Investigating the relationship between personality traits and happiness in elementary teachers [1]

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Abstract

Introduction: In order to provide possibility of teacher's happiness, the purpose of this research is to evaluate the personality traits with elementary teacher's perfectionism.

Materials and method: The population is 1200 person and our sample size is 300 elementary teachers. That are chosen by systematic random sampling .in this research data collection tools are personality traits questionnaire (NEO- FFI) and Oxford Happiness Questionnaire. Research data are analyzed by regression and Pearson correlation coefficient.

Results: The results showed that dominant personality trait among teachers are neurosis. Among personality trait subscales, Conscientiousness has the maximum average .inferential analysis shows that there is a negative and reverses relationship between Neurosis personality trait and happiness with P≤0.01 and there is positive and direct relationship between extroversion and introversion personality traits, the desire for new experiences, agreeableness and conscientiousness with P≤0.01 level. Neurosis had the most prediction of teacher's happiness. Neurosis variability predicted 0.178 from happiness variation and in the second step extroversion and introversion and neurosis altogether predicted 0.381 from happiness variation.

Conclusion: The obtained results of this research shoes that in both groups the rate of happiness decreases by increasing the anxiety and pessimistic and vice versa and it can be conclude that extroversion (social) passion for new experiments (active), agreeable (Consistent) and conscientious (hard worker) female teachers are more happy and the rate of happiness varies according to variation of noted elements.

[1] This article has been extracted from Rahele Mohammad pour's M.A. Thesis.

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1. Introduction

Happiness is the acceptable progress toward the goal and in the view of cognitive theorists happiness is something that person experience it in his target path. Waterman says that enjoyable happiness has a strong relationship with challenge sense, competence experience, effort, focus, Sense of assertiveness and having specific objectives. Lazarus believes that positive excitements like happiness do exist in order to keep targeted behavior (Franken, 2004).

People needs and desires for happiness and felicity is not a new phenomenon and is not limited to our time. Greek and Romans philosophers paid attention to causes and reasons of happiness from the time of Aristotle and have been progressing in this filed. De Vita wrote sentences to his brother as follow:

Some of psychologists know the personality and inheritance as the main reason of happiness and believe that person's personality has more importance in determining their happiness level than other factors. Some of people see the events of life positive and more optimistic because of their personality while some other is quite negative and pessimist (Akbari, 2001). Frederickson (2002) believes that negative emotions such as anxiety or rage causes the mind of people just produce defensive action with these negative emotions while positive emotions causes the mind of people to be open on stimulants ,in the result attention to environment ,creativity and happiness increases. Freud also knows the comedy as a mean to achieve happiness despite of all stressful events and undesirable conditions.

Comedy is the most secured method. Freud believes that having no humor sense and nor using it in special conditions being happy is impossible. Comedy (humor) provides us to keep happiness in life, happiness which any moment can be disappeared (Jackson, 2008). Schwarz and Clore (2003) believe that happy people have biases in information processing. This bias is toward optimism and happiness means that people processes information in a way that causes their happiness.

When we discussing of people personality in fact we refer to rather stable emotions and behaviors that formed by environment and genetic factors. People personality does not form suddenly or by accident but also it's the result of some factors that distinguish people from each other (Ivankovich, 2002). Berger 1993 provides a simple definition of personality that it is important while its simplicity. He says that personality consist of behavior stable patterns which comes from ones inside. This simple definition can be investigated in different terms. First that personality includes stable behaviors and it does not vary by time and place.

Secondly it says that behavior or personality rises from inside. Third attribute is emphasis on person or persons. Social psychologists knows that people do different actions in different situations but these psychologists are interested in average of this answers rather than persons difference, personality psychologists also accept the situation influence on behavior but are more interested to speculate persons differences .the last point in above definition is that it is emphasis on behavior in other words it is used the "behavior" in personality definition (Darabi, 2011).

Personality is continues characteristics that people adjust their interaction and compatibility with others and social environment by theme. Sometimes some of these excitement behavioral patterns more important and obvious and uses more defensive mechanisms in this case it is said that person has special personality traits. But whenever personal traits dominance and indication exceeds and causes inflexibility and incompatibility personality disorders happens (Sadock, Sadock, & Sussman, 2005). Personality is building of human mental unit that is formed because of freewill, environment and inheritance interactions in such a way that interprets environment stimulation according to itself and response to theme in a special method (Ahmadi, 1995).

Big Five personality traits are experimental observations not a theory. This model consists of 5dimensions in high level and each dimension consists of low level traits. So this model is rank structural qualified. Low level traits

(characteristics) do predictions that are specific but limited (Tarkhan, 2008). Five factors pattern is a theoretical model that includes five factors as basic desire that have biological factors means that behavioral differences of five factors refers to genes, brain structure and so on (Bayrami & Esmaili, 2011). The first factor is neurosis (N) that includes anxiety, rage, hostility, depression, self-consciousness, obsessiveness and vulnerability. The opposite point is emotional stability (Tend to be free from worry and anxiety). Second factor is extroversion factor (E) : and this causes Intimacy, tend to be compassionate, loving being, collectivism, tend to social stimulate , having courage, and a strong tendency to dominate, activity, tends to move, movement, energy, tend to enjoy, love and optimism. The third factor is openness (passion for new experience) (O) and includes: using imagination and creativity, aesthetics, understanding and appreciation of art, beauty, poetry and emotion. The forth factor is Agreeableness (A) and includes: trust, believe others honesty, honesty and tend to understanding. Fifth factor is conscientiousness (C) and includes: Competence or qualifications tend to be engaging and effective, disciplined, organized, being conscientiousness, ethical principles, strive for success, personal discipline, thoughtfulness and inaction without forecasting (Tarkhan, 2008).

Garousi Farshi, Mani and Bakhshipour (2006) in students happiness sense and personality traits relationship investigation showed that all subjects assessed positive emotions better and in high level than negative emotions and there is no relationship between happiness and gender . Moreover results showed that happiness has positive and meaningful relation with extroversion, conscientiousness and Agreeableness and has negative and meaningful relation with neurotic personality traits. Anasory (2008) in relationship investigation of mental health and happiness between boy and girl students conclude that there is meaningful level (P 0.05) between mental health and happiness. Also there is direct relation between lack of anxiety or depression and happiness with (p 0.01) confidence.

There is no relationship between social efficiency and happiness. Also there is no meaningful between subjects happiness in boys and girls students. Shokri, Kadivar and Daneshvar Pour (2007) obtained these results in mental well-being and personality traits role difference investigation: those girls in comparing with boys obtained high score in neurotic factors (both p≤ 0.0001) and boys in comparing with girls obtained high score in extroversion factors (P≤ 0.0001), conscientious (p≤ 0.01) and acceptance (p≤ 0.05). Rank order regression analysis results showed that after controlling personality factors , there is no meaningful relation between gender variation with non-mental well-being triple factors.in other words difference between neurotic personality factors and extroversion in both genders have important role in their mental well-being prediction.

Seydi (2010) in comparison investigation of happiness , mental well-being and personality traits in Kermanshah`s young male that were either normal or had tongue tie showed that there is meaningful difference between happiness fell in those who had tongue tie and those were normal (healthy) and those who had tongue tie felt less happiness. Mental well-being in persons that have tongue tie and those who are normal has not meaningful difference and theses differences is not meaningful in any subscales .personality traits in persons that have tongue tie and those who are normal only has meaningful difference in extroversion factors and those who have tongue tie are more introversion than normal.in people that have tongue tip happiness has negative meaningful relation with general healthy questionnaire anxiety subscale. In normal people happiness feeling has negative meaningful relation with physical symptoms subscale and general healthy total score. There is no meaningful relation with happiness and personality traits.

Sarvghad, Rezaie and Fedaee Dolat (2010) in personality traits investigation with coping strategies and mental well-being concluded that there is a meaningful relation between personality traits with the problem-focused and emotion-oriented coping strategies and also there is meaningful relation between personality traits with

mental well-being and neurotic personality traits are strong predictors for mental well-being. Extroversion personality traits are the predictor of the problem- focused coping strategies and neurotic personality traits are strong predictor for emotion- focused coping strategies.

Mirzayee and Hatami (2010) in student's personality traits and happiness relationship concluded that among the investigated personality five factors, extroversion and agreeableness has positive relation with happiness and neurotic factor has negative relation with happiness .results shows that these factors in total determine the 32 percent of happiness variance. Azimzade Parsi, Hoseinimehr and Rahmani (2011) in investigation of the relation between personality five factors models components and happiness in students concluded that happiness has positive and meaningful relation with responsibility and has negative and meaningful relation with neurotic.

Nolen-Hoeksema (2001) in his research showed that neurotic personality trait and extroversion has relationship with mental well-being regarding to gender variation role. Pishva, Ghalehban, Moradi and Hoseini (2011) in happiness and personality investigation conclude that there is a direct and positive relation between excessive consideration and happiness and negative direct relation between Neurological and psychiatric diseases with happiness.

2. Method

The research method in the present study was descriptive and correlational method.

2.1. Participants

The statistical community of this study is 1200 person that 300 are chosen according to Krejcie and Morgan (1970) table. In order to sampling Systematic random class (man and woman class) is used and according total population each grope share is determined from the sample volume.

2.2. Measurement
2.2.1. Oxford Happiness Questionnaire

This questionnaire is made by Argyle and Lu (1990) and by depression scale material reversing.

This scale has 29 four optional matter that are arranged 0-3.

This questionnaire translated in Iran by Alipoor and Noorbala (1999) and its accuracy approved by ten experts' .its validity and reliability tested through 100 bachelor students. Its Cronbach alpha is 0.98 and also its validity after 3 weeks obtained 0.79 in retesting method.

This questionnaire has 29 questions that reduced to 20 and its content reliability approved. In this research for first validity it's tested on 50 teachers that 35 were female and rest were male. Questionnaire validity coefficient obtained 0.91 through Cronbach`s alpha.

2.2.2. Personality Traits Questionnaire NEO- FFI

NEO-FFI was made by Costa and McCrae (1989). Five personality traits including neurotic (N) extroversion(E) openness to experience (O) agreeability (A) and conscientious (C) each are tested through this questionnaire 12 matter. For the first time in Iran Kiamehr (2002) tested this questionnaire validity on Tehran`s university bachelor of art students. In order to test the teachers personality traits, 5factors personality traits questionnaire is used and its basis personality traits questionnaire with 5 subscale and 60 question. Regarding to longitude of this questionnaire we reduced 6 questions from each scale and each scale questions become half. Content reliability of this questionnaire was approved by several teachers.

Personality traits questionnaire includes 5 subscale neurotic, extroversion and introversion, passion for new experiments, agreeableness and conscientious. For each factor there is 6 items. That these items are chosen regarding to most factor load in relation with wanted traits. In this questionnaire each answer`s score is shown five point Likert scale (absolutely agree, agree, neutral disagree, absolutely disagree) and every 5 questions evaluate five factors of personality. In this research for first validity it's tested on 50 teachers that 35 were female and rest were male. Questionnaire Validity coefficient is obtained 0.71 through Cronbach`s alpha. in this research Cronbach`s alpha coefficient for each personality traits elements obtained 0.70

for neurotic, 0.71 for introversion and extroversion, 0.68 for new experiment passion, 0.70 agreeableness and 0.73 for conscientious. Regarding to personality traits recognition importance and influencing factors in designing and planning teacher's professional growth and in order to teachers equipping methods recognition to effective skills, these research is designed for these

proposes: Recognition of teachers personality traits (neurotic, introversion, extroversion, passion for new experiments, agreeableness and conscientious) and happiness and their relationship.

3. Results

Descriptive statistics and correlational coefficients displayed in table 1.

Table1. Means and standard deviation of teacher's scores in personality traits

Indexes	Neuroticismism	Extraversion	Openness to experience	Agreeableness	Conscientiousness
Mean	17.88	21.33	19.62	24.23	25.53
Std. deviation	4.62	2.81	2.31	2.54	2.89

According to table 2 results show that conscientious traits among investigated population teachers has the highest mean and is the dominant personality traits in most of teachers. According to obtained

means personality traits in teachers from the highest to the lowest includes: conscientious, agreeableness, Extraversion, passion for new experiments and Neuroticism

Table2.The results of happiness and personality traits correlation coefficient

Variable		Neuroticism	Extraversion	Openness to experience	Agreeableness	Conscientiousness
Happiness	r	-0.426	0.233	0.170	0.235	0.196
	Sig.	0.000	0.000	0.003	0.000	0.001

Pearson correlation coefficient in table 2 shows that correlation between happiness and Neuroticism 0.426 is negative and reverse and correlation between happiness and Extraversion 0.233, passion for new experiments 0.170, agreeableness 0.235, and consiousness0.196 is positive and direct and is meaningful in p 0.01 level.

In table 3 in investigating the personality traits predictor priority it can be seen that Neuroticism had the most prediction of teacher's happiness. In first step Neuroticism variable could predict 0.178 happiness variations. Standard beta coefficient

shows that Neuroticism regression equation has 0.426 coefficients. Rate of F is meaningful in p 0.01 level and the amount of "t" shows the ß coefficient meaningfulness in p 0.01 level.

In the second step Neuroticism and Extraversion variables altogether could predict 0.203happiness variation. Introversion and Extraversion variables could predict 0.025 happiness variations. Standard beta coefficient shows that Extraversion regression equation has 0.168 coefficients. Rate of F is meaningful in p 0.01 level and the amount of "t" shows the ß coefficient meaningfulness in p 0.01 level.

Table3. Happiness prediction step by step regression pattern summary with teacher's personality traits

Step	Entered Variable	R	Adjusted R^2	F	Sig.	β	t	Sig.
1	Neuroticism	0.426	0.178	65.905	0.000	0.426	31.322	0.000
2	Extraversion	0.457	0.203	39.126	0.000	0.168	3.208	0.001

Personality traits relation with teacher's happiness according to gender

Table4. Correlation results between personality traits and happiness according to gender

Variable		gender	Neuroticism	Extraversion	Openness to experience	Agreeableness	Conscientiousness
Happiness	r	Female	-0.405	0.225	0.154	0.262	0.239
	Sig.		0.000	0.000	0.013	0.000	0.000
	r	male	-0.442	0.203	0.081	0.084	0.015
	Sig.		0.003	0.191	0.607	0.590	0.926

Male and female teacher's comparison shows that correlation between Neuroticism and happiness of female teachers is negative and reveres and correlation between happiness and Extraversion and intro version 0.225, agreeableness 0.062, conscientious 0.239 is positive and direct and is meaningful in p 0.01 levels. Correlation between happiness and passion for new experiments 0.154 is positive and direct and is meaningful in p 0.01 level.

And this correlation results for male teachers between happiness and Neuroticism is negative and reverse and equal to 0.442 that is meaningful in p 0.01 level. in other male teachers personality traits with happiness there is no meaningful relation.

B-happiness prediction from teacher's personality traits according to gender

In table 5 in investigation of female teacher's personality traits it can be seen that Neuroticism had the most prediction from happiness. In first step Neuroticism variable could predict 0.160 of happiness variation. Standard beta coefficient shows that Neuroticism regression equation has 0.405 coefficients. Rate of F is meaningful in p 0.01 level and the amount of "t' shows the ß coefficient meaningfulness in p 0.01 level.

In second step introversion and Extraversion and Neuroticism altogether could predict 0.183 of female teacher's happiness variation. Introversion and Extraversion variable could predict 0.023 of happiness variation. Standard bate coefficient shows that introversion and Extraversion regression equation have 0.164 coefficients. Rate of F is meaningful in p 0.01 level and the amount of "t' shows the ß coefficient meaningfulness in p 0.01 level.

In third step introversion and Extraversion and Neuroticism and conscientious variables in total could predict 0.203 of female teacher's happiness variation. Conscientious variable could predict 0.02 of happiness variation. Standard beta coefficient shows that conscientious regression equation has 0.155 coefficients. Rate of F is meaningful in p 0.01 level and the amount of "t' shows the ß coefficient meaningfulness in p 0.01 level.

In male teacher's personality traits predictor priority investigation it can be seen that Neuroticism has the most prediction of happiness. Neuroticism variable could predict 0.175 of happiness variations. Standard beta coefficient shows that Neuroticism regression equation has 0.442 coefficients. Rate of F is meaningful in p 0.01 level and the amount of "t' shows the ß coefficient meaningfulness in p 0.01 level.

Table5. Happiness prediction step by step regression pattern table summary with male & female teacher's personality.

gender	step	Entered Variable	R	Adjusted R^2	F	Sig.	β	t	Sig.
Female	1	Neuroticism	0.405	0.160	49.889	0.000	-0.405	27.217	0.000
	2	Extraversion	0.435	0.183	29.733	0.000	0.164	2.856	0.005
	3	Conscientiousness	0.461	0.203	22.788	0.000	0.155	2.723	0.007
male	1	Neuroticism	0.442	0.175	9.932	0.003	-0.442	14.541	0.000

4. Discussion

The obtained results of this research shoes that dominant personality traits of male teachers is conscientious. so it can be conclude that the majority of investigated teachers prefer competence or qualifications, tend to be engaging and effective, disciplined, organized, being conscientiousness, ethical principles, strive for success, personal discipline, thoughtfulness and inaction without forecasting.

In second question investigation of this research results show that happiness correlation with neurotic is meaningful reverse and negative means that if people be more anxious his happiness reduces and vice versa. Personality other dimension with happiness is meaningful direct and positive.

Results are according to Garousi Farshi et al., (2006), Mirzayee and Hatami (2010) Azimzade Parsi et al., (2011) researches and are correspondence only in happiness correlation with neurotic in Nolen-Hoeksema (2001) and Pishva et al., (2011) researches .if we consider the welfare and happiness as synonymous it is correspondence with Sarvghad et al., (2010) researches and is not according to Seydi (2010) research results.

Regarding to third question in investigation of personality traits predictor priority it can be seen that neurotic had the most prediction of teachers happiness and introversion and extroversion and neurotic variables altogether could predict 0/381 of happiness variation, means that people with extroversion and neurotic traits can predict happiness that is according to Ehteshamzadeh, Ahadi, Enayati, Mazaheri and Heydari (2009) research in the field of extroversion, neurotic, impunity and Islamic strategies and also is according to Mirzayee and Hatami (2010) researches in the field of happiness and personality traits relation investigation in students in order to extroversion prediction.

Finally regarding to fourth question it can be said that male and female teachers comparison results and correlation between happiness and neurotic of male and female teachers is meaningful reverse and negative.it can be conclude that in both groups the rate of happiness decreases by increasing the anxiety and pessimistic and vice versa. Happiness correlation is positive and meaningful in females teachers personality elements while in male teachers there is no relation with other personality elements.it can be conclude that extroversion (social ,decisive) passion for new experiments (active ,curious ,Diverse interests, independence of judgment and initiative), agreeable (Consistent, good-hearted, reliable) and conscientious (hard worker) female teachers are more happy and the rate of happiness varies according to variation of noted elements , that are correspondence to Nolen-Hoeksema (2001) researches and are not according to Shokri et al., (2007) researches in the field of gender differences relation with mental welfare . In investigation of teachers personality traits in both

groups it can be conclude that neurotic had the most prediction of happiness.

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