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## *The Impact of Personality Traits and Social Skills of Managers on Job Security Among Elementary School Teachers*

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### *ABSTRACT*

*The present study aimed to investigate the impact of managers' personality traits and social skills on teachers' job security. The population of this study included all the elementary school teachers in Tehran, and a sample size of 300 teachers was studied using Cochran's formula. In this study, data collection tools involved Matson Social Skills Questionnaire (1983), Seyed Muhammad Hussein Kamani Job Security Questionnaire (2000), and Costa and McCrae Personality Traits Questionnaire (1992). In this study, SPSS software version 22 was applied for data analysis. Descriptive statistics (mean and standard deviation) were utilized for data description, and inferential statistics such as regression analysis were used for data analysis. The results indicated that personality traits (neuroticism, adaptability, extroversion, conscientiousness, openness, and openness to experience) and social skills (appropriate social skills, antisocial behaviors, aggression and impulsive behaviors, dominance, excessive self-confidence, relationship with peers) affect job security.*

**Keywords:** *Personality traits, social skills, job security*

### **INTRODUCTION**

Human resources are not only the subject and objective of any kind of development but also effective leverage in promoting the goals of economic and social development (World Health Report, 2001). The role of personality traits of managers is one of the subjects which can play a significant role in the job performance of individuals, and the methods to achieve a successful result is the influence of the interrelated components. Taylor (2006) classified personality traits into five dimensions extroversion, adaptability, conscientiousness, neuroticism, openness, and openness to experience. These traits are regarded as mood stimuli for achieving the goal. In other words, such traits dispose human beings to different behaviors in certain situations, and all of these traits are effective in the behavioral and occupational performance of individuals (cited in Saatchi, 2007). Personality refers to a set of psychological traits based on which people can be classified. Such personality traits affect professional and job behaviors permanently. Accordingly, the specific behaviors of individuals in different situations can be determined (Jafari et al., 2015). The impact of personality traits and social skills on behavior and cognition is sometimes direct and immediate but sometimes leads to behavioral and cognitive consequences by affecting the mediating factors (Khormai and Khayer, 2006). Social skills are a complex and multifaceted process that is continuous and dynamic and is related to the balanced relationship between the person and the environment so that the person satisfies his/her needs

in accordance with social demands (Managa and Chandrasekaran, 2015). Social skills involve adaptability to a person's social environment that requires his resilience to the problems, and such adaptability may be achieved by changing himself or the environment (Ebrahimi et al., 2015). Social skills play a key role in many functional fields of a person's life, including self-efficacy, high self-esteem, positive self-concept, level and quality of happiness, positive behavior, and life satisfaction. Teachers' success and failure are among the most important concerns of any educational system in all societies. The job success of employees in any society shows the success of the educational system in the field of targeting and considering individual needs (Soltaninejad, 2016).

An optimal level of security leads to the increased efficiency of work and scientific experience. In addition, it provides the context for creativity and innovation and the use of facilities for achieving maximum scientific efficiency. Thus, job security results in benefits to the organization and society in addition to employees (Vahidzadeh et al., 2017). In job security, there should be no job-threatening factor in the organization, but also there should be a feeling of a lack of barriers in the job field (Acaray & Akturan, 2015). Job productivity has a significant effect on job success and increases efficiency and personal satisfaction. Moreover, dissatisfaction leads to underemployment, absenteeism, and negligence and can even have adverse and destructive impacts on planning and make it and result in failure even in higher degrees. Motivation at work and safe direction and motivation are among the constructive tools for the appropriate use of human resources. If a person is motivated, he can be creative and self-controlled in work. Hence, recognizing the factors which lead to job motivation is one of the required factors which can be involved in creating productivity and job security. Some issues such as job changes, job loss, and the lack of access to an appropriate job are included in job security (Rahmani et al., 2010). The education process will be performed in a more appropriate context by creating a satisfactory environment for the growth of job security for elementary teachers. Discussing such issues not only aims to show its significance in the humanities and behavioral sciences but also shows its significance in fostering a healthy personality for employees. In this study, the researcher sought to find the answer to the research topic "Do personality traits and social skills of managers affect teachers' job security?"

## Theoretical foundations

### Personality traits

Personality refers to a set of psychological traits on which base individuals can be classified. Such personality traits have a sustainable effect on professional and occupational behavior. Based on such personality traits, the specific behaviors of individuals in different job situations can be specified (Jafari, Amiri Majd, Esfandiari, 2015). The effect of personality traits on behavior and cognition is sometimes direct and immediate but sometimes causes behavioral and cognitive consequences by affecting the mediating factors (Khormai and Khayer, 2006). The most common definition of personality was presented by Gordon Allport nearly 70 years ago. According to Allport, personality is a dynamic organization that originates from the psychophysics system, resulting in the unique adaptability of the person to his environment. He considered personality as a set of internal factors which direct all personal activities (Schultz, 2013, translated by Seyed Mohammadi, Yahya).



### Five-factor model

The five-factor model is one of the most prominent personality models. Based on this model, personality traits are somehow the stable patterns of thoughts, feelings and behaviors which are stable throughout life and can be described according to five extensive dimensions such as neurosis, neuroticism, or emotional instability (simply getting nervous, restless, and incompatible), extroversion or cheerfulness (being active, daring, and talkative), conscientiousness or progress-seeking (being responsible, reliable, or disciplined), openness to experience or rational ability, flexibility (having a strong imagination, independence of thinking, and intellectualism), and agreement or disagreement with hostility, being agreeable (being good-natured, having cooperation and trust) (McRae & Costa, 2008, cited in Schultz, translated by Seyed Mohammadi, Yahya 2013). Most of the current studies about personality have focused on the five-dimensional model classifying personality traits into five dimensions. Familiarity with the five main personality traits is of great significance in business psychology since all of these traits affect people's job performance. Interpreting these personality factors regards the required areas of personal growth. Although some part of these traits is hereditary, most people can strengthen such traits in themselves (cited in Koshki, Houman and Zahedi, 2002).

### The significance and effect of personality factors

The personality of individuals is one of the factors which increase organizational performance. The compromise and harmony between the personality type and the type of environment make higher compatibility with the job and profession, leading to positive organizational performance (Babaiyan, Samani, Kerami, 2016). New job theories consider personality variables as the determining factors of job performance. For instance, conscientiousness as a personality variable leaves a direct effect on job performance (Anisi et al., 2011). The determinants of personality might be inheritance, environment, and situation. However, individuals have various personality traits according to the three above-mentioned factors. Regarding the multiplicity of such traits and the inability to measure them completely, a model was designed according to the five main personality factors and became known as the five-factor model (Robins, 2011). The differences of individuals based on personality may be the source of development of failure, growth and creativity, or the cause of conflict and inevitable organizational problems. One of the inevitable problems is the individual differences in the organization and the individual and personality traits of employees while making cooperation and integration with others which is one of the challenges in many organizations. (Afkhami Ardakani and Khalili Sadrabad, 2012).

### Social skills

Today, the life needs, rapid social and cultural changes, developments in the structure of the family, a wide and complicated network of human communication and diversity, as well as the expansion of information sources have made people encounter many challenges, stresses, and pressures and dealing with them requires psycho-social capabilities. The lack of emotional, psychological, and social skills and capabilities makes people vulnerable while encountering problems and exposes them to all types of mental, social and behavioral disorders. The management and training of life skills mean the required abilities to solve problems and prevent them from turning into erosive crises. Life skills can be applied through training and experience.



In addition, it is a process that causes stability in personality and depth in identity, organizes the development of individual culture, and results in satisfaction, acceptance, and success in life.

The significance of teaching social skills

The significance of social skills as the essential factor of socialization and social adaptation can never be discarded. Undoubtedly, considering social intelligence, social growth, and social education, along with other dimensions of growth and the fields of education and training, has a special place. In the present outlook, many events have occurred in the area of teaching social skills, numerous studies have been conducted, new educational methods have been raised, and brighter horizons have been discovered. All of these movements and increased knowledge help people enrich the quantity and quality of their social life and that of others, particularly to have a more humane view of children with special needs and social adaptation. Teaching social skills to students enhances their social performance but mitigates their behavioral problems.

The role of a teacher in teaching social skills

Today, traditional methods are referred to as passive methods. In such methods, the teacher has an active role in the teaching process and explains the content orally in the classroom, and the students only have to listen to his words and memorize the desired content without an active role. In such conditions, the required contexts for the social development of the students could not be provided, and even their educational progress and intellectual growth were affected by such adverse conditions. That is why nowadays, the topic of active educational methods and active learners has found a special place in educational debates. However, many factors prevent the social growth, and academic progress of students and also inactive educational methods are among these factors. The traditional methods of education regard the classroom environment as a place in which the teacher's role is only to provide information to the students who work individually or competitively. In this technique, students generally attempt to raise their grades. In such classes, the goals are personal, and this is in contrast with cooperative classes. Cooperative learning is an educational method by which the students work in groups in order to achieve common goals. Today, schools feel the need to teach students social skills; while some students are naturally skilled in terms of social skills, most of them need to learn such skills. Cooperative learning is one of the active educational methods which has received the attention of education experts (Hill, 2002).

Job security

Nowadays, human resources are considered one of the most valuable organizational assets, the most significant resource in the knowledge-based economy, as well as the most essential and rare competitive advantage for creating new ideas and innovative insights (Belcourt et al., 2008). In order to respond more effectively to the extensive developments which occur in the work environment, the most significant intangible asset, i.e., employees, can be used based on the existing conditions (Chang and Liu, 2008). Job security leaves a great effect on the level of job burnout among employees by affecting the spirit and job stress level of employees who spend a major part of their lives at school while facing the problems and learning disorders related to students. Jalilvand et al. (2015), in an article entitled "The relationship between job security, high endurance and job burnout in a sample of 350 school teachers," found an inverse and significant relationship between job burnout and job security. Furthermore, this inverse and



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significant relationship between job burnout and high energy were approved (Jalilvand et al., 2015).

#### Job security and educational system

The educational system as a key factor in the social, economic, cultural and political development of human societies plays a key role in the education of human capital. Human resources are the product of the efforts and training of teachers. Thus the teachers should have some traits. In this regard, training can be successful for the future human resources in the country. The analysis of effective factors in the development of human societies, both the developed and developing societies, indicated that the efficiency of the educational system in each country significantly contributes to the comprehensive development of that country. Educational institutions have found that in today's complicated and difficult conditions, they cannot respond to the increasing educational requirements of their society without specialized and committed human resources. Meanwhile, teachers have numerous and extensive tasks, including the training of human resources for the training of experts at the time of entering the university, providing services, and conducting executive activities and personal development. The realization of such goals depends on the supply of the needs and factors related to the work of this group in its multiple dimensions (Sotoudeh et al., 2013).

Meanwhile, some factors of a perfect work environment for education and training are role transparency, job independency, employee empowerment, life-work balance (Kroth and Peutz, 2011), and social support (Lindberg and Vingård, 2016).

#### Review of the literature

The results of the study by Ghorbanzadeh, Vahabzadeh and Kazemi (2021) entitled "The effect of perceived job insecurity on intention to leave" showed that the perceived job insecurity has a positive effect on the intention of employees to leave. However, the lack of perceived job security results in a reduction in employees' sense of belonging and embeddedness with a job.

The results of the study by Rezaei, Imani and Muhammad Khani (2019) entitled "The model of factors affecting the job security of university faculty with an emphasis on the independence of Islamic Azad University" indicated that all of the components identified in seven dimensions (personal, financial, social, structural, political, managerial and human resource management) had a positive effect on the job security of faculty professors with an emphasis on academic independence and the fit indicators confirmed the appropriateness of the presented model.

The findings of the study by Chapardar et al. (2019) entitled "Personality disorders based on emotional self-awareness: the mediating role of defense mechanisms" indicated that the developed defense mechanisms significantly influence the relationship between personality disorders and emotional self-awareness in schizoid, schizotypal, dramatic, borderline, narcissistic, dependent, obsessive-compulsive and mediates in the other category of personality disorders and also has a positive relationship with emotional self-awareness but a negative relationship with personality disorders.



Based on the study by Mohtashami et al. (2019) entitled "Modeling the academic procrastination, based on incompatible schemas and personality traits with the mediation of emotional regulation and self-determination among students," the proposed model of the causal relationships between the above-mentioned variables had an acceptable fit. In the proposed model, the results indicated that incompatible schemas and personality traits are related to academic procrastination both directly and indirectly via emotional regulation and self-determination among female students.

The findings of the study by De Francisco (2019) entitled "The relationship between defense mechanisms and pathological personality traits" indicated that people with borderline personality disorder had more underdeveloped defense styles among the three styles of defense mechanisms (developed, underdeveloped and neurotic) including passive aggression, reactivity, devaluation, denial, separation, and physicalization. Among the neurotic defenses, the researchers indicated the defense mechanism of neutralization.

#### Method

The present study was an applied study of descriptive-survey type. The statistical population included all elementary school teachers in Tehran. A number of 300 teachers were selected by cluster sampling method and answered the questionnaires.

#### Research tools

##### Personality traits questionnaire

Personality traits questionnaire (NEOPI-R): This questionnaire which was invented by Costa and McCrae (1992), measures five main factors of personality and six aspects in each factor (a total of 30 aspects). This questionnaire has 60 questions that assess the five main personality factors of neuroticism, adaptability, extroversion, conscientiousness, openness, and openness to experience. Each dimension includes 12 items, and the participant is asked to show his agreement or opposition disagreement on a five-point Likert scale according to his understanding. This questionnaire was standardized in Iran by Garousi Farshi (2001) on a sample group of students from the public universities of Iran. The internal consistency of this questionnaire based on Cronbach's alpha for factors N, E, O, A and C achieved the coefficients of 0.86, 0.73, 0.56, 0.68, and 0.87, indicating the high validity of this scale, respectively.

##### Matson Social Skills Questionnaire 1983

This questionnaire includes 56 questions and aims to measure social skills from different dimensions (appropriate social skills, antisocial behaviors, aggression and impulsive behaviors, superiority, high self-confidence, and relationship with peers). This questionnaire is based on the Likert scale and is scored from 1 to 5.

In addition, the analysis of this questionnaire can be used in two ways:

Analysis based on questionnaire components

Analysis based on the obtained score

In a study by Yousefi et al. (2002), the construct validity of this questionnaire was confirmed, and five factors were achieved. Furthermore, the reliability of the questionnaire was calculated with the help of Cronbach's alpha method, and its value was obtained at 0.86, indicating the reliability of the questionnaire.



### Job security questionnaire

This questionnaire was designed for the first time by Seyed Muhammad Hussein Kamani (2000), and then its questions were adjusted by Dr. Neysi and Seyed Mahmoudian in 2012. In addition, the questionnaire has 30 items and 9 components. Every question in this questionnaire has five options which are arranged according to the Likert scale. This questionnaire aims to find and identify the factors which threaten job security in the workplace, which is known as significant factor in the threat of job security. Its reliability has been obtained with Cronbach's alpha method at 0.71. Further, it has been obtained equal to 0.76 by the Bisection method as an acceptable value in terms of psychometrics. In the case of its validity, which has been obtained by correlating the test score with the 15-point question score, its validity has already been confirmed since this questionnaire has been used in many studies so far (Beyt Meshal et al., 2008). In order to calculate the reliability of the questionnaires, 70 students were randomly selected, the questionnaires (personality traits, social skills, and job security) were conducted on them, and finally, the reliability coefficient was calculated using Cronbach's alpha method (Table 1).

Table 1. Reliability coefficient of three variables using Cronbach's alpha method

method tool	Social skills	Personality traits	Job security
Cronbach's alpha method	0-1	0.75	0.71-0.76



After data collection, the data were analyzed using descriptive statistics (tables of frequency, mean, etc.) and inferential statistics (multivariate regression), Kolmogorov and Smirnov tests, and parametric tests.

### Results

#### Description of variables in line with research hypotheses

The descriptive indices of the research variables are presented in Table 2.

Table 2. Descriptive indices (mean and standard deviation) of social skills

Social skills	Mean	Standard deviation
Appropriate Adequate social skills	38.4	11.31
Antisocial behaviors	25.5	9.24
Aggression and impulsive behaviors	30.4	10.84
Dominance	18.8	5.5
High self-confidence	15.5	4.3
Relationship with peers	20.7	6.1

Total score	149.3	22.21
Personality traits	Mean	Standard deviation
Neuroticism	25.12	3.48
Adaptability	13.47	1.23
Extroversion	24.23	3.32
Conscientiousness	36.18	4.51
Openness	28.89	3.50
Openness to experience	21.56	3.14
Personality traits	127.89	11.41
Job security	Mean	Standard deviation
Focus on job	5.53	1.7
Less change in job	3.9	1.1
Choosing the right job	7.6	2.1
Job satisfaction	7.1	3.1
Economic satisfaction	9.5	3.8
Emotionality of the work environment	5.4	2.5
Sense of peace	7.2	3.9
Organizational commitment	5.3	3.1
Defense of the organization	4.5	2.9
Total score	56.03	12.3

As can be observed in Table 2, the overall mean of personality traits in this study is equal to 127.89. In addition, the maximum mean among the aspects of personality traits belongs to conscientiousness, with a mean value of 36.18. The overall mean of social skills in this study is 149.3. Based on the questionnaire of this variable and the Likert scale, it can be stated that the mean of social skills is at the average level. Further, the maximum mean among the aspects of social skills belongs to the aspect of appropriate social skills with a mean value of 38.40. The overall mean of job security in this study is equal to 53.03. Based on the Likert scale used in the questionnaire, it can be stated that the mean of job security in this study is low. Furthermore, the highest mean among job security aspects belongs to economic satisfaction, with a mean value of 9.5.

The normality of data

Table 2. The results of the Kolmogorov Smirnov test for checking the normality of the research variables

Kolmogorov-Smirnov test	Appropriate social skills	Antisocial behaviors	Aggression and impulsive behaviors	dominance	High self confidence	Relationship with peers	neuroticism	extroversion	adaptability	Conscientiousness	Openness and openness to experience	Security
Z statistics	1.027	0.919	0.75	1.34	1.26	0.818	1.32	1.25	0.965	0.956	1.541	0.841
Significance level	0.242	0.367	0.63	0.054	0.059	0.256	0.098	0.087	0.123	0.243	0.095	0.151

As can be observed in Table 2, the significance level related to all the variables of this study is more than 0.05, and thus the variables have a normal distribution.

Evaluating the research hypotheses

First hypothesis: The personality traits and social skills of managers have a positive effect on teachers' job security.

Table 3. The results of regression analysis (the effect of social skills and personality traits of managers on teachers' job security)

Kolmogorov-Smirnov test	Appropriate social skills	Antisocial behaviors	Aggression and impulsive behaviors	dominance	High self confidence	Relationship with peers	neuroticism	extroversion	adaptability	Conscientiousness	Openness and openness to experience	Security
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Criterion variable	Multiple correlation NMR	coefficient of determination RS	F P	Predictor variables	
				Personality traits	Social skills
Teachers' job security	0.744	0.553	0.001	B=1.045	B=1.789
				$\beta=0.387$	$\beta=0.356$
				t=2.423	t=-2.670
				P=0.011	P=0.001

Based on Table 3, the multiple correlation coefficient for the linear combination of personality traits and social skills with teachers' job security equals MR=0.744 and RS=0.553, which is significant at the P=0.001 level. Hence, 55% of the variance in teachers' job security can be explained by the personality traits and social skills of managers. Based on the  $\beta$  results in Table 5-4 and their significance level, the personality traits and social skills of managers have a predictive role and a positive effect on teachers' job security at a 5% error level.

Second hypothesis: Personality traits (neuroticism, adaptability, extroversion, conscientiousness, openness, and openness to experience) have a positive effect on job security.

Table 4. Results of regression analysis (effect of personality traits on job security)

Criterion variable	Multiple correlation	coefficient of determination	F	Predictor variables	
				Personality traits	Social skills

			P	Neuroticism	Adaptability	extroversion	Conscientiousness	Openness and openness to experience
Job security	0.367	0.134	0.01	B=0.682	B=0.524	B=0.325	B=1.385	B=1.278
				$\beta=0.222$	$\beta=0.111$	$\beta=0.110$	$\beta=0.202$	$\beta=0.314$
				t=3.134	t=0.112	t=0.925	t=2.082	t=2.685
				P=0.001	P=0.042	P=0.328	P=0.005	P=0.001

The results of Table 4 indicate that the multiple correlation coefficient for the linear combination of personality traits dimensions with job security is  $MR=0.367$  and  $RS=0.134$ , which is significant at the  $P=0.01$  level. As a result, 13% of the variance in job security can be explained by the dimensions of personality traits. According to  $\beta$  results in Table 6-4 and its significance level, the dimensions of personality traits have a predictive role in job security at a 5% error level. In addition, all of its dimensions except neuroticism have a significant positive effect on job security.

Third hypothesis: social skills (appropriate social skills, antisocial behaviors, aggressiveness and impulsive behaviors, dominance, high self-confidence, relationship with peers) have a positive effect on job security.



Table 5. The results of regression analysis (the effect of social skills dimensions of managers on teachers' job security)

Criterion variable	Multiple correlation MR	coefficient of determination RS	F P	Predictor variables					
				Appropriate social skills	Antisocial behaviors	Aggression and impulsive behaviors	Dominance	High self-confidence	Relationship with peers
Teachers' job security	0.611	0.373	17.349 0.001	B=1.135	B=1.432	B=1.876	B=1.165	B=1.543	B=1.944
				$\beta=0.245$	$\beta=0.234$	$\beta=0.345$	$\beta=0.243$	$\beta=0.334$	$\beta=0.215$
				t=2.323	t=2.898	t=2.467	t=2.465	t=2.611	t=2.418
				P=0.001	P=0.011	P=0.001	P=0.003	P=0.002	P=0.001

The results of Table 5 indicate that the multiple correlation coefficient for the linear combination of social skills dimensions among managers with teachers' job security equals  $MR=0.611$  and  $RS=0.373$ , which is significant at the  $P=0.001$  level. Thus, it can be stated that 37% of the variance in teachers' job security can be explained by the social skills of managers. Based on  $\beta$  results in Table 7-4 and its significance level, it can be stated that all dimensions of managers' social skills have a predictive role and a positive effect on teachers' job security at a 5% error level.

### Conclusion

This study aimed to investigate the effect of the personality traits and social skills of managers on teachers' job security. The obtained results revealed that the personality traits and social skills of managers have a positive effect on teachers' job security. Regression analysis reported that 55% of the variance in teachers' job security could be explained by the personality traits and social skills of managers. It can be mentioned that the personality traits and social skills of managers have a predictive role and a positive effect on teachers' job security at a 5% error level. The obtained results are consistent with the studies by Ghorbanzadeh, Vahabzadeh and Kazemi (2021), as well as Rezaei, Imani and Muhammadkhani (2020). In order to explain the findings of this section, it should be stated that personality is a set of psychological traits based on which individuals can be classified. Such personality traits permanently affect professional and occupational behavior, and accordingly, the specific behaviors of individuals can be determined in different situations (Jaafari et al., 2015). Social skills refer to a complex and multifaceted and also continuous and dynamic process. In addition, it refers to a balanced relationship between the person and the environment in such a way that the person satisfies his needs based on the social demands (Menaga and Chandraskaran, 2015). Job security is one of the significant components and types of security. A job and its availability for every human is considered a tool for establishing peace and security, which is one of the essential concerns of the employees in organizations. In addition, a large part of the employees' mental energy is spent on job security. This issue is so considerable that the general public spends most of their time in work environments. Furthermore, its conditions and consequences are undoubtedly effective not only for meeting financial needs but also for the physical and mental health of human beings (Belwardi, 2020). An optimal level of security leads to an increase in work efficiency and scientific experience. In addition, it provides the fields for creativity and innovation and the use of facilities in order to obtain maximum scientific efficiency. Thus, providing job security causes advantages for the organization and society, as well as for the employees (Vahidizadeh et al., 2017). Further, the findings showed that personality traits (neuroticism, adaptability, extroversion, conscientiousness, openness, and openness to experience) have a positive effect on job security. Regression analysis revealed that 13% of job security could be explained by the dimensions of personality traits. Moreover, the dimensions of personality traits have a predictive role in job security at a 5% error level and also all its dimensions except neuroticism have a significant positive effect on job security. The obtained results are consistent with the studies by Chapardar et al. (2020), Mohtashmi et al. (2020) and De Francisco et al. (2020). In order to the findings of this section, it should be noted that the personality of a dynamic organization



originates from the psycho-physical system and causes a person's unique adaptation to the environment. Personality refers to a set of psychological traits based on which people can be classified. Such personality traits permanently affect professional and occupational behavior, and accordingly, the specific behaviors of people can be determined in different situations (Jafari et al., 2015). The role of personality traits and social skills in behavior and cognition is sometimes direct and indirect but sometimes results in behavioral and cognitive consequences by affecting the mediating factors (Khormayi and Khayerr, 2006). Based on the obtained results, social skills (appropriate social skills, antisocial behaviors, aggressiveness and impulsive behaviors, dominance, high self-confidence, relationship with peers) have a positive effect on job security. Regression analysis indicated that 37% of the variance in teachers' job security could be explained by the dimensions of social skills among managers. Moreover, all dimensions of managers' social skills have a predictive role and a positive effect on teachers' job security at a 5% error level. The obtained results were similar to the study by Oveysi Kahkha (2016). Social skills refer to complex and multifaceted and continuous, and dynamic processes and are also related to the balanced relationship between the person and the environment. Furthermore, it refers to the way that the person satisfies his needs according to social needs (Menaga and Chandraskaran, 2015). Social skills involve a person's adaptability to his social environment, and such adaptability needs a person's resilience against problems. This adaptability can be achieved by changing oneself or the environment. Based on the findings of this study, the researchers believe that job security plays a highly significant role in workflow and organizational success. The present study aimed to evaluate the personality traits and social skills of managers on teachers' job security and raising these issues not only aims to show its significance in the area of humanities and behavioral sciences, but it can report its significance in dealing with acquiring different skills and whether it is possible to find some solutions to improve and connect these three variables together and how to apply their relationships and effects on each other in the environment. Considering the significance of human relations, it can be regarded behaviorally in cases of evaluating human behavior and his motivations in communication and the science of positive influence in human behavior, as well as the ability to gain desired results in communication with others and so on. As the most significant capital of the organization, human resources are the capable factors that can create a powerful and dynamic organization through the optimal use of other resources. As the human resources have no acceptable job satisfaction and motivation, the other activities of the organization will not have the necessary results. In this institution, the teacher plays a highly significant and essential role and also a key role in guiding, supporting and strengthening the students' learning activities and the coordinated development of their existence dimensions. Such a teacher should be selected and trained in an appropriate way. By creating an appropriate environment for developing the job security of elementary school teachers, the learning and training process will occur in a more appropriate environment. Raising these issues not only shows its significance in the field of humanities and behavioral sciences but also can indicate its significance in fostering a healthy personality in employees. This study was conducted among all elementary school teachers in Tehran. Therefore, caution should be taken in the generalization of the results to other cities and grades. In this regard, it is recommended to conduct a study with a larger sample and compare it with the results of this study.



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