



Type-A Behavior, Gender, and Job Satisfaction: A Research on Instructors

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Abstract

There has been some research which investigates the relationship between gender, different personality traits, and job satisfaction in the field of behavioral sciences. The aim of this study is to examine the difference between male and female instructors' job satisfaction and to investigate the predict level of job satisfaction by Type-A personality traits and gender. 308 instructors (116 female and 192 male) with various titles working at different universities participated in this study. The data were collected through Type-A Personality Scale, Job Satisfaction Scale, and Personal Data Form. Independent t-test, Pearson product-moment correlation coefficient and multiple linear regression techniques were used to analyze the data. The findings showed that there was no significant difference between male and female instructors' scores on job satisfaction. Scores on moving away from social activities and importance attributed to timing that are sub-dimensions of Type-A Personality Scale, were significant predictors of job satisfaction. According to these results, whereas scores of moving away from social activities of participants increase, job satisfaction decreases. Additionally, scores of importance attributed to timing increases, as job satisfaction increases. The findings of the study revealed that some personal characteristics explained the job satisfaction significantly.

Key Words

University, Instructors, Type-A Behavior, Job Satisfaction, Gender, Job Stress.

Characteristics such as competitiveness, a strong sense of time urgency (Strickland, 2001, p. 652), impatience, ambitiousness, restlessness and aggressiveness are observed in Type-A behavior pattern (Friedman & Rosenman, 1974). Type-B individuals are calmer and they are not hasty. There are three main differences between Type-A and Type-B personalities: 1) Type-A people have higher level of competitiveness than Type-B individuals, 2) Type-A people race against time and think that time is very important and should not be waste. 3) Type-A individuals further react when faced with obstacle (Burger, 1993). Compared to other personality types, Type-A people showed higher level of hostile and aggressive tendencies (Masters,

Lacaille, & Shearer, 2003), as well as they could be the source of aggression (Baron, Neuman, & Geddes, 1999; O'Connor, 2002).

There are significant differences between Type-A and Type-B behaviors in quality of performance, labor and psychosomatic symptoms (Jamal, 1985). It shows that there are significant correlations between personality types, work-related stress and job satisfaction. Job satisfaction that is observed negative or positive in vocational studies and defined as work-related well-being of a person, is a form of assessment on the state of one's job (Weiss, 2002). In recent studies including the last three decades, it has been detected meaningful relationships between

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work-oriented low control, high demands, low levels of psychological well-being, low job satisfaction, burnout and work-related psychological stress (Jamal, 1999; Van Der Doef & Maes, 1999). There are different variables that have an effect on job satisfaction. In this context, co-existence supportive colleagues (Cockburn & Haydn, 2004; Saygi, Tolon, & Tekogul, 2011) and the ability to manage their own behavior (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008) were associated with job satisfaction. The similar studies have found that efficient classroom management and teaching strategies influenced teachers' job satisfaction positively, while the stress based on classroom experiences influenced job satisfaction of teachers negatively (Klassen & Chiu, 2010).

All of the variables associated with job satisfaction such as age, education level, health status, hours of work and the size of the institution were also associated with gender (Clark, 1997). Gender variable examined in this study has been researched as associated with job satisfaction in previous studies (eg. Bender, Donohue, & Heywood, 2005; Callister, 2006; Settles, Cortina, Malley, & Stewart, 2006; Tack & Patitu, 1992; Ward & Sloane, 2000). Moreover, job satisfaction has been also examined as associated with personality traits (Heller, Judge, & Watson, 2002). In a meta-analytic study, job satisfaction has been found to be significantly correlated with neuroticism and extroversion that are subscale of big-five personality model (Judge, Heler, & Mount, 2002). Another variable that is associated with job satisfaction is Type-A behavior (Day & Jregie, 2002). As a result of a meta-analytic study in which 187 cross-sectional and longitudinal studies were examined, job satisfaction correlated with positively Type-A personality (Bruk-Lee, Khoury, Nixon, Goh, & Spector, 2009). This relationship can be evaluated in cultural context, since culture can be effective on job demands (Györkös, Becker, Massoud, Bruin, & Rossier, 2012), and job satisfaction mediately.

Most of the studies on job satisfaction have been carried out with employees in industrial and organizational structures. There are few studies on job satisfaction of instructors, the sample of this study. However, different demographic variables, organizational and personal characteristics can be effective on the job satisfaction of instructors (Sabharwal & Corley, 2009). In this context, there are two aims of this study: (1) to determine the difference between male and female instructors' job satisfaction, (2) to investigate whether Type A behavior and gender can predict the job satisfaction.

Method

Research Design

This study was designed in accordance with the relational research design. Relational studies are intended to identify relationships between two or more variables. Relational patterns can be created in a comparative structure (Barker, Psitrang, & Elliott, 2002, p. 140; Tabachnik & Fidell, 2001).

Sampling

In this study, convenience sampling technique was used (Fraenkel, Wallen, & Hyun, 2012). The sample of the study consisted of 308 instructors (Female = 37.7%, Male = 62.3%) working at different universities. The ages of the participants ranged from 22 to 71 (Mean= 33.642, SD= 8.392). The incidence of cardiovascular disorders is 1.3% among instructors who had different academic titles and income levels.

Instruments

Personal Information Form: This form developed by researchers includes variables such as age, gender, marital status, title, income level, to have coronary heart disease (Thoresen & Powell, 1992) and experiences of conflict with managers.

Job Satisfaction Inventory: The inventory developed by Batgün and Şahin (2006) in order to measure the job satisfaction, consists of 32 items. Job satisfaction increases with increasing total score obtained from the scale. The scale composed of six factors, (Organizational policies, Individual factors, Physical conditions, Control / autonomy, Pay and Interpersonal relation) explained 63.1% of the total variance. The Cronbach's alpha reliability coefficients for the subscales were found as .94, .87, .74, .76, .64, and .60 respectively. Cronbach's alpha reliability coefficient calculated for the whole scale was .94.

Type-A Personality Inventory: The Likert-type scale developed by Batgün and Şahin (2006), taking into account the relevant literature, consists of 25 items. High scores obtained from the scale indicate the intensity of an individual's Type-A behaviors. In validity analysis of the scale, it has been found four factors (Importance attributed to work, Moving away from social activities, Importance attributed to speed and Importance attributed to timing) explaining 44.3% of the total variance. The reliability coefficient based on half of the test technique was calculated as 0.83. Cronbach's alpha

reliability coefficients for the sub factors of the scale ranged from 0.79 to 0.48. Cronbach's alpha reliability coefficient for the whole scale was .86.

Data Analysis

Data were analyzed with SPSS 15.0 software. Independent *t* test, Pearson correlation coefficient and linear multiple regression analysis were used as data analysis techniques.

Results

As a result of the analysis, job satisfaction scores of male instructors (Mean = 104.03, SD = 21.81), were higher than females' (Mean = 102.94, SD = 19.72), but the observed difference was not significant ($t = -.44$, $df=306$, $p>.05$, $d= -.05$). In the result of the analysis conducted to examine the relationship between job satisfaction and Type-A behavior pattern, was found significant relationship only between job satisfaction and the importance attributed to timing that is a sub-factor of Type-A behavior ($r = .188$, $p<.01$). There were not significant relationships between job satisfaction and the importance attributed to work ($r = -.03$, $p>.05$), moving away from social activities ($r = -.08$, $p>.05$), the importance attributed to speed ($r = .10$, $p>.05$).

The linear multiple regression analysis was conducted to determine how Type-A behavior and gender explain the job satisfaction selected as the dependent variables (Brace, Kemp, & Snelgar, 2003, p. 212). Durbin-Watson test and auto-correlation was evaluated in the analysis and, the resulting value (1.837) was found in the boundaries of the expected values (1.5-2.5) (Kalaycı, 2010). Multiple regression analysis was conducted using the Enter method showed that established model was meaningful ($F_{4,303}=5.541$, $p<.001$). Type-A behavior and gender selected as predictor variables, explained the 6.8% of variance related to job satisfaction selected as the criterion variable ($R^2=.068$). The model explained 5.6% of the variance for the dependent variable ($\Delta R^2=.056$). Moving away from social activities ($\beta = -.14$, $p<.05$), and the importance attributed to timing ($\beta = .21$, $p<.001$) significantly predicted job satisfaction. But, the importance attributed to speed ($\beta = .14$, $p>.05$), the importance attributed to work ($\beta = -.10$, $p>.05$) and gender ($\beta = .001$, $p>.05$) were not significant predictors for job satisfaction.

Discussion

In this study, there has not been significant difference between job satisfaction scores of men and women instructors. This finding was similar to the results of studies conducted before (eg. Ibn Rahman & Parveen, 2008; Kurçer, 2005; Sayıl, Haran, Ölmez, & Özgüven, 1997; Ward & Sloane, 2000; Witt & Nye, 1992) while it was different from some of the research findings (eg. Bender & Heywood, 2006; Hult, Callister, & Sullivan, 2005; Liu & Ramsey, 2008; Okpara, Squillace, & Erondu, 2004; Oshagbemi, 2000; Tack & Patitu, 1992).

According to results of multiple linear regression analysis, the moving away from social activities, a sub-factor of Type-A behavior, predicted job satisfaction significantly even though the percentage of variance was low. The study conducted by Hurlbert (1991) indicated that connection with colleagues and friends, and social activities participated with them affected job satisfaction positively. This result is similar to the findings of our research. At the same time, extraversion associated with participating in social activities also had a positive correlation with job satisfaction (Judge et al., 2002).

The importance attributed to timing that is one of dimensions of Type-A personality increases, as job satisfaction increases. This finding of our study is parallel some of the results of the researches carried out on different groups (Jamal, 2007; Linzer et al., 2000). In contrast, the results of studies carried out on different groups demonstrated that there was a significant negative correlation between the importance attributed to timing and job satisfaction (e.g., Jamal, 2005; Jamal & Baba, 2001, 2003; Lee & Gillen, 1989). These findings of different studies, pointed out that the relationship between job satisfaction and Type-A behavior pattern should be examined in cultural and sectorial context.

As a result of present study, importance attributed to speed, components of Type-A Behavior pattern, was not a significant predictor of the job satisfaction. Jamal (2007) who carried out different studies on the relationship between Type-A behavior and job satisfaction, has revealed that the importance attributed to speed that is a factor of competitor personality, correlated with job satisfaction significantly. These findings obtained in different studies suggested that the relationship between importance attributed to speed and job satisfaction differs according to the characteristics of work and professions.

In this study, there was not significant relationship between job satisfaction and the importance attributed to work. The importance attributed to work, has different levels of effects on achieve effort and performance of individuals (Thornton, Ryckman, & Gold, 2011). Also, the importance attributed to work depends on the nature of the work carried out. With regard to this situation, individuals who have high work status may be higher job satisfaction (Kurçer, 2005). In a survey conducted on American instructors, emotional labor has been found to be associated with emotional exhaustion and job satisfaction (Mahoney, Buboltz, Buckner, John, & Doverspike, 2011). In results of this study, there was no significant relationship between job satisfaction and the importance attributed to work, and this finding can be discussed from different perspectives. Especially, the importance attributed to work which is described as emotional labor, and associated with the intrinsic motivation, could be a research subject. In this context, the reasons effected on importance attributed to work and work stress of instructors can be taken into consideration since academic life was associated with career expectations and meaning attributed to work (Duffy, Bott, Allan, Torrey, & Dik, 2012).

To sum up, in this study there was no significant difference between male and female instructors' job satisfaction scores, but were significant relationships between job satisfaction and the two factors of Type-A behavior (importance attributed to timing and moving away from social activities). However this study has some limitations. Job satisfaction is considered in cultural context, depending on the job demands (Györkös et al., 2012). Individualism and collectivism as a cultural element (Markus & Kitayama, 1991), may have an effect on job satisfaction as well as the structure of personality. This study is limited in terms of making comparative studies in other cultures since it has not quality of cross-cultural. Another limitation of this study is the structure of the sample group since universities have been selected from the same region. The mean age of the participants is low, and this situation limits to investigate the relationship between seniority and job satisfaction. Undoubtedly, an important limitation is that the scales are towards self-report (Yasak & Batgün, 2010). To avoid this limitation, the sample group were tried to be as wide as possible. Type-A personality and job satisfaction inventories need to be evaluated in this context. For the researchers, it has been recommended that cross-cultural and longitudinal studies can be conducted on broader and different groups, taking into account the different variables associated with Type-A behavior and job satisfaction.

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