



The personality traits' impact of the managers of Chabahar city's schools on their management style and its effect on the classroom's psychological and social atmosphere

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ABSTRACT

The present research studied the effect of personality traits of the managers of Sistan and Baluchistan's classrooms on their management style and its impact on the classroom's psychological and social atmosphere. This is a descriptive and correlation study regarding the method. The statistical population included all the formal managers (including male and female) employed in middle schools in Chabahar province consisting of 312 people and its sample size was equal to 172 according to the Cochran formula. This research's data collection tool was three standard questionnaires including personality traits, management style, and social and psychological atmosphere of the classroom whose reliability in the present research was computed by Cronbach's alpha as 0.79, 0.78, and 0.68, respectively. The research's results showed that there is a significant relationship between managers' personality traits and the social and psychological atmosphere of the classroom. There was a positive and significant relationship between personality traits dimension and management style except for compatibility and openness toward experience. There was a positive and significant relationship between the personality traits dimension and the social and psychological atmosphere of the classroom except for psychiatry.

Keywords: Personality traits, management style, psychological and social atmosphere, schools managers

INTRODUCTION

1- Introduction

Organizational and work systems have different results and productivity under the same conditions and the existence of human resources who are engaged in an organization with individual differences is one of the variables that cause this diversity and various wants, needs, attitudes, and personality types in an organization. Therefore, conditions should be created so that such individual differences in the result and productivity of the organization not only do not have a negative effect but also knowing and using the correct methods according to individual differences, lead the organization to greater productivity and resource maintenance (Shafiei, 2012:4).

The importance of education for humans and its fundamental role in the social, economic, and political growth and development of society is undeniable. A brief look at the effective factors in growth in growth and development of developed countries shows that such countries have placed education at the center of all the society's issues and educational management has an important place in the improvement and development of society through this logic. Since the quality of educational activities management is the most important indicator of the adequacy and effectiveness level of all the educational programs, management can strengthen, equip and improve the educational system on the one hand, and it can also insecure and disintegrate the system because plays an influential and effective role in guiding and directing educational processes towards its goals. Today, science and art know management as the most difficult, delicate, and beneficial of human tasks and it is considered one of the main indicators of contemporary civilization and an effective factor in current communities' social and economic growth and development (Faridi Zangir, 2011:3).

With respect to the fact that a company's success and failure are usually attributed to its leaders and there is a very close relationship between an organization's performance and managerial style, leadership issue is very important and valuable in the organization which seems to be very complicated and extensive. Most management science experts believe that a manager's beliefs and attitudes have a direct impact on his or her behavior and leaders should adapt their behaviors to environmental conditions and places. Through appropriate leadership style selection, managers upgrade employees' morale and increase their ethical behaviors (Turk Zahrayi et al, 2011:2).

Therefore, since managers have unique personality characteristics which influence their performance and efficiency and play a significant role in their leadership style attitude, behavior, and selection, it seems to be very important for them to pay attention to these characteristics as one of the factors Which can prevent the of effective leadership style implementation in the school. Shultz (2017) believes that in a general sense, personality is a unique and relatively stable aspect of the inner and outer personality of a person which affects her behavior in different situations according to Robins, the characteristics which entered into an organization include personality traits is one of the independent variables that is effective on individual behavior in the organization. According to Parvin (2001), personality expresses those characteristics of a person or persons that include fixed intellectual, emotional, and behavioral features (Elyasi, 2009).

The effect of behavior and management style of the manager on one hand and the effect of the manager's behavior on organizational performance, on the other hand, will clarify the importance of this issue that the relationship between a manager's personality traits and his or her organizational performance including the effect it has on leadership style selection should be studied. It seems that if educational managers enjoy an effective leadership style, these effective styles can overcome managerial barriers and influence student achievement and organizational positions, and school success, and be a start point for facing the issues that educational institutions are encountering in the 21st century in all areas. In this case, those managers (some forces in managerial positions) should be used whose personality traits are not considered as a hinder to effective styles application in the schools with respect to the effect they have on their attitudes (Novin Nam et al, 2001).



Given the importance of investigating the status of managers' management style in educational organizations and the significance of examining the relationship between this variable and managers' personality traits and also the effect of personality traits and management style on the effectiveness and success of schools, so the main issue is that do the personality traits of schools' managers in Chabahar influence the management style and psychological and social atmosphere of the classroom?

2- The importance and necessity of research conduction

In the present era when the world is at the beginning of a great renaissance and great scientific and technological revolution, education is an important part of individual and social activity, so UNESCO in an international report has announced that almost one of every five people who live today is a student or a serves who works as a formal teacher in the education system. In the education system, due to its fault-seeking nature, there is no trace of obedient or commander, and no one under any circumstances can (or shouldn't) consider themselves obedient or commander that both ideas will harm society. Educational activities leadership in the field of health and scientific education is the responsibility of those who know more, can do more, like more, and are not self-centered and self-standard. Respecting the supersensitive educational managers' mission and their complex roles in the management of school affairs and also the broad human relationships of managers, teachers, students, families, and the society, the educational responsibilities of managers are beyond what a detailed duties description can be stated for it. However, among different types of management, educational management is the most important, effective, and delicate type of management whose subject is wise people's education and training. Effective and efficient management in large educational organizations can increase teachers 'satisfaction with their job, create a strong connection with students' parents, strengthen parent-teacher associations, reduce academic failure, create innovation and creativity, use human and financial resources and help children, adolescents and youth to flourish their personality (Reza Ravan,2013: 6).

Good managers motivate employees in different ways and create a sense of capability inside them for adaptation to new conditions by paying attention to their needs. Undoubtedly, the managers' management style is effective in properly guiding employees towards organizational objectives. Application of the best management style or management based on personal characteristics will lead to an increase in the organization's effectiveness and sufficiency. Managers use a style or methods according to their spatial and temporal conditions and also their ethical characteristics to achieve the organization's goals. Each manager's style is specifically for him and fits his personality. Fiedler believes that management style is a part of a person's personality. If the appropriateness between personality and job is more, the productivity will be increased. So, appropriate personality selection will lead to better job performance for the organization and influence employees' attitudes toward their job. (Shamsayi et al, 2015:10) Researches also show that 1738 number of 15000 published articles from 1990 up to 2009 are related to personality traits and management styles and this issue shows the importance of this subject. Catalano & Hawkins (1996) consider schools as the main factor in people's sociability. Therefore, it is natural that the type of education and schools' performance should be examined and authors should be obliged to identify its affective dimensions. (Rezaei Sharif, 2012 quoted by margins, 2014:6). Educational organizations' managers and authorities need to recognize employees' personality traits in order to choose people for holding jobs. If psychologists have



some information related to people's personality for selecting a job in addition to their educational performance, they will offer more effective tips. For this reason, personality assessment in research programs is essential. (Atkinson et al, 1983 quoted by Sadeghian et al, 2009)

Therefore, it is essential and required to pay attention to variables of managers' personality traits and management styles and it can predict the classroom's social and psychological atmosphere variable. This research's results can help managers and teachers to identify and apply the most effective and efficient management styles and implement them in school. We can pay attention to personality traits in selecting managers and teachers in this research by evaluating the personality traits of schools' managers.

3-Research history

Ashori (2017) conducted research entitled "**assessment of the relationship between classroom management style and professors' personality traits by educational progress and self-sufficiency motivation of the students of Bardaskan Azad University**" and concluded that there is a relationship between classroom management style and professors' personality traits by educational progress and self-sufficiency motivation of the students of Bardaskan Azad University.

-Shamsayi et al (2015) conducted a study entitled "**evaluation of managers' personality traits and their leadership style**" and concluded that the leadership style of most units understudy was justification. There also was a significant relationship between extraversion and introversion personality traits and leadership style.

-Shamani (2014) conducted research entitled "**assessment of appropriateness between job and personality traits and its relationship with Health Center's staff of Damghan**" and found out that there is a significant and direct relationship between personality type and employees' performance and the employees with realistic personality have the highest evaluation score. The findings related to this research's main hypothesis show that if there is appropriateness between job and personality, performance evaluation scores (72 percent of employees) will be increased which indicates their performance improvement. Generally, the most existing jobs include social ones and the least ones are artistic jobs and the most type of personality in the organization is enterprising and the least one is investigative type. The relationship between job and personality appropriateness related to organization is separately described as follows: There is no appropriateness between job and employees' personality in Velayat Hospital and health center. There is appropriateness between job and employees' personality in Faculty of Health Science and Emergency Management Center 115.

-Tabe Bordbar (2012) has performed a study entitled "**the relationship between personality traits and learning styles with the academic success of online students**". This research examines 195 of final years students of Shiraz's virtual faculty. The results showed that there is a significant relationship between personality traits and learning. Neuroticism and agreeableness are ones of personality dimensions and convergent learning style is one of the learning style dimensions that has been effective in predicting the students' academic success during these periods.

-Safdarian (2011) carried out research entitled "**investigating the relationship between personality traits and differentiation with the coaches' life quality**" and concluded that there is a



negative relationship between neuroticism and coaches' life quality. There is a positive and significant relationship between Conscientiousness and extraversion in coaches' life quality. There is a positive and significant between differentiation in the ego's subscale and the integration with others on coaches' life quality. There is a negative relationship between emotional response and coaches' life quality.

- Anderson (2015) conducted a study entitled "investigating leadership style in rural schools' success". Accordingly, the creativity and academic success of students in schools where teachers applied transformational leadership style have been significantly increased.

Ivan Pouya (2012) carried out a study entitled "**Evaluation of the relationship between personality dimensions and two leadership styles including democratic and servant**" and observed some significant differences between the control and experimental group and found out that democratic leadership tends toward extraversion and adaptation while servant leadership style I related to conscientious dimension.

-Gang et al (2009) performed research entitled "**investigating leadership style role in the occurrence of employees' creativity and their success in Insurance Industry**" and concluded that transformational leadership leads to employees' creativity. Their findings also showed that there is a relationship between employees' learning orientation and employees' creativity and it can predict employees' creativity and success along with transformational leadership.

In research entitled "**the relationship between personal competencies and transformational leadership**", Ganlana (2008) achieved the result that there is a positive and significant relationship between all the dimensions and contingent reward of transformational leadership with all the personal competencies including individual, incentive, attitudes, and self-concept.

4- Research objectives

-General objectives

1-Identification and description of the relationship between personality traits of high schools managers in Chabahaar and their management style

2-Identification and description of the relationship between personality traits of high schools managers and the classroom's psychological and social atmosphere

-Secondary objectives

1-Identification and description of the relationship between extroversion of high schools managers and their management styles

2-Identification and description of the relationship between compatibility characteristics of high schools' managers and their management styles

3-Identification and description of the relationship between the loyalty of high schools' managers and their management styles

4-Identification and description of the relationship between psychiatry characteristics of high schools managers and the classroom's social and psychological atmosphere

5-Identification and description of the relationship between openness characteristic of high schools' managers and the classroom's social and psychological atmosphere

6-Identification and description of the relationship between extroversion characteristics of high schools managers and the classroom's social and psychological atmosphere

7-Identification and description of the relationship between compatibility characteristics of high schools' managers and the psychological atmosphere



8-Identification and description of the relationship between loyalty characteristics of high schools managers and the psychological atmosphere

9-Identification and description of the relationship between psychiatry characteristics of high schools managers and the psychological atmosphere

8-Identification and description of the relationship between openness characteristic of high schools' managers and the psychological atmosphere

5- Research hypotheses

The main hypothesis

- 1- Personality traits of high school managers in Chabahaar and their management style influence their management styles.
- 2- Personality traits of high school managers in Chabahaar and their management style influence classrooms' social and psychological atmosphere.

1. Sub-hypotheses

2. Extroversion characteristics of high school managers in Chabahaar influence their management style.
3. Compatibility characteristics of high school managers in Chabahaar influence their management style.
4. Loyalty characteristics of high school managers in Chabahaar influence their management style.
5. Psychiatry characteristics of high school managers in Chabahaar influence their management style.
6. The openness characteristics of high school managers in Chabahaar influence their management style.
7. The extroversion characteristics of high school managers in Chabahaar influence the classroom's social and psychological atmosphere.
8. Compatibility characteristics of high school managers in Chabahaar influence the classroom's social and psychological atmosphere.
9. Loyalty characteristics of high school managers in Chabahaar influence the classroom's social and psychological atmosphere.
10. Loyalty characteristics of high school managers in Chabahaar influence the classroom's social and psychological atmosphere.
11. The openness characteristics of high school managers in Chabahaar influence the classroom's social and psychological atmosphere.

6- Research type and method

The present research is descriptive and applied to respect the research method and it is correlation which is conducted in the field manner.

7- Statistical population, sample, and sampling method

In the present research, the statistical population includes all formal managers at high schools in Chabahaar city (N=312). A random sampling method has been used in this research for



managers in high schools in Chabahar city and the Cochran formula has been used to determine sample volume.

The sample volume based on the Cochran formula is equal to (n-172)

8- Data collection procedure

The library studies have been used in this research in order to collect information related to the research's background and theoretical foundations of the research and three standard questionnaires related to personality traits, management styles, and psychological and social atmosphere have been used to answer the research's questionnaire. The relevant questionnaires were prepared and distributed among secondary school managers in Chabahar after obtaining a license from the education department and they were requested to answer these questionnaires honestly and trustfully.

9- Data collection tool

Data collection tools in the present research are the questionnaires as follows:

Personality trait questionnaire: Neo personality test questionnaire (1986). This is a short-form questionnaire that has 60 number questions and it is applied for evaluating 5 main personality factors including extraversion questions from 1 up to 12, compatibility questions from 13 up to 24, loyalty from 25 up to 36, psychiatry from 37 up to 48 and openness toward experience from 49 up to 60. This questionnaire will be used if test performance time is very limited and general information on personality is not enough. This questionnaire has been adjusted according to the Likert scale (completely disagree, disagree, indifferent, agree, and completely agree) (Garousi Farshi, 2001).

A management style questionnaire has been extracted by Saatchi (2010). This is one of the research-made questionnaires with 35 numbers of questions. Its objective is self-assessment in relationship-oriented and task-oriented conditions and answered by the managers and headers themselves and draws a profile related to management styles in the three management spectrums including liberal, integrated and imperious dictator management. The Likert scale has been this questionnaire's scaling scale in which 1 indicates never, 2 indicates rarely, 3 indicates sometimes, 4 indicates mostly and 5 indicates always (Saatchi, 2010).

Classroom's social and psychological atmosphere questionnaire: Classroom's social and psychological atmosphere questionnaire was introduced by Fraser Giddings and McRoby in 1995. This has 20 items and the answering method is through a 5-point Likert method from completely disagree (1) up to completely agree (5). This scale consists of four dimensions with a sub-scale including friction, dependence, discipline, and competition which has been translated by Hussein Chari (2001) into Persian and adapted and standardized on a sample of middle school students.

10-Data analysis

In statistical research, data requires to be analyzed following the sample group's data collection in order to convert collected quantitative data into qualitative ones so that we can decide whether research hypotheses are confirmed or rejected. SPSS software version 23 has been used in this research in order to analyze data. A description of the middle school manager in Chabahar by the use of frequency tables and column-shaped diagram in the statistic part and then, descriptive statistics of the research's variables have been reported. Pearson torque correlation coefficient



has been used In the inferential statistics section to show the research hypotheses to show the linear relationships between the variables.

1- Research's findings

1-4- Data description (research's side findings)

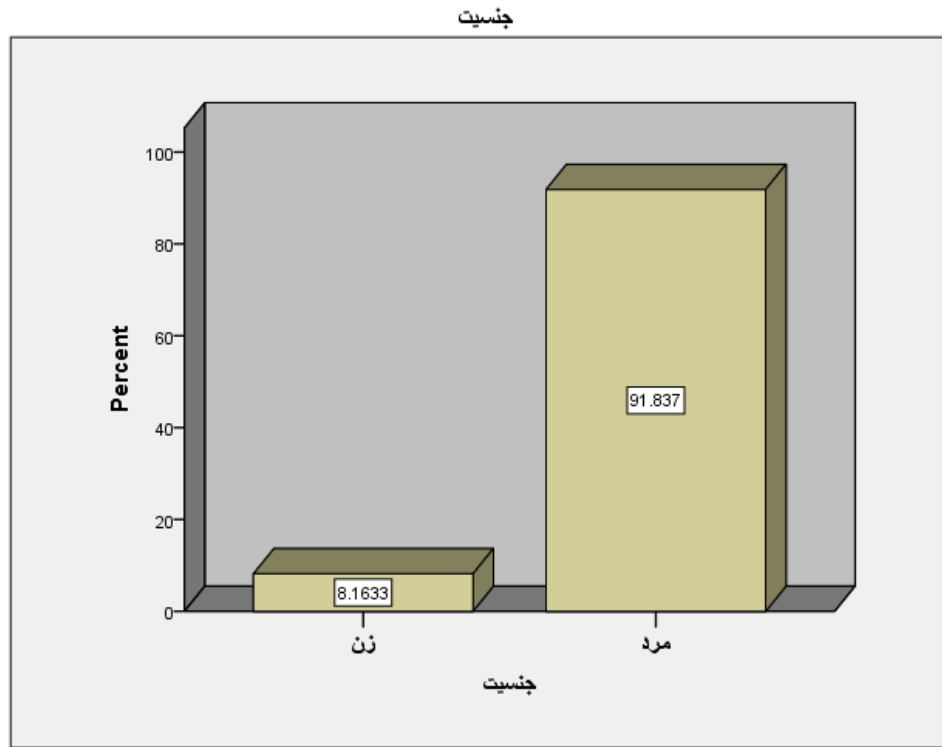
1-1-4- Frequency distribution of people under study based on gender

Of 172 respondents, 14 people (8.2%) were female and 158 people (91.8%) were male. The following table and chart show frequency distribution based on gender

Table (1-4): Frequency distribution of people under study based on gender

Gender	frequency	Percentage
Female	14	8.2
Male	158	91.8
Total	172	100

Diagram (1-4): Frequency distribution of people under study based on gender



2-1-4- Frequency distribution of people under study based on the degree of education

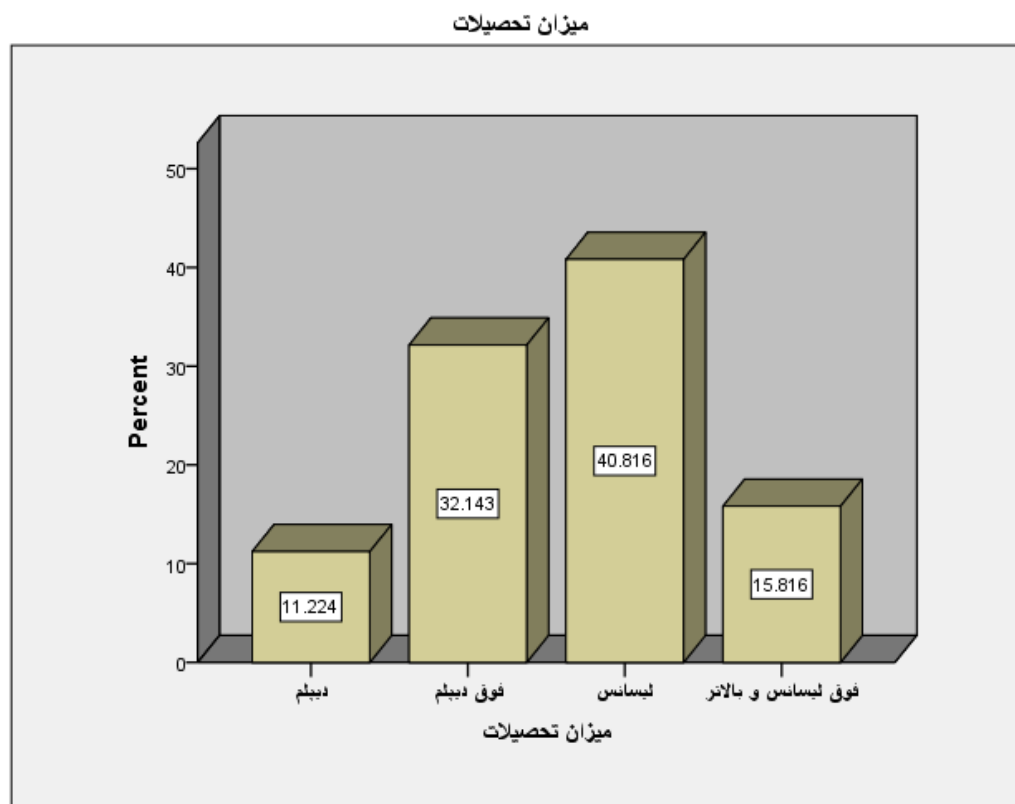
From 172 respondents, 19 people (11.2%) has a diploma, 55 people (32.2%) had associate diploma, 70 people (40.8%) had bachelor degree and 28 ones (15.8) master degree. The

following table and diagram show the Frequency distribution of people under study based on the degree of education.

Table (2-4): Frequency distribution of people under study based on the degree of freedom

Degree of freedom	frequency	Percentage
Diploma	19	11.2
Associate diploma	55	32.2
Bachelor	70	40.8
Master	28	15.8
Total	172	100

Diagram (2~4): Frequency distribution of people under study based on the degree of education



3-1-4- Frequency distribution of people under study based on the employment history

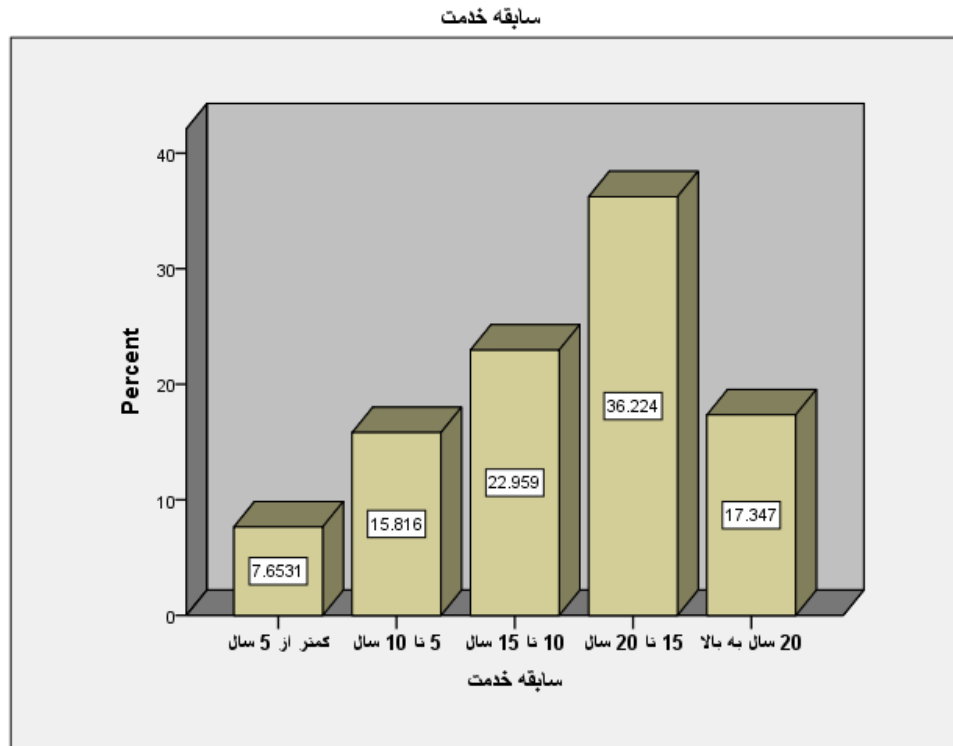
Of 172 respondents, the employment history of 13 people (7.7%) was less than 5 years, 27 people 5 up to 15, 62 people (36.2%) 15 up to 20, and 30 people (17.3%) more than 20 years.

Frequency distribution based on employment history has been shown in the following table and diagram.

Table 3-4): Frequency distribution of people under study based on employment history

Employment history	frequency	Percentage
Less than 5 years	13	7.7
5 up to 10 years	27	15.8
10 up to 15	40	23.0
15 up to 20	62	36.2
20 years and up	30	17.3
Total	172	100

Diagram (3-4): Frequency distribution of people under study based on employment history



4-4- Findings related to the research's hypotheses

A) The main hypothesis

1-Personality traits of Chabahar high school managers influence their management styles.

According to data analysis and based on the table (5-4), the H_0 hypothesis is rejected at a significance level of 0.05 because the Pearson correlation coefficient is equal to 0.151 and the significance level is equal to 0.001 and which means that there is a direct and significant relationship between managers' personal characteristics and their management style which

indicates that any changes in managers' personal characteristics will lead to changes in their management style and vice versa.

Table (6-4) - The relationship between managers' personal characteristics and their management style

Dependent variable		Management style	
Independent variable			
personal characteristics	Pearson test	correlation	0.151
		The number of answers	196
		Significance level	0.001

1- The personality traits of Chabahar high school managers influence the classroom's social and psychological atmosphere.

According to data analysis and based on the table (6-4), the H_0 hypothesis is rejected at a significance level of 0.05 because the Pearson correlation coefficient is equal to 0.249 and the significance level is equal to 0.001 and this means that there is a direct and significant relationship between managers' personal characteristics and classroom's social and psychological atmosphere which indicates that any changes in managers' personal characteristics will lead to changes classroom's social and psychological atmosphere in and vice versa.

Table (7-4) - The relationship between managers' personal characteristics and the classroom's social and psychological atmosphere

Dependent variable		classroom's social and psychological atmosphere	
Independent variable			
personal characteristics	Pearson test	correlation	0.249
		The number of answers	196
		Significance level	0.001

B-Secondary hypotheses

1-Extroversion characteristics of Chabahar high school managers influence their management style.

According to data analysis and based on the table (7-4), the H_0 hypothesis is rejected at a significance level of 0.05 because the Pearson correlation coefficient is equal to 0.282 and the significance level is equal to 0.05 and this means that there is a direct and significant relationship between managers' extroversion and their management style which indicates that any changes in managers' personal characteristics will lead to changes classroom's social and psychological atmosphere in and vice versa.

Table (8-4) - The relationship between managers' extroversion and their management style

Dependent variable	Management style
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Independent variable			
personal characteristics	Pearson test	correlation	0.282
		The number of answers	196
		Significance level	0.000

2-Compatibility characteristics of Chabahar high school managers influence their management style.

According to data analysis and based on the table (8-4), the H_0 hypothesis is confirmed at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.128 and the significance level equal to 0.073 and this means that there is no direct and significant relationship between managers' compatibility and their management style and vice versa.

Table (9-4) - The relationship between managers' compatibility and their management style

Dependent variable		Management style	
Independent variable			
compatibility	Pearson test	correlation	0.128
		The number of answers	196
		Significance level	0.073

3-Loyalty characteristics of Chabahar high school managers influence their management style.

According to data analysis and based on the table (9-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.207 and the significance level is equal to 0.004 and this means that there is a direct and significant relationship between managers' loyalty characteristic and their management style which indicates that any changes in managers' loyalty characteristic will lead to a change in their management style and vice versa.

Table (10-4) - The relationship between managers' loyalty characteristic and their management style

Dependent variable		Management style	
Independent variable			
loyalty	Pearson test	correlation	0.207
		The number of answers	196
		Significance level	0.004

4-Psychiatry characteristics of Chabahar high school managers influence their management style.

According to data analysis and based on the table (10-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to -0.342 and the significance level equal to 0.000 and this means that there is an inverse and significant relationship between managers' psychiatry characteristic and their management style.

Table (11-4) - The relationship between managers' psychiatry characteristic and their management style

Dependent variable		Management style	
Independent variable			
Psychiatry	Pearson test	correlation	-0.342
		The number of answers	196
		Significance level	0.000

5- The openness characteristic of Chabahar high school managers influences their management style.

According to data analysis and based on the table (11-4), the H_0 hypothesis is confirmed at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.067 and the significance level equal to 0.351 and this means that there is a no direct and significant relationship between managers' loyalty characteristic and their management style which indicates that managers' openness characteristic toward managers' experience won't lead to a change in their management style and vice versa.

Table (12-4) - The relationship between managers' openness toward managers' experience characteristic and their management style

Dependent variable		Management style	
Independent variable			
Openness toward managers' experience	Pearson test	correlation	0.067
		The number of answers	196
		Significance level	0.351

6- The extroversion characteristic of Chabahar high schools' managers influences the classroom's social and psychological atmosphere.

According to data analysis and based on the table (12-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.321 and the significance level is equal to 0.000 and which means that there is a direct and significant relationship between managers' extroversion characteristic and classroom's social and psychological atmosphere which indicates that more increase and desirability in managers' loyalty characteristic will lead to improvement in classroom's social and psychological atmosphere and vice versa.

Table (13-4) - The relationship between managers' extraversion characteristics and the classroom's social and psychological atmosphere



Dependent variable Independent variable		classroom's social and psychological atmosphere	
Extraversion	Pearson test	correlation	0.321
		The number of answers	196
		Significance level	0.000

7- The compatibility characteristic of Chabahar high school managers influences the classroom's social and psychological atmosphere.

According to data analysis and based on the table (13-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.214 and the significance level is equal to 0.004 and which means that there is a direct and significant relationship between managers' compatibility characteristic and classroom's social and psychological atmosphere which indicates that more increase and desirability in managers' compatibility characteristic will lead to change in classroom's social and psychological atmosphere and vice versa.

Table (14-4) - The relationship between managers' compatibility characteristics and the classroom's social and psychological atmosphere

Dependent variable Independent variable		classroom's social and psychological atmosphere	
managers' compatibility characteristic	Pearson test	correlation	0.214
		The number of answers	196
		Significance level	0.021

8- The loyalty characteristic of Chabahar high school managers influences the classroom's social and psychological atmosphere.

According to data analysis and based on the table (14-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.397 and the significance level is equal to 0.000 and which means that there is a direct and significant relationship between managers' loyalty characteristic and classroom's social and psychological atmosphere which indicates that more increase and desirability in managers' loyalty characteristic will lead to change in classroom's social and psychological atmosphere and vice versa.

Table (15-4) - The relationship between managers' loyalty characteristics and the classroom's social and psychological atmosphere

Dependent variable Independent variable		classroom's social and psychological atmosphere	
		correlation	0.397

Loyalty characteristic of managers	Pearson test	The number of answers	196
		Significance level	0.000

9- The psychiatry characteristic of Chabahar high school managers influences the classroom's social and psychological atmosphere.

According to data analysis and based on the table (15-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.073 and the significance level equal to 0.629 and this means that there is no direct and significant relationship between managers' psychiatry characteristic and classroom's social and psychological atmosphere which indicates that more increase and desirability in managers' psychiatry characteristic won't lead to change in classroom's social and psychological atmosphere and vice versa.

Table (16-4) - The relationship between managers' psychiatry characteristics and the classroom's social and psychological atmosphere

Dependent variable		classroom's social and psychological atmosphere	
Independent variable			
Psychiatry characteristic of managers	Pearson test	correlation	0.073
		The number of answers	196
		Significance level	0.629



10- Openness toward experience characteristic of Chabahar high schools' managers influence the classroom's social and psychological atmosphere.

According to data analysis and based on the table (16-4), the H_0 hypothesis is rejected at the significance level of 0.05 because the Pearson correlation coefficient is equal to 0.151 and the significance level is equal to 0.046 and this means that there is a direct and significant relationship between managers' openness toward experience characteristic and classroom's social and psychological atmosphere which indicates that more increase and desirability in managers' openness toward experience characteristic will lead to change in classroom's social and psychological atmosphere and vice versa.

Table (17-4) - The relationship between managers' openness toward experience characteristics and the classroom's social and psychological atmosphere

Dependent variable		classroom's social and psychological atmosphere	
Independent variable			
Managers' openness toward experience	Pearson test	correlation	0.151
		The number of answers	196
		Significance level	0.046

12-conclusion

According to this research's results, there was a significant relationship between the personal characteristics of Chabahar high school's managers and their level of management which was predictive, because some similar studies conducted in this field indicated a direct relationship between the two above variables. We can refer to researches of Bordbar (2012), Youssef Kiwi (2010), Jafari (2009), Baluch Mohammad Reza Khani (2009), Ivan Poua (2012), Glanlana (2008) and Kho & Birch (2008) as samples. The results also showed that there was a significant relationship between the personal characteristics of Chabahar high school's managers and the classroom's social and psychological atmosphere and some other similar studies in this field or with other similar variables indicated a direct relationship between these variables. We can refer to the research of Shamani (2014), Safdarian (2011), and Barnet (2003).

Therefore, we can conclude that this research's result is consistent with the other studies conducted in this field related to the variables including personality traits and management style, and success. The other similar and same studies also show a positive relationship between some variables such as organizational culture, organizational structure, social capital, organizational agility, and knowledge management with each one of the above variables. It was also observed that there was a positive and significant relationship between dimensions of a personality trait with management style except for dimensions including compatibility and openness toward experience in which there was no relationship and there was also a positive and significant relationship between personality trait dimensions and social and psychological atmosphere except psychiatry dimension which had no relationship.

Finally, it should be said that today, respecting organizational comprehensive role in human's social life, managers' role has been more appeared and The application of appropriate management style will lead to knowledge and development creation, innovation and entrepreneurship, effectiveness and success of schools which is a fundamental and decisive role in the relationship with society's growth and prosperity. Personality processes play an important and strong role in organizations and educational departments in order to change attitudes and commitments and increase employees' creativity and this requires managers to pay more attention to proper management style.

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