



Investigating the Role of Social Interest and Self-Concept in Teachers' Occupational Personality

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Abstract

The present study aimed at the investigation of the role of social interest and self-concept in teachers' occupational personality. The study has been conducted based on a descriptive method of correlation type. The study population included all of the junior high school teachers from district one of Zahedan during 2017-2018 academic years. Using sample volume determination table by Krejcie and Morgan (1971) and systematic sampling method, 226 individuals were selected as the study sample volume. To gather the data, the questionnaires of community feeling by Sahami & Mazlumi (2012), self-concept by Carl Rogers (2018) and occupational personality by Variszak and King (1989) were utilized. The content validity of the questionnaire was confirmed. The data obtained from the questionnaires were analyzed in two descriptive and inferential levels using tests like Pearson correlation test and stepwise regression in SPSS23 Software. The findings indicated that there is a positive and significant relationship between social interest and self-concept with occupational personality. Moreover, the results of stepwise regression showed that intellectual and educational aspects account for 17% of the occupational personality variations.

Keywords:

Community feeling (social interest), self-concept, occupational personality

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1. Introduction

Human beings are the most mysterious and the most magical creatures of the God and possess two material and spiritual aspects and it is this same characteristic nature that has provided them with special attributes and conditions. Now, there is undoubtedly felt a need for the more precise identification of the human beings' personality characteristics in the human communities and workplaces in information technologies and communication era more than ever before. In line with this, the recognition of the mankind and his internal potentials is surely not possible without perceiving and identifying the various aspects of his personality (Amani et al., 2012). Personality is a collection of physical, psychological and behavioral properties distinguishing every person from another. Personality is one of the factors playing a considerable role in an individual's choice of job. Researches have shown that the more the occupation is consistent with an individual's personality type, the more s/he will be likely to succeed, adapt and have job satisfaction. In this regard, assessment of personality type is one of the useful solutions in the individuals' career guidance (Amani et al., 2012).

The members' dispositional care, character styles, and their pressure and burnout was surveyed. Following care preparing, educators in the mindfulness meditation (MM) bunch demonstrated higher characteristic care and good faith and lower neuroticism and stress and burnout levels than instructors in the holding up rundown control gathering. These outcomes uphold the valuable part of MM in people's viable administration of distressing conditions in the work environment (Fabbro et al., 2020).

The success of every society depends on its possession of individuals who can best establish friendly relationships at work, in the community and at home. Under contradictory circumstances, solitude, competition with others and threat cause the creation of such bigger feelings as insecurity and inferiority. According to Adler, an individual's efforts for gaining superiority turn into personal strategies used for reducing personal threats and inferiority feelings in the absence of social interest, and such endeavors are in conflict with real progress and growth (Pooya et al., 2013). The utilization of TRUST in exploration, for the assessment of mediations, in instructor schooling, and expert turn of events and will show thoughts for upgrading the apparatus is examined (Aldrup et al., 2020).

Social interest is apparently not a concept but a collection of emotions and behaviors. In fact, social interest is the talent for cooperation and social life that can be developed via instruction and expressed through cooperation, assistance, understanding and sympathy.

Adler states that social interest can be defined as an attitude of having relationship with the entire human beings as well as sympathy with every member of human community in whole. Social interest is revealed in the form of cooperation with the others for the society's progress in lieu of personal interest. He believes that the more the individuals have higher social interests, the more they are sophisticated psychologically (Ahghar. et al., 2013). The requirement for utilizing normal descriptors in instructor

research just as down to earth ramifications of the discoveries for educator character estimation is talked about (Kim et al., 2019).

Hurnay underlines that social and cultural effects are the primary foundations of the development of psychoneurotic or normal personalities. This emphasis by Hurnay and Adler on the role of social relations has been focused by Sullivan as the important factor contributing to the formation of personality. Sullivan expresses that the human personality is consisted of a relatively persistent and continuous pattern as well as repetitive interpersonal relations that incorporate a specific set in every person and lasts a lifetime (Sahami & Mazloumi. 2012). Neuroticism and receptiveness interfaced with the comparing mean character, indicating that for these attributes the fit between a person's character and the normal character of the occupation has an effect for work fulfillment (Törnroos et al., 2019). Segment factors were discovered to be the main model to foresee instructors' word related burnout (Durak and Saritepeci. 2019).

Social interest is an internal factor that needs to be advanced and developed. This interest influences the human interactions and life duties in such a way that Hurnay (1937), like Adler, emphasizes on the social relations as important factors in the formation of personality. Unlike Freud, he believes that the people are provoked not by sexual or aggressive forces but by means of their need for security and love (Sahami & Mazloumi. 2012).

Besides social interest, self-concept is one of the important personality aspects influencing the elevation of the occupational personality which is comprised of characteristics perceived by an individual of his or her own self as a unique collection and acquired through social relations. In Roger's mind, the individual enjoying a strong and positive self-concept would have different views of the world in comparison to the individuals with weak self-concept and acts successfully at work and education. The large gap between the ideal self and the real self leads to dissatisfaction and discontent that would subsequently cause psychological problems in the long run to an individual (Najafi Kalyani et al., 2013).

Considering the students' special needs and characteristics, the absence of the proper educational conditions and the instructors' unfamiliarity with their needs and properties are the primary causes of the creation of adolescence problems. The recognition of these problems might be the first effective step after the recognition of the adolescence stage's properties and needs in helping the adolescents have a healthy growth and development stage. The important thing in this regard is the role and function of the schools' teachers that is surely the product of their educational mindset, knowledge and discretion. The teachers having inappropriate mental elucidations in their perceptual and psychological processes cannot play an effective part and attain success in teaching their learners. The necessity for paying attention to this important issue is felt considering the weaknesses existing in the country's educational system, especially in compensating the weaknesses and bridging the gaps such as fostering psychological factors like self-concept, interest and personality in line with elevating the teachers' educational and efficiency level more than ever before.

Sadeghi et al., (2015) pointed in his study to the idea that there is a relationship between positive self-concept and self-esteem and optimistic attitudes. Moreover, the obtained results signified that self-esteem is the variable having the strongest relationship with optimistic attitudes amongst the university students.

2. Methodology

The present study is an applied research in terms of its objective. It is a descriptive research of correlation type in terms of data gathering method. The study population included all of the teachers from junior high schools in District One of Zahedan during 2017-2018 academic years. To determine the study sample volume, Cochran formula was used, and the study sample volume was calculated considering 95% confidence level. In the end, 226 teachers were accordingly selected as the study sample volume based on the systematic sampling method.

The questionnaire was prepared based on Adler's theory of personality with 27 items in four factors of others' welfare and wellbeing, sympathy, interaction with others and self-welfare and self-wellbeing. The questionnaire's validity and reliability were verified and confirmed in a research called social interest scale's construction and validation by [Sahami & Mazloumi. \(2012\)](#). In the present study, reliability values obtained for the others' welfare and wellbeing; sympathy, interaction with others, self-welfare and self-wellbeing were 0.75, 0.71, 0.81 and 0.79; respectively.

Self-concept questionnaire was designed in the years between 1938 and 1957 by Carl Rogers for assessing the individuals' amount of perceiving their own selves. The self-concept questionnaire is composed of 30 items that assess six separate aspects, namely physical, social, intellectual, ethical, educational and dispositional self-concepts. The values obtained for each of them in separate is summed up to give the total score of self-concept. In the present study, the reliability values obtained for physical, social, intellectual, ethical, educational and dispositional self-concepts are equal to 0.76, 0.74, 0.77, 0.69, 0.71 and 0.83; respectively.

Occupational personality questionnaire was prepared by Variszak and King for assessing the individuals' vocational personality and interest. The occupational personality questionnaire contains 40 items that measure four factors of industriousness, purposiveness, changeability and organizational commitment. The reliability and validity of this questionnaire were verified and confirmed. Furthermore, the reliability values obtained for industriousness, purposiveness, changeability and organizational commitment aspects of occupational personality were found equal to 0.85, 0.83, 0.79 and 0.73; respectively.

After acquiring the required permits from the Education Ministry Division of Zahedan's District One, the authors attended the intended schools in adherence to the ethical issues and following making coordination with them. Then, meanwhile explaining the study objectives, the questionnaires were distributed amongst the teachers to be completed.

The results were presented in the form of such indices as mean and standard deviation. In order to show the multiple relationships between the variables, correlation coefficient and stepwise multivariate regression methods were employed.

3. Results

Table (1): descriptive findings of the teachers' scores in study variables

| Variables | Minimum score | Maximum score | Mean | Standard deviation |
|---------------------------------|---------------|---------------|-------|--------------------|
| Others' wellbeing and welfare | 2.29 | 4.43 | 3.685 | 0.615 |
| Sympathy | 2.71 | 4.43 | 3.718 | 0.506 |
| Interactions with others | 1.86 | 4.29 | 3.075 | 0.558 |
| Self-wellbeing and self-welfare | 2.29 | 5 | 3.699 | 0.699 |
| Social interest (total score) | 2.44 | 4.07 | 3.546 | 0.444 |
| Physical | 2.20 | 5 | 3.812 | 0.617 |
| Educational | 2.20 | 5 | 3.759 | 0.689 |
| Social | 2.40 | 5 | 3.312 | 0.412 |
| Ethical | 2.60 | 5 | 3.931 | 0.599 |
| Intellectual | 2 | 5 | 3.855 | 0.713 |

| | | | | |
|---|------|------|-------|-------|
| Dispositional | 2 | 5 | 3.970 | 0.729 |
| Self-concept (total score) | 2.27 | 4.83 | 3.902 | 0.556 |
| Industriousness | 3 | 4.70 | 3.777 | 0.476 |
| Purposiveness | 2.20 | 4.60 | 3.740 | 0.536 |
| Changeability | 2.10 | 5 | 3.716 | 0.602 |
| Organizational commitment | 2 | 5.40 | 3.693 | 0.627 |
| Occupational personality (total score) | 2.68 | 4.60 | 3.732 | 0.397 |

As it is observed in Table (1), the minimum, maximum and mean (and standard deviation) of the study variables have been summarized. According to the results presented in the table, the total mean of social interest is 3.546 (and 0.444), the total mean of self-concept is 3.902 (and 0.556) and the total mean of the occupational personality is 3.732 (and 0.397).

To test the relationships between the social interest and self-concept with occupational personality was made use of Pearson correlation test, and the obtained coefficients are as given in table (2).

Table (2): correlation matrix between the study variables

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|----|
| Other's welfare | 1 | | | | | | | | | | | | | | | | |
| Sympathy | 0.44 | 1 | | | | | | | | | | | | | | | |
| Interaction | 0.53 | 0.44 | 1 | | | | | | | | | | | | | | |
| Self-welfare | 0.56 | 0.31 | 0.21 | 1 | | | | | | | | | | | | | |
| Social interest | 0.83 | 0.71 | 0.67 | 0.76 | 1 | | | | | | | | | | | | |
| Physical | 0.22 | 0.14 | 0.17 | 0.24 | 0.25 | 1 | | | | | | | | | | | |
| Educational | 0.18 | 0.23 | 0.22 | 0.22 | 0.25 | 0.70 | 1 | | | | | | | | | | |
| Social | 0.26 | 0.19 | 0.19 | 0.24 | 0.28 | 0.61 | 0.62 | 1 | | | | | | | | | |
| Ethical | 0.25 | 0.27 | 0.26 | 0.20 | 0.23 | 0.46 | 0.44 | 0.75 | 1 | | | | | | | | |
| Intellectual | 0.18 | 0.18 | 0.25 | 0.20 | 0.23 | 0.67 | 0.37 | 0.60 | 0.45 | 1 | | | | | | | |
| Dispositional | 0.29 | 0.22 | 0.24 | 0.25 | 0.28 | 0.83 | 0.79 | 0.88 | 0.74 | 0.71 | 1 | | | | | | |
| Self-concept | 0.24 | 0.14 | 0.20 | 0.25 | 0.21 | 0.45 | 0.54 | 0.55 | 0.51 | 0.60 | 0.63 | 1 | | | | | |
| Industriousness | 0.31 | 0.24 | 0.29 | 0.28 | 0.23 | 0.22 | 0.27 | 0.25 | 0.26 | 0.27 | 0.27 | 0.24 | 1 | | | | |
| Purposiveness | 0.26 | 0.20 | 0.29 | 0.21 | 0.28 | 0.24 | 0.29 | 0.25 | 0.23 | 0.26 | 0.23 | 0.22 | 0.53 | 1 | | | |
| Changeability | 0.28 | 0.28 | 0.25 | 0.23 | 0.28 | 0.21 | 0.26 | 0.22 | 0.20 | 0.21 | 0.26 | 0.26 | 0.34 | 0.64 | 1 | | |
| Commitment | 0.27 | 0.23 | 0.29 | 0.28 | 0.22 | 0.27 | 0.30 | 0.38 | 0.40 | 0.29 | 0.40 | 0.43 | 0.69 | 0.88 | 0.77 | 1 | |
| Occupational personality | 0.22 | 0.19 | 0.27 | 0.25 | 0.21 | 0.31 | 0.26 | 0.24 | 0.20 | 0.32 | 0.29 | 0.35 | 0.37 | 0.25 | 0.21 | 0.29 | 1 |

The information given in Table (2) demonstrates that there is a positive and significant relationship between social interest and self-concept with occupational personality.

To determine the amount of occupational personality variance elaborated by social interest and self-concept, stepwise multivariate regression was employed (tables 3 and 4).

Table (3): adequacy indices of the model proposed for the relationship between self-concept and occupational personality

| Model | Correlation coefficient | Determination coefficient | Adjusted determination coefficient | Error deviation |
|---------------------------------|-------------------------|---------------------------|------------------------------------|-----------------|
| 1. Intellectual | 0.404 | 0.163 | 0.160 | 0.364 |
| 2. Intellectual and educational | 0.429 | 0.184 | 0.177 | 0.361 |

As it is seen in Table (3), regression analysis has advanced up to two stages. In the first one, intellectual aspect is entered into the model that is indicative of the idea that 16% of the occupational personality variations are explained by the intellectual aspect. In the second stage, the educational aspect is inserted into the model which is reflective of the idea that intellectual and educational dimensions account for 17% of the occupational personality variations.

Table (4): model's adequacy indices between the aspects of social interest and occupational personality

| Model | Correlation coefficient | Determination coefficient | Adjusted determination coefficient | Error deviation |
|-------------------------------|-------------------------|---------------------------|------------------------------------|-----------------|
| Others' wellbeing and welfare | 0.227 | 0.051 | 0.047 | 0.388 |

As it is shown in Table (4), the regression analysis has been advanced one stage in which the others' wellbeing and welfare is embedded into the model. As it is observed, others' wellbeing and welfare accounts for 4% of the occupational personality variations.

4. Discussion

Daily increasing progress in the various aspects of the human community is suspended over the creation of novel thoughts and evolution in the education system. In the contemporary world, science and technology are rapidly advancing and the creative management has played a key and determinative role in such a huge progress and change; in fact, educational managers and staff are enumerated amongst the most important organizational elements. One of the concerns of the human resources management in the organizations is the correct designing of the jobs required by them in such a way that the organizational goals are actualized on the one hand, and the teachers' needs are satisfied on the other hand. Thus, the managers concomitantly take into account the organization and the teacher's needs during job designing in such a way that neither the organizational interests nor the goal actualization is endangered and additionally the teachers are not treated as the lifeless parts of the organization. There is no doubt that the organizational members can play a considerable role in the actualization of its goals because it has been experientially proved that possession of happy teachers who are satisfied with their jobs not solely in financial terms but also in regard of the designing is an important factor of organizational success. Occupational personality process is unique and exclusive in every organization due to the differences existent in the essence and nature of job, values and work culture, leadership style and management as well as the individuals' behaviors and attitudes. To some, change brings about advantage, pleasure and satisfaction while the same change is considered by some others as the cause of tension, loss and disadvantage. Social interest is amongst the solutions proposed in the area of human resources for having skillful, motivated and creative workforce. Adler's approach is one

of the approaches underlining the social interactions for the purpose of psychological health. He believed that the human beings are essentially social creatures and their most fundamental concept, i.e. social interest, also emphasizes on this issue. The self-concept is to a large extent formed by the nature of an individual's relationships with the others and can influence the action and choice type of the individuals. Perception can be also influential on an individual's perception of the others and because the staff members hold vital positions of an organization and, in other words, the organization's artery, non-enjoyment of healthy characteristic can adversely influence their behaviors. It has to be noted that the self-concept growth and evolution is not specific to childhood and it goes on during adulthood, as well. The recognition of the type of the staff members' self-concept and determination of the shortfalls in this area can result in the preparation of instructions for bringing about changes in the self-concept's types.

5. Conclusion

Since it is the human beings who perform the tasks inside the organizations, every approach towards the improvement of organizational productivity should also incorporate the personnel affairs. The effective human workforce is the primary factor of the continuation of success and actualization of organizational goals. Human workforce productivity process is influenced by the perfection and combination of various factors and productivity is not an abstract topic and it necessarily features an applied dimension. This way, the selection of factors influencing the staff members' productivity is a function of organizational and employee needs and conditions as well as a function of the intra- and extra-organizational environment wherein the human workforce is working. Organizations are incumbently urged to improve productivity so that they can attain success.

The goal of the present study is the investigation of the role of social interest and self-concept with occupational personality. The obtained findings are suggestive of the significant relationships between social interest and self-concept with occupational personality and that the studied teachers are somewhat purposeful and tend to exhibit industriousness and changeability in schools. The present study's findings are in compliance with what has been found in the studies by [Sahami & Mazloumi. \(2012\)](#).

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