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Surveying The Effect Of Personality Traits (Big Five) In Job Burning Out ,Among Teacher High School. Bushehr Province. Irans Aspect

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Abstract

This study addresses the impact of personality traits (Big 5) on teachers' burnout. Burnout in a workplace is a psychological reaction by an individual. Teaching is one of the social services which are greatly by affected by the burnout syndrome. The survey of this study contains 250 teachers which based on Cochran formula. Two questionnaires were distributed; Maslach burnout and NEO that Cronbach's alfa respectively are 0.78 and 0.87. The findings indicated the teachers with high level of neuroticism are more susceptible to burnout. Hence, teachers have to learn to manage uncertainty, abandon, take more risks, expecting the unexpected and being ready to learn from the challenges.

Keyword: personality traits, Burnout, psychological reaction, manage uncertainty

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1. Introduction

Teaching is an art, is a very humanistic profession. Teacher communicates with students who have different culture, behavior, talent and cope with many challenges, uncertain society, experience emotional stress, insufficiency feelings, and loss of excitement. All of these issues impact their jobs and performance.

The concept of personality is multidimensional and as a result, theorists and researchers differ in their definitions. They defined personality as the characteristic patterns of behavior and modes of thinking that determine a person's adjustment to the environment.(Tuned at al 2013) Personality is an abstraction used to describe and explain the coherent patterning over time and space of affects, cognitions, desires and the resulting behaviors that an individual experiences and expresses. People differ from themselves on a moment to moment basis in that they do not think, feel or act the same all the time. (Revelle, 2015)The Big Five personality factors refer to a hierarchical organization of personality traits into five basic dimensions: (a) Neuroticism, (b) Extraversion, (c) Openness (d) Agreeableness, and (e) Conscientiousness.

Burnout is a figurative expression of a situation of extinction of energy, motivation or incentive. It implies a change in attitude and behavior in response to a demanding, frustrating and unrewarding work experience. (Amimo, 2012) Burnout is a syndrome which emanates from an individual's perceptions of unmet needs and unfulfilled expectations.(Colomeischi , 2015). Teaching is one of the professions that are greatly affected by the burnout syndrome. Burnout is a response of teachers who have trouble coping with the challenges of the job. It comes about when the teacher feels he has invested a lot in his work, trying by all means to make his work meaningful, but finds himself running empty and in vain. (Ngeno, 2007). Teachers suffering from burnout view personal accomplishment negatively: they don't set goals, and have low self-confidence. The aim of this study is to determine which dimension of personality traits (big five) affect the teacher's burnout more?

2. Literature Review

Agyemang at al (2016) in the research "knowledge sharing among teachers: the role of the Big Five personality traits" The results indicate that the Big Five Personality traits have effects on knowledge-sharing attitude and behavior of teachers. With the exception of conscientiousness trait, all the traits used in this study cause a significant change in the variations of the knowledge-sharing attitude and behavior of the teachers.

Maele at al (2015) carried out a research "Trust in school: a pathway to inhibit teacher burnout?" The authors use quantitative data gathered during the 2008-2009 school year from 673 teachers across 58 elementary schools in Flanders. The purpose of the paper is to consider trust as an important relational source in schools by exploring whether trust lowers teacher burnout. They found that Trust can act as a buffer against teacher burnout. Teachers' trust in students demonstrates the strongest association with burnout compared to trust in principals or colleagues. Exploring relationships of trust in distinct school parties with different burnout dimensions yield interesting additional insights such as the specific importance of teacher-principal trust for teachers' emotional exhaustion. Burnout is further an individual teacher matter to which school-level factors are mainly unrelated.

Boghean at al (2015) in their study "stress factors and solutions for phenomenon of burnout of preschool teachers" The research showed that Romanian preschool teachers experience high levels of stress, almost half of them being tempted to give up this profession. The most used coping actions reported were the positive ones, such as enjoyable activities. Final finding is that increasing qualified personnel with reasonable salary in proper work conditions would be the most effective measure of the competent institutions to reduce stress.

Bhatti (2014) done a study "Effects of personality traits (big five) on expatriates adjustment and job performance" the data were collected from 201 expatriates working in Malaysia and analyzed by using structural equation modeling with Amos 16. And his finding illustrated personality traits (big five) which include extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism positively influence expatriate adjustment which further influence expatriate

performance rated by peers. In other words, expatriates adjustment (work, interaction, and general) mediate the relationship between big five personality traits (extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism) and expatriates job performance (task, relationship building, and overall performance).

Salami (2014) in his study “Association Between Happiness and Essential Five Factors in Personality” found that neuroticism, extraversion, and conscientiousness, were significantly related to happiness. There was no significantly relationship between openness experience and agreeableness with the happiness. On the basis of regression analysis, among five factor of personality, extraversion and neuroticism were able to significantly predict happiness respectively. Total regression was found $R=0.478$, these results showed five factor of personality can explain 22.8% of variance of happiness.

3. Methodology

The sample consisted 250 teachers with a wide range of teaching experience of Bushehr’s high schools. The data were collected from two questionnaire, five factor personality (NEO) with 20- item Likert type with Coronbach’s alfa 0.87 ,the teacher burnout scale (Maslach & Jakson , 1981) contain 14 items which comprise: emotional and attitudinal exhaustion, feeling of depersonalization, low feelings accomplishment with Coronbach’s alfa 0.78. The five hypotheses would be considered in this study.

4. Research Hypothesis

- 1-Extraversion dimension has relationship with teacher’s burnout.
- 2-Agreeable dimension has relationship with teacher’s burnout.
- 3-Conscientiousness dimension has relationship with teacher’s burnout.
- 4-Neuroticism dimension has relationship with teacher’s burnout.
- 5- Openness dimension has relationship with teacher’s burnout.

5. Data Analysis

Table 1: Kolomogorov- Smirnov Test

Variable	Sig	α
Personality traits	0.782	0.05
Neuroticism	0.001	0.05
Extraversion	0.032	0.05
Openness	0.144	0.05
Agreeableness	0.342	0.05
Conscientiousness	0.039	0.05
Burnout	0.252	0.05

To determine a parametric and nonparametric of data, as shown in table 1, was used the Kolmogorov Smirnov test. Evidence indicates that some data is parametric and the others are nonparametric therefore, the nonparametric test will be used to analyze the data.

It must be acknowledged (as shown in table 3) there is a positive significant relation between Neuroticism and burnout. It means that a person who is Neuroticism suffer more in burnout in his job. Because of symptoms such as anxiety, anger in the working conditions people with high levels of neuroticism, it can be expected that they have a higher level of burnout. These people tend to be more negative emotions.

Table 2: Correlation coefficient between personality traits and burnout

Variable	correlation coefficient	sig	α	Significant relation
Personality traits	0.489	0.000	0.05	yes
Burnout				

In table 2, according that SIG is lower than α , H1 would be accepted, hence there is a significant relationship between personality traits and burnout.

Table 3: relation between Neuroticism and Burnout

Variable	correlation coefficient	sig	α	Significant relation
Neuroticism	0.254	0.000	0.05	yes
Burnout				

Table 4: Relation between E, O, A, C with Burnout

Variable	correlation coefficient	sig	α	Significant relation
Extraversion	0.443	0.000	0.05	Yes
Openness	0.440	0.000	0.05	Yes
Agreeableness	0.490	0.000	0.05	Yes
Conscientiousness	0.449	0.000	0.05	Yes
Burnout				

The relation between the others dimension of Big Five has been reported in table 4, teachers with high level of Extraversion, Openness, Agreeableness, and Conscientiousness would less suffer from burnout. Extraversion teachers have more positive experience and this positive emotion can be hoped them in relation to their performance. Teachers with high openness are less susceptible to burnout and they are more creative. Agreeableness people have a positive view of work because even with the negative aspects of work have reached an agreement As a result, believe that competence in their work and deserve.

6. Discussion and conclusion

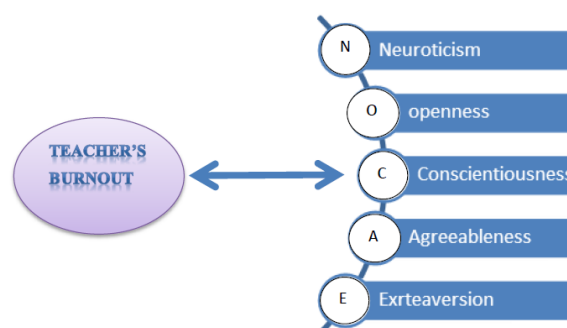


Figure 1: Conceptual framework, the relation between burnout and five factors.

This paper has attempted to explore the relationship between teacher's burnout and personality traits. The term "teacher burnout" to describe how some educators feel overtaken by the pressures of the classroom, burnout is not simply the result of being overworked and underpaid. It can be the result of prolonged stress, and emotional fatigue, feeling isolated and not respected. The condition affects job performance.

The social effect is also important. Burnout is not an individual problem, it is contagious: a burned-out teacher in the staff room will affect others.

Educational policy makers must ensure that the investment made in teachers in terms of training, remuneration, and working condition. As far as possible teacher should be involved in decisions that directly affect their work so they can cultivate a goodness of fit. Teachers should focus on the more positive aspects of their job instead of focusing exclusively on the negative.

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