

Prediction of the job performance of teachers based on personality traits, self-esteem and anger

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ABSTRACT

Objective: The purpose of this study was to predict the job performance of teachers based on personality traits, self-esteem and anger. **Method:** The method used in this study was descriptive-correlational and applied in terms of its purpose. The statistical population of the study consisted of all the teachers of the first year of high school in Borujerd in the academic year 2016-2017, whose number was 957 according to the statistics of the education department of Borujerd city. Using non-random sampling method and according to the author's research method, and the opinion of supervisors and advisors, 100 people from the statistical population were selected as the sample. In this study, we used the standard questionnaires including: job performance, personality traits, self-esteem and anger. For data processing and analysis, Pearson correlation and multiple regression with error coefficient of 0.05 were used for statistical analysis. **Results:** The results of this study indicated that extroversion, pleasantness, conscientiousness and self-esteem personality traits predict the variable of job performance, but the of neuroticism, openness, and anger personality characteristics do not predict the variable of teachers' job performance. **Conclusion:** According to the results, self-esteem, and anger personality traits have a significant role in the job performance of teachers. Extroversion, pleasantness and conscientious personality characteristics were the most effective personality factors related to teachers' job performance.

Keywords: anger, job performance, personality traits, self-esteem, teachers.

Introduction

Researches have shown that high school teachers are more stressed due to the age of individuals and work long hours. The special conditions of the class in high school and the need for full teacher's attentions including scientific, skillful, and even affectionate, have stress more on them. The teachers who work in high schools and college have stress about 14%, while high school teachers have stress about 9%. Studies have also shown that the number of students also affects the stress of high school teachers. A large number of students make difficulties in the establishment of teacher-centered discipline and training. The evaluations revealed that teachers who have about 12 to 15 students in each class have more stress than a group of over 18

to 20 students.^[1]

Regarding what has been said, high school teachers may have problems in their job performance due to their job conditions, the expected performance of the benchmark, or the key benchmark in the presented framework, which is the framework as a means of judging the effectiveness of people, groups and organizations. If our managers in organizations using the employees' talent provide the required training for employees and give them the appropriate opportunity and the required facilities and motivation, they can see the best performance in their staff, but unfortunately, managers mostly did not pay enough attention to the employees' performance and decide on their own desires^[2].

Learning at school is a continuous and ongoing activity that is carried out within the framework of the teacher's classroom and using textbooks. Teacher teaching and quality of education are often not taken as seriously as the assessment of student learning. Perhaps some of the current problems in the education system are due to neglect of teachers' job satisfaction and their impact on the quality of education. Job Satisfaction is one of the most important factors in job success. Job Satisfaction is a factor that increases the efficiency and also individual satisfaction. On the other hand, effective schools have

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teachers who voluntarily act beyond the formal and predefined tasks, and attempt for success and school effectiveness.

In his research, Makishi (2017) showed that among all factors, increasing salaries and benefits, raising the social status of high school teachers, participative goal setting, providing self-fulfillment base affect their job performance^[3].

One of the factors affecting the performance of high school teachers is their personality traits. In discussing the personality, emphasis is placed on how personality differences affect their job behavior. In recent years, personality researches have proved to be an acceptable framework for describing the structure and character of personality, and there has been a controversy over personal characteristics among scholars. However, it has now been agreed that the Five Factor Model introduced by Goldenberg (1997; quoted by Zandipur, Azadi and Nahidpour 2011) can be used to describe more prominent aspects of personality. Big five personality traits include, conscientiousness, agreeableness, extraversion, openness to experiences and neuroticism. Extraversion involves the quantity and intensity of interaction with other people and the level of sociality of a person^[4].

Agreeableness, the degree of agreement in thought, feelings and action is shown to others. Conscientiousness describes the level of accountability, hard work and goal-orientedness for organizational behaviors. Neuroticism includes traits such as anxiety, depression, aggression and any unpleasant excitement and openness to experience describes imagination, aesthetics, emotions, ideas, actions, and values.^[3]

Recognizing the teachers' personality, can increase the general area of organizational work personalities (between the manager and teacher, the teachers and the teachers with the students), also researches on personality trait showed that conscientiousness and extroversion have the highest coefficient is among the five personality structures. Investigating the personality traits, especially extraversion, also showed that extraversion has a high degree of participation in the work and team performance and those with moderate extraversion in comparison with the groups in which the number of such individuals is low or high, have a higher performance^[1].

The teacher is the most basic factor for creating a desirable position in achieving educational goals. He can even compensate for the lack of textbooks and educational facilities, or vice versa, turns the best teaching position to an inactive and unattractive environment with inability in creating an desirable emotional connection. In the teaching process, not only the teacher's experiences and scientific views is not effective, but also his whole character affects the learning conditions and learner's development. The teachers' personality traits make a strong impression on how he works, so that he is taken out of a personality that is skilled only in teaching and changed him to a thoughtful man who is responsible for the training of human beings^[5].

Khan et al. (2015) in a research study on Indian education staff showed that among the job performance characteristics, conscientious and extraversion traits had the highest relationship with job performance. This relationship was

directly and meaningfully. In the research of Agha Yousefi and Mir Hosseini (2016), it was shown that personality factors play an important role in job performance, so that conscientiousness and extraversion have the highest coefficient among the five personality structures^[6], also, Rich and Lepine (2015) in their research on managers' job performance showed that extraversion and neuroticism are the best predictors of job performance and conscientiousness has a positive and strong relationship with job performance^[7]. Also, Lee et al. (2014) in their research showed that conscience is a credible predictor of performance among all occupational groups of teachers and job components, and other personality factors have validity for performance prediction only in some teachers' occupations and job criteria^[8].

Other factors that can affect the performance of high school teachers are their self-esteem, self-esteem as a basic psychological need is in serving individual adjustment. According to Maslow's theory, one achieves self-fulfillment that somehow satisfy the hierarchy of basic needs, including self esteem, which is part of the hierarchy of basic needs^[9]. This means that the person's performance is also influenced by self-esteem. Self-esteem represents the attitude of the individual about himself that may be shaped by comparison with or independently of others.^[10] Nijenehveis, (2010). According to some studies, self-esteem serves as an essential psychological need for individual adjustment. According to Maslow's theory, one can achieves self-fulfillment that satisfies the hierarchy of basic needs, including self-esteem, which is a part of the hierarchy of basic needs, which means that one's performance is also influenced by self-esteem. Self-esteem represents the individual's attitude about himself, which may be shaped by comparison with others or independently of them.^[11]

Considering the importance of the job performance of high school teachers and their consequences in their productivity and psychological health and their students, and that the stress in each job, both for the individual and for the organization, in terms of the effect on his career performance, causes damage and losses puts a lot of danger and puts health workers in danger as the most important factor affecting work. These concerns lead to lower self-esteem and affect their job performance.^[12]

High-self-esteem teachers are strong and typically find themselves important, meaningful and valuable, and deeply believe that they are an important member of their community and organization. Researches show that this private belief system has important implications, including job satisfaction. Teachers with high self-esteem are, on average, more effective than teachers who have less self-esteem. They work better and voluntarily have more constructive behaviors. In fact, teachers with high organizational self-esteem are likely to perform more job activities in comparison with less self-esteem teachers, and try more to improve their performance and experience more job satisfaction^[13].

According to Li-Nang et al. (2014)'s research, the effect of the occupation type and the level of salaries payment on organizational self-esteem and performance was studied. Their research consisted of 91 employees of a construction company

located in the Midwest region of the United States of America, and included all occupational levels including management, oversight and advisory and professional counseling. The results of this study supported a model mediation, according to which the level of salaries payment affects employees' self-esteem, which in turn affects the staff performance. Mirseraji (2013) also found that self-esteem is related to burnout and job performance^[14]. The high rate of job burnout in individual inefficiency can indicate a negative attitude toward self and professionalism, and a lack of willingness and interest in the job and a decrease in self-confidence in individuals. Grieve and Hayes (2016) indicated that there is a positive and significant relationship between self-esteem and employee performance, and also showed that self-esteem predicts the job performance of the bank's employees. Dakosta et al. (2015) also showed that there is a positive relationship between self-esteem and its dimensions on employee performance.

In addition to personality traits and self-esteem, another variable that affects the performance of high school teachers is anger. One of the emotions that plays an important and influential role in everyone's life is anger. Anger is a kind of emotion that often occurs as a result of a person's reaction to the inappropriate behavior of others. Anger can spread from a momentary annoyance to a full-scale anger.^[15]

According to Novaquo (1986; quoted by Soleymani Farsani, Mohammadi and Abipour, 2015), anger is a natural emotion that appears as an involuntary condition in clinical matters and can provide a positive performance and some clinical disorders.^[16]

Anger is an emotion that plays an important role in adapting individuals. In addition, one of the biggest barriers to personal success and job efficiency is the force of anger. When the teachers fail to control their own anger, they must suffer several injuries. Anger can prevent a person from being able to be happy because the joy and anger are two issues that are incompatible; anger can distort or even end the family relationship; anger can cause failure in work and business, because anger can deprive gracious behaviour from mankind; anger increases stress; because one can make many mistakes in anger. Because anger disrupts information analysis process that all of these injuries reduce the individual's job performance^[15].

Novaquo (2017), in his research, showed that anger is one of the key factors in reducing employee concentration and reducing focus is a major factor in reducing job performance^[17]. Ghasemi (2014) also showed that anger has a reciprocal and significant relationship with job performance in teachers^[18]. Belmi & Pfeffer (2016) showed that anger and anxiety are inversely related to job performance^[19].

Therefore, it is necessary to study the performance of high school teachers due to their working conditions and the importance of their job, which is the construction of the next generation. In this regard, according to what has been mentioned, various factors can affect their job performance. One of these factors are their personality traits. In this regard, the research of Agha Yousefi and Mir Hosseini (2016) showed the role of personality factors such as work conscience and

extraversion on job performance^[6]. Another factor affecting the job performance of high school teachers was their self esteem. Anger was also another factor affecting their job performance. Therefore, the present study was conducted with the aim of predicting the performance of high school principals based on personality traits, self-esteem and anger, due to the lack of coherent research that simultaneously examines the effects of personality traits, self-esteem and anger on high school teachers.

Research purposes

general purpose

- Predicting the job performance of teachers based on personality traits, self-esteem and anger.

Sub purposes

- Determine the relationship between personality traits and job performance of teachers.
- Determining the relationship between self-esteem and job performance of teachers.
- Determine the relationship between anger and the job performance of teachers.

Research hypothesis

The main hypothesis

Personality traits, self-esteem and anger predict the job performance of teachers.

The sub hypothesis

- There is a relationship between the personality traits and the job performance of the teachers.
- There is a relationship between self-esteem and the job performance of teachers.
- There is a relationship between anger and the job performance of teachers

Therefore, with regard to the above mentioned questions, this question arises as to whether the job performance of the teachers predicts personality characteristics, self-esteem and anger?

Research design

The present research is considered as a descriptive-correlational research in terms of the research purpose. Since this research seeks to describe and explain the prediction of the job performance of teachers based on personality traits, self-esteem and anger. Therefore, it is a descriptive research type. The characteristic of descriptive research is that the researcher does not interfere in the position, status and role of the variables, and does not manipulate or control it and merely studies what is there, and describes it. In descriptive research, the researcher seeks how the subject is and wants to know what that phenomenon is about. In other words, this type of research examines the status quo, describes it systematically, studies its features and attributes, and, if necessary, examines the relationship between variables^[20].

The subject

The statistical population of this study included all the teachers of the first year of high school in Borujerd in the academic year of 2016-2017, whose number was 957 according to the statistics of the education department of Borujerd city.

Using non-random sampling method available and based on the previous research activities, valid books research methodology [21] and the opinion of supervisors and advisors, 100 Baharjerd high school teachers were selected and studied as the sample.

Instruments

1- Job Performance Questionnaire

Patterson created a Job Performance Questionnaire of 15 questions in 1970. This scale has two forms, one of which is to measure the job performance of non-manager staff and the other to build managers' job performance. The present form is to measure the job performance of non-manager staff [22]. Siyahi and Shokrkon (1996; quoted by Arshadi, 2007) have reported the reliability of this scale through Cronbach's alpha and split-half respectively 0.85 0.85,. They also reported the validity of this questionnaire acceptable by correlating with the performance self-evaluation questionnaire at 0.05 level. In Aslanpour et al. (2012), the reliability of the job performance questionnaire through Cronbach's alpha was 0.86 and 0.79 respectively. The validity of this scale by correlating with a general questionnaire was $r = 0.61$ at a significant level of 0.01. Also, the validity of the questionnaire in Moradi et al. (2014) research was reported as desirable methodology. Gholampour (2010) also described the content validity of this questionnaire as appropriate. In Ehsanpour et al. (2013) research, the content and structure validity of this questionnaire was interpreted as acceptable.

The reliability of this questionnaire in Safaie and Mohammadi's research (2012) was confirmed by a test-retest coefficient of 0.78 which indicated the reliability of this instrument. Moradian et al. (2009) also have reported the Cronbach's alpha with the job performance questionnaire 0.81 as desirable. In Khodayari et al. (2014), the reliability coefficient of Patterson's job performance scale was 0.85. Also, Kakavand and Keramati (2011) also reported that the test-retest coefficient of the questionnaire was 0.82 as desirable.

2-Personal character questions

Neo Personality Traits Inventory is one of the personality tests based on factor analysis and is the latest personality instruments that was introduced by McCrae and Costa in 1985 as the NEO Personality Inventory Questionnaire [23].

The long form of the questionnaire was designed in 240 phrases, in order to measure five main factors: neuroticism, extraversion, openness, agreeableness and conscientiousness. The questionnaire also has another form called NEO-FFI, which is presented by the same authors as the revised version of the NEO Personality Questionnaire, and a questionnaire including 60 questions is used to evaluate the big five personality traits. In 240 questions form, each factor has 6 levels or subscales, while in the short form each factor is measured with 12 questions [23].

The big five personality traits are: neuroticism, extraversion, openness, agreeableness and conscientiousness.

Neuroticism

High scores in this dimension represent a high level of negative emotion and periods of psychological distress. These people are ambivalent and overly sensitive and they are not content with many aspects of life. They have low self-esteem and are constantly worried. They are on the contrary with emotionally stable, calm, cool, non-emotional, strong, self-reliant and independent persons. The individual score in this dimension is measured by questions 1-6-11- 16-21-26-31-36-41-46-51-55 [23].

Extroversion

These people are usually, affectionate, active, social, optimistic and kind. They are on the contrary with introvert, self-contained, sober, inappetence, sideliners, and calm. The person's score in this dimension is measured by questions 2-7-12- 17- 22- 27-32-37- 42-47-52-57 [23].

Openness

Flexible people with curiosity traits, having diverse interests, being creative, thinking, imaginative and non-traditional, determine against inflexible, non-creative, uninteresting people, regardless of art or imagination. The individual's score in this dimension is measured by questions 3-8-13- 18- 23- 28-33-38-43-48-53- 58 [23].

Agreeableness

Agreeable persons are good-hearted, good-humoured, reliable, have a sense of co-operation, magnanimous, simple-minded and determined. They are on the contrary with unpleasant, selfish, bad-tempered, ill-conceived, single-minded, spiteful, and unstable persons. The person's score in this dimension is measured by questions 4-9- 14- 19- 24- 29-34-39- 44- 49-54-55 [23].

Conscientiousness

Conscientious people are regular, reliable, hard-worker, self-regulated, punctual, accurate, clean, excited and endured. On the contrary, unconscientious people are aimless, unreliable, lazy, careless, unrestrained, unwarranted and enjoyable. The score of individuals in this dimension is measured by questions 15- 10- 15-20- 25-30-35- 40-45-50-55-60 [23].

(B) Evidence related to the validity and reliability of instruments

The results of studies conducted by McCrae and Costa (1992; quoted by Mirzaie et al., 2015) showed that the correlation of the five short form subscale with the long form is from 0.77 to 0.92. Also, the internal consistency of its sub-scales is estimated to range from 0.68 to 0.86. In a research conducted by Farnam et al. (2006) on a group of Iranian students, the mean and standard deviation of the sub-scales were obtained as follows.

3-Self-esteem questionnaire

The Rosenberg Self-Esteem Questionnaire (1965; according to Salsali and Silverstone, 2003) [24] measures overall self-esteem and personal value. The questionnaire consists of 10 general statements that measure the degree of satisfaction with life and a

good feeling about yourself. According to Burnett and Wright (2002), Rosenberg's self-esteem scale is one of the most commonly used self-esteem scales and is considered as a valid scale because it uses a similar concept to the concept presented in psychological theories about ego for self-esteem. Self-esteem questionnaire has been developed to provide a general picture of the positive and negative attitudes about ego (Rosenberg, 1979, quoted by Burnett and Wright, 2002).

(B) Evidence related to the validity and reliability of the instrument

Rosenberg reported the scale test-retest of 0.9 and the flexibility scale of 0.7^[24]. Cronbach's alpha coefficients for this scale were calculated to be 0.87 for men and 0.86 for women, and for the second time, 0.88 for men and 0.87 for women^[25]. Smith et al. (1988; quoted by Noroozi et al., 2015). The reliability and validity coefficients of the self-esteem scale were obtained by using Bisection and Cronbach's alpha method in a sample of 205 students in the sample of 0.70 and 0.81, respectively. In Iran, samples of 763 male adolescents from the second and third year high school students have been sampled for estimating their self-esteem. Cronbach's alpha coefficient is from 0.61 to 0.79 in scales. Sarkhosh and Asiayi (2011) in their research for anxious teens, reported the Cronbach's alpha coefficient of 82%. In the Goodarzi (2012)'s research, the Cronbach alpha of the total test was 0.87. The test-retest correlation is 0.82-0.88 and the internal consistency coefficient or Cronbach's alpha is in the range of 0.77 to 0.87. This scale has a satisfactory internal validity (0.77). Also, there is a high correlation with the New York and Guttman National Inventory for self-esteem evaluation, so its content validity is also confirmed.

In Omidyanzad's research (2010), the reliability of this questionnaire was in a sample of 117 (0.61) and confirmed its content and structure validity. In Esfandiari's research (2000), the reliability coefficient of this scale was 0.69 and the content validity of the approved questionnaire was confirmed. In the research of Naseripour (2004), the validity of this questionnaire was desirable and the reliability of this questionnaire in a sample of 153 was equal to 0.75. In the research of Mogouie (1993), the reliability coefficient of this scale was 0.81 and its validity was confirmed by content and structure.

In the present study, reliability of the questionnaire is calculated 0.703 by the Cronbach's alpha coefficient and because of this coefficient is more than 0.7, it has the necessary reliability.

4-The fourth instrument of anger questionnaire

This questionnaire, which was made by Novaquo in 1986, contains 25 articles that measure anger, aggression and malice^[26].

B: Evidence related to the validity and reliability of the instrument:

The questionnaire in Los Angeles has been executed in 1546 people, regardless of gender, in different age groups ranging from 9 to 84 years old, with a reliability of 96%, and a validity of 86% by means of factor analysis^[27]. Validity and reliability of

this questionnaire was evaluated by Karimian (2012) using content validity for the questionnaire. He also used Cronbach's alpha for confirming the reliability of the questionnaire, which was 0.83 for the questionnaire, which shows the reliability of this instrument. In his research, Moghtader et al. (2015) considered anger scale as having a meaningful content validity. Hajlu and Ja'fari (2014) also used the Novaquo's Anger Questionnaire, and confirmed its content and structure validity. Salehidoost, et al. (2013), according to a research conducted by Novaquo's anger instrument, expressed that the questionnaire has content validity.

In the research of Karimian (2012), reliability of the questionnaire was 0.89 by Cronbach's alpha coefficient. Cronbach's alpha calculated for the Anger Scale in Magtotre et al. (2015) was 0.931. In the researches of Hajlu and Ja'fari (2014) and Salehidoost et al. (2013), reliability of this questionnaire by calculating Cronbach's alpha coefficient was 89.9 and 0.91, respectively.

In the present study, since the Cronbach's alpha value of the whole questionnaire is 0.655, the questionnaire has the necessary reliability.

The Research methodology

Considering that personality traits, self-esteem and anger are the most important dimensions for evaluating job performance, this made it important for the researcher to examine the various dimensions of this phenomenon and some of its related factors. So, after selecting the subject associated with this phenomenon, library studies on the variables began. After collecting the books and using the sites, the sources and the latest Internet articles published on this subject, have been thoroughly studying the theories and research carried out on the subject of research. Collecting information and classifying the content and initial writing of the texts were the next step. While provided preliminaries for information gathering, reproduced the validate and relevant questionnaires in sample number after the preparation and with the approval of supervisors and advisors, and approved by the authorities and Islamic Azad University of Borujerd. Then distributing questionnaires was done among the subjects.

According to the statistics provided by the experts responsible for the education department of Borujerd, the number of high school first year teachers in Borujerd is 957. Then, by visiting the schools, during the rest of the teachers, the questionnaires were given to the teachers of each field. Subjects were then presented explanations about the purpose of this research and how they were answered to the questionnaires, and they were assured that the data will remain confidential. After completing the questionnaires by the subjects, the questionnaire was studied and the questionnaires that were incompletely answered were excluded. The remaining questionnaires were entered into the SPSS software, and after analyzing the input data, were analyzed the hypothesis. The results of the hypotheses analysis were compared and explained with other studies.

Results

The main hypothesis test

"Personality traits, self-esteem and anger, predict the performance of teachers."

a. Describe the data

Table 1 : Descriptive statistics of personality traits, anger, self-esteem and job performance of teachers

Variable	Mean	Standard deviation	Minimum score	Maximum score
Neuroticism	39/93	4/39	30	49
Extraversion	41/16	5/29	27	55
Openness	39/27	4/38	31	51
Agreeableness	29/59	4/43	19	40
Conscientiousness	42/33	4/78	31	55
Anger	16/1	7/39	15	36
Self-esteem	23/96	3/73	15	35
Job performance	28/08	4/16	17	36

As shown in table 1, the mean of neuroticism in respondents was 39.93, standard deviation was 4.39, the mean extraversion was 41.16 and standard deviation was 5.29, the mean openness was 39.27 the standard deviation was 4.38, the mean agreeableness was 29.59 and the standard deviation was 4.43, the mean conscientiousness was 42.33 and the standard deviation was 4.78 and the mean of self-esteem in the respondents was 23.96 and standard deviation was 3.73. The mean job performance was 28.08 and the standard deviation was 4.16.

B. data analysis

In this test (multiple regression), if the value of the significance level is less than the error value of 0.05 and the magnitude of the value of the t statistic is greater than the value of table 1.96, the hypothesis of the researcher is confirmed, that is, personality traits, self-esteem and anger, predict the job performance of teachers.

Table 2. The coefficient of determination of regression model for predicting the job performance of teachers according to personality traits, self-esteem and anger

Determination coefficient(R)	Determination coefficient(R ²)	Directed Determination coefficient	Determination coefficient Standard deviation
0/772	0/596	0/565	2/75

According to the coefficient of determination in the table above, in this regression model, 59.6% of the variable of the criterion (job performance of teachers) is extracted from the predictor variables (personality traits, self-esteem and anger), and the coefficient of correlation in criterion variable and predictor variables of the criterion variable are 0/772.

Table 3. ANOVA test results in predicting the teacher's job performance based on personality traits, self-esteem and anger.

Model	Sum of squares	Degree of freedom	Sum of mean squares	Statistic value	The level of significance
Regression	1023/229	7	146/176	19/374	0/001*

Remainder	694/131	92	7/545
Total	1717/360	99	

*P<0/05

In the results of Anova test, in table 4-4, the regression model fitting of teachers' job performance was significant on the basis of personality traits, self-esteem and anger in the level of 0.05.

Table 4. Multiple regression results to predict the job performance of teachers based on personality traits, self-esteem and anger

	Non-standard regression coefficient	Standard deviation	standard regression coefficient	t	The level of significance
	coefficient		Beta (predicted value)	Statistic	
Constant	-9/800	4/517	-	-2/170	0/033*
Neuroticism	-0/061	0/087	-0/064	-0/693	0/490
Extraversion	0/233	0/089	0/296	2/610	0/011*
Openness	0/169	0/115	0/178	1/477	0/143
Agreeableness	0/445	0/082	0/493	9/081	0/001*
Conscientiousness	0/333	0/118	0/382	2/815	0/006*
Self-esteem	0/256	0/077	0/299	3/315	0/001*
Anger	-0/073	0/055	-0/129	-1/325	0/188

*P<0/05

According to the results of table 4, in the first row (constant), since the level of significance is equal to 0.033 and smaller than the error value of 0.05, equal to 2.170, greater than 1.96. Therefore, with 95% confidence, the constant remains in the t statistic model and the coefficient is equal to -9.800.

In the second row (neuroticism), since the value of the significance level is 0.490 and greater than the error value of 0.05, the absolute value of t statistic is equal to 0.693, and less than 1.96, so with confidence 95% of the neuroticism variable does not remain in the t statistic model. Therefore, it is concluded that neuroticism does not predict the performance of teachers. In the third line (extraversion), since the level of significance is equal to 0.11 and less than the error value 0.05, and the absolute value of t statistic is equal to 610.2, is greater than 1.96. Therefore, with 95% confidence, the extraversion variable remains in the model and its coefficient is 0.233 and this prediction is equal to 29.6%. Thus, it is concluded that extraversion predicts the performance of teachers, which is positive (direct).

In the fourth row (openness), since the the value of the significance level is equal to 0.143 and greater than the error value of 0.05, the absolute value of the t-statistic is 1.477 less than 1.96, so with 95 The percentage of the openness variable does not remain in the model. Consequently, openness does not predict the performance of the teachers.

In the fifth line (agreeableness), since the value of the significance level is equal to 0.001 and less than the error value of 0.05, the absolute value is equal to 9.081, and is greater than 1.96, so with confidence 95% of the agreeableness variability remains in the model and its coefficient is 0.445. Therefore, it is concluded that agreeableness predicts the performance of

teachers, and this prediction is equal to 49.3% Its value is positive (direct).

In the sixth row (conscientiousness), since the level of significance is equal to 0.006 and less than the error value of 0.05, the absolute value is equal to 2.815, and is greater than 1.96, so with confidence 95 percent of the conscientiousness variable remains in the model and its coefficient is 0.333. Therefore, it is concluded that conscientiousness predicts the performance of teachers, and this prediction is equal to 38.2 percent. Its value is positive (direct).

In the seventh line (self-esteem), since the value of the significance level is equal to 0.001 and less than the error value of 0.05, the absolute value of t statistic is 3.315, greater than 1.96, so with confidence 95% of the self-esteem variable remains in the model and its coefficient is 0.256. Therefore, it is concluded that self-esteem predicts the performance of teachers, and this prediction is equal to 29.9% Its value is positive (direct).

In the eighth line (anger), since the value of the significance level is equal to 0.188 and greater than the error value of 0.05, the absolute value of the t-statistic is 1.325 smaller than 1.96, so with 95 confidence The percentage of anger variable does not remain in the model. Therefore, anger does not predict the performance of teachers.

The multiple linear regression equation will then be as follows.

$$(\text{Extroversion} + -9/800 = \text{Job Performance of teachers} \times \text{agreeableness}) + (0/333 \times 0/445)$$

$$(\text{conscientiousness} + \times \text{self-esteem}) + 0/333 \times 0/256)$$

The main hypothesis

"Personality traits, self-esteem and anger, predict the performance of teachers."

In explaining this hypothesis, it can be said that a teacher is one of the jobs that involves constant contact with humans. Teachers can make effective relationships with different people and different characteristics. One of the success factors of the teachers is their ability to interact in human relationships. The most important aspect of working with humans is to establish human relationships with them. On the other hand, human interpersonal skills are influenced by many factors, including personality traits. Socially-friendly teachers are prone to effective human and social relationships. In other words, people called extravert psychologically can have a stronger human skill, and consequently effective human relationships can improve the performance of teachers. In fact, the extroversion is associated due to its relationship with the skill of human relationships and the job performance ^[28].

Conscience as a personality trait implies hard work, order, accuracy, perseverance and accountability. The duties of the secretaries according to the nature of their work require such features. This is especially important because of the importance that the work of the secretary has for the community and may even work with the lives of the people. In relation to this

attribute with performance, when performance-based performance is measured based on the goal and outcome, this shows a better relationship ^[29].

Overall, according to the results of research on the personality traits and job performance, we can say that among these five factors, conscientiousness has the greatest impact on job performance, in other words, to the extent that teachers have this feature more , They will have a better job performance. Job-related studies have shown that teachers who work on this feature, work harder and have more work done and have more job promotions, and therefore job satisfaction and satisfaction with their lives are also rising. Evidence suggests that conscientiousness has a positive impact on the job performance of teachers on their other dimensions of life, including learning, positive social functioning, marital satisfaction, and physical well-being ^[30].

Also, self-esteem is, according to Rogers view, a fairly permanent perception of each person about the value he gives himself, and the relation of this value to true self, which includes all the thoughts, perceptions and values and what I am and what I can and is affected on one's perception of the world. Perseverance make people successful and is the best ladder of progress. People who rely on their own self-esteem and perseverance are closer to progress than just those who rely on their natural benefits. The ratio of perseverance and self-esteem with natural benefits is such as the ratio of will to ability, as the person has the ability to do something without the will to do it, will not succeed, as well as the person who possesses joy and intelligence, if it is not worthy of perseverance, self-esteem and effort, it's not effective, then self-esteem is the basis of hope ^[13]. Erikson (1986; quoted from Georgia and colleagues, 2015) argues that the crises which occur at each growth stage are based on the health or the next health of the individual's personality. If any of these steps is made satisfaction by these crises that have positive and negative aspects and are considered part of the natural aspects of growth, positive aspects of the personality, such as trusting others, self-sufficiency and self-esteem, are attracted to a high degree, and thus the person continues to improve. On the contrary, if the conflict persists or is made unsatisfaction, growing "self" damage and the negative elements like distrust, defeat and doubt, feeling of humiliation attract to "self" and thus as unhealthy personality grows. According to Erikson, parents who do not allow their children to be initiated will cause feelings of guilt, devaluation and solitarious. These children are afraid of expressing their feelings, and do not actively participate in adult groups, they will be aimless or they dare not pursue the goal.

Therefore, the relationship between self-esteem and job performance can be justified by the fact that the weakness of self-confidence results from ruthless and rigorous judgment about ourselves. A person who lacks self-esteem finds himself self-defeating, worthless, and unthinkable. Although not really, he relies on judging others in life, and the weakness of self-confidence is not related to the degree of success. Maybe people who come to higher grades, but suffer from lack of self-esteem. The reason for this is clear, because such people attempt to gain

approval and praise for others, and as a result, they are in a good position ^[13].

The outcomes of anger include: creating a negative image among peers and teachers, peer exclusion, academic failure, drug use and generally criminality in adolescents. Aggressive adolescents usually can not control their behavior and easily abandon the society standards and values. In most cases, the parents and the school authorities find themselves in conflict with them, and sometimes they are expelled from school ^[31].

Anger may also pose a risk for aggressive person and others and may lead to the effects such as anxiety, rapid breathing and rapid pulse, which is very dangerous, digestive system disorders, pressure and chest pain, excessive body exhaustion, beatings, blame, humiliation and mockery, and sometimes defective members ^[31]. Therefore, it can be said that anger can have a negative effect on job performance.

Conclusion:

The first subhypothesis

"There is a significant relationship between the personality traits and the job performance of the teachers."

In explaining this hypothesis it can be mentioned that the personality of individuals is the factor that increase organizational performance. The compromise and coordination between the type of personality and the type of environment makes it more compatible with one's occupation and profession, which in turn leads to positive organizational performance. Anao (2007) as a psychologist, believed that people based on the type of personality and family training tend to a particular job. If this personality is compatible with the individual's job, the person will also be more successful in his or her organizational performance ^[32].

Therefore, one of the effective measures to improve the quality of human resources is to improve attitudes and adjust the individuals values, and paying attention to personality traits of individuals is the best of these attitudes, which are affected on personality type, durability, belonging, loyalty, acceptance of goals, organizational values in achieving the goals of the organization and in general on the person's performance in the organization. It shows the person's identity and dependence to the organization, the employees who have a commitment, a higher order in their work and have more time in the organization. Based on research carried out in various researches, one of the most important predicting factors of job performance, is attention to personality traits and individual employee differences. The employed persons according to their personality patterns have their needs, expectations, motivations and goals. On the other hand, organizations also fulfill certain needs, expectations according to their goals, tasks and activities. Therefore, for each of them, is suitable types of personality, work environment and specific occupations, and the greater the compatibility and the fit between the personality and the job, the more satisfaction of the job and better performance will be more likely, if the employed persons can, according to their

personal characteristics, occupy, they can choose to work with commitment, self-esteem and patience without suffering from excessive stress and they can be fruitful.

Recognizing the teachers personality can increase the general area of organizational personality (between the manager and the teacher, the teachers, and the teachers with the students), researches on personality trait showed that conscientiousness and extroversion have the highest coefficient among the five personality structures. Investigating the personality traits, especially extraversion, also showed that extraversion has a high degree of participation in the work and team performance, and those with extraversion are moderate in comparison with the groups in which the number of such individuals low or high, have higher performance ^[1].

The most basic factor for creating a desirable position in achieving educational goals is the teacher. He can even compensate for the lack of textbooks and the lack of educational facilities, or vice versa, turning the best teaching position to an inactive and unattractive environment with inability to create an emotional connection. In the teaching process, not only experiences and scientific views of the teacher is effective, but also his entire personality is that affects the learning and transformation of the learner. The teachers personality traits make a strong impression on how he works, so that he takes him out of a personality that is skilled only in teaching and forms a thoughtful human that is responsible for the training of human beings ^[5].

Second subhypothesis

"There is a significant relationship between self-esteem and job performance of teachers."

In explaining this hypothesis it can be said that, as it was said, stress is an integral part of the occupation and work environments that is rooted in organizational changes, the decrease or increase in human resources and social changes, etc. ^[33]. On the other hand those who have high self-esteem, their social relations are more qualitative and durable and more resistant to failures, try to improve their conditions by relying on their mental abilities and effective coping strategies ^[34]. Therefore, it can be concluded that self-esteem not only affects the performance of the staff but also moderates the existing job stress.

People with low self-esteem show more depression and anxiety behaviors, and less effective when placed in stressful situations; because of their inability to establish successful interpersonal relationships in comparison with those who have higher self-esteem, they have more problems in dealing with stressful events, resulting in their poor attitude toward their work and their lives and their lower efficiency; on the contrary, those who have high self-esteem are more confident in their professions, they can better influence on the work environment and the conditions and consequently, have more positive view than the jobs ^[35].

Considering the fact that job performance determines how employees work in their jobs, their initiative and their problem solving methods and using their abilities, as well as using time

and energy in performing their job tasks ^[36], therefore, the relationship between self-esteem and job performance is justifiable.

Therefore, the researcher believes that considering the fact that each organization consists of individuals and human resources, the individual members of the organization as an integral part of the whole organization with their psychological characteristics and abilities can have an undeniable effect on the organization's performance.

According to some studies, self-esteem serves as an essential psychological need for individual adjustment. According to Maslow's theory, one achieves self-perfection that satisfies the hierarchy of basic needs, including self-esteem, which is a part of the hierarchy of basic needs, which means that one's performance is also influenced by self-esteem. Self-esteem represents the attitude of the individual about self, which may be shaped by comparison with others or independently of them. ^[11].

Considering the importance of the performance of high school teachers and their consequences in their productivity and their students psychological health, and as the stress in each job, both for the individual and for the organization, in terms of the effect on his career performance, causes damage and losses and puts a lot of danger in employees' health as the most important factor affecting work. These concerns lead to lower self-esteem and affect their job performance. ^[12]

High-self-esteem teachers are strong and typically find themselves important, meaningful and valuable, and deeply believe that they are an important member of their community and organization. Research shows that this belief system has important implications, including job satisfaction. Teachers with high self-esteem are, on average, more effective than teachers who have less self-esteem. They work better, voluntarily have more constructive behaviors. In fact, teachers with high organizational self-esteem are likely to perform more job activities in comparison with less self-esteem teachers, and are more likely to work to improve their performance and experience more job satisfaction ^[13].

Third subhypothesis

"There is a significant relationship between the anger and the job performance of the teachers."

In explaining this hypothesis, one of the emotions that plays an important and effective role in the lives of all people, is the emotion of anger. Anger is a kind of emotion that often occurs as a result of a person's reaction to the inappropriate behavior of others. Anger can spread from a momentary annoyance to a full-scale anger. ^[15]

According to Novaquo (1986; quoted by Suleimani Farsani, Mohammadi and Abipour, 2015) ^[16], anger is a natural emotion that appears as an involuntary condition in clinical matters and can provide a positive performance and some clinical disorders. ^[16].

Anger is an emotion that plays an important role in adapting individuals. In addition, one of the biggest barriers to personal success and job efficiency is the force of anger. When the teachers fail to control their own anger, they must suffer several

injuries. Anger can prevent a person from being able to be happy because the joy and anger are two issues that are incompatible; anger can distort or even end the family relationship; anger can cause failure in work and business, because anger can deprive gracious behaviour; the anger increases stress; human beings make a lot of mistakes when it comes to anger, because the anger disturbs the information analysis process that all of these injuries reduce the individual's job performance ^[15].

Novaquo (2017), in his research, showed that anger is one of the key factors in reducing employee concentration and reducing focus is a major factor in reducing job performance. Ghasemi (2014) also showed that anger has a reciprocal and significant relationship with job performance in teachers.

Research limitations

The limitations of this research include:

- The limited research sample, both spatially and temporally, limits the generalizability of the research results. And if it takes place in a different time and place, the results may be different.
- The low sample size and available sampling method can be considered as research limitations. Performing this study in larger samples can help distinguish more distinct subcategories.
- Lack of related academic references in libraries.
- Some people have some of the inaccuracies in responding to quiz questions that should be considered.
- Failure to control some irrelevant and confusing variables, including the degree of interest in completing the questionnaire and external effective variables.

Research suggestions

- In order to ensure the accuracy of the results obtained in this study, it is suggested that the present research variables be performed in other groups and in other geographical locations.
- It is suggested that in future research, other effective variables such as mental health, quality of life and resilience, should also be considered.
- It is suggested in future research that the role of other psychological, biological and social variables in relation to high school teachers be discussed.
- It is suggested that other data collection methods such as interviewing be used in future research.
- It is suggested that future researches should compare the difference between aggression, self-efficacy and job satisfaction among high school teachers in the first and second year, in order to establish the relationship between the level in which teachers are taught.

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