

The relationship between personality characteristics and mental health on work performance of primary school principals district one in Zahedan

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Abstract: Aim: This research conducted with the aim to examine relationship between personality characteristics and mental health on work performance of primary school administrator's district one in Zahedan. Research method is descriptive - correlative. The study sample included all principals and teachers in the 2012-2013 school years in the primary schools are working in a city of Zahedan. Numbers of principals were 81 persons, 41 were male and 40 of them were women. The sampling method of principals is a class based sampling according to the class, gender, and number of principals of statistical volume 81 persons of principals, 50 people as sample principals chose and studied. Research tools including questionnaires Five-Factor NEO personality traits and mental health questionnaire Form 28-point GHQ and Likert job performance 45 questions questionnaire. Data were analyzed using SPSS software version 17. Pearson correlation coefficients calculated and the linear multivariate regression analysis conducted. The findings showed that between five personality factors and job performance of male principals in primary schools in district one of Zahedan, there is a significant and inverse relationship. However, in female principals only between the job performance with extraversion, emotional stability factor, relationship is not meaningful. However, between the jobs performance of women principals and conscience, the adaptability and flexibility of experience, there is a significant positive relationship. Between mental health and job performance of male primary school principals in district one in Zahedan, there is a significant positive relationship. However, between mental health and job performance of female primary school principals in Zahedan district one, no significant relationship was found. In connection with the influence of personality characteristics, on male and female principals' performance only conscience characteristics could predict job performance and it has the most prediction for job performance of male and female principals. The results also showed that the characteristics of male mental health principals, only depression was able to forecast job performance. Among female principals' mental health characteristics, as described in the above table, in the first step anxiety characteristics and the second step social disorder can have most prediction from the job performance for women principals.

[Gholamali Sargazi, Dr. Hossein Jenaabadi, Abedeh Nazari. **The relationship between personality characteristics and mental health on work performance of primary school principals district one in Zahedan.** *World Rural Observ* 2013;5(4): 80-90]. ISSN: 1944-6543 (Print); ISSN: 1944-6551 (Online). <http://www.sciencepub.net/rural>. 13

Key words: job performance, mental health, personality characteristics, primary principals

1. Introduction

The scientific research trying to identify sources, create pressure and stress in the staff environment to be able to provide optimal job environments through the proper solutions for staff and as a result increase satisfaction and job performance of employee (Mousavi, 1999, p 81). People with every aspect of the characters behave certain ways and have certain expectations; they have a unique behavior skills and ability and also have different needs and based on their personality pattern have the special needs, expectations, motives, goals and objectives. On the other hand, Organizations according goals, the tasks and the activities satisfy certain needs, expectations and demands, so for any of a variety of different characters, different jobs is appropriate (Nariman p 51 et al., 2007).

Analysis of the effective factors on the

growth and development of the advanced societies indicates that all of these countries have effective education and training organization. Detailed understanding of the human force employed in educational system is including the necessities for planning in education and training organization. Understanding the characteristics of teacher personality can make conditions optimal to attract and maintain them. On the one hand, educational organizations with performance of different function and fit with the kind of personality characteristics of teachers increase their performance and the effectiveness. Therefore, selection and appointment of individuals in special jobs such as teaching should be with full knowledge of their personality characteristics (Ghorbani, 2003). Murry, Berrick Michael, Moant (1993), in a study the relationship between personality and job performance concluded

that job conscience and extroversion has the highest amount of coefficient between five-personality structures. These results with the findings of the Berrick and Moant (1991) about management forms comply (Heidarian, 2009).

Bari and Estivart (2009) examined extroversion, conscientious, problem solving, and task performance in two ways, the abstract and concrete in relation with the performance of the group. These two characteristic factors in both individual and group level examined. The study conducted on the 63 team of students. They found that the extrovert members participate in doing the work and in team performance. The teams that extroversion is in average in them in comparison to the teams that the number of such persons in them are little or much have higher performance. However, in an information analysis no significant relationship with a conscience obtained (Heidarian, 2009).

Baroz 2006, in a study examined the personality characteristics and mental health of students. Results achieved in terms of general health questionnaire, most symptoms related to disorder in social functioning, and also between personality characteristics and mental health of students there was a significant positive relationship and the abnormal general health questionnaire overall score share in women was more than men ($p = 77\%$) (Manouchehri Ardakani, 2009).

English et al (2009) analyzed the relationship between the personality factors and the performance; they did different tasks and concluded that in relation to the characteristics of the agreement, being conscientious there is a positive relationship with job performance (Heidarian, 2009). Chamorro – premuzic and Furnham (2003) on the evaluation of the relationship between the personality characteristics and academic performance in two instances of the English students indicated that scores of personality characteristics of people during the first weeks of the academic year, with the final test results have relationship. Accordingly, they found that 10 to 27% of the variance determines the academic performance.

Deneve and Cooper (1998) meta-analysis about personality characteristics related to mental health. They found that extroversion and neuroticism is the best predictor for mental health and being conscientious has significant and positive relationship with the mental health. Vitterso (2001) examined the relationship between neuroticism and extraversion with mental health. The results of this study showed that neuroticism has positive relationship with satisfaction of life and positive emotion and it has a negative relationship with negative emotion. Extroversion has significant relationship with life

satisfaction, positive emotion and total score of mental health, but between extroversion and negative emotion there is no relationship. In addition, when the effects of neuroticism controlled, the relationship between extraversion and mental health decreased. Results of the regression analysis also showed that neuroticism and extraversion respectively 38 and 32% foresee mental health scores.

Grinberg and Barun (1993) in an investigation examined the personality characteristics dimensions and job performance that conscience, extraversion and neuroticism can be as valid indicators to predict the level of job performance and in all job criteria. However, the flexibility of the agreement, including a measure that assumes only in the jobs can predict job performance that interpersonal factors play an important role.

Several researches conducted to review the relationship between personality characteristics and mental health. Until the late 1980s, it was generally assume that the relationship between personality and job performance are weak. Of course, the findings of the investigation were inconsistent (Kierstead: 1998).

Therefore, the main research question is:

Is the personality characteristics and mental health of principals has relationship with their job performance?

If there is relationship, how is the severity and type of the relationship between five important features of personality and mental health and performance of primary school principals?

Although the characteristics, the mental health and job performance words seems to be familiar. The research done in these cases particularly schools and educational principals are important and obscure. The results obtained from this research could help us in our decisions related to the selection and promotion of people in management jobs as well as assist in the expansion and development of employees.

The characteristics mean the individual properties of the dynamic conformation; this includes readiness and needs, which determine action and reaction of the person to the position of the environment. This means that each individual depending on the perceptual patterns, habits, needs, motivations, the capabilities, values, beliefs, knowledge, and skills understands the environment different from the others, and reacts to it (Alaghe Band, 2004, pp. 220,221). Character: Robbins with respect to the goal that we have (the appropriateness of the job and the character) define character such: the sum total of the ways that one person with it react against others or have mutual relations (Robbins, 2002, p. 135). Character value as a predictor of

performance from distant past is taken into consideration; that in regard to individual differences has long history that traditionally by old versions of numerous tools, individual fitness of a person for a particular job has been reviewed (Wright; 1995).

Performance management is a result of an employee's activities in terms of the implementation of the tasks entrusted upon in the duration of determined time (evaluation plans of government employees, 1996, p19). The performance mean overall behavior associated with jobs that a person shows (Griffin, 1996, p132). Performance mean measure results, i.e. whether we have done a good job (Robbins 2002, p 306).

Management of performance is the most recent advances in the management of human resources of organization. The term first introduced in 1976 by Beruruh. Although concept was result of need to continuous and integrated approach to a management and reward based on performance, it does not considered as a distinct approach until the mid 1980s. Because assessment and pay systems were based on surface performance, and they designed and implemented in hurry. In cultural view often did not satisfy the expected results of organization that were also somewhat naively. Performance management is like a Phoenix from the traditional systems and to some extent discredited ratings based on merit and management based on the goal came (Ghlich Li and Ghulam zade 2006, p11). Performance management is about the management of an organization. Management is actually a management process, not a system or a skill (Fowler, 1990). Performance management of all individuals of the Organization: not merely includes principals. Performance management reject the assumption that only the principals for their performance of work teams are the responders and instead believe that performance management is a shared responsibility between principals and their team members is strengthened. Somehow, principals should attention people as customers who can help them provide management services. Principals and their team members have shared responsibility on the results of the work. In addition, jointly about the activities of the team and how do they adopt, trace the performance, do improvement acts (Gholich Li and Ghulam zade 2006, p 16).

In some definitions, both the effectiveness and performance define the achievement of the target level, in terms of MacCrae and Robert when evaluating focused on the effectiveness; results of management activities can be evaluated (MacCrae Robert; 2003)

"God gave Islam special for you and chose it for you because Islam is get from (health),

and it is main center; therefore Islam is a tool for health and safety of the human psyche (Nahjul Balagha, Sermon 152). However, the awareness of the concept of mental health, from the Quran and Tradition refers to some verses and quoted; two Quran verse refer to mental health (healthy heart), one of the Shoara Sura in Ibrahim Khalil prayer (peace upon him) the Lord! the day People are excite (Day of Resurrection) I shall not be ashamed and disgraced, the day when wealth and sons does not benefit, but one who comes to God with a clean heart and mental sense: " except come to Allah with clean heart" (Sureh Shoara, verse 89). Great second verse, "And then Ibrahim was from his followers when he came with clean heart" (Surah Safat, verse 84). And he was the followers of the Prophet Noah.

From the mid 1980s onwards, genesis and application of five factors personality structure model and the use of meta-analysis were two major advances that appeared in characteristics and job performance (Witt: 2002, p. 835-59). The main objective of this study was to investigate the relationship between personality characteristics and mental health on job performance of primary school principals in district one Zahedan. This research has the following questions. School principals should be able to see with a systematic analysis of the schools sub systems and lead them in the direction of the Organization's objectives (Patricketel; 1995; 239).

- Is there a significant relationship between five personality factors and job performance of primary schools male principals in district one in Zahedan?
- Is there a significant relationship between five personality characteristics and job performance of primary schools female principals in district one in Zahedan?
- Is there a significant relationship between mental health and job performance of primary schools male principals in district one in Zahedan?
- Is there a significant relationship between the mental health and job performance of primary schools female principals in district one in Zahedan?
- Which Personality characteristics and mental health has the most impact due to the effects of gender on job performance of principals?
- Are there differences in male and female gender between personality and mental health indicators that has the greatest impact on job performance of principals?

Research method

Research method was descriptive kind of

correlation. In this research, relationship between personality characteristics, the mental health and job performance is studied. The statistical community is 81 primary school principals in district one in a city of Zahedan in the academic year 91-92 that 50 person chose as sample. Data through three questionnaire of personality characteristics neo-Bigfive, 28 mental health questions form (GHQ), the 45 questions likert of job performance form collected and analyzed. The statistical analysis results showed between personality and mental health characteristics on principals' job performance, there are significant relationship.

Tool to collect data and the validity and reliability of them:

A: personality questionnaire, reliability and validity of them:

Personality properties questionnaire used in this study is the standard type that measure the properties of the people personality characteristics in five factors (conscience-extraversion-compatibility-the experience- emotional stability). This questionnaire based on the traits approach in the study of personality is designed and different forms is designed by the psychological that most prestigious of them often are designed in long and short form that long form has 300, and short form has 120 questions. Therefore, in the research, we used the short form with 120 questions designed by Mac Gary and Gosta. The questionnaire adopt from Ms. Kasiri thesis. This questionnaire implemented in different countries of the world that psychologists approve the validity and reliability approved in various investigations.

B: Mental Health Questionnaire 28 GHQ

The questionnaire created by the Gold Berg. It is from the most famous psychiatric screening tools that are available in the form of 12-28-30-60. In this study 28 questions form used contains four subscales that each of them consisting of seven questions. Questions 1-7 related to the scale of physical symptoms and general health status. Questions 8-14 related to Anxiety scale, question 15

to 21, the scale of social dysfunction and questions 28-22 related to depression. Options are marked (0-1-2-3). Maximum score in this way would be 84 in questionnaire (Lindsay and Paul, 2000). Here from Likert method used. In addition, scores obtained are not re- encoded and higher scores indicating more mental health. Reliability was 0.82 and validity was 0.85. (Homan, 2001, quoted by Mohseni, 2006) Overall reliability coefficient of the questionnaire was 0.91, and the coefficient of reliability in subscales between 0.5 reported (Yazdanpanah 1996, quoted by Mohseni, 2006). The reliability of the general health questionnaire obtained with internal consistency method, with Cronbach's coefficient equal to 0.84.

C: the principals job performance questionnaire

It is conduct with the conceptual definitions of the underlying performance that it was review and approved. The questionnaire contains 45 questions in likert range that the number of 35 questions related to task performance (technical) and 10 questions related to the underlying function (job dedication-interpersonal conscientiousness). The number of 1-35 questions related to the performance of a task adopted from Mrs. Kasiri questionnaire (Sir Kasiri, 2001) annex, which approved its validity and reliability of this research has been 72.96. These questions with regard to the Campbell Division of educational principals designed. In addition, questions number 36-45 that corresponds to the underlying performance of the following table of component reliability coefficient indicates the principals' job performance.

Findings: Descriptive statistics calculation related to gender, education and history serve indicated that 50 percent of the samples studied were male and 50 percent were female. Also 18 percent of principals have upper diploma degree and 82 % have BA education. Descriptive statistics pertaining to the history of the service showed that 12% of principals have a history of serving 12-20 years, 44% between 21-25 years, and 44% between 26-30-years.

Table 1-3: community number and principal sample

total		female		male		Gender district
sample	Community number	sample	Community number	sample	Community number	
50	81	25	40	25	41	District one in Zahedan

Therefore, the sample community number is 50 principals with the following instances of the error.

$$\text{Teacher} \rightarrow 100 \div 50 = 2\%$$

Table 4-1: frequency distribution of the degree of schools principals district one in Zahedan

classes	Frequency	frequency percent	Cumulative frequency percent
Diploma	-	-	-
Upper Diploma	9 (7 female, 2 male)	18	18
BA	41 (18 female, 23 male)	82	100

Table 2-4: Distribution of working principals

classes	Frequency	frequency percent	Cumulative frequency percent
Up to 5 years	-	-	-
10- 6	-	-	-
15- 11	-	-	-
20- 16	6 (4 female, 2 male)	12	12
25- 21	22(12 female, 10 male)	44	56
30-26	22 (9 female, 13 male)	44	100
Total	50	100	-

Table 3-4: Descriptive indicators related to research variables

standard deviation	mean	Descriptive indicators
21.49	199.16	Job performance score
16.79	153.14	Task performance
9.94	46.02	Underlying performance
3.42	56.02	Total Mental health score
3.42	14.80	Physical symptoms
3.72	14.76	Anxiety symptoms
2.58	6.54	Social problems
1.73	19.92	Symptoms of Depression
7.17	87.38	Extrovert personality factor
8.87	99.64	Conscience factor
8.91	87	Emotional stability
9.12	93.72	Adjustment factor
11.31	96.06	Experience

It can be seen in Table 4-4 Job performance variable has the mean and SD respectively 199.16 and 21.49. Component of the Task performance has a mean and standard deviation, respectively 153.14 and 16.79. The factors Underlying performance has the mean 46.02 and SD is 9.94. Mental health variables mean and SD respectively 56.02 and 3.42 is calculated. The means and standard deviations of school leaders in four dimension of mental health in the above table listed. Physical symptoms have the mean 14/80 and standard deviation 3.42. The anxiety mean is 14/76 and standard deviation is 3.72. Social problems mean is 6/54 and standard deviation is 2.58. Symptoms of Depression have a mean 19.92 and SD is 1.73. The

characteristics variable, extraversion factor has the mean 87.38 and SD 7.17, respectively. The conscience mean is 99.64 and standard deviation is 8/87 and the emotional stability, the mean and standard deviation respectively are 87 and 8.91 and the adjustment mean and SD 93.72 and 9.12 and experience character mean 96.06 and SD 11.31 is obtained.

The first research question: Is there a relationship between five personality factors and job performance of primary schools male principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used which results are present in Table 5-4.

Table 4-4: Results of correlation coefficient between job performance and personality characteristics of male principals

experience	compatibility	emotional stability	conscious	extraversion	Component	Job performance
-0.59	-0.85	-0.54	-0.89	-0.55	Coefficient correlation	
0.002	0.000	0.005	0.000	0.004	Sig	

Test results show the correlation between Job performance and personality traits dimensions indicate a significant inverse relationship between job performance with extraversion factor correlation ($r=-0.55$) consciousness correlation ($r=-0.89$) emotional stability factor correlation ($r=-0.54$) compatibility correlation factor ($r=-0.85$) and experience correlation ($r=-0.59$) at the level of 99 percent ($p<0.01$). Therefore, it concluded that between the five personality factors and job

performance of male primary school principals in Zahedan district, a significant inverse relationship exists.

Second question: Is there a significant relationship between five personality characteristics and job performance of primary schools female principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used which results presented in Table 6-4.

Table 5-4: Results of correlation between personality traits and job performance of female principals

experience	compatibility	emotional stability	conscious	extraversion	Component	
0.41	0.48	0.21	0.55	0.13	Coefficient correlation	Job performance
0.03	0.01	0.30	0.004	0.52	Sig	

Test results show that the correlation between Job performance and dimensions of personality traits between job performance with extraversion factor correlation ($r=0.13$) and the amount of emotional stability correlation ($r=0.21$) There is no meaningful relationship at the 95% confidence level ($p>0.05$). However, between job performance and the conscience correlation ($r=0.55$), compatibility factor correlation ($r=0.48$) and experience correlation value ($r=0.41$) with a

confidence level of 99% a significant positive relationship was found ($p<0.01$).

Third question: Is there a relationship between mental health and job performance of primary schools male principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used which results presented in Table 7-4.

Table 6-4: Results of correlation coefficient between job performance and mental health of male principals

mental health	depression	social disorder	anxiety	Physical symptoms	Component	
0.32	0.40	0.51	0.55	0.32	correlation coefficient	Job performance
0.11	0.04	0.008	0.004	0.11	Sig	

Correlation test results between Job performance and mental health dimensions of male principals indicate between job performance with physical symptoms correlation ($r=0.89$) and anxiety correlation ($r=0.78$) and with social disorder correlation ($r=0.84$), depressive symptoms correlation ($r=0.98$) there was a significant positive relationship at 99% confidence level ($p<0.01$). Overall between job performance and mental health correlation ($r=0.98$) there is a significant positive correlation at the 99% confidence level. So we can conclude

between mental health and job performance of male primary school principals in Zahedan district one, a significant positive relationship exists.

Fourth question: Is there a significant relationship between the mental health and job performance of primary schools female principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used which results presented in Table 8-4.

Table 7-4: Results of correlation between job performance and mental health of female principals

mental health	depression	social disorder	anxiety	Physical symptoms	Component	
0.98	0.98	0.84	0.78	0.89	correlation coefficient	Job performance
0.000	0.000	0.000	0.000	0.000	Sig	

Correlation test result between job performance and the mental health and mental health dimensions of female principals show that between job performance with anxiety correlation ($r=0.55$) and social disorder correlation ($r=0.51$), symptoms of depression correlation ($r=0.40$) there was a significant positive relationship at the level of 99 percent ($p<0.01$). However, between job performance and mental health ($r=0.32$) and physical symptoms of mental health, there is no significant relationship at the 99% confidence level ($p>0.01$). So we can

conclude generally between mental health and job performance of female primary school principals in Zahedan district one, no significant relationship exists. Fifth Question: Which Personality characteristics and mental health has the most impact due to the effects of gender on job performance of principals?

Data gathered in relation to above question related to effects of personality characteristics on job performance of male principals and principals analyzed using step-to-step regression that data observed in table 9-4 and 10-4.

Table 8-4: Results of stepwise regression of personality indicators to predict job performance of female principals

Sig	t	B	F	R ² Adj	R	Variable	step
0.004	3.17	0.552	10.05	0.27	0.552	conscience	First

The results (Table 9-4) indicates that between the personality indices, as seen in the above table, the characteristics of consciousness (0.27) from changes in variables (criteria) to predict job performance and it has maximum prediction of job

performance for female principals.

Table 9-4: Results of stepwise regression of personality characteristics predicting job performance for male principals.

Sig	t	B	F	R ² Adj	R	Variable	step
0.000	-9.44	-0.892	89.13	0.78	0.892	conscience	First

Results Table (10-4) shows that between personality characteristics of male principals, as seen in the above table, the characteristics of

consciousness (0/78) from changes in variables (criteria) to predict job performance and it has the greatest predictor of job performance for principals.

Table 10-4: Results of stepwise regression of mental health to predict job performance of male principals

Sig	t	B	F	R ² Adj	R	Variable	step
0.000	27.99	0.986	783.47	0.97	0.986	depression	first

Results Table (11-4) shows between the mental health characteristics of male principals, as seen in the above table, only depression (0/98) from

changes in variables (criteria) to predict job performance and it has most predictive of job performance for male principals.

Table 11-4: Results of Stepwise Regression of mental health indicators for predicting job performance of female principals

Sig	t	B	F	R ² Adj	R	Variable	step
0.004	20/3	556/0	10.28	0.279	0.556	Anxiety	First
0.009 0.01	2.85 2.54	0.459 0.408	9.60	0.418	0.683	anxiety +Social Disorder	Second

Results Table (12-4) shows that between the mental health of female principals, as seen in the table above, the first step Anxiety Characteristics (0/27) from changes in variables (criteria) to predict job performance and it has most prediction of job performance for female principals. Social disorder is also entered into the equation in the second step, both variables could predict (0/41) of the variables

changes of job performance.

Sixth question: Are there differences in male and female gender between personality and mental health indicators that has the greatest impact on job performance of principals?

Data obtained related to this question using independent t test analyzed that classified in table (13-4) and (14-4).

Table 12-4: Results of the independent t test, consciousness personality factor with gender

Sig	df	t	SD	Mean	number	Gender	character characteristics
0.92	48	-0.095	6.57	99.52	25	female	Conscientious
			10.84	99.76	25	male	

Results of Table (13-4) shows that characteristically conscientious and Gender of principals showed no significant differences in 95%

level ($p > 0.05$, $df = 48$, $t = -0.095$). This means that male and female principals have the same act in conscience.

Table 13-4: Results of the independent t test, personality and gender consciousness

Sig	df	t	SD	Mean	number	Gender	Mental Health Characteristics
0.05	48	-1.99	0.90	3.92	25	Female	Depression
			5.34	6.08	25	Male	
0.12	48	-1.58	0.63	4.36	25	Female	Anxiety
			3.60	5.52	25	Male	
0.05	48	-2.003	0.77	4.24	25	Female	Social dysfunction
			1.61	4.96	25	Male	

Results OF Table (14-4) shows that between the depression in mental health characteristics and principals gender were significant differences at the 95% level ($p < 0.05$, $df = 48$, $t = -1.99$). This means that male principals have higher depression than female. The results in Table (14-4) shows that between anxiety characteristics and gender of principals were not significantly different at the 95% level ($p > 0.05$, $df = 48$, $t = -1.58$). This means that male and female principals in anxiety levels are identical.

Results of Table (14-4) also show that the characteristics of social disorder, mental health, and gender of principals are significantly different at the 95% level ($p < 0.05$, $df = 48$, $t = 2.003$). This means that male principals are more social disorder than female.

Discussion and conclusions

First question: Is there a significant relationship between five personality factors and job performance of primary schools male principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used that the results in Table 5-4 showed that between job performance with Extraversion correlation ($r = -0.55$) and conscience correlation ($r = -0.89$), emotional stability correlation ($r = -0.54$), compatibility correlation factor ($r = -0.85$) and experience correlation ($r = -0.59$) in 99% a significant relationship observed ($p < 0.01$). It concluded between the five personality factors and job performance of male primary school principals in Zahedan district one, a significant inverse relationship exists. These findings with the results of Baruz (2006), Vitero (2001), Grin berg and Baron (1993), Amuro - Permuzic and Farnham (2003) and

Hartz and Dunan (2000) fits well. Nevertheless, the results of Yu and Ming (2002) are inconsistent.

Second question: Is there a significant relationship between five personality characteristics and job performance of primary schools female principals in district one in Zahedan?

To answer the question, the Pearson correlation coefficient was used that results in Table 6-4 indicate that between job performance with extraversion factor correlation ($r = 0.13$) and the stability of emotional correlation ($r = 0.21$) at 95% confidence level, there is no meaningful relationship ($p > 0.05$). These findings with the results of Baruz (2006), Vitero (2001), Grin berg and Baron (1993), Amuro - Permuzic and Farnham (2003) and Hartz and Dunan (2000) do not align. However, the results of Yu and Ming (2002) are consistent and compatible. However, between job performance and the conscience correlation ($r = 0.55$), compatibility correlation factor ($r = 0.48$) and experience correlation value ($r = 0.41$) with a confidence level of 99% a significant positive relationship found. The result of the findings of Dino and Cooper (1998) align.

Third question: Is there a significant relationship between mental health and job performance of primary schools male principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used which results presented in Table 7-4. The male results indicate that between job performance with physical symptoms correlation ($r = 0.9$) and anxiety correlation ($r = 0.78$) and the social disorder correlation ($r = 0.84$), symptoms of depression correlation ($r = 0.98$), there was a significant positive relation at the level of 99 percent ($p < 0.01$). Also generally between job performance and mental health correlation ($r = 0.98$)

there is a significant positive relation at the 99% confidence level. So we can conclude between mental health and job performance of male primary school principals in Zahedan district one, a significant positive relationship exists. This finding with Murray, and Mount Michael (1999), Barick and Mount (1991) corresponded and align.

Fourth question: Is there a significant relationship between the mental health and job performance of primary schools female principals in district one in Zahedan?

To answer the questions, the Pearson correlation coefficient was used which results presented in Table 8-4. Correlation test result between job performance, the mental health and mental health dimensions of job performance female principals indicate that between job performance of the anxiety correlation ($r=0.55$) and the social disorder correlation ($r=0.51$), symptoms of depression correlation ($r=0.40$) there was a significant positive correlation at the level of 99 percent ($p<0.01$). However, the correlation between job performance and mental health ($r=0.32$) and physical symptom mental health, there is no significant correlation at the 99% confidence level ($p>0.01$). Therefore, we can conclude generally, mental health and job performance of female primary school principals in Zahedan district one no significant relationship exists. This finding Murray, and Mount Mitchell (1999), Barick and Mount (1991) and the alignment does not match.

Fifth Question: Which Personality characteristics and mental health has the most impact due to the effects of gender on job performance of principals?

Data obtained related to above question related to personality characteristics on job performance of male principals and principals using stepwise regression analyzed that table results (9-4) indicate, as seen in the above table, the characteristics of conscience (0.27) from changes in variables (criteria) to predict job performance and it has the most predictive of job performance for female principals. Also the results in Table (10-4) indicates that among the male principals characteristics, as seen in the above table, the characteristics of conscience (0.78) from changes in variables (criteria) to predict job performance and it has the highest prediction of the job performance for male principals. The findings and conclusions with Rutman Mering (1998), Barick and Mount (1991) and Vitero (2001) are consistent and alignment.

Results of Table (11-4) shows that the characteristics of mental health principals of male, as seen in the above table, the characteristics of depression (0/98) from changes in variables (criteria)

to predict job performance and it has most predictive of job performance for male principals. This finding with Yu and Ming (2002) is inconsistent.

Results of Table (12-4) shows that the mental health of female principals, as seen in the table above, the first step Anxiety Characteristics (0.27) from changes in variables (criteria) predict job performance and it has most prediction of job performance for female principals. Social disorder also entered into the equation in the second step, both variables could predict (0.41) the variables changes of job performance. These findings with the results of Baruz (2006), Vitero (2001), Grin berg and Baron (1993), Amuro - Permuzic and Farnham (2003) and Hartz and Dvnan (2000) do not align. However, with the results of Yu and Ming (2002) are consistent and compatible.

Sixth question: Are there differences in male and female gender between personality and mental health indicators that has the greatest impact on job performance of principals?

Data obtained related to the question using independent t test analyzed that data classified in table (14-4) and (13-4).

Results of Table (13-4) show that the consciousness characteristics and gender have no significant differences at the 95% level. This means that male and female principals have the same act in conscience.

Results Table (14-4) show that the characteristics of depression and mental health and principals Gender had significant differences at the 95% level. This means that male principals had higher depression than female.

The results in Table (14-4) show that between anxiety and gender of principals' characteristics was significantly different at 95 percent, means that male and female principals have same anxiety levels. No survey found to match the results. Results of Table (14-4) also show that the characteristics of social disorder, mental health, and gender of principals are significantly different at the 95% level. This means that male principals are more social disorder than female.

This concludes that male principals have more depression and social disorder that education and training organization must adopt a strategy.

Educational principals as other people have individual differences, talents and desires, their own motivation and interest. They have different interests and abilities, and knowledge and attitudes and value systems. Certain personality characteristics differences will affect on mode of operation and their behavior. What manifold principals who are humble by nature and they look out the window to outside factors participated in credit. If they cannot find a

specific person or event to give credit, they turn (to fortune). At the same time look in the mirror when things are not going well, accept burden and never blame bad luck or external factors in this case. However, some principals look from inside to outside to get rid of faults; when everything is good see it as their works (Siadat et al, 1384). School principals also has critical role to manage schools must have specific abilities and skills to be able to effectively and efficiently perform their tasks at school. However, these features of the intellectual, spiritual, psychological and emotional needs should consider. Educational principals, as well as individuals have individual differences, talents, motivations, and desires of their own interest and the attitudes, knowledge and they have value systems with different quality that individual differences and personality will influence the operation and behavior (Faridson quoted from Naderian and Amir Hosseini, 2007).

The role and the Mission of the principals on the one hand, naïve human conversion to artisan, creative and growth and on the other hand, it is the supplier meets the needs of the industrial sector in the community, the economic, social and cultural rights. Analysis of the effective factors on the growth and development of the advanced societies indicates that all of these countries have the effective and efficient educational section. A detailed understanding of the human force employed in educational system includes the necessities for planning in education. Probably one of the factors that can influence the performance of principals is their character. Therefore, in selection of staff in any organization and institute, personal characteristics of people formally using characteristics test or informally considered. In fact, experience for selection test creditability is so vast; that, Gavin and Gautier concluded that is a problem that must be addressed (3). Enduro Walt et al (2002) saw the predictive power of this story is unclear how the performance characteristics. Research has consistently shown that the knowledge, skills and talents, personality is another feature that is a valid predictor of job performance. Main section of certain sensitive is that education and training have in different society due to internal operation in public and judges. Therefore, different research can clarify faults and lacks so resolve them. Also, research on job performance and troubleshoot problems that may lead to increased mental health. It has the importance to facilitate training management processes efficient and productive.

The findings showed that between personality factors and job performance of male principals in primary schools in Zahedan district one,

a significant inverse relationship exists. Only for female principals between the job performances with extraversion, emotional stability factor is not meaningful relationship. However, the job performance of female principals and conscience, the adaptability and flexibility of experience, there is a significant positive relationship.

Between mental health and job performance of male primary school principals in Zahedan district one a significant positive relationship exists. However, mental health and job performance of female primary school principals in Zahedan district one no significant relationship was found.

In relation to the impact of personality characteristics on job performance of male and female principals only conscience is able to predict job performance and it has the highest prediction of job performance for male and female principals.

The characteristics also showed that male principals' mental health, depression characteristics could only predict job performance and mental health of female principal's characteristics, as seen in the table above, the first step Anxiety Characteristics and in the second step social disorder has the most prediction for job performance for female principals.

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11/21/2013