimism and neuroticism.

Another view is that perfectionism emanates from one's chronic and long-run exposure to occupational stress. The old-timer in any career is supposed to be more vulnerable to getting involved in perfectionism, in comparison with the novice.

1. There is a significant relationship between creativity and perfectionism

As in the study, perfectionism has been considered as an illogical belief, the results of inferential data analysis in the second question show that there is a significant negative relationship between emotional intelligence and perfectionism at the level of 0.99 confidence; i.e. perfectionism is reduced with increase in creativity therefore, as it does not predict perfectionism male and female teachers, at district 1, Zahedan, the results reject the second research hypothesis as unfounded. These results are in congruence with Sadati, Behpajho, Afroz, and Moltafet's findings in 2008. They exposed that there is a significant indirect relationship between negative perfectionism and creativity. Concerning the 2nd hypothesis, as confirmed by many psychologists, we can say that creativity is a prerequisite to new valuable achievements. Creativity is a psychological process, leading to problem solution, delivery of new ideas, conceptualization of unique and ingenious artistic procedures and yields. Afroz (2007) believes that in its specific meaning, as the most sublime mental feature of its agent, creativity is, per se, a signifier of condescending growth of personality and rejoinder to perpetual aspiration of man to remove impediments and to find ways out of complications, while negative perfectionism is germane to illogical beliefs and struggle to mere accomplishment of perfection, bringing about anxiety and sense of sin for the person. Given optimality of the mean creativity score appraised, the results reveal decreased negative perfectionism and increased creativity as to the studied teachers.

Conclusion:

The survey reveals that certain special personality features, such as neuroticism makes some employees to show unbalanced and maladaptive behaviors in various occupational situations. Nurturing indispensable awareness in employees to control such personality traits, culminate in developing fitting measures in stressful situations.

Developing educational plans in the way of promoting teachers' creativity level in academic milieus has been proved to prevent from actualization of negative perfectionistic conducts. The present paper points out that creativity like other scholastic matters, has its own principles and measures that certain peoples are more adept at, as compared to others.

It is suggested that a cognitive-behavioral methodology, meant at inculcating the sense of self-control and virtue, be applied to modify and treat employees entangled in perfectionistic behaviors, in a manner that perfectionism is considered as a trait originating from irrational belief, toughness, rigidity, inevitability and absolutism in thoughts.

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