Abstract

The main purpose of this research is to investigate the relationship between the big five personality factors and the willingness and organizational commitment of the teachers in west Islamabad city. The descriptive research method is correlation type, the statistical population consists of all the teachers of West Islamabad city and the sample includes 216 female and male teachers (116 female teachers and 100 male teachers separately) which were selected by convenience sampling. The short version of NEO-Five Factory Inventory (FFI), the organizational commitment questionnaire of Allen and Meyer and teacher morale questionnaire were used for data collection. The results showed an inverse relationship between vocational interest and neurosis ($r=0.599$), a positive relationship between vocational interest and extraversion ($r=0.204$) and a positive relationship between vocational interest and compatibility ($r=0.189$). There is also an inverse relationship between neurosis and organizational commitment ($r=0.831$), a positive relationship between extraversion and organizational commitment ($r=0.462$), a positive relationship between openness and organizational commitment ($r=0.409$), a positive relationship between conscientiousness and organizational commitment ($r=0.250$), a positive relationship between compatibility and organizational commitment ($r=0.451$). And the relationship between vocational interest and organizational commitment ($r=0.662$) is positive. Other findings showed that there was difference between the organizational commitment of men and women and the organizational commitment of men are more than women ($P<0.05$). The results also showed that organizational commitment and vocational interest are increased by the increase in education level.

Keywords: organizational commitment, willingness of teachers, five big personality factors.

1. Introduction

In the organizations, the human resource is considered as the most important resource of the organization. The managers have realized well that the most important factor in achieving competitive advantage is the organization’s human resources. Therefore, today the attention to commitment and loyalty of human resources to the organization and better performance of their assigned roles and even met function tasks are the serious concerns of organization administrators. Organizational commitment is an attitude; a mental state that represents a kind of tendency, need and obligation to continue employment in an organization. Tendency means the individual’s interest and heart’s desire to continue to serve in the organization, need means that the individual must continue serving in the organization because of his investments in it and obligation is the liability, responsibility and duty which the individual have to the organization and finds himself obligated to stay in it. From another point of view, organizational commitment is a sense of belonging and attachment to the organization. So organizational commitment is “an attitude about the loyalty of employees to the organization, and a continuous process through which the members of the organization show their interest to the organization and its continuous success and performance” (Majidi, 1998). Obviously, the organizational commitment of employees becomes valuable when it has a positive effect on the organization performance and enhances the productivity of organization. Hence this paper studies the various investigations done in this field and refers to the effects of organization commitment of employees on the organization performance. Affective commitment refers to the emotional attachment to the
organization. Continuous commitment is related to the tendency to stay in the organization because of the costs of leaving the organization or the rewards for staying in the organization. Finally, normative commitment reflects the sense of duty to stay as a member of the organization.

2. Problem Statement

According to Strong (1960), willingness arises when the individual becomes aware of the presence of an object around him or observes something. In this case, if the individual is ready to accept the object, he will give a positive response indicating his friendship and willingness. When he wants to get away from that object sooner, it is the sign that he has no interest or desire to it. Because the willingness makes a distinction between lovely and unpleasant things, according to Strong, willingness is the most important factor in choosing job. In other words, willingness reflects individual attention to the world of jobs, the type of values and needs and individual motivations. The five-factor model (FFM) of personality is an empirical conclusion about personality trait variables. Based on this model, personality is composed of five main dimensions including neuroticism (N), extraversion (E), openness (O), agreeableness (A) and conscientiousness (C). These five factors are only in peer rating scales (Tubes & Crystal 1992/1961). Management thinkers and scholars in organizational behavior have discussed commitment and especially organizational commitment in detail. A review of related literature shows that the organizational commitment is a new subject which has developed and expanded in the past two decades more. Steers and Porter (1983) have defined organizational commitment as the relative degree of individual identification with a particular organization and his involvement with the organization. In this definition, the organizational commitment contains three factors: (a) strong belief in the purposes and organization’s values, (b) tendency to considerable effort for the organization, (c) strong and deep wish to stay with the organization.

Allen and Meyer (1991) believe that commitment is a mental state that represents a kind of tendency, need and obligation to continue employment in an organization. These scientists have divided the commitment into three dimensions of affective, continuous and normative commitment. John Cropanza et al. (1997) have defined the organizational commitment like this. The organizational commitment is a sense of belonging and attachment to the organization (Molaee, 1998). Another effective factor on the level of organizational commitment and willingness is personality traits which have different definitions in various viewpoints. But if we want to give an acceptable definition that partially contains common features of listed definitions, it can be defined as a series of physical, mental and behavioral features that makes every individual distinct from the others (Karimi 2006). Many psychologists believe that the main construction of human personality is shown by five general traits as following: 1. neuroticism, 2. extraversion, 3. flexibility, 4. agreeableness, 5. conscientiousness. These features are formed in humans partly due to inherent tendencies and partly also due to raise in a particular environment and they are important to business psychology because they have impact on the individual’s job performance and the amount of satisfaction and optimism of their job.

The valuable experiences of successful and progressive organizations about the value of manpower show the importance of human capital employed in organizations. They have founded the greatness of their organization on the commitment of their employees. Job satisfaction is the feeling individuals have toward their jobs. When we say that an individual has a high job commitment, it means that the individual generally likes his job, gives great value to it and has a positive feeling about it. Several factors affect the job structure and commitment and willingness level of the staff that can consider the internal environment, external environment, specific tasks of job and also personality traits of employees. Given that extensive research has not been done in the field of the effect of personality traits on commitment and the level of willingness of government employees, so this research is intended to study the relationship between the five personality traits in relation to job satisfaction and the willingness to realize whether there is a significant relationship between these variables or not.

3. Importance of Issue
According to the importance of education and the impact of teachers on it, their organizational commitment causes increasing in the productivity and efficiency of these employees. This research is intended to study the relationship between the five personality traits in relation to job satisfaction and the willingness to realize whether there is a significant relationship between these variables or not. Today’s organizations easily provide their commodities and raw materials from other organizations and countries and the only resource that is not readily tradable in its ideal form is manpower, such that it can be said that the most important competitive capital of a country is the efficient and standard manpower (Cascio & Aguinis, 2005). During recent years, personnel managers and consulting psychologists have declared quite accurate and satisfying methods mandatory in order to evaluate some personality traits of volunteer in the sensitive moment of recruitment. The researches of Hount and Brovou about thousands of workers from different organizations have shown that personality factors more than the lack of skill and talent interfere in firing and failure factors, promotion and progress. These studies are related to firing staffs due to a cause except lack of production.

According to the individuals’ personality, the process of recruitment, transfer and promotion could be improved. Since the personality traits of individuals act as factors for determining their behaviors, a framework can be achieved for predicting behavior by identifying these factors. Awareness of individual personality can help the organization management to appoint the qualified people to various positions of organization. This in turn will reduce the displacement of employees and increase their job satisfaction (Robbins, 1996). Each job has unique properties. For example, whether this job requires physical or mental work, has the busy or quiet environment, the work is done alone or with a group, how is the supervision and many other issues; in contrast, the individuals also have their own personality traits and like to work alone in the group. Personality is a set of psychological features that exist steadily in the individual and have effect on his behavior and thought. Or to be more precise, the individual personality is a combination of psychological features that we use to determine his position in the classification (Robbins & DeCenzo, 1998).

On the other hand, organizational commitment is one of the important motive issues on which the individual gets his identity in the organization, gets participation in the organization, incorporates in it and enjoys the membership of it. Organizational commitment means the degree of psychological assimilation or adhesion to the organization. Organizational commitment has the following components: acceptance of the organization’s values and goals, tendency to effort to the organization and have a strong desire to remain attached to the organization (Mowdy, Porter & Steers, 1982). Firstly, organizational commitment is a new concept and generally is different from job dependence and satisfaction. For example, nurses might like the work they are doing but they are not satisfied with the hospital where they work, in that case they will search similar jobs in similar environments (Greenberg & Baron, 2002). Secondly many studies have shown that the organizational commitment has positive relationship with the consequences such as job satisfaction, meta-social organizational behavior and job performance and negative relationship with tendency to leave job (Chang et al., 2002). Also the high performance of organizations, companies and institutions arises from various factors. There are also different methods that lead to poor performance that one of these methods is to focus on the personality features of individuals in the organizations. Personality has been studied from different viewpoints and each of them has been defined on the base of related theoretical framework; Parvin and John (2001) suggest the following definition as a practical definition of personality:”Personality represents those characteristics of individuals which include their fix patterns of thought, emotion and behavior”. The results of the study of Jazayeri et al. (2006) in investigating the simple and multiple relationships of the personality traits with professional commitment among the nurses in some hospitals of Ahwaz city showed that there is highest correlation coefficient between personality traits and two types of affective and normative commitment. The results of regression analysis with phasing method also showed that the extraversion, openness and compatibility played the greatest role in defining three areas of organizational commitment.

4. Literature Review

Mahmoudi (2007) has studied the relationship between the organizational commitment and alienation from work of teachers and managers of special schools in West Azerbaijan province. The results of this research indicate that there is no significant difference between the mean organizational commitment of teachers and managers. There is
no significant difference between the mean organizational commitment of male and female managers. There is also no significant difference between the mean organizational commitment of male and female teachers.

Parvin (2008) has studied the simple and combinational relationships between the personality dimensions and organizational commitment of middle school and high school teachers in West Islamabad city. According to the results of this study, a significant relationship was observed between the following: neuroticism and affective commitment; extraversion and affective and normative commitment; openness and affective commitment; continuous commitment and normative commitment; agreeableness and affective commitment; conscientiousness and affective and normative commitment.

Nikos Bozioneles (2003) in a research by the title of the relationship between the big five of personality and work involvement which was done with a sample of 279 clerical, administrative and managerial workers showed that the scores on agreeableness had negative relationship with the scores on job involvement and total hours worked per week and the interactive effect of extraversion and openness had the greatest proportion in the prediction of scores on job involvement. Although not very strong relationship between the big five of personality and work involvement, there was a significant relationship. Su-Chao Chang and Ming-Shing Lee (2006) did a research by the title of the relationships among personality traits, job characteristics, job satisfaction and organizational commitment in Taiwan and obtained these results: personality traits had significant correlation with job satisfaction, job characteristics had positively significant correlation with job satisfaction, job satisfaction had positively significant correlation with organizational commitment and job characteristics had positively significant correlation with organizational commitment.

Small (1953) have done a research about the personality factors involved in choosing job. He concluded that the adolescents usually after age 11 have paid more attention to realities in job choice.

Tiedeman and O’Hara (1959) determined the level of relationship between self-concept and the aptitude, interests, social class and values and thus its effect on job choice in their research. They investigated 160 tenth-grade students, 264 ninth-grade students, 276 eighth-grade students, 321 seventh-grade students. The results showed the high correlation of self-concept with interest in seventh, eighth, ninth and tenth grades were 70%, 81%, 79% and 93% respectively. Super and Overstreet (1960) studied the vocational maturity and the factors affecting it. They investigated 142 ninth-grade students. The obtained result indicated that the vocational maturity was correlated with the factors such as parent’s occupation, type of curriculum, amount of cultural stimulus and family ties. Also the academic progress was closely correlated with vocational maturity. Broncan and Kratyz (1964) in a study on 298 students concluded that the job choice is associated with primary upbringing and childhood experiences. Rosenberg (1989) studied the relationship between parent’s social class and incomes with the job expectation of children.

Joffres and Haughey (2001) in a qualitative study examined the personal, social and organizational factors that might influence elementary teachers’ declining commitment in Canada and concluded that when the teachers under study felt unsuccessful or experienced low feelings of belonging to community, their commitment declined. The results of this study also indicated that the teachers’ inability to understand their roles caused decrease in their organizational commitments. Witt and Barrick (2002) studied the relationship between personality traits (conscientiousness and agreeableness) and job performance and organizational commitment of 400 employees of a company in USA. The results indicated that the individuals who had high score on conscientiousness and agreeableness scale have shown a high organizational commitment. Brennan (2003) studied the role of organizational commitment in staff development at one of the American automobile manufacturers. The results showed that 61 percent thought that training the organizational commitment to employees was required and 54 percent had the positive feedback from their organizational commitment in their organization. Kark, Shamir and Chen (2003) analyzed the relationship between each five areas of personality and job performance and found the conscientiousness as the strongest correlation with job performance.

Thomas (2004) in a study of relationship between organizational commitment and job performance of 3630 employees obtained that there is a strong relationship between organizational commitment and job performance by controlling the age and other auxiliary variables. Johns et al. (2004) in the first study of the relationship between job performances of primary managers and affective commitment with job performances of employees found that there was a significant relationship.

Smith (2008) investigated the effects of superiors’ personality traits on the subordinates’ attitudes of 131 managers and 467 subordinates and came to the conclusion that the managers’ personality was associated with the attitudes of
subordinates. The high level of agreeableness, emotional stability and extraversion of managers and low level of their work ethic are associated with the subordinates’ satisfaction of managers, overall satisfaction, affective commitment and job quit of the subordinates. Byrne et al. (2005) studied the relationship between the job performance and personality traits and the results showed that the conscientiousness significantly predicted job performance. Park et al. (2005) investigated the teamwork, trust and teacher team commitment and found that the teamwork was a significant predictor of teacher team commitment. The teachers who showed high level of teamwork skills perceived high level of team commitment. The results of this research also showed that the demographic variables (gender, age, education and work experience) had no significant effect on team commitment. Erdheim et al. (2006) explored the relationship between the five-factor model of personality and organizational commitment model. The results showed that the extraversion had significant relationship with affective commitment, continuance commitment and normative commitment. Neuroticism, conscientiousness and openness were related to continuous commitment and finally agreeableness had a significant relationship with normative commitment. Chang and Lee (2006) did a study named “Relationships among personality traits, job characteristics, job satisfaction and organizational commitment” in Taiwan that the results obtained are as following: personality traits had significant correlation with job satisfaction, job characteristics had positively significant correlation with job satisfaction, job satisfaction had positively significant correlation with organizational commitment and job characteristics had positively significant correlation with organizational commitment.

5. Research Hypothesis

1. There is a significant relationship between the big five personality factors and organizational willingness of teachers.
2. There is a significant relationship between the big five personality factors and organizational commitment of teachers.
3. There is a significant relationship between the organizational willingness and organizational commitment of teachers.

6. Research Questions

1. Are the organizational commitment and vocational interest of teachers different in various levels of education?
2. Are the organizational commitment and vocational interest of teachers different in men and women?

7. Research Methodology

7.1. Statistical sample and population and performance method:

This study is descriptive-applied research and the procedure is correlation type. The statistical population is all the teachers of West Islamabad city that are 480 teachers. The 216 teachers (116 female teachers and 100 male teachers) are selected as the statistical sample by using random sampling and filled out the research questionnaires. After collecting the questionnaires and scoring them, the data are analyzed by the Pearson’s correlation coefficient, independent t-test and one-way analysis of variance (ANOVA) methods in SPSS 19.

8. Research Tools
1. The short version of NEO-Five Factory Inventory (NEO-FFI). In the 60-item inventory of big five personality factors, there are 10 items to evaluate each of the personality factors which totally assess the neuroticism (emotional stability), extraversion, conscientiousness, openness to experience and agreeableness.

2. Teachers moral questionnaire (vocational interest). This questionnaire has been composed by Mirkamali (1997) which contains 28 questions.

3. Organizational commitment questionnaire. The organizational commitment questionnaire contains 24 standard questions that has been designed by Allen and Meyer (1990).

9. Research Results

Table 1 and 2 show the findings related to the relationship between the variables of organizational commitment and vocational interest with personality traits.

Table 1. Correlation between the big five factor of personality and vocational interest

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroticism</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>-0.233*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness</td>
<td>-0.118</td>
<td>0.784*</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Conscientiousness</td>
<td>0.002</td>
<td>0.675*</td>
<td>0.814*</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>-0.199*</td>
<td>0.848*</td>
<td>0.709*</td>
<td>0.623*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Vocational interest</td>
<td>-0.599*</td>
<td>0.204</td>
<td>0.072</td>
<td>0.100</td>
<td>0.189*</td>
<td>1</td>
</tr>
</tbody>
</table>

*Correlations are at the significant level of P<0.01.

The results of Table 1 shows that there is an inverse relationship between vocational interest and neuroticism (r= -0.599), positive relationship between vocational interest and extraversion (r=0.204) and positive relationship between vocational interest and agreeableness (r=0.189).

Table 2. Correlation between the big five factor of personality and organizational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroticism</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>-0.233</td>
<td>1</td>
<td></td>
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<td>0.709</td>
<td>0.623</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Organizational commitment</td>
<td>-0.831</td>
<td>0.462</td>
<td>0.409</td>
<td>0.250</td>
<td>0.451</td>
<td>1</td>
</tr>
</tbody>
</table>

*Correlations are at the significant level of P<0.01.

The results in Table 2 show that there is an inverse relationship between neuroticism and organizational commitment (r=-0.831), a positive relationship between extraversion and organizational commitment (r=0.462), a positive relationship between openness and organizational commitment (r=0.409), a positive relationship between conscientiousness and organizational commitment (r=0.250) and a positive relationship between agreeableness and organizational commitment (r=0.451).

Table 3 shows the organizational commitment and vocational interest according to the gender of the subjects.
Table 3. t-test of independent groups for comparing the interest and organizational commitment in men and women

<table>
<thead>
<tr>
<th>Variable</th>
<th>Index</th>
<th>t-statistic</th>
<th>degree of freedom</th>
<th>significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational interest</td>
<td>1.83</td>
<td>214</td>
<td></td>
<td>0.068</td>
</tr>
<tr>
<td>Organizational commitment</td>
<td>8.44</td>
<td>214</td>
<td></td>
<td>0.0001*</td>
</tr>
</tbody>
</table>

*Correlations are at the significant level of P<0.01.
**Notice: In this test, equal variances assumption has been proven through Leven’s test.

Table 3 shows that there is no significant difference between vocational interest in men and women. But the difference between organizational commitment of men and women is significant (t=8.44, df=214, p=0.0001). According to the mean score, it can be concluded that organizational commitment of men is more than women.

10. Conclusion

The findings show that there is an inverse relationship between vocational interest and neuroticism and a positive and significant relationship between vocational interest and extraversion and agreeableness. The obtained results from this hypothesis are along the line of the studies of Chang and Lee (2006), Byrne et al. (2005), Kark, Shamir and Chen (2003) and Tiedeman and O’Hara (1959). The results indicate that there is an inverse relationship between vocational interest and neuroticism. It means that the more the teachers are neurotic, the less they have vocational interest. This result can be led to the characteristics of neurotic individuals. These individuals usually don’t have stable emotions and in total they are anxious. Therefore, it can be said that this feature affects their work lives and reduces their vocational interest. However, the extraverted individuals and the individuals with high compatibility usually participate in group work and have a good feeling and high morale by spending their time together. Therefore, these individuals are expected to have higher morale and vocational interest in comparison with the individuals who are introverted and have a low compatibility and also who have difficulty to cope with others.

The results show that there is an inverse relationship between organizational commitment and neuroticism and a positive and significant relationship between organizational commitment and extraversion, openness, conscientiousness and agreeable. The obtained results from this hypothesis are along the line of the studies of Erdheim et al. (2006), Byrne et al. (2005), Witt and Barrick (2002) and Thomas (2004). To explain these findings, it can be said that since the organizational commitment is a mental state that determine the individual relationship with his organization and creates an emotional and intellectual sense of conformity and consistency toward the values and ideals of organization in the individual. These organizational behaviors relate to the attitudes and actions of the individual that has a root in their personalities and it can be acknowledged that personality is one of the effective key factors on the teachers’ behavior in educational organizations. Personality traits constitute the foundation of behavior system and could affect the quality of recognizing and interpreting the surrounding environment. So the more the personality traits and intellectual and mental situation of teachers are compatible with their job requirements, individual performance and at last organizational performance that one of its instances is organizational commitment improves.

The findings show that there is no significant difference between vocational interest of men and women. But there is a significant difference between organizational commitment of men and women. According to the mean score, we conclude that organizational commitment of men is more than women. Perhaps this is because of that women have two ways to succeed in their life, namely organization and family, while men usually seek the success way more in the organization. These results are consistent with the research results of Arizi (2007). Steers (1977) also found that the variables related to the work environment had a great relationship with organizational commitment. Therefore, if we want to increase the organizational commitment of women, we should affect their perceptions of work environment (Arizi, 2007). It seems that the control of variable which are selected to study in this research, can play an important role in development, elevation and productivity of organizations. According to importance of
manpower in organizations and direct influence of attitude and mental characteristics of these forces on achieving organization goals and also the great impact of education organization on the society, it was decided to find and study the effective factors on job characteristics. Considering the importance of vocational interest variables, we chose the organizational commitment and personality traits for studying. Industrial and organizational psychologists try to choose appropriate individuals for jobs and every year a high cost is paid for hiring new individuals. So it is better to make the work of the psychologists simpler and minimize the costs of trial and error. This research can help industrial psychologists and give them the knowledge of which variables are dealing with jobs and which would increase vocational interest and organizational commitment. Because of the profitability of this useful and scientific method to organizations and generally scientific community, it would become operational.

Other various factors affect the vocational interest and organizational commitment such as remoteness and proximity to the office and management style that were done only observationally and were ignored practically in this research. Considering that the organizational commitment has three types (continuous, normative and affective), next researches could be done in separation of three types of organizational commitment.

References


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