



Relationship between Job Involvement and Personality Traits with Teachers' Job Efficiency

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Abstract: *This study was conducted to determine the role of job involvement and personality traits in teachers' job efficiency using a correlation method. The statistical population included all teachers of Tehran schools in the academic year. A sample size of 200 individuals were selected by random sampling method according to the Morgan table. Data were collected using the NEO personality characteristics scale, Konongo's job involvement scale (1982), and job efficiency scale. Data were analyzed by Pearson correlation and multivariate regression. According to the results, a value of 0.136 means that 13% of the variance of job efficiency variable is explained by six components of psychological neuroticism, extraversion, openness to experience, appropriateness, conscientiousness, and job involvement. In addition, the calculated F ratio (05.081) was significant at a confidence level of at least 99%. Therefore, it can be concluded that there is a significant correlation between the examined variables and job efficiency variable. Considering the obtained coefficients, it can be concluded that the variables of conscientiousness, appropriateness, and extraversion were negatively and significantly correlated with job efficiency of teachers ($p < 0.01$). There were positive and significant correlations between the variables of job involvement, neuroticism, and openness to experience with job efficiency in teachers. Given the regression coefficients and its linear equation, the two variables of conscientiousness and job involvement can be included in the regression equation at an acceptable level with a strong predictive power.*

Keywords: *Job Involvement, Personality Traits, Teachers, Job Efficiency, Psychology Dissertation*

INTRODUCTION

Personality is referred to one of the most prominent and dominant attributes of a person (Suther & Natalie, 2009, quoted by Ismaili Far, 2011). In this case, a person may be referred to as aggressive or bashful, depressed, cold-blooded, and so on. By such an understanding, personality denotes general perceptions that one finds about others, that is, a general series of features that are representative of a person and can be seen in various social domains (Dryden, 2008, Quoted by Ismaili Far, 2011). Undoubtedly, the term "personality" is one of the most controversial, but also the most appealing, concepts in psychology. The complexity, variety, and scope of this term are so extensive that it is not only difficult but impossible to achieve a comprehensible, stable, and accepted definition. Thus, it can be noted that there are various definitions and interpretations as many as the number of people trying to recognize and explain it, and as a result, to find a personality diameter (Seyed Mohammadi, 2007).

Personality psychologists consider the concept to be a psychological totality that characterizes a particular person. Therefore, psychology always considers and explains individual differences in discussions on

personality (Mansoor & Dadsetan, 2005). Atkinson and Hilgard believe personality to be a certain pattern of thinking style that determines how a person is adapted to the environment (Quoted by Baraheni et al., 2001). Personality traits underpin the behavioral system of individuals, and addressing this issue can clarify certain aspects of people's performance at different fields. An obvious instance of this is the influence of personality traits of teachers (Karimi, 2006). Personality type is a model by which one can evaluate a real person. Each type is the product of a particular interaction between several cultural and personal forces, such as similar group, inheritance and genetic factors, parents of a social class, culture, and the physical environment. In other words, any type has certain reserves of attitudes and skills to overcome problems and also for environmental tasks. Since different types have various interests, qualifications and temperaments, they tend to focus on specific people and subjects, and look for issues that are homogeneous with their interests, qualifications and attitudes toward the world (Hosseinian and Yazdi, 2007). Human beings with their different personalities are the first and most important component of an organizational system, hence, motives, abilities, tendencies, beliefs and thoughts, which are indeed the most important components of human personality, determine the expectation limits of employees.

Awareness of individual and personality differences can help us to solve many difficulties, and when we accept that humans are different in inherent and acquired abilities, we will not seek to anticipate all to have identical behaviors (Pachares, 2010, quoted by Michelincer and Shower, 2011). This issue can be important to teachers regarding increasing job efficiency given their role in educating the future generation of the country. Undoubtedly, improvement of teachers' job efficiency is effective for the organizational goals of education sector. Since there is no sufficient research in this field, particularly in the educational institutions of the country, the results of this research can lead to further knowledge in this field.

Problem statement

The term "job efficiency" was first coined by François Quesnay, a mathematician, economist, and proponent of the physiocracy school (nature governance). With the economic table design, he considers the authority of any government to be dependent on increased efficiency in the agricultural sector. Upon the start of academic management movement in the early 1900s, Frederick Van Nislow, Taylor and Frank, and Lillian Gilbert performed studies on division of labor, improved methods, and standard time setting (Saatchi, 2005). Job efficiency is defined as a proportion of real-time job to a predetermined standard time. For example, if a person is expected to produce 100 units of product in 8 hours but produces 96 units in practice, the person's efficiency is said to be 96%. The ILO has defined efficiency as: Productivity is the ratio of output to one of production factors, viz. capital, labor and management. In this definition, "management" is specifically regarded as one of production factors, and the characteristics of a manager are the main and intrinsic features of the management. Among these are the personality features of corporate manager.

Because the growth needs are important in job involvement, occupational characteristics that satisfy the growth and personality needs are highly linked with job involvement. These features include excitation, empowerment, diversity, task identity, feedback, and participation (Mahdad, 2012), indicating the interaction of personality with job involvement. Therefore, due to such an interaction, the authors intend to further explore this topic by research and to formulate the fundamental questions of the study: what is the role of job involvement and the types of teachers' personalities in job productivity? Is the job productivity of teachers predictable by job involvement and personality types?

Importance and necessity of research

Human is central to job productivity. All organizations with any kind of mission should devote most of their facilities to human education from different dimensions. Such cases as education of occupational-behavioral and specialized rules and regulations, instruction of job descriptions, cerebration training, self-learning and training others, and family training result in strengthening group job, mastering the profession, recognizing both inside and outside of the organization, understanding the scope and depth of duties, innovation, emergence and development of the principle of individual and learning organization, and understanding

between jobbers' families and the organization, which will finally lead to establishment and deployment, development and expansion, applicability, continuous job productivity and, in general, promotion of the organization. Therefore, a systematic and consistent approach of suitable adaption of a person to a suitable job at a right time, which entails both concepts of job productivity and job involvement, is considered to be the best option and solution, which clarifies the need for such studies in order to prove this issue.

On the other hand, awareness of individual and personality differences can help us to solve many of occupational difficulties, and once we accept that humans are different in inherent and acquired abilities, we will not seek to anticipate all to have similar behaviors. However, many attributes are not lined in the same direction, allowing us to classify individuals with the same features and attributes in a business class. The emergence of these personality traits has often been accompanied by factors influencing the type of job involvement of a person.

It should be noted that human resources (teachers) are the most important capital of organizations (education), and the better quality of this capital is, the greater the likelihood of success, survival and promotion of an organization will be; teachers with loyalty, highly attachment to their jobs, consistent with organizational goals and values, and inclined to organizational membership that are willing to job beyond the required tasks can be an important factor in the effectiveness of the organization (education). The presence of such teachers in the organization is associated with rising levels of performance, lowering rate of absence, delay, and abandonment of staff, which provide an appropriate organizational image in the community, and which underpin organizational growth and development leading to boosted efficiency of the organization. In contrast, human resources with a weak sense of loyalty and organizational commitment that tend to leave the organization will not move towards organizational goals, but also help create a culture of neglect towards organizational issues and problems among other colleagues. Accordingly, studies on extra-role behaviors (job involvement and productivity) require further research not only in the management field, but also in other areas (e.g. psychology) because of their role in personality traits.

Overall objective

Prediction of teachers' job productivity by job involvement and personality types of teachers

Job productivity

Organizational productivity refers to ways of performing organizational missions, tasks and activities, and also the results of their accomplishments (Hagighi et al., 2010). One of the goals of any organization is to achieve efficiency, for which there is no other way but to take on a systemic, native, and applied perspective. In the recent decade, remarkable successes of organizations with minimum facilities from one hand, and failure of organizations with the best material capabilities on the other hand indicate the significant role of nonmaterial and spiritual factors in their successes (Scott and Skats, 1998).

Improvement of efficiency is a subject that has been considered in all economic and political systems since the beginning of human history (Karimi and Pirasteh, 2004). Nonetheless, research on systematic increase in efficiency within a scientific-analytical framejob of discussions was seriously considered by scholars about 230 years ago. The term efficiency was first used by Francois Quesnay, a mathematician and economist of the physiocratic school (Nature governance). In 1883, another Frenchman, "Littré", described efficiency as the science and technology of production. In 1950, the Organization for Economic Cooperation and Development (OECD) officially defined efficiency as: "Efficiency is the product of a fraction obtained via dividing the amount or value of a product by the amount or value of a production factor" (Rafiee and Zibae, 2004).

Job involvement

Konongo (1982) defines job involvement as a description of the current job of a person and a function of the extent to which one's job can meet the current needs (Carmley, 2005). Very similar definitions are offered in relation to job involvement, which denotes the degree that a person psychologically replicates his job, with the importance given to the job by the person.

Dubin (1991) considers job involvement as an internalization of values (e.g. goodness of worthwhile job) to the person's mind; in other words, the extent to which a person can devote more time to the organization. In a research, Laudal and Kayner (1965) offer a definition of job involvement: "The extent of impacts exerted by job on one's self-esteem". Robbins & Coulter (1999) defined job involvement as the extent to which an employee replicates one's job, actively jobs in the job, and considers job productivity as an important part of one's own values.

Occupational social factors can also affect job involvement. Employees jobing in groups have been reported to show a high job involvement compared to those who job alone. Participation in decision-making is related to job involvement to the extent that employees support organizational goals. The sense of success and progress in a job also increases the level of job involvement of an individual "(ibid, p. 173).

Additionally, other situational factors such as job design, psychological and organizational climate, and management style have important implications for employees' job involvement. Job design seem to have a stronger impact on job involvement of those who are more inclined to meet high-level psychological needs (Rogelberg, 2007, p. 397).

Personality

Personality may be considered as the most important subject of psychology science. Identification of personality, the characteristics, the formation, factors influencing the formation of personality and so on, in one aspect, lead to satisfaction of curiosity and the desire for realism in human because it is a kind of self-knowledge; when someone studies the topics mentioned above, often compares and adapts those knowledgeto oneself, thereby, likely performs a classification, that is, places oneself in a personality type, or supposes to possess specific personality traits. On the other hand, these knowledge and information allow a person to interact with others with an appropriate and knowledgeable positioning. In addition, knowledge about the personality not only serves to consider certain behaviors to be normal at different stages of personality development, but also can help in the prevention or possible actions against personal disturbances (Karimi, 2010).

Parvin and John (1989) describe personality as the characteristics of an individual or individuals, including their constant mental, emotional, and behavioral patterns. Some other scholars regard personality as a series of unique sustainable traits that may change in response to different situations (Schultz, 1998, translated by Seyyed Mohammadi, 2009). However, all the researchers and theorists of personality have provided a definition of this concept, which is further discussed below.

Khalilzadeh (2008) showed that social factors, job environment, and role of job were the three main factors in job involvement, and that the field of study and level of teaching were effective in job involvement, but marital status, job experience, and education level did not affect job involvement. The findings indicated that there was no relationship between education level and marital status with job involvement.

Karemz (2006) assessed the job satisfaction of high school executives in South Carolina and reported that there was no significant relationship between job satisfaction and such variables as gender, job experience, and race. Lang (2006) studied relationships between job involvement and factors such as gender, age and race at McKee University in Mississippi and found significant relationships between job involvement and age variables of employees.

Statistical population and its size

The statistical population included all teachers in the education organization of Tehran. A sample size of 200 teachers was determined by random sampling method according to the Morgan table. Data were collected by NEO questionnaire, job involvement scale (Konongo 1982), and job efficiency scale (ACHIEVE model: Hersey & Blanchard 1980). Data were analyzed by Pearson correlation and multiple regression analysis.

Data collection method

Data were collected through field survey and library method by three questionnaires, which were distributed among the teachers after school entrance permit and agreement with the principal.

Data analysis method

This research used descriptive (data table configuration, mean, standard deviation, median, mode) and inferential (correlation and multiple regression) statistics. The research hypotheses were examined by Pearson correlation method. In addition, the role of involvement and personality in job efficiency was determined by multi-variable regression analysis.

In the present research, the variables of "personality traits and job involvement" were considered as independent or predictor variables, which were studied herein to verify whether or not a relationship exist between this variable and the dependent variable or criterion, viz. job efficiency.

NEO personality feature scale

The five-factor model of personality is an empirical conclusion about the variables of personality traits. Based on this model, personality consists of five main dimensions, namely neuroticism (N), extroversion (E), openness (O), alignment (A), and conscientiousness (C). These five factors exist only in peer rating scales (Tubes and Crystal 1961, 1992). The questionnaire was originally developed by McCrae and Costa for a normal population, and has been often used in research and clinical trials over the past decade. Its original version was developed by Costa and McCraean (1992) to measure the five-factor pattern of personality (neuroticism, extraversion, openness, appropriateness, and conscientiousness). Their reported alpha coefficient varied from 0.44 to 0.89 with an average of 0.81. However, Benchard et al. (1999) accounted coefficients of 0.85 (neuroticism), 0.75 (extraversion), 0.68 (openness), 0.69 (appropriateness), and 0.97 (conscientiousness). Recently, Egert (2007) and Landowski and Clamp (2007) investigated personality and eating disorders and reported internal consistencies of 0.69 to 0.90 for test scales (ibid). Coefficients of 0-0.81 for agents were obtained for the main quintuplet factors in men and women (Costa and McCraw, 1998).

Job involvement scale

Job involvement: Laudal and Kinjer (1965) defined job involvement as a degree of psychosocial assimilation with one's job, or the importance of job in the general self-conception of a person. According to this definition, job involvement is a measure of one's job efficiency that affects one's self-esteem (Hosseini Lagragani, 2007, quoted by Hashemi, 2012). Job involvement is one's attitude towards the job, devotes the body and soul to duties, and takes care of one's job as the most important part of the life with a complete satisfaction with task implementation (Olankomaran, 2004). This questionnaire was developed by Konongo (1982) and consists of 10 questions, in which the items are scored by the 5-point Likert scale as I totally agree (5), I agree (4), I have no opinion (3), I disagree (2), and I totally disagree (1), with inverse scores in reverse questions (3 and 7). Konongo (1982) reported coefficients of 0.87 and 0.85 for internal consistency and retest of this scale, respectively (Beirut, 2006). Analysis of data from implementation of Konongo's job involvement scale on 199 graduates of French higher education institutions indicated a satisfactory coefficient of validity (Cronbach's alpha of 0.82) for this scale (Mirhashemi, 2007)

ACHIEVE job efficiency questionnaire

ACHIEVE model was designed by Hersey, Blanchard and Goldsmith to help managers determine the cause of performance issues and establish reform strategies (Mashabbaki, 2001). In the model development for human performance analysis, Hersey and Goldsmith considered two main objectives: to determine key factors that can influence individual employees' performance, and to present these factors in such a way that are applicable by employed directors. The ACHIEVE model considers feedback as a very important factor that includes daily training and formal assessment of individuals' performance. Hersey and Goldsmith selected seven variables (among others) related to effective performance management, combined the first letter of each performance variable, and coined the seven-letter word of ACHIEVE to be borne in mind. The reliability of this tool was measured by Moshabbaki (2001) with a Cronbach's alpha of 83%, whereas a Cronbach's alpha of 89% was reported by Haghightajoo (2005). The validity of this questionnaire was assessed by Golbayan (2001) with a validity of 78% obtained using Robbin's efficiency scale. The validity of the test was reported to be 283.5 with the Chi-square test of Karl Pearson (Haghightajoo, 2005).

Descriptive and inferential analyses of data

The validity of the questionnaire was tested after calculation of the sample size. The answers have five options scored 1-5 by the Likert scale, namely I totally agree (5), I agree (4), I do no comment (3), I disagree (2), and I totally disagree (1). Since responses have more than one option, and as measurement operations were performed at a single time, Cronbach's alpha was used to assess the validity of the questionnaire.

$$A = \frac{n}{n - 1} \times \left(1 - \frac{\sum S_i^2}{S_z^2} \right)$$

Cronbach's alpha formula

where n is the number of questionnaires, S_i^2 is the variance of question I (variance of data in a given matrix column of data), and S_z^2 is the total test variance, or in other words, total column variance in the data matrix (Zare Chamuki 253-254). The test was carried out with SPSS software and the following result indicates a Cronbach's alpha of 0.756, confirming the questionnaire's validity.

Table 1: Cronbach's alpha is obtained

No. of questions	Cronbach's alpha
86	0.756

In the above table, Cronbach's alpha is > 0.7, which confirms the validity of the questionnaire.

Table 2: Adjusted coefficient of determination

Model	R	R ²	Normalized R ²	Estimated SE
1	0.369 ^a	0.136	0.110	8.51000

Considering an R² value of 0.136, about 13% of changes in efficiency as an independent variable is explained and predicted by the other six features.

Table 3: Analysis of variance

	Model	TSS	df	MSE	F statistic	Sig.
V\VSD,K	Regression	2207.710	6	367.952	5.081	0.000 ^b
	Measurement error	13977.070	193	72.420		
	Total	16184.780	199			

According to Table 4-10, our predictive variables include job involvement, neuroticism, extroversion, openness to experience, appropriateness, and conscientiousness.

In the above ANOVA table, a significance level of zero and F statistic (0.081) rejects the hypothesis of no multiple linear regression relationship with efficiency as the dependent variable and other types of variables as independent ones introduced in the model with 99% confidence level. This leads to the conclusion that the correlation of fitted linear regression with the characteristics of the present research is significant and that the efficiency can be predicted by the other features.

Table 4: Coefficients of the recession model

Model	Non-normalized coefficients		Normalized coefficients	T statistic	Sig.	
	B	SE	Beta			
1	(Constant)	51.245	10.170		5.039	.000
	Neuroticism	.026	0.128	0.076	1.107	0.269
	Extraversion	-.059	0.122	-0.130	-0.865	0.64
	Openness to experience	0.182	0.138	.089	1.320	0.188
	Appropriateness	-.070	.153	-0.123	-1.803	.073

Conscientiousness	-0.275	0.101	-0.212	-3.092	0.002
Involvement	0.350	0.099	0.241	3.528	0.001

According to the regression coefficient table, the linear regression equation can be written as a dependent variable for the efficiency trait and the other six variables as independent variables. Only two variables of conscientiousness and job involvement can be introduced to the regression equation at an acceptable level with a strong predictive power.

Table 5: Analysis of Variance to Dissolve Mykin Between the Queues

		TSS	df	MSE	F	Sig.
Involvement	Intergroup	1904.241	41	46.445	1.264	.155
	Intragroup	5803.739	158	36.733		
	Total	7707.980	199			
Conscientiousness	Intergroup	2224.475	41	54.255	1.641	.016
	Intragroup	5222.645	158	33.055		
	Total	7447.120	199			
Consistency	Intergroup	1009.883	41	24.631	1.119	.306
	Intragroup	3477.697	158	22.011		
	Total	4487.580	199			
Openness	Intergroup	921.872	41	22.485	1.224	.190
	Intragroup	2902.448	158	18.370		
	Total	3824.320	199			
Extraversion	Intergroup	2284.220	41	55.713	1.652	.015
	Intragroup	5326.935	158	33.715		
	Total	7611.155	199			
Neuroticism	Intergroup	1588.057	41	38.733	1.471	.049
	Intragroup	4159.498	158	26.326		
	Total	5747.555	199			

According to the above table, ANOVA represents mean differences between the groups (as there are more than two groups, F statistic not t statistic should be used), the attributes of conscientiousness, extraversion, and neuroticism have different mean values with at least one group confirmed by sig < 0.05. The attributes of appropriateness, openness to experience, and involvement do not have significant differences in intergroup means because sig > 0.05.

First hypothesis

There is a relationship between job involvement and job efficiency of teachers.

Findings

To examine the first hypothesis according to Table A, which shows a positive relationship between job involvement and job efficiency of teachers, the correlation coefficient between these two variables is r = 0.203, which is significant at a level of P > 0.01. As a result, there is a positive and significant relationship between job efficiency and job involvement of teachers, therefore, rejecting H0 and confirming H1, i.e., there is a relationship between job involvement and efficiency. This hypothesis is almost in agreement with Khalilzadeh (2008), who showed that social factors, job environment and the role of job were the three main factors in job involvement, and that field of study and level of teaching were effective in job satisfaction, but marital status, service record, and education level did not affect job involvement. Similarly, our findings indicate no relationship between degree of education, marital status, and job involvement. Mohammadi (1996) studied

depression and its relationship with motivation and interest in job in high school teachers of Kashan and reported that depression was uppermost in subjects with a job history of 21-25 years but it was lowermost with 11-15 years of job experience.

Karemz (2006) assessed the job satisfaction of high school executives in South Carolina and reported that there was no significant relationship between job satisfaction and such variables as gender, job experience, and race. Long (2006) studied relationships between job involvement and factors such as gender, age and race at McKee University in Mississippi and found significant relationships between job involvement and age variables of employees.

Second hypothesis: There is a relationship between personality traits and job efficiency.

Examination of the second hypothesis indicates significant relationships between personality traits of conscientiousness, appropriateness, extroversion, openness to experience, and neuroticism with teacher's job efficiency, because there is a correlation between the appropriateness attribute (A) and efficiency at a 95% confidence level (sig. = 0.024). On the other hand, the value of this relationship (R = -0.160, R varies between zero and -1) means that a high level of appropriateness attribute results in a low job efficiency, therefore, rejecting H0 and confirming H1. Indeed, there is a relationship between the personality trait of appropriateness and job efficiency.

There is a significant relationship (sig. = 0.000) between conscientiousness (C) and efficiency at a confidence level of 99%. On the other hand, the value of this relationship (R = -0.267, R varies between zero and -1) means that a high level of conscientiousness attribute results in a low job efficiency, therefore, rejecting H0 and confirming H1. Indeed, there is a relationship between the personality trait of conscientiousness (C) and job efficiency.

There is a significant association (sig. = 0.006) between extraversion and efficiency with 98% confidence level. Alternatively, the value of this relationship (R = -0.195, R ranges between zero and -1) means that a high level of extraversion attribute leads to a low job efficiency, hence, rejecting H0 and confirming H1. Actually, there is a relationship between the personality trait of extraversion and job efficiency.

As can be seen, a significant difference (sig. = 0.298) exists between openness to experience (O) and efficiency at a confidence of 94%. The value of this relationship (R = 0.074, R varies between 0 and 1) means that a high degree of openness to experience gives rise to a high job efficiency, which, rejects H0 and confirms H1. There is in fact a relationship between the personality trait of openness to experience and job efficiency.

Finally, neuroticism (N) revealed a significant correlation (sig. = 0.099) with efficiency at a confidence of 96%. The value of this relationship (R = 0.165, R ranges between 0 and 1) implies that a high degree of neuroticism brings about a high job efficiency, which, rejects H0 and confirms H1. There is actually a relationship between the personality trait of neuroticism and job efficiency.

Table 6: Related to the third hypothesis

Model	R	R ²	Normalized R ²	Estimated SE
1	0.369 ^a	0.136	0.110	8.51000

The R² value (0.166) in Table 5.1 indicates that almost 13% of variations in the efficiency is explained and predicted by the other six features.

Third hypothesis: There is a relationship between job involvement and personality traits with job efficiency.

Table 7: The linear regression equation with efficiency

Model	TSS	df	MSE	F-statistic	Sig.
Regression	2207.710	6	367.952	5.081	0.000 ^b
Measurement error	13977.070	193	72.420		
Total	16184.780	199			

According to regression coefficients in the above table, a linear regression equation can be written for the efficiency attribute as a dependent variable and the other six ones as independent variables. This is because only two variables of conscientiousness and job involvement can be included in the regression equation at an acceptable level with a strong predictive power.

Based on the information obtained from the present study, there is a significant inverse (negative) correlation between the flexibility attributes (aestheticism, feelings, beliefs, imaginative and creative values, curiosity and inventiveness, enlightenment, intelligence, acceptability) and job efficiency. Accordingly, it can be concluded that when teachers are more flexible against life problems and can cope with unpleasant conditions of students, school environment, low salaries, indigence, family and society, and consider teaching worthwhile, believe in it, and adopt to their jobs, their job efficiency will decline and they can job with continuous interest for a long time. Therefore, the job efficiency of the studied teachers decreases by increasing their flexibility, which is confirmed by the results presented by Mazlak (quoted by Adelani 2007).

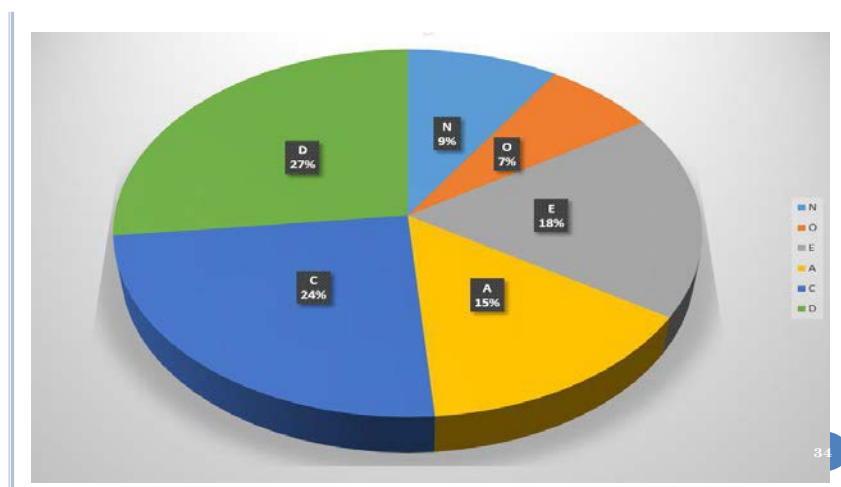


Figure 1: The relative variables of the variables

The overall results of this and other studies on job efficiency demonstrate that, if personality traits of teachers are extrovert, flexible, and pleasant, and also when one can adopt to the jobplace and the environment, ask others for help, and assist others, the job efficiency will be low. This research had the following limitations that lead to a cautious generalization of the findings. A questionnaire had to be used to obtain data. Due to lack of time in the break call, teachers were not allowed to answer the questions in person, so there was a possibility of mistakes. The teachers showed a weak co-operation and disinterest as they were not informed about the results of previous research. And the statistical population was limited to teachers.

The practical implications of this research are that, due to the relationships between personality traits and teachers' job efficiency, education authorities should pay attention to teachers' personality traits, specifically at the elementary level, in addition to the general and special conditions stated in the regulations. Moreover, because conscientiousness is a very effective factor in teachers' efficiency, strategies should be adopted for conscientious and responsible teachers. To prevent early worn-out of teachers, considerations should be taken for benefits such as social, financial, recreational and travel support. Teachers with depression, psychosis, and a high aggression should be employed in other training posts other than teaching.

Conclusion

It is now accepted that people lacking the talents necessary to learn their profession and career will be rejected even if they have other interesting aspects of personality. It is also true that if such people possess desired talents, but if their characters and behaviors impede them to adopt to an institution or to other

people, they will be rejected as well. These considerations may be overwhelmed by the public common sense. Studies by Hunt and Brou on thousands of jobbers from different institutions show that personality factors to a great extent intervene in dismissal, failure, promotion, and progress compared to lack of skill and talent. These studies relate to the dismissal of jobbers for a reason other than the lack of production.

Furthermore, job involvement and employee efficiency are the key issues that managers and responsible people in organizations are seeking to increase. Since the middle of the 20th century, understanding of job efficiency has gained a considerable interest and a large endeavor has been devoted to analyze this issue. The results of such studies indicate that job efficiency is related to many of employees' career behaviors, including potential and serious effects on job efficiency.

In order for an organization to achieve its goals, employees must perform their tasks at an acceptable level of efficiency. This is vital for state-owned organizations whose weaknesses pave the ground for failure in public service implementation, as well as for private companies, whose poor performance provides them with a bankruptcy. From a social point of view, the most interesting point for organizations is to have employees who accomplish their jobs well. A good performance increases job efficiency, which ultimately leads to improvements in national economics (Spector, 2000).

Studies have shown that there are multiple factors that can influence increasing staff efficiency and their adherence to the organization. Factors that, if addressed by the organization, will not only lead to a better performance of the staff, but also influence other affairs related to the organization as well as the job quality and efficiency. Personality characteristics are the same as a construct that are important in organizational affairs, and based on existing evidence, this is one of the variables that can result in a higher job efficiency in the organization and a better performance among employees.

Studies show that common organizational problems may be actually related to personality factors. Hence, by paying attention to personality traits of people in the jobplace, and even when employment of staff, it is possible to avoid the incidence of problems that may later be encountered by employees and somehow affect their job efficiency.

Therefore, according to the results of previous research and the present study, increasing attention of an organization to personality traits of individuals and provision of an environment in which individuals feel more involvement and commitment to the organization can facilitate creating staff job efficiency and, consequently, a higher level of productivity in the organization.

Research limitations

Since all researches confront with limitations, this research is not excluded from this rule. Among the limitations of this research, the notable cases are the following:

- A. Restrictions controllable by the researcher: limited statistical population, involvement of the teachers in teaching;
- B. Limitations that were beyond the control of the researcher: Lack of enough time to speak to individual teachers, explain the questionnaire, and answer the raised questions. As a result, responses were found in the questionnaire that reflected the lack of correct understanding of the respondents, and this sometimes brought about mistakes. It was not possible to contact them again because of school closures in the summer.

Recommendations for further research

It is recommended to apply tools that are more tangible for our people and our cultural community. It seems that coherent results in translating the questionnaire are still not available, which are both consistent with our culture and can clearly indicate the purpose of the researcher in order to promote the richness of information. In fact, additional tools (e.g. interviews) need to be used alongside the questionnaire to achieve richer data.

It is proposed to conduct such a study on other people who job in the cultural arena and even governmental departments in order to generalize the findings.

And researcher, who have already had studies for understanding of the causes and interpretation of the results, are recommended to use effective interventions.

Applied propositions

An important application of this research can be provision of incentives for more in-depth research in this field and to examine more variables regarding personality characteristics and the involvement of teachers at a level beyond descriptive or field research.

Although practical applications cannot be considered based on the results of a research, but reports of similar studies and the findings of this research highlight the importance of personality, job involvement and satisfaction of teachers.

Teachers, like other people, may experience fatigue. The teacher's valuable job is different from other careers for a number of reasons: a teacher should have both verbal and written evaluations of the students, manage the classroom, and tolerate noise, warmth and cold, observe student's reaction to encouragements and possible punishments, express love, display various emotions, deal with several individuals at the same time despite obvious individual differences, answer to all questions, ensure learning of each student, consider students' progress, try to improve the class quality, and to reconcile, encourage, punish (what to write instead of the term punish), connect with oneself, parents and the school, show sympathy, share each student in the learning process, raise students in order, make problems, solve problems, make judgments, provide guidance, give scores, take care of one's actions more than others, give advice, etc.

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