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The relationship between the big five personality traits and job satisfaction with virtual teaching among teachers of students with learning difficulties

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Abstract:

BACKGROUND: Job satisfaction has been described to be an important for individuals as well as for the society in general. However, several factors were introduced to be crucial for job satisfaction; one of the more influenced factors in satisfaction experiences is individual personality. The present study aim is to identify the relationship between the five major traits of personality and job satisfaction with virtual education among teachers of students with learning difficulties.

MATERIALS AND METHODS: The research is a descriptive quantitative design. The research population consists of 94 male and female teachers who are involved in primary and intermediate public schools in Saudi Arabia. Data were then exposed to the analysis, namely, descriptive statistics, Pearson correlation, and Mann–Whitney U test to obtain the answers to the research questions at the level of <0.05 .

RESULTS: Based on the results, the most common personality trait among the study sample is conscientiousness, while neuroticism was the least common among the five traits. It was also found that there are differences between males and females in all dimensions of job satisfaction with virtual education (satisfaction with the nature of work – the relationship with colleagues and bosses – the relationship with parents) and the overall score in favor of females, except for the dimension of the relationship with colleagues and superiors, where males and females are equal.

CONCLUSION: The average score of the personality types and job satisfaction is moderate. Job satisfaction has a significant relationship with personality types. In addition, partial significant differences were found among the study variables. Given the importance of identifying teachers' personality in the workplace, reducing psychological and work factors effects in the educational environment among teachers can be helpful to enhance their job satisfaction. The study therefor, enumerated implications and recommendations based on the findings.

Keywords:

Big five personality traits, job satisfaction, learning disabilities, virtual education

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Introduction

It is widely recognized that there are numerous of factors that recently taken a prominent place in all fields of studies and research, whether educational or psychological, and this indicates their importance in social, professional, and psychological life.^[1] There are many

challenges embedded in the work of people in general and teachers in particular since they face pressure and stress due to several factors such as communication, workload hours, and job satisfaction.^[2-5]

Job satisfaction has attracted a great deal of attention from scholars, researchers, and academicians.^[2-4] Researcher described job satisfaction as the level to which the

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individuals like or dislike their job.^[3-6] In terms of job satisfaction^[7] mentioned that job satisfaction is one of the most important factors for success in performing educational work. Teachers' job satisfaction is also one of the most important indicators of the school's efficiency, as the positive feelings, attitude, and dedication to work shown by teachers are evidence of job satisfaction. Job satisfaction consists of an affective dimension such as satisfaction feeling with the job and perceptual dimension to assesses weather the job is meeting individual needs or not.^[4]

Many researchers have been interested in factors affecting job satisfaction. Studies indicated that job satisfaction could be a consequence of organizational and individuals' factors.^[3,4] With regard to individual factors, researchers^[3,4,8] highlighted that personality traits emerge as important factor for job satisfaction and positive outcomes such as commitment, productivity job involvement, and performance. Researchers highlighted that, even the differences in the good satisfaction level of employees could be a consequence of their personality, other indicated the opposite result as personality associated with dissatisfaction.^[2,9] Furthermore,^[3] indicated that the association between personality and job satisfaction may influenced during working life. For instance, researcher stated that, as people got elder, their motivation concerning job growth decline and an increase in factors relating to regulation loss and the maintenance of status.^[10]

Teachers working with students with difficulties are an area that needs further research regarding the job satisfaction and its relationship with personality traits. Although job satisfaction received considerable attention in the literature,^[2,4] empirical research conducted in job satisfaction and personality among teachers in general,^[11-13] and teachers working with students with difficulties has been limited.

However, several studies examined five personality and learning difficulties variables. For instance, the study of^[14] aimed to identify the relationship between the five major personality traits and the teaching assessment of Arabic language teachers. The sample includes (126) male and female teachers. The descriptive analytical method was used. The results of the study conclude that there is a correlation in the academic level of male and female teachers, while there is no relationship in the five factors variable or the performance level in teaching. Researcher^[15] also found statistically significant differences between the major factors (extraversion, dedication to work, and acceptability), between gifted and ordinary students, in favor of gifted, with the exception of the neurotic dimension, which was in favor of ordinary students. Furthermore, there is a statistically

significant correlation between the five factors and the control center. The study of^[16] revealed that there is a correlation between the training program in favor of the experimental group. The results also indicate that there is no correlation in the variable gender, educational qualification, experience, and educational level. Another study revealed a high level of job performance among the study sample members and a positive significance in the level of performance of the study sample indicating the factors affecting job satisfaction.^[17] Therefore, this study investigated the relationship between personality traits and job satisfaction among teachers according to the individuals' factors.

Materials and Methods

Study design and setting

The current study relied on the descriptive correlative design that which adopted a survey data collection method among 94 teachers for students with difficulties from two cities in Eastern region of Saudi Arabia (Dammam and Jubail).

Study participants and sampling

The population of the study included all teachers working for students with learning difficulties in Jubail and Dammam cities located in the Eastern Region of Saudi Arabia. Ninety-four teachers working for students with learning difficulties were selected to be the study sample for the year 2020–2021.

Data collection

The researchers conducting the necessary agreements from the Scientific Council at the Imam Abdulrahman bin Faisal University, and then the researchers designed the study measurements for data collection. Two scales were adopted and developed from the related literature. Personality traits measures were adopted from,^[14] and job satisfaction scale was adopted from previous study.^[5] The first measure for big-five personality consists of five traits and each with several items, and the second measure for job satisfaction which consists of two dimensions, namely, related with parents and related with colleagues and administrators. After collecting the initial items for the study, scales were given to group of experts review to examine the face validity of the items and suggestion were given and corrected accordingly. Each scale measured by several items that were scaled on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Cronbach's alpha was used to examine the internal reliability of the big-five personality scale with $\alpha = 0.837$ and job satisfaction with $\alpha = 0.750$. After completing the questionnaires, the data were encoded and entered into the IBM Company, Armonk, Ny, U.S.A. The study used descriptive statistics to analyze the data for the mean and standard deviation of the study variables. Finally, Pearson

correlation and Mann–Whitney U test were conducted to answer the study questions.

Ethical consideration

The ethical consideration of the study was conducted and following the guideline provided by Imam Abdulrahman bin Faisal University Ethics Committee. Proper written permission was obtained from the school, and a verbal permission also was obtained from the participants. The participants were informed that the answers on the survey items would be used for research purposes only and will never be used for something else or by others.

Results

To address the first objective, “to identify the level of personality traits among teachers for students with learning difficulties,” the study calculated the mean scores of the variables and the relative weight was calculated by dividing the arithmetic mean of each factor (dimension) by the total score, and then multiplying the output by 100, as shown in Table 1.

Result shows that the prevalence of the five major personality factors among the study sample, where the conscientiousness factor ranked first with a relative weight (68.31%), whereas the kindness factor came in the second place with a relative weight (67.33%), while the openness to experience factor came in the third place with a relative weight (64.51%). Then, the extraversion factor ranked fourth with a relative weight (60.53%) and finally the neurotic factor came in the fifth rank with a relative weight (54.88%) [Table 1].

To address the second objective, “to identify the level of the prevalence of dimensions of job satisfaction with virtual education (satisfaction with the nature of work, the relationship between colleagues and superiors, the relationship with parents) and the total score of teachers of students with learning difficulties,” the arithmetic means, standard deviations, and relative weight were extracted by dividing the arithmetic mean for each dimension of job satisfaction by the total score (for the dimension). Then, the relative weight was calculated by dividing the arithmetic mean of each dimension by the total score of the dimension and then multiplying the result by 100 as shown in Table 2.

Result shows the prevalence of the dimensions of job satisfaction with virtual education among the study sample, where the dimension of the relationship with parents ranked first among the five factors with a relative weight of (75.40%), while the dimension of the relationship with colleagues and bosses came in the second with a relative weight (73.74%), and

finally the dimension of satisfaction with the nature of work came in the third and last with a relative weight (65.10%) [Table 2].

To address the third objective, “to identify the associations between personality traits and job satisfaction among teachers for students with learning difficulties,” the straight correlation coefficient (Pearson) was used, as shown in Table 3.

Result shows that the third hypothesis was partially accepted, as there were correlations between most of the variables, as there was a negative correlation with statistical significance between the neurotic factor and all dimensions of job satisfaction with virtual education and the total score. There was also a relationship between all dimensions of job satisfaction with distance education and its total score with the factors of extroversion and openness to experience, except for the dimension of the relationship with parents. As for the factor of kindness and conscientiousness, the results showed a positive correlation with statistical significance between them and all dimensions of job satisfaction with virtual education and its total score [Table 3].

To address objective four, “to identify the differences levels level of personality traits and job satisfaction among teachers for students with learning difficulties according to the differences in the teaching stages,”

Table 1: The relative weight of the five major factors of personality

Rank	Dimension	Mean	SD	Weight (%)
1	Conscientiousness	37.569	8.756	68.31
2	Kindness	37.035	4.468	67.33
3	Openness to experience	35.483	4.164	64.51
4	Extraversion	33.293	5.387	60.53
5	Neurotic	32.931	5.610	54.88

SD=Standard deviation

Table 2: The relative weight of the job satisfaction

Rank	Dimension	Mean	SD	Weight (%)
1	Relations with parents	11.310	2.872	75.40
2	Relations with colleagues and administrators	25.810	4.703	73.74
3	Job satisfaction	78.120	9.664	65.10

SD=Standard deviation

Table 3: Correlation results between the study variables

Variables	Pearson correlation	Significance
Conscientiousness - Job satisfaction	0.675	0.000**
Kindness - Job satisfaction	0.592	0.000**
Openness to experience - Job satisfaction	0.368	0.005**
Extraversion - Job satisfaction	0.439	0.000**
Neurotic - Job satisfaction	-0.333	0.01*

*,**values are 0.00

the Mann–Whitney test was used for two independent samples by comparing the two stages (primary and intermediate) in each variable separately as shown in Tables 4 and 5. Result shows that there were no statistically significant differences between primary and intermediate school teachers in all five major personality factors, except for the kindness factor in favor of middle school teachers. The middle school teachers were more kind than the elementary school teachers Table 4. In addition, result shows that there were statistically significant differences between primary and intermediate education teachers in all dimensions of job satisfaction with virtual education and the total score, except for the relationship with parents, in which teachers are equal in the two educational stages [Table 5]. All differences were in favor of middle school teachers. This means that they have a high score compared to primary school teachers in (satisfaction with the nature of work, the relationship with colleagues and superiors, as well as the total score of job satisfaction with virtual education).

Discussion

The study seeks to identify the five major personality factors and their relationship to job satisfaction with virtual education among teachers of students with learning difficulties. The results of the scale of the big five personality factors showed the extent of the prevalence of the five factors among the study sample, where the conscientiousness factor ranked first, while the kindness factor came in the second. As for the openness to experience factor, it came in the third place, then the extroversion factor ranked fourth. Finally, the neuroticism factor came in fifth place. The results may be due to the fact that teachers are more sociable, active and help students to express themselves. Furthermore, they are willing to help students since they are cultured oriented to be more flexible in maintaining good relationship with kind of students. The result also was not surprising that the neurotic was the lowest among teachers as people who work with these students are

normally flexible and shows emotional stability and satisfied with their job than others. The results of job satisfaction with virtual education showed the extent of the prevalence of dimensions among the study sample, where the dimension of the relationship with parents ranked first, while the dimension of the relationship with colleagues and superiors came in the second rank, and finally the dimension of satisfaction with the nature of work came in the third and last rank. The result of this study therefore is consistent with previous studies.^[18,19]

This study also found that four of the personality traits have positive significant correlations with job satisfaction except neurotic trait. This means that the satisfaction level about the job among teachers is affected by their personality types. This result may be due to the fact that teachers choose their job according to their desire to help those students and that help them to be more organized and reliable in nature. The study pointed out the impact of these developments on teachers of students with learning difficulties and the psychological pressures they face were low which may affect the level of job satisfaction with virtual education. Low job satisfaction may negatively affect teachers’ performance with their students possibly leading to reduce students’ levels and the quality of work provided to them which is opposite to this study results. A related study,^[20,21] revealed that neuroticism trait has a negative relationship with job satisfaction among workers, although other traits show positive relationships.

The study is different from previous studies, as no study before tested the relationship between personality types and job satisfaction based on the teaching settings (primary and intermediate stages). The result indicated that there was no significant difference on the relationship between the variables due to the teaching settings except kindness. This result may be due to those teachers in the primary and intermediate stages are experiencing the same personality, motivation, and professional identity. Finally, the result of this study

Table 4: Mann-Whitney U test results between study stages on big-five personality

Variables	Primary	Secondary	U	Z	Significance		
Neurotic	27.24	1035.00	33.80	676.00	294.00	-94.00	0.158
Extraversion	29.09	1105.50	30.28	605.50	364.50	-64.50	0.799
Openness to experience	30.86	1172.5	26.93	538.50	328.5	-28.50	0.396
Kindness	33.17	1260.50	22.53	450.50	240.50	-40.50	0.022
Conscientiousness	32.22	1224.5	24.33	486.5	276.50	-76.50	0.090

Table 5: Mann-Whitney U test results between study stages on job satisfaction

Variables	Primary	Secondary	U	Z	Significance		
Job title satisfaction	33.46	1271.5	21.98	439.5	229.5	-29.55	0.014
Relations with colleagues and administrators	32.68	1242.0	23.45	469.00	259.00	-59.00	0.047
Relations with parents	30.30	1151.5	27.98	559.50	349.50	-49.50	0.615
Job satisfaction	32.95	1252.0	22.95	459.0	249.00	-49.00	0.249

revealed insignificant difference on job satisfaction dimensions between teachers in primary and intermediate schools but significant in total job satisfaction. This can be because of those teachers in secondary schools have more experiences and that helps them to face their work challenges more than teachers in primary schools. Researcher^[22] who supported that primary school teachers experience rapid change in the skills required for their job. Thus, the result of this study shows partial significant on job satisfaction scale.

Limitations and suggestions

This study has several limitations that have to be considered before its extension by future authors such as the sample size that prevents results generalization, therefore, more sample size needs to be included in the future studies. Furthermore, this study used (self-report measures) for data collection as this could contain inflated biases, thus future studies should examine the objectives using a combined method (quantitative and qualitative). Finally, other individual and work factors that may influence individual personality and their job satisfaction level at the work should be considered.

Conclusion

The result showed that teachers having different personality types and their satisfaction were moderate. The study also revealed that a partial relation showed between the studies variables. In addition, the study showed that there were no significant differences on the five personality traits based on teaching settings, but a significant exists for job satisfaction. The importance of the research is evident in the following theoretical and practical aspects as the study contributed to literature by identifying the relationship of personality traits with job satisfaction and examined the teaching settings which was not tested previously, and further studies are needed to include other individual and work factors which not included in this study. The results of this study also helpful in making decisions to put a limit to such problems in the work environment and to try to avoid them in future. The study provides a new tool on job satisfaction with distance education, and the research is considered to be up to date in terms of measuring the effects of distance education on teachers. Thus, the results of the study can be used to develop the distance education system to improve its effects on teachers.

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Conflicts of interest

There are no conflicts of interest.

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