

A Study of the Relationship Between Job Performance and Job Burnout and Neuroticism Among Employees of Bastak County Education Department

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Abstract

Introduction: Job burnout is a problem caused by workplace stress. Several factors can affect job burnout, one of which is neuroticism.

Method: This study was conducted on 100 employees of Bastak County education department. To collect field data, Paterson's job performance questionnaire, Maslach et al.'s (2001) Job Burnout Inventory, and five-factor NEO personality inventory were used to assess neuroticism. Data analysis was conducted using Pearson correlation coefficient and regression was performed using SPSS19 software.

Findings: Findings show that there is an indirect and positive relationship between neurotic personality behavior and job burnout. Neuroticism personality trait does not affect academic performance, and only the variable of agreeableness affects job performance.

Conclusion: Neuroticism personality trait can indirectly control job burnout. Based on the conducted studies, using mental exercise, increasing mental satisfaction, and experimental refreshment can increase adaptability and conscientiousness and decrease neuroticism, which eventually leads to a reduced level of burnout.

Keywords: Job burnout, job performance, neuroticism

Introduction

In today's societies, the educational system as a crucial institution for social, economic, cultural and political development plays a significant role in the development of human capital. Studying the factors affecting the growth and development of human societies, both advanced and growing, indicates that the efficiency and effectiveness of the educational system in any country greatly contributes to the overall growth and development of that country. Human resources performance is the basis of organizational performance (Gibson et al., 2000). Regarding job performance, many definitions have been presented by various researchers and experts (Oluwakemi & Olanrewaju, 2014). Considering a simple definition, job performance is the expected value for an organization that is obtained from the activities and job functions of individuals within a certain period (Mohamad & Jais, 2016). Thus, Moorhead (1995) describes instructors' job performance as the duties assigned to them that they perform within a specific period in order to achieve educational goals. More precisely, instructors' job performance is the how and to what extent they

perform the tasks and duties assigned to them, especially in relation to the main task of their professional function, namely teaching. Considering the importance of job performance and the necessity of enhancing it, in recent years, many studies have been conducted in order to identify the dimensions and components of job performance; for instance, Copeland (2004) and Gray & Stark, (2007) have categorized instructors' job performance indicators in the form of educational planning, teaching, creating a suitable learning environment, evaluating and providing feedback to learners (Copeland, 2004).

Factors that can affect job performance are burnout and personality traits. Sometimes, a person experiences severe fatigue, frustration, helplessness, stress, etc. due to excessive work pressure. This unpleasant condition is occasionally caused due to excessive work pressure. A feeling and a state that makes one disinterested in everything, even life itself. This condition is called 'burnout'. The word 'burnout' has been appropriately

selected, because it conveys the same exact feeling and state. A state in which everything is different to a person, and under these conditions, one loses work motivation and gives up everything (Malik, 2009). Another variable that can affect job performance is the personality trait of neuroticism.

Personality traits are often influenced by personal learning's from the family and social environment because one has no idea what good and bad are as a child

Personality traits are often influenced by a person's learning from the family and community environment because the person does not have a measure of good and bad at birth, these criteria are created in him through the consequences of behavior, i.e. the child rejects those behaviors that have negative consequences and internalizes those with positive consequences. Some of these traits are positive and prepare the individual to adapt to the environment and some others are negative and incompatible. Therefore, after facing different life situations, man gradually learns how to adapt to the environment. Personality traits have a close relationship with employees' job performance so much so that they can pave the way to achieve predetermined goals. Some specific personality traits can determine a person's behavior in the organization, and some of them cause serious damages at the workplace that, if not controlled properly, will inflict irrevocable damage. A person's personality plays a significant role in his occupational performance because a person's personality determines his motivation and attitude towards a job as well as the way in which he responds to job requirements. The study of personality traits and their relationship with performance is one of the basic and important issues regarding the employees of the education department and attention to it can have special effects on the efficiency and effectiveness of employees. What is particularly crucial here is that a person's job should provide a suitable context for the fulfillment of his emotional, personal and social needs. Given that different jobs and even specialties in a job have different emotional backgrounds, the role of individual differences in the method of choosing various types of jobs is inevitable. Therefore, paying attention to personality traits in choosing a job as well as in the efficiency and performance of the job in people's lives is of special importance.

Job performance refers to the extent that a person is capable of performing tasks (knowledge, skill, experience, and competence), and the extent to which he is inclined to perform them (motivation, interest, commitment, and trust). Although environmental and organizational factors such as management support and fitness of the person to the job, organizational structure, organizational culture, spirit of cooperation, and feedback are involved in this regard, yet capability and tendency are the main factors determining job performance. However, it should not be forgotten that personality traits are another factor affecting job performance (Sa'adat, 2005).

Garsio et al., (2014), in a study on 88 teachers in Spain, found that both personality traits and contextual characteristics are associated with job burnout. They showed that high burnout

scores are associated with high degrees of neuroticism and introversion. Also, in this study, it was shown that agreeableness has a negative correlation with depersonalization and conscientiousness has a positive correlation with personal progress. In their studies, Ling et al., (2020) found that personality traits enhance job performance in Chinese teachers. Personality not only has a direct impact on job performance but is also a mediating chain between communication and job identity. As a result, young college instructors need to focus on using their personality strengths to improve their communication and relationships, thereby improving their job identity and reducing job burnout to increase their job performance. Weid et al., (2018), in a study, examined the symptoms of depression and the ways of coping with it in nurses and its relationship with job burnout and personality. According to the studies conducted, personality affects depression, and job burnout increases nurses' depression and reduces their job performance. Durak et al., (2018) studied job burnout among teachers and analyzed personality traits, personal and occupational status variables as predictors. Job burnout is related to personality traits and demographic variables provide the best model for predicting teachers' burnout. Khedhaouria et al., (2019) studied the relationship between personality traits and job performance in technicians. Their findings showed that the personality traits of technicians can lead to job burnout in various ways and each of them has a different reaction to his job. These findings can help senior management to take "personal" preventive measures, depending on the different combinations of personality traits, they should take action to prevent the increase of stress levels and adopt appropriate strategies to increase job performance and its level.

In a study, Ntantana et al., (2017) studied job burnout and job performance of the Intensive Care Unit personnel and its relationship with religious personalities. It was a cross-sectional study. The results showed that job burnout is more common among nurses compared to doctors, and the personality trait of neuroticism affects job burnout and reduces job performance. Besides, anger is a negative predictor of exhaustion. One of the organizations in which man's interaction with the environment is extensive is the education system where counselors play a sensitive and significant role in guiding the students. In fact, given the sensitivity and importance of job duties and close and constant contact with students of different age groups on the one hand, and the impacts of job burnout on employees' job performance, on the other hand, personality traits (neuroticism) are of particular importance. In fact, those who interact with children must be free from mental disorders. Thus, the present research seeks to study the relationship between job performance and personality traits and job burnout among employees of Bastak.

County education department, and examine how different personality dimensions can lead to job burnout. Since employees of Bastak County education department comprise a significant portion of government staff and because the services of this group of human resources can have an impact

on various aspects of society, it is clear that burnout and lack of sufficient motivation among the employees of this organization can impede its significant mission of providing effective services to society.

Presenting the results of the present research to managers and employees of Bastak County education department will help them to take more effective measures in planning and determining the organizational policies in order to reduce job burnout and increase the qualitative level of employees' job performance and ultimately increase the chances of more employees succeeding in their jobs. Hopefully, studying job burnout based on job performance, job burnout and personality traits of the employees of governmental departments of Bastak County will be helpful, guide the planners, and increase the efficiency and capability of the employees of those organizations. The present research examines the relationship between job performance and job burnout and neuroticism among employees of Bastak County education department. The present research seeks to answer the following questions:

- Is there a significant relationship between job performance and job burnout and neuroticism among employees of Bastak County education department?
- Is neuroticism a significant predictor of job performance?
- Can personality dimensions significantly predict the relationship between job burnout and job performance of employees of Bastak County education department?

Methodology

This study investigated the relationship between job performance and neuroticism among employees of Bastak County education department. This study is applied in terms of purpose. Also, the present study is descriptive-correlational research in terms of method and nature. The present study was conducted in 2017 in Bastak County, Hormozgan Province. The statistical population of the study consists of all employees of Bastak County education department. The statistical sample includes 100 employees of this county. The age range was 36 to 40 years with 11 to 15 years of work experience. In this study, the required information was collected through library resources and measurement tools (questionnaire). Measurement tool (questionnaire) was performed on the statistical sample and finally, the collected questionnaires were statistically analyzed. Pearson correlation coefficient test with SPSS19 software was used to examine the research variables. For ethical considerations, employees of the education department were assured that the obtained information will be protected.

Job burnout inventory

Maslach et al., (2001) argue that the only tool that can measure the three dimensions of job burnout is the Maslach Burnout Inventory (MBI). In many studies on job burnout, whether in Iran or abroad, Job Burnout Inventory has been used. The original MBI inventory included 47 questions and it had a dual scale of frequency and intensity and was performed on a 605-people sample (56% male and 44% female). These people were employees of service and health professions, including police officers, teachers, nurses, social workers, psychiatrists,

doctors and managers of institutions. After submitting the obtained data to factor analysis, ten factors were obtained for both frequency and intensity. Due to several criteria such as factor load and correlation of each question with the total test score, 22 weak questions were removed from the 47 questions and the number of test questions reached 25. The new test, which included 25 questions, was performed on a sample of 420 people (96% female and 29% male). The occupations of these people were: nurse, teacher, social worker, counselor, mental health staff, service staff of departments and executive managers of institutions. The results of factor analysis of the data obtained from this study were the same as the previous study and therefore the data of both studies were combined and the data of a 1025 people sample were analyzed. The result of this analysis was four factors. These four factors include 1- Emotional exhaustion 2- Personal accomplishment 3- Depersonalization, and 4- Engagement.

Out of a total of 25 questions, 9 questions were devoted to emotional exhaustion, 8 questions to personal achievement, 5 questions to depersonalization, and 3 questions to engagement. Here are the characteristics of the test calculated by Abedi, (2002) will be explained.

Description, implementation method, and scoring the questionnaire

In this 25 item questionnaire, there are sentences in front of which there are two scales. The instructions for the questionnaire are very simple. Subjects are asked to read each sentence and in front of it, describe themselves according to the frequency and intensity of the sign in the sentence. To score the scale, in each question, two scores are considered for the individual: the frequency score and the intensity score. If the subject marks the 'never' box, he will score zero in both frequency and intensity. Otherwise, according to the sign that he has put in the frequency and intensity sections, he gets a score of one to six for frequency (from several times a year to every day) and one to seven for intensity (from very little to very much). When the scores of the people in each question are known, by adding up the scores, the four subtests can be calculated. In fact, by adding up the scores of 9 questions of emotional exhaustion in the two scales of frequency and intensity, two scores can be obtained for this subtest. Thus, the same is done for the other three subtests, and in the end, eight scores (four frequency scores and four intensity scores) are obtained for each person. It should be noted that the scores of these four scales cannot be added because in some scales high scores indicate job burnout (such as emotional exhaustion) and in some other scales (such as personal accomplishment) low scores indicate burnout.

Paterson's job performance questionnaire

Paterson's job performance questionnaire consists of 15 items that are used to assess employees' job performance. The scoring of the questionnaire is in the form of a 4-point Likert scale, which is considered 0, 1, 2, and 3 for the "rarely", "sometimes", "often" and "always" options, respectively. The range of scores of each subject is between 0 and 45. Based on

this method, the scores obtained from the analysis are added and then it should be noted that the following scores are for one questionnaire. If, for example, there are 10 questionnaires, the following scores should be multiplied by 10. Scores from the above 15 phrases should be added up. The minimum possible score will be 0 and the maximum will be 45.

Scores between 0 and 15: The job performance of the person is poor. Scores between 15 and 22: The job performance of the person is average. Scores above 22: The job performance of the person is strong.

Sayyahi and Shokrkon (1996; as quoted by Ershadi, 2007) reported the reliability of the questionnaire through Cronbach's alpha and halving to be 0.85 and 0.85, respectively. Also, Sayyahi and Shokrkon (1996; as quoted by Ershadi, 2007) reported the validity of the questionnaire by correlating it with the performance self-assessment questionnaire at the acceptable level of $P < 0.05$. In the study by Aslanpour, Joe Kenden et al., (2011) the reliability of the job performance questionnaire through Cronbach's alpha and halving to be 0.86 and 0.79. The validity of the scale was also obtained through correlating with a general, researcher-made question to be 0.62 at the significance level of $p < 0.001$.

To measure the validity of the questionnaire, Na'ami correlated the scores of the job performance self-assessment questionnaire with the scores obtained from the competency questionnaire and the job performance of the staff grading report, and validity coefficients were obtained 0.43 and 0.36 respectively, which are significant at the level of $p < 0.001$. (Na'ami, 2002, as quoted by Farhang Majd, 2009).

Five factor NEO personality inventory

NEO personality inventory was designed by Costa and McCrae in 1985 (Costa and McCrae, 1992). This inventory contains 240 questions, as well as an S form (self- grading) and an R form (grading by others). This five factor personality inventory measures five personality traits in each factor, and thus, provides a comprehensive assessment of personality. This inventory is suitable for individuals aged 17 or older. In Iran, it was translated, normalized, and implemented by Garousi (2001). Its 60 item form, which has been used in the present research, is used when the span of the research is limited and general information about personality suffices. Questions are answered on a 5-point Likert scale. 12 questions are assigned to each factor. Each question has 5 options: "I strongly agree", "I agree", "I neither agree nor disagree", "I disagree" and "I strongly disagree," to which scores of zero to four are assigned. Each factor has 12 items and a score range from zero to 48. By adding the scores of each of the questions related to each item, five separate scores are obtained. The number of questions assigned to each item is given in Table 3-1 below.

NO	Item	Question Number
1	Neuroticism	1-6-11-16-21-26-31-36-41-46-51-56
2	Extroversion	2-7-12-17-22-27-32-37-42-47-52-57
3	Openness	3-8-13-18-23-28-33-38-43-48-53-58
4	Agreeableness	4-9-14-19-24-29-34-39-44-49-54-59
5	Conscientiousness	5-10-15-20-25-30-35-40-45-50-55-60

Table 1: Questions assigned to each of the items related to personality in the NEO inventory

The questionnaire was originally developed by McCrae and Costa for the normal population and has been widely used in research and clinical applications over the past decade. The original version was developed in 1992 by Costa and McCrae to measure the five-factor pattern of personality (neuroticism, extroversion, openness, agreeableness, and conscientiousness) (Table 1).

Regarding the validity of NEO-FFI, the results of several studies indicate that subscales of this 5-factor model have good internal consistency. For example, Costa and McCrae (1992) reported the Cronbach's alpha coefficient to be between 0.68 (for agreeableness) to 0.86 (for neuroticism). The alpha coefficient reported by them ranged from 0.74 to 0.89 with an average of 0.81. While in the research of Bencharad et al., (1999) this coefficient in neuroticism is 0.85, in extraversion 0.72, in openness 0.68, in agreeableness 0.69 and in conscientiousness 0.79. Holden (1999) also reports the alpha coefficient of these 5 factors in the range of 0.76 (for openness) to 0.87 (for neuroticism). The results of the study of Moradian and Nazlak (1995) also indicate that Cronbach's alpha of neuroticism, extroversion, openness, agreeableness and conscientiousness are 0.84, 0.75, 0.74, 0.75 and 0.83 respectively. Recently, a study on personality and eating disorders reported internal stability of 0.69 to 0.90 for test scales (Egert, Landowski, & Clamp, 2007). The long-term validity of the NEO-PI test has also been evaluated. A 6-year longitudinal study on N, E, O scales showed coefficients of 0.68 to 0.83. The coefficients of validity of two factors A and C in the interval of 3 years were 0.79 to 0.63 (Costa, McCrae, 1998). In a 7-year longitudinal study of peer evaluation in which the whole test was used, the coefficients of validity ranged from 0.82 to 0.51 for 18 sub-traits of N, E, O and 0.63 to 0.81 for the five main factors in men and women (Costa, McCrae, 1998). Also, in Iran, Haghshenas (2008) has obtained similar results for a sample of 502 people in Shiraz. Cronbach's alpha coefficients were $C = 0.83$, $A = 0.71$, $O = 0.57$, $E = 0.71$, $N = 0.81$ and test-retest validity at a 6-month interval was obtained to be $N = 0.53$, $A = 0.6$, $O = 0.76$ and $E = 0.74$. Studies conducted on NEO up until now have yielded positive results (Weidinger, 1992). The studies consider this test to be the best representative of the Big Five dimensions, and studies have particularly reported its reliability and validity to be favorable.

Findings

This study was conducted on 100 employees of Bastak County education department. The average age of female participants was 55% and the average age of male participants was 45%. Married participants made up 76% and single participants made up 24% of the study sample. The highest frequency of education of participants is that of undergraduate level and is equal to 65%. Most of the married female participants with a bachelor's degree were in the age range of 36 to 40 years, with 11 to 15 years of work experience. The mean, standard deviation and percentage of sub-domains of job performance and personality traits of the employees of Bastak Education Department are shown in Table 2. According to Table 2, job burnout comprises 45% (mean 49.87 and standard deviation 15.89), job performance 86% (mean 38.82 and standard deviation 7.61) and neuroticism 53% (mean 25.54 and standard deviation 12.7). The highest average is that of job burnout.

	mean	standard deviation	percentage	number
job burnout	87/49	89/15	%45	100
job performance	82/38	61/17	%86	100
neuroticism	54/25	12/7	%53	100

Table 2: Mean, standard deviation and percentage of employees of Education Department

According to Table 3, a one-sample Kolmogorov-Smirnov test (data normality test) was used to check the normality of the data. The results of the Kolmogorov-Smirnov test showed that the data were normal. To analyze the research data, parametric tests such as Pearson correlation coefficient and regression were used to examine job burnout based on job performance and neuroticism among employees of Bastak County education department.

studied variables	beta coefficient	standard error	Test statistic	P-value	R ²
y-intercept	43.071	6.594	6.532	.000	0.134
neuroticism	.026	.125	.212	.833	
extraversion	.042	.036	1.180	.241	
openness	.010	.034	.306	.760	
agreeableness	-.075	.036	-2.067	.042	
conscientiousness	-.060	.034	-1.752	.083	

Table 5: The effects of linear regression coefficients of the subfields of five personality traits (NEO) on job performance

Discussion

The results of the present study suggested that there is a positive, low and significant correlation between the two variables of job performance and the personality trait of the neuroticism of employees of the Education Department of Bastak County, Hormozgan Province. So that the value of the Pearson correlation coefficient is 0.19%, which is significant at the level of 0.05%. As a result, it can be said that there is a significant relationship between job performance and neuroticism. Thus, it can be said that the better the job

test statistic	Degree of freedom	P_value
.600	100	0.200

Table 3: Table of Kolmogorov-Smirnov test for examining normality

Based on Table 4, Pearson test was used to examine the relationship between job performance, job burnout, and neuroticism. The results showed that there is a significant correlation between job performance and neuroticism ($r=0/19$, $n=100$, $p=0/05$). The direction of the relationship between job performance and neuroticism is positive. The degree of correlation obtained is small or insignificant. The variance explained is 0.03. The results show that employees with better job performance scored lower on neuroticism. The direction of the relationship between job performance and job burnout is negative ($r=-0/14$, $n=100$, $p=0/05$). High job performance is associated with job burnout. As job performance increases, job boredom decreases.

Variables	Job performance	
	r	p
job burnout	34/0-	05/0
neuroticism	19/0	05/0

Table 4: Correlation coefficients of job burnout, job performance and neuroticism of employees of Department of Education

Table 5 also presents the effect of the linear regression coefficients of the subfields of the five personality traits (NEO) on job performance. The results presented in this table indicate that only the personality trait of agreeableness influences job performance and other personality traits such as the variable studied in the present research, i.e. neuroticism, have no effect on job performance. Further results show that the five personality traits (neuroticism) explain %13.4 of job performance.

performance, the less neuroticism.

The results of the research are consistent with the results of the study of Soltan Ahmadi et al. (2010), Behnodi et al., (2016) Bohloli et al., (2017) in the country and the findings of Cano-Garcia et al., (2014) Ling et al., (2020) Vivien et al., (2018), Durak et al., (2018) Khedhaouria, (2019) and Ntantana, (2017) abroad. According to the findings of Marmaya et al.,

(2011) emotional commitment has a negative correlation with job burnout. But the findings of Gemlik et al., (2010) indicate the positive correlation of emotional commitment and constant commitment with job burnout. People with neurotic personality trait are impulsive, hostile, and vindictive unable to control and manage their emotions in the face of emotional situations, and usually react aggressively. Hence, it is possible that neurotic employees commit more dysfunctional behaviors in the workplace than others, behaviors such as absenteeism and withdrawal from work (Lee, Ashton, & Sheen, 2005).

The present research showed that neuroticism does not have a significant effect on job performance and the variable personality trait of agreeableness affects performance. Other personality traits such as the study variable, i.e. neuroticism have no effect on job performance. Further results showed an explanation of 13.4% of the five personality traits (neuroticism) on job performance. According to the study, there is a negative and inverse relationship between job burnout and job performance. If burnout is less, academic performance will increase and if burnout is more, academic performance will be low. The results of the present research are consistent with the studies of Marmaya et al., (2011) Ling et al., (2020) Khedhaouria, (2019) Ntantana, (2017) and Cano-Garcia et al., (2014).

Job burnout is one of the disorders that psychologists have paid attention to it over the recent years and the results of studies also show that a considerable percentage of employees of active organizations also suffer from this malady. This phenomenon consists of symptoms that include physical, emotional, attitudinal, and psychological burnout and is associated with strong feelings of low performance and personal achievement, i.e. those who are affected by this problem feel that they have made no progress in their personal and professional life. In industrial and organizational environments, various factors and causes can be introduced for the occurrence of burnout, the most important of which is the method that supervisors and managers of the organization adopt as a style of leadership and control of individuals and the organization. It should be noted that since the ability of employees is a function of job knowledge and skills in performing tasks and job activities, therefore, the basic precondition for improving employees' job performance is to continuously improve their professional competencies in various dimensions, which can play a fundamental role in helping them better perform their duties and, as a result, training capable and efficient employees.

Conclusion

The personality trait of neuroticism can indirectly affect job burnout and is weakly associated with job performance. Based on the conducted studies, using mental exercise, increasing mental satisfaction, and experimental refreshment can increase adaptability and conscientiousness and decrease neuroticism, which eventually leads to a reduced level of burnout and enhances employees' job performance.

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