

Relationship between teachers' tolerance, self-concept and personality type in teachers

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ABSTRACT

The purpose of this research was to study the relationship between teachers' tolerance, self-concept and personality type in teachers. The population of this study included all school teachers of Khash city in 2015 – 16. The sample consisted of 316 teachers that were selected at random. To collect the data tolerance, self-concept and personality type questionnaires were used. For analyzing the data Pearson correlation coefficient and stepwise regression was used. Results demonstrated that there was a positive and direct relationship between teachers' tolerance and self-concept. There was no relationship between teachers, self-concept and personality type. There was no relationship between teachers, self-concept and tolerance. Tolerance and self-concept variables could not predict teachers' personality type.

KEY WORDS: TOLERANCE, SELF-CONCEPT, PERSONALITY TYPE, TEACHERS

INTRODUCTION

Teaching job has internal and external stressful resources. Internal stressful resources of teaching job include the nature of teacher role, readiness level, competences and ability for doing duties. Decreasing the competence level can be resulted from lack of training before doing services. School environment can create stressful conditions for teachers such as students' destructive behaviors, insufficient encouragement structure, job isolation, opposed and multiple roles (Brook, Green, Geless & Chovarzer, 1996).

During recent 20 years, studies related to tolerance have increased significantly. Thus, it is necessary to conduct more researches in this field faster than past because of several reasons. Firstly, increasing the numbers of people who they expose problems and also the numbers of problems. Secondly, understanding the dangerous and protective factors and their performance way can be led to suitable clinical interventions. Thirdly, it seems this topic is important because it is close relationship with mental health (Vaiv, Feredrikson & Tailor, 2008).

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Tolerance is not resistance against dangerous situations or damages, but it means active and constructive cooperation in environment. Indeed, as Recharadson (2002) stated tolerance is positive growing and adjusting following a period of unbalance rather than as simple recovery from damage and disaster. According to Bonano (2004) tolerance is something more than living under stressful conditions it does not mean lack of vulnerable against stress. Previous theories about tolerance emphasized on related features with positive consequences in facing with life problems and disasters. They introduced external factors such as efficient school, communication with protective adults as improving factors for tolerance. While, contemporary theories introduce tolerance as multiple subject composed of natural variables such as physical constitution and personality associated with special skills like problem solving. It allows people resist against life stressful events, suitably (Shafi Zadeh, 2012). Tolerance has recognized as effective subject in discussions about teaching process. Tolerance level affects on teachers ability for managing answers and reactions which it is complex and difficult process. It is considered as effective factor on improving quality and job standards (Goo & Di, 2007).

On the other hand, today most of scientists and psychologists believe that self- concept determines the individual's behavior. When a person is faced with a situation and stimulant that it is inconsistent with her/his behavior and values, he/she shows strong resistant against it, but if it be consistent with his/her behavior and values, he/she accepts it. Charlz Werth (1995) believes that self – concept is composed of three parts: 1. Body image that shows individual's view about his/her physical condition and it includes his/her physical reactions. 2. Self – social includes self- racial, cultural and religious. 3. Self – cognition that states individuals' view about his/her mental talents. Damoon & Hart (2001) in their research related to self- concept found out that individuals' positive and negative self- evaluations affect on their social relations. Whatever it is important that individuals behave in way to imagine themselves as they like. They may behave in different social situations in a way that others like them. While, those who think they are not lovely may behave in a way that others do not like (Homan & Deh Abadi, 2013). Also, personality types determine mental talents and describe human behavior in different life situations. These personality types must be considered in job and educational consultations, whatever is often forgotten. Holland as one of famous theorists in field of work psychology, his theory has been successful more than other theories in this field. Holland states his theory based on two main principals:

1. Job selecting depends on type of individuals' personality.

2. There is direct relationship between job selecting and individuals' view and attitude.

Hypotheses of Hollands' theory on job selecting and evolution has been stated based on 7 hypotheses:

1. Most people are classified in one of below 6 personality types: realist, searcher, artist, social, adventurous and normative individuals.
2. Holland believes that there are 6 types of work places consistent of 6 personality types. If each personality type be in its suitable environment, it can lead to most success.
3. Individuals search environments where allow them to show and grow their abilities, skills, roles, values and attitudes that they like.
4. Individuals' behavior forms by personality and environmental factors. Job events such as job satisfaction, job selecting, job success and job continuity can be predicted through consistent of personality models with environmental models.
5. It can be used hexagonal model to show the relationship between individual and job. For example, realist person has more consistent with jobs related to realist type and has less consistent with jobs related to social type.
6. Also, it can be used hexagonal model to show the adaptation level of individual with environment. For example a person (R- N-S: realist, normative and searcher) has more adaptation with this environment more than a person (R-A-N: realist, artist and normative).
7. Distinction level affects on adaptation between individual and environment. If a person be more similar to environment (for example, S-A-A: social, artist, adventurous) the probability of job satisfaction will be more in that environment (Mon-tazer Gaib & Keaikha Nejad, 2012).

Regarding to mentioned materials, current research has tried to study the relationship between tolerance, self-concept and personality type of teachers of Khash city during 2015-16.

RESEARCH QUESTIONS AND OBJECTIVES

The main aim of this research is to study the relationship between tolerance, self-concept and teachers' personality type from Khash city. Below questions will be studied to achieve mentioned aim:

1. There is significant relationship between teachers' tolerance and self-concept of Khash city.
2. There is significant relationship between teachers' self-concept and personality type of Khash city.

3. There is significant relationship between teachers' tolerance and personality type of Khash city.
4. Tolerance and self- concept variables predict teachers' personality type.

METHODS

Current research is descriptive and correlative research. Statistical population of this research includes 1760 teachers of Khash city during 2015-16. The sample consists of 316 teachers that were selected at random and from them were asked to fill the tolerance, self-concept and personality type questionnaires.

RESULTS AND DISCUSSION

First hypothesis: there is significant relationship between teachers' tolerance and self- concept of Khash city.

Table 1. Correlation coefficient of teachers' tolerance and self-concept			
Sig.	r	Variables	Group
0.01	0.217	Tolerance	Teachers
		Self-concept	

The findings of table 1 revealed that there is significant and positive correlation between teachers' tolerance and self - concept ($r=0.217$, $p<0.01$).

Second hypothesis: there is significant relationship between teachers' self- concept and personality type of Khash city.

Table 2. Correlation coefficient of teachers' self-concept and personality type			
Sig.	r	Variables	Group
0.788	0.016	Self-concept	Teachers
		Personality type	

The findings of table 2 revealed that there is no significant correlation between self - concept and personality type.

Third hypothesis: there is significant relationship between teachers' tolerance and personality type of Khash city.

Table 3. Correlation coefficient of teachers' tolerance and personality type.			
Sig.	r	Variables	Group
0.09	0.095	Tolerance	Teachers
		Personality type	

The findings of table 3 revealed that there was no significant correlation between tolerance and personality type of teachers of Khash city.

Forth hypothesis: tolerance and self-concept variables predict teachers' personality type.

Table 4. Regression analysis of teachers' personality type based on tolerance and self-concept				
Sig.	R ²	R	Variables	Step
0.090	0.010	0.098	Tolerance	1
0.788	0.000	0.016	Self-concept	2

The results of table 4 show that tolerance and self-concept variables could not predict teachers' personality type.

The results of first hypothesis related to study the relationship between teachers' tolerance and self-concept showed that there was positive and positive relationship between teachers' tolerance and self- concept. It means that increasing tolerances leads to increasing self-concept at high level. Also, high self-concept leads to increasing individuals' tolerance.

The results of the second hypothesis related to study the relationship between teachers' self-concept and personality type showed that there was no significant relationship between teachers' self-concept and personality type.

The results of the third hypothesis related to study the relationship between teacher's tolerance and personality type showed that there was no significant relationship between teachers, tolerance and personality type.

The results of the forth hypothesis related to study predictor variables of teachers' personality type showed that tolerance and self-concept variables could not predict teachers' personality type.

Since, human resource is considered as the most important and strategic resources of each organization and regarding to importance of education system for improving society and future of citizens, it is necessary to provide suitable conditions such as agreement off teachers' duties with their interests , competences and abilities, selecting teachers according to their competences and abilities, studying and recognizing needs and expectations of human force, attempting to meet their needs, creating and increasing job importance, creating active and stimulus environment, recognizing stressful fields and their consequences, providing consulting services, creating and keeping desirable human relations, organizing management training courses, providing suitable physical conditions and creating opportunities for resting, leaving from work temporary and continually decrease teachers' mental stresses and help their mental health.

Teachers are main element of education system. If a manager can meet teachers' needs, he has acted in direction to provide needed conditions and opportunities for creating spirit, job satisfaction to achieve goals of education system. Thus, communication of manager with teachers is very important especial for managing school better. When, all of responsible people in the organization try to provide suitable and efficient environment for increasing the ability of their abilities and competences and for others, this education system has achieved perfect efficiency. They try to provide suitable conditions to rely on others and communicate correctly. Thus, each member of the group can achieve job satisfaction by team working, correct communication and thinking alike each other and finally they increase the efficiency of education system.

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