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Teachers' Work Mentality and Work Satisfaction in Relation with Their Personality Traits

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Abstract

The study intends to figure out a relationship between the emotional intelligence, self efficacy and other personality traits on the one hand, and work mentality and work satisfaction on the other hand. The study is going to find out if work satisfaction and work mentality is correlated with personal traits of teachers. The research is done on sample of 188 teachers of different scientific background, ages, and belonging both to rural and urban area. The instruments used were The Work Satisfaction Questionnaire (Constantin, 2004), The work Mentality Questionnaire (Constantin, 2004), The 33-items questionnaire for measurement of the emotional intelligence (Schutte et al), Self-Efficacy Scale and Five Factor Personality Inventory. The results show an image upon the work satisfaction and work mentality of the teachers in terms of different variables and also the relation between personal traits and work satisfaction and work mentality in teaching career. The results show an image regarding the relationships between teachers' personal traits and their work mentality and satisfaction; these could be useful in developing personal development programs for teachers in order to enhance their work efficiency.

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1. Introduction

Teacher's life is an important issue for the educational policies, since they need to be healthy mentally, emotionally and socially in order to provide a quality work in education future generations. The quality of educational services is mainly influenced by the quality of teachers. Nurturing the teachers could be a preoccupation for the educational agencies. It is important to identify the psychological resources and their relation with work satisfaction and teachers' work mentality. Work satisfaction is an attitudinal and affective characteristic, resulted from the perceived relationship between the teachers' expectations and the job rewarding, whereas the work mentality could be seen as a cognitive and attitudinal characteristic. Personality traits are considered as having a

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great effect on teaching profession (Gungor et al, 2014) because they have an effect on personal traits of students. There are studies that show the teachers have the most powerful influence on students' achievement (Marzano & Marzano, 2003)

2. Method

2.1. *The purpose of the study*

The objective of the research consisted in verifying the differences regarding the work mentality and work satisfaction of teachers in terms of their personality traits, emotional intelligence and self-efficacy.

2.2. *The participants*

The sample consisted in 188 teachers from different levels of education: 68 men, 120 women; 94 from urban area, 94 from rural area. The mean age is 37.5 years old and the average work experience is 14.5 years.

2.3. *The instruments*

The questionnaire FFPI (Five-Factor Personality Inventory), developed by Hendriks, Hofstee, de Raad, Angleitner (1996) and adapted on Romanian population by S.C. Cognitrom SRL, evaluate the five factors of Big five model : Extraversion (E), Agreeableness (A), Conscientiousness (C), Emotional Stability (S), and Autonomy (D). High scores at Extraversion scale indicate that the person feels at ease in society; he/she is an active participant at entertaining activities; he/she enjoys talking and easily connects with people. The high scores at agreeableness scale indicate that the participant shows interest for other people, they respect the views and rights of others and try to keep good relationships with others. High scores at Conscientiousness scale obtain the participants who respect norms and regulations, which are disciplined and plan their actions, who strives to do everything perfect, who is trustworthy. The high scores at Emotional stability scale indicate that the participant is a positive thinker and an optimist, he/she controls his/her emotions and he/she is self-confident. The high scores at Autonomy scale show that the person acts differently than the others, he/she is creative, and he/she is a leader (does not like to be lead). The alpha Cronbach coefficients reported in the validation on Romanian population study are greater than 0,82 for each of the five scales, this fact indicates the high fidelity of this questionnaire. In our study the reliability for each scale is: E – 0.80, A – 0.76, C – 0.79, S-0.74, D- 0.62.

The 33-item emotional intelligence (EI) scale is developed by Schutte, Malouf, Hall, Haggerty, Cooper, Golden & Dornheim as a measure of emotional intelligence based on the Salovey and Mayer's (1990) model of EI. This scale assesses the emotional intelligence based on self-report responses to 33 items tapping the appraisal of emotion (evaluation and expression of emotions in oneself and others), the mood regulation (emotion regulation in oneself and in others), the use of emotions and the sharing/experiencing emotions. We have verified the internal consistency of the instrument using the Alpha Cronbach coefficient and we have obtained a good reliability of the instrument (0.819). *The Teacher Self-Efficacy Scale* is developed by Ralf Schwarzer, Gerdmarie S. Schmitz, & Gary T. Daytner (1999) to measure teacher self-efficacy through the identification of different job skills within the teaching profession. The internal consistency of the instrument using the Alpha Cronbach coefficient is 0.531. *The Work Mentality Questionnaire* (Ticu Constantin, 2004) is a scale developed to measure the attitude towards work, it has three dimensions: the general work mentality, the accomplishment-determination scale and the compulsory-avoiding scale. The instrument has a good reliability. *The Work Satisfaction Questionnaire* (Ticu Constantin, 2004) is developed to investigate the level of work satisfaction regarding three dimensions: payment and promotion, leadership and interpersonal relationships, organization-communication. The internal consistency coefficient alpha Cronbach is 0,813.

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