

## The Relationship between Introversion as Personality Trait and Job Satisfaction among EFL Teachers

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### **Abstract**

*This paper investigates the relationship between introverted EFL teachers and their job satisfaction. To this end 50 EFL teachers (20 males and 30 female) was selected as an intact group of teachers. Two instruments were utilized to collect data, 100 Items-Minnesota Satisfaction Questionnaire (MSQ) and 20 Item-Big Five Factor Markers Questionnaire (BFFM). Data analysis procedure was done via Statistical Package for Social Science (SPSS) version 21. In order to analyze the data, the Pearson correlation coefficient was used. It was found out that there was a negative relationship between EFL teachers who were introverted and their job satisfaction. As recommendation EFL teachers who are introverted have low level of job satisfaction and the process of teaching can be influenced by them. So, pedagogical society needs to identify factors that affect job satisfaction among EFL teachers, identify EFL teachers according to being extrovert and introvert and pick up their shortcoming as an introverted teachers and also create new strategies according to pros and cons of being as extroversion, and introversion from government and pedagogical community.*

**Key Words:** EFL teachers, EFL teaching, Personality traits, Introversion, Job satisfaction

### **1.Introduction**

Today teachers are as one of the essential components of educational opportunities. Naylor (2001) claimed that teaching is mirroring society's tendency towards harder while Hargreaves (1994) suggested that teaching is becoming more "intensified". Traditionally, teaching or training has been essential or had great priority in all pedagogical settings. Development

learners' skills (Listening, Speaking, Writing, and Reading) to communicate with people around the world by those skills are an important task of EFL teachers. Harkin and Turner (as cited in Ghorbani, Akbari, & Ghonsooly, 2015) believed that teaching is a complex activity that is influenced by, among other things, teachers' personality, characteristics, and teachers' beliefs in their ability to affect students' outcomes. The most effective factor that influences process of teaching is personality traits. Teacher characteristics and personality are one of subcategories of psychological factors. According to Jung's theory (Gray, Bhavika, Clyde, Sapp, Lauren, & Bansal, 2016), people show different behaviors in interaction between each other that includes extroversion and introversion. Introversion and extroversion, as a person's personality are partly formed as the results of environment influences. So, it can be concluded that the effects of personality on achievement need to be reexamined in each culture setting (as cited in Araghi, Fam and Ziaei, 2012). The other factor that could be effective for teaching is job satisfaction. Job satisfaction is the level of consent and willingness feeling of employees about their careers that has positive impacts on their efficacy. There are strong synergies between job satisfaction and productivity and the higher the skill level, the stronger the effect (Hossain Molla, 2015). Introversion is factor that will be studied in this paper. In fact, personality traits and their effects have been studied in general and the effects of personality factors on job satisfaction has not been investigated separately. Research on teacher's job satisfaction suggested that educators are most satisfied with teaching itself and their supervision and dissatisfied with their salary and promotional opportunities (Dinham & Scott, 2000). More recently, Boudreau, Boswell, and Judge (2001), studied personality variables (inter alia) in relation to career success among U.S. and European executives. For the U.S. sample, they found that neuroticism, agreeableness, and conscientiousness were negatively and significantly related to career satisfaction, whereas extraversion was positively and significantly related to career satisfaction (Lounsbury, Loveland, Sundstrom, Gibson, Drost, & Hamrick, 2003).

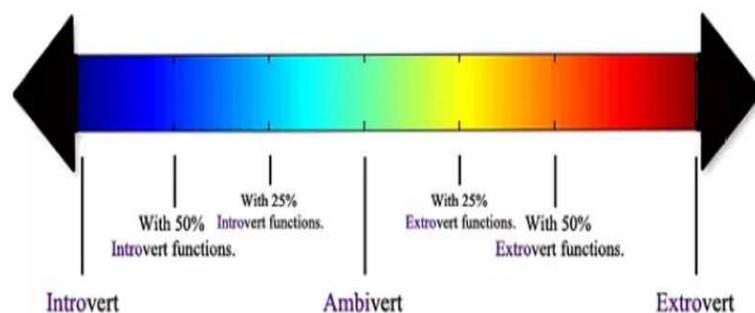
A personality trait is individual differences in the way people tend to think, feel and behave and the most widely accepted of these traits are the Big Five such as openness, conscientiousness, extroversion-introversion, agreeableness and neuroticism (Pappas, 2013). A personality trait is the performance of feelings and thoughts of persons in any places such as school and also, the interaction between teachers and students reflects their personality traits. Jung (1933) believed that human indicate two different behaviors in reaction with others:

extroversion and introversion. These different orientations have different aspects in personality of people.

As mentioned in International Journal of Humanities and Social Science (Irfan Arief, Rashid, Tahira, & Akhter, 2012), there are more than a few reasons for attributing such enormous importance to the personality of a teacher. The first and leading is that the personality of the teacher influences his/her association with pupils. Personality affects the behavior of the teacher in many ways, such as in interaction with learners, methods of teaching which is selected by teachers, and learning experiences. Introversion is a kind of personality traits it means "inward-turning" (Zeisstes, 2006). Introvert is a person who could not connect people easily. According to the Helgoe (2008), introversion is not a lack. Introverts tend to be alone. They are in trouble with connecting to outside world. They prefer to use their experience and knowledge and they like focus on one task alone. Introverts by contrast with extroverts, find group situations over stimulating. Their energy comes from in-depth, one –on-one conversation and from working and spending time alone and they are quickly exhausted by a busy, noise-filled environment (Bloom, 2013). Of course, according to Jung's theory (1933), and Figure 1, no one is absolutely introverted or extroverted but these two concepts are located in two poles of this axis. Most people are between the two poles or near one of them. Acceptance and respect for each of these features is much valuable.

Figure1:

Ambient Personality Continuum Scale ([www.LonerWolf.com](http://www.LonerWolf.com))



Job satisfaction consists of multidimensional and dynamic concepts which affected by many issues such as persons' characteristics, working conditions, and to specific features of the job (Koustelios, 2005). Abilities to complete tasks, the level of communication in organizations, and the way management's behavior of employees affect the job satisfaction. It is an effective reaction between persons and their jobs. In fact, job satisfaction is an inner factor and it is as an "emotional compatibility" with job. In general, it has complex concept that is associated with internal, physical and social factors. Teachers' job satisfaction, defined as "teachers' affective reactions to their work or to their teaching role" (Skaalvik & Skaalvik, 2011, p. 1030). Shann (2001) stated that teacher satisfaction is as guarantor for keeping teacher in the scope of education, responsibility, and thus it is useful for school efficiency. So, teachers who are more satisfied with their career they have better job performance than teachers who are dissatisfied with their job. The results of this study will give new view point to study the personality trait (introversion) its effects on EFL teacher's job satisfaction.

## **2. Review of Literature**

EFL teacher refers to the teacher who teaches English as a foreign language. The process of teaching that learners can improve their skills to use them to connect other people around the world needs EFL teachers. EFL teachers help learners to learn or improve their English skills. EFL teachers teach English to people whose first language is not English to enjoy meeting people from different countries and cultures. So, learners may be learning English as second language for either business or leisure reasons. Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first language (Trail, 2015). Teaching English as a Second Language refers specifically to language teaching for immigrants to English speaking countries. There is also growing demand for English for Specific Purposes (ESP) teachers, who specialize in teaching English in areas such as business, tourism, the law or engineering (Lecturing-adult Education, 2016). The recent rapid changes in the world due to globalization have given birth to English as a global language (Kavitha Viju, 2014). Teaching is considered as the major pedagogical process in educational context. Teaching is an "art". It "is a profession—one with a long and respected history" (Tauber, 2007, p.13). So, teaching the human force paves the way for reaching the goals of development in societies, and teaching can give people an equal chance to play role in shaping the society and reach their goals (Jalili & Mall-

Amiri, 2015). The concern of the government in various countries and region regarding the factors affecting EFL teaching and learning in higher education has explored the new areas of EFL teaching learning process and other aspect at learner's level (Kavitha Viju, 2014). Teacher and teaching factor is considered as vital instruments (Al-Hazmi & Scholfield, 2007) for addressing and developing pedagogic change. One of factor can affect the process of teaching is teachers' personality traits. The result of several studies done by researchers (Gibbons, 2003; Zhang & Watkins, 2007) have shown that language learning may be influenced by psychological features of teachers. The roots of the five-factor model of personality traits can be found in the 1960s, and more specifically, in the work of Tupes and Christal, who, in their classical 1961 US Air Force technical report, identified "five relatively strong and recurrent factors and nothing more of any consequence" (Tsaousis & Kerpelis, 2004). The five-factor model of personality comprises of neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience. According to Nikoopour and Hajian (2015), a brief summary of five dimensions of personality types identified in both natural languages and psychological questionnaires are as follow: "Neuroticism": It is a general tendency to experience negative effects such as anxiety, hostility, depression, self-consciousness, impulsiveness, and vulnerability. "Agreeableness": It is a dimension of interpersonal tendencies. Person who is agreeable tend to be unselfish, obedient, diffident, and trusting, while disagreeable person tends to be selfish, doubtful, and very competitive (Nikoopour & Hajian, 2015). "Extroversion-Introversion": An extrovert obtain energy from outside sources, whereas an introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities. "Openness to experience": the behavioral features of this persons involve: "active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity" (Nikoopour & Hajian). Introversion is an innate temperament beginning at birth that reveals itself in a collection of preferences in behavior (Thompson, 2012, p.6). Introvert could not connect people easily. According to Helgoe (2008), introversion is not explained by lack. Introverts try to be perfect in school, keep all negative feelings inside and then take them home and express talk to the person they trust usually (Silverman, 2012). In fact, Thompson (2012) believed "introverts have positive attributes, they are good in listening, planning and concentration on tasks for long time". They are cautious about the outer environment. They anticipate and reflect before they do any things to avoid errors. When they are alone and uninterrupted by people and incidents, they

think best and develop more ideas (Jafarpour Boroujeni, Roohani, & Hasanimanesh, 2015). As Callahan (2000) suggested, introverts prefer to reflect on their inner side. Introversion as Helgoe (2008) expressed, is not explained by lack, it is a wellspring of riches. Introversion is defined as a preference and they prefer a rich inner life to a vast social life, talking with a close friend to sharing stories in a group, developing their ideas internally too interactively (Jallili & Mall-Amiri, 2015). As Hartman (2016) pointed out, introverted teachers might feel relaxed teaching according to how he or she would feel most comfortable learning but it doesn't work always; so teachers must change his or her approach from what might feel most comfortable. As a result, introverted teachers can find ways to achieve balance between students' needs and their feeling at ease with their ability. Thus, "extraverts tend to turn outward and introvert tend to turn inward" (Wakamoto, 2007, p. 7). The other factor can impact EFL teaching is job satisfaction. In schools, job satisfaction when coupled with motivation, can increase the success of the objectives of the educational establishments (Saiti, 2009). Teachers' interests and motivation and in particular their overall job satisfaction is of crucial importance in attaining the educational aims and objectives (Airamlou, 2000). Job satisfaction is the most widely research job attitude and among the most extensively researched subjects in Industrial/Organizational Psychology (Judge & Church, 2000). "Job satisfaction contains both intrinsic and extrinsic factors. The greatest impacts on job satisfaction are the intrinsic factors such as a sense of accomplishment, self-worth, and personal growth", (Davis & Wilson, 2000, p.349-353). Alzaidi (2008) pointed out that "job satisfaction has become an increasingly urgent in the educational context, because both head teachers and teachers are dealing with the future of the community or society in which they operate". Research shows teachers' satisfaction and morale have dropped dramatically over the past two decades (National Public Agenda Foundation, 2000; Perie & Baker, National Center for Education Statistics, 1997; Scholastic Inc., 2000). Filak and Sheldon (2003) stated that job satisfaction and motivation occur when one feels effective taking on and completing challenging tasks directed at educational success and performance. In this context, job satisfaction can be the ability of the teaching job or position to meet an individual teacher's needs and improve their job/teaching performance (Filak & Sheldon, 2003). People with certain characteristics, select specific jobs in the field are better than others the characters have been defined many different ways (Colquitt, Scott, Judge, & Shaw, 2006). According to Cropanzano and Wright (2001), one of the important factors that has interference to job selection is personality traits; some jobs are

suitable for people over the silent, while the number of jobs for extroverted people seem to be suitable and have harmonious. Chu Chen (2005) in his research found that there is relationship between personality traits and job satisfaction. Finally, according to a lot of researches 'Big Five Model' of personality has high level of relation to job satisfaction such as neuroticism, extroversion, openness, agreeableness and conscientiousness. More of these researches show that extroversion has positive correlation with job satisfaction. But the goal of this research is to find relationship between introversion and EFL teachers' job satisfaction.

### **3. Methodology**

#### **3.1. Design**

This study had a correlational design (QUAN). In the study because of studying relationships between introverted EFL teachers as an independent variable and their job satisfaction as a dependent variable a quantitative research method was used.

#### **3.2. Participants**

The sample included 50 EFL teachers from Mad English language institutes in Shiraz, Iran. All 50 teachers who had MA degree (30 females and 20 males) were requested to answer questionnaires. All 50 participants were treated as an intact group of teachers.

#### **3.3. Instrumentation**

In this investigation two questionnaires were used to collect data. BFFM (Big Five Factor Marker) and MSQ (The Minnesota Satisfaction Questionnaire). According to the purpose of this study, only the "Extroversion/Introversion - focused questions" were used (Perkins, 2014). The researcher was asked to indicate the extent to which they agree to each statement using a five-point Likert scale (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree 5=Strongly Agree). Test-retest validity of extroversion is 0.85 respectively. The BFFM has an Alpha of 0.91 indicating high internal consistency reliability. MSQ includes of 100 items which measure 20 components of job satisfaction (Rothman & Coetzsr, 2002). Test-retest reliabilities of 0.70 and 0.80 were found over a span of week and a year respectively (Cook, Hepworth, Wall, & Warr, 1981).

### 3.4. Data Collection Procedure

The researcher went through the following steps to determine the results of the study: Participants of the study were selected of Mad English Language Institute in Shiraz. In this study, two questionnaires were used to collect the essential data during one month. Minnesota Satisfaction Questionnaire and Big Five Factor Marker Questionnaire were used to gain quantitative data.

### 3.5. Data Analysis

In order to analyze the data, Statistical Package for Social Science (SPSS version 21) software was applied to find the correlation between EFL teachers' personality trait (introversion) and their job satisfaction by using descriptive statistics (mean, median and standard deviation) and inferential statistics (level of significance, Pearson product-moment correlation).

## 4. Result and Discussion

### 4.1. Descriptive Analyses

The first step of descriptive analysis contains the mean, median, standard deviation, skewness and the kurtosis value. Table 1, is the tabular representation of the descriptive information such as mean, median and standard deviation. As it can be understood from the Table 1, the average value of introversion had the lowest mean among aforementioned independent variables (2.72), and the lowest median on independent variables (2.65). Moreover, the mean of job satisfaction as a dependent variable, was calculated (3.39), and the median and the standard deviation for this dependent variable in order were measured (3.43, 0.52).

Table1:

The descriptive information of variables.

Variable	Mean	Median	SD
Introversion	2.72	2.65	0.59
Job satisfaction	3.39	3.43	0.52

## 4.2. Inferential Statistics

A set of inferential statistics was conducted over the data. The following sections report the results of the data analysis and discuss the empirical findings of the study. The data were analyzed by means of appropriate statistics according to the hypothesis in question.

### 4.2.1. Normality of Variable:

In order to analyse data and select the appropriate test, first the normality of variables should be checked. For evaluating the normality of variables, Kolmogrov-Smirnov (KS) test should be used. If the significance level of this test be more than 0.05 the null hypothesis of normality of test is accepted; therefore statistical hypotheses are checked below.

Null hypothesis: data distribution follow a normal distribution.
Against hypothesis: data distribution does not follow a normal distribution

Table 2:

The normality test of data variables

Variable	KS	Sig	Status
Introversion	0.617	0.841	Normal
Job satisfaction	0.723	0.672	Normal

For this purpose the Pearson correlation coefficient checked the impacts of introverted teachers on their job satisfaction.

Table 3:

Pearson correlation test between introverted teachers and their job satisfaction

Test Statistics	Value
Pearson coefficient	- 0.288
Significance	0.043

Pearson correlation between two variables in this study in the general sample was 0.288 and the significance level was 0.043, which was less than 0.05. It means that there is a significant relationship between introverted teachers and their job satisfaction in overall sample. Because the value of correlation coefficient was negative; therefore there was an indirect relation between introverted teachers and their job satisfaction. The aim of this study was to investigate the relationship between introverted EFL teachers and their job satisfaction. On the whole, the obtained data of studying indicated that there was a significant correlation between an independent variable (introversion) and a dependent variable (job satisfaction). In fact, according to the hypotheses of Pearson correlation test, the level of significance of this test was less than 0.05, so, H<sub>0</sub> was rejected. Finally, according to the H<sub>1</sub>, there was a significant relationship between two variables. Because the value of correlation coefficient was negative; therefore there was an indirect relation between introverted teachers and their job satisfaction. Finally, on the basis of H<sub>1</sub>, there was a significant relationship between two variables. This shows that if EFL teachers are introverted, they will be unsatisfied with their job. The previous research was shown that there is a relationship between personality trait and job satisfaction among Pharmacy Company by Rothman and Coetzer (2002). As pointed in previous study, job satisfaction was related to Positive emotions (a facet of Extraversion), Agreeableness (including Straightforwardness and Altruism) and Conscientiousness (including Competence, Dutifulness and Self-discipline). According to study was done by Namdari and Shahmiri in 2013, introversion had a positive and significant relationship with job satisfaction among teachers from Bushehr. "Introverts behavior potential to produce poor results inhibition and has aroused strong potential" (Shahmiri and Namdari, 2013).

## **5. Conclusion**

The results of the study supported the claim that introverted teachers have a low-level of job satisfaction among EFL teachers but extroverted teachers have significant and positive correlation with job satisfaction. Introversion consists of opposite features compared with extroversion and introverted teachers tend to inner world, they can ask their extroverted colleagues for better controlling classroom and better interaction with learners for help and

direction. As Ayan and Kocack (2010), pointed, factors such as “organizational structure, management, culture, educational qualities, resources, tasks and responsibilities of the school, size and composition of the classrooms, talents of students, climate of the class, and relationships between students and the teacher can be listed among these”. So, teaching can be influenced by aforementioned factors, and also these factors affect teachers’ satisfaction, too. This study provides scopes for development job satisfaction through descriptive the role of introversion and extroversion. With correct the shortcomings of personality and place balanced between them the level of teachers’ job satisfaction will growth and its effect on process of learning will be obvious.

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