



# INFLUENC OF PERSONALITY-ENVIRONMENT FIT ON TEACHERS' JOB SATISFACTION IN PRIMARY SCHOOLS IN KESSES SUB-COUNTY, KENYA

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**Abstract:** Many factors influence individual choice of career path. Career choice inevitable leaves one satisfied or dissatisfied which greatly affect behavior and work performance. This study aimed to determine to what degree primary school teachers integrate into the school atmosphere and how their job satisfaction is affected. The thesis utilized the methodology of correlation analysis. The research was driven by Holland's theory of vocational personalities and working climate. The population of this study included all 1065 teachers in 93 public elementary schools in Kesses Sub-County, Uasin Gishu County. Stratified random sampling was used to pick 28 of the 93 Kesses public primary schools. Questionnaire was used to gather primary data. The data collected was organized, coded, and analyzed using Statistical Package for Social Science (SPSS) in the form of mean, frequencies, percentages, and standard deviations then presented in tables and graphs. The hypotheses of the study were tested using linear regression and ANOVA. The study established that majority of primary school teachers in Kesses fit in the teaching environment with moderate level of job satisfaction. The study concludes that personality-environment fit influences teachers' job satisfaction. The study, therefore, recommends that policymakers and education administrators incorporate personality or aptitude assessment tests in the selection of candidates seeking admission into teachers' training colleges.

**Index Terms** - Personality, Environment, Fit, Career, Job, Satisfaction, Teachers, Primary Schools, Kesses Sub-County, Kenya.

## I. INTRODUCTION

Personality-environment fit (P-E fit) refers to the match between an individual's characteristics and work environment. It is defined by Kristof-Brown, Zimmerman and Johnson (2005) as the degree to which individuals and environmental features match. It is the well-known subject area of human resource and organizational behavior research as it relates to different notable outcomes in different phases of individuals' work-life cycle. Factors such as personal vigor, desires, or demands on self-actualization or fulfillment determine personality-environment fit. At the beginning of any career, individuals seek and choose those occupations which might be compatible with their self-concepts as well as their primary interests (Holland, 1997).

Characteristics of personality may include the biological or psychological needs, beliefs, goals, skill, or temperament of an individual, while environmental characteristics include intrinsic and extrinsic incentives, work or function demands, cultural values, or characteristics of other individuals and collectives in the social environment of the individual. (French, Caplan, & Van, 1982)

Job satisfaction is a state of mind or a feeling or attitude of an individual towards work and how they affect their intrinsic and extrinsic elements towards jobs and the organizations where they work. The elements of job satisfaction are related to the remuneration package, professional development, allowances, teamwork, and how they are treated by their bosses. Job satisfaction often means a role that is positively linked to the degree to which the job situation fulfills one's personal needs. It deals with that pleasurable emotional state of feeling resulting from work performance (Simatwa, 2011).

Kuria (2012) maintains that employees are most satisfied and highly productive when their job offers them economic security, recognition of their efforts, clean grievance policies, opportunities to contribute ideas and suggestions, participation in decision-making and business management, clear definitions of duties, responsibilities and promotional opportunities. According to Bakker, Tims and Derks (2012), job satisfaction is described as a healthy, satisfying, work-related state of mind characterized by positive energy, dedication, and occupational contentment.

The analysis of behaviors within the organizational setting has highlighted essential variables that help or adversely affect workplace performance. This notion remains true when reflecting on human resource management which is a major factor that contributes significantly to the performance of organizations. These factors are even more important to study and understand in academic institutions, especially primary school which is responsible for the education of young children.

Personality-environment fit among teachers could translate into job satisfaction which may in turn lead to less stress, reduced turnover, a high realization of the educational goals and objectives leading to better academic performance. Studies on work satisfaction among teachers were conducted globally as well as locally.

#### Relationship between Personality-Environment Fit and Job Satisfaction

Nguyena and Borteyroub (2016) study examined the mediating effect of core self-evaluations on the relationship between person-environment fit and job satisfaction among 197 professional laboratory technicians from France and Belgium. They completed a person-organization fit scale; a person-job fit scale, a core self-evaluation scale and a job satisfaction scale. Correlational research design was used. The findings established that job satisfaction was positively associated with person-organization fit, person-job fit and core self-evaluation. The results using structural equation modeling showed that core self-evaluations partially mediated the relationship between person-environment fit and job satisfaction.

The study showed positive relationship between job satisfaction and person-organization fit, person-job fit and core self-evaluation. However, the study concentrated on professional laboratory technicians from France and Belgium compared to the current study thus prompting the current study to be carried out to look into the influence of personality-environment fit on job satisfaction among primary school teachers in Kesses Sub-County, Kenya.

Study by Yang and Hwang (2014) explored Personality characteristics and mutual reciprocal factors between work performance and job satisfaction of Chinese employee management. A causal model was built to suggest how personality trait affects job performance and satisfaction, and how job performance and satisfaction affect each other simultaneously. The study method of the survey was used, and questionnaires were used to gather data. Modeling of structural equations using LISREL 8.8 has been used for evaluating the causal model. The result suggested that work efficiency and job satisfaction have a simultaneously significant bilateral relationship. The Major Five personality traits have a huge impact on job results, with congeniality having the greatest influence followed by extraversion. Extraversion is the only personality trait that displays tremendous impact on work satisfaction.

Ganu and Kogutu ((2014) conducted a study to investigate the impact of the broad five personality traits on job satisfaction and organizational engagement among Kenya's health care staff. The study used a correlational analytical design of the sample and collected data using a questionnaire administered by itself. Participated in the study were samples of 252 healthcare staff including medical doctors, nurses, pharmacists, and Lab technologist. The research revealed substantial correlations between the Big Five personality traits with work satisfaction and organizational engagement, using descriptive statistics and multi-linear regression analysis. Openness, sensitivity and neuroticism have a positive relationship with organizational engagement, while the association between extraversion and neuroticism and work satisfaction is also positive. Moreover, the relationship between work satisfaction and organizational engagement was found to be positive. This result indicates that workers who show the characteristics of transparency, neuroticism, extraversion, and conscientiousness turn to the Healthcare institutions to find a greater sense of commitment and work satisfaction.

The research examined was conducted among healthcare workers: medical doctors, nurses, pharmacists, and laboratory technologists while the current study was conducted among primary school teachers at Kesses Sub-County public schools. The research examined focused on the impact of the big five personality traits on job satisfaction and organizational engagement on health workers in Kenya while the current study focused more on the influence of personality climate that suits job satisfaction among Kenyan primary school teachers.

Study Sikalieh, Damary, Mkoji, & Davis (2012) explored the impact of dimensions of personality on the organizational performance of academic workers at Kenyan Public Universities. Personality, work satisfaction and competence were the variables investigated. Before exploring the impact of intervening and moderating variables, the research first investigated the relationship between work life quality and worker job efficiency. The study then examined the intervening impact of job satisfaction on the relationship between work-life quality and job performance of employees. The research population consisted of academic personnel from the seven public universities that existed when the Kenyan Government began performance contracting in public institutions in 2002. A survey of 356 respondents from the population was chosen using a proportionate sampling based on numbers in each university and

at each level. A cross-sectional, descriptive survey was used. They obtained primary data using semi-structured questionnaires. Data were analyzed using inferential statistics and descriptive statistics. The study showed a non-statically important relationship between work-life quality and job efficiency. The study also found that there is a substantial relationship between work quality and job satisfaction, and that attitude has a moderating impact on work quality and job satisfaction. The study also concluded that friendly, accessible and attentive workers appeared to have higher levels of work satisfaction. Joint quality of work life, personality, job satisfaction and skills have a greater impact on employee performance, with competence being the most important performance indicator.

Study by Kemboi, Rebecca, Kimongo, Kindiki, Nyaga, Misigo, Benard (2016) investigated the relationship between personality styles and career choices of Moi University undergraduate students in Kenya. The population for the study was university Joint Admission Board (JAB) admitted undergraduate students. Five schools and a group of 399 participants were selected using multi-stage random sampling technique. Using a research method survey. The research was based on the Career Choice theory of personality by John Holland (Holland, 1997). The study used Questionnaires adapted from Holland's Self-Directed Search (SDS) to sort out the personality styles of students, and Holland's Occupational Finder checklist was used to categorize degree programs into career choices according to Holland's model of Practical, Investigative, Creative, Social, Enterprising and Traditional (RIASEC). Using frequency tables and statistics, the data obtained were analyzed descriptively. Chi-square was used for evaluating the 0.5 significance degree of the null hypothesis. Results suggested a relationship existed between types of personality and choice of profession. The study also showed that most students are happy with their study course (73.3 per cent). A suitable career option for students will improve their study course satisfaction and success as well as potential jobs.

The relationship between personality and work satisfaction through occupations was examined by Törnroos, M., Jokela, M., & Hakulinen (2019) They used a sample of 22,787 individuals, nestled within 25 occupational groups from the British Household Panel Survey and the UK Household Longitudinal Study; investigated (1) whether average personality levels differ across occupational groups, and (2) whether there is a cross-level correlation between the mean occupational personality and the personality of the worker, with job satisfaction. The result showed there were small variations in all FFM traits across occupational classes. Neuroticism and openness correlated with the associated mean personality, indicating that the correlation between an individual's personality and the typical workplace personality makes a difference to work satisfaction for these traits.

Sikalieh, Damary, Mkoji, & Davis (2012) conducted a study to investigate how aspects of personality influence the success of corporate organisations. A descriptive research method was used that used a survey approach. This study's target population consisted of Kenya Medical Research Institute (KEMRI) employees from all four locations, namely: Nairobi, Kisumu, Busia and Kilifi. A purposeful judgmental sampling limited by non-probability was used to divide the population into two homogeneous subgroups; research officers and administrative staff. A sample of KEMRI's 85 employees comprising 55 researchers and 30 administrators was selected using both stratified and basic random sampling techniques. A Study by Yang and Hwang (2014) explored Personality characteristics and mutual reciprocal factors between work performance and job satisfaction of Chinese employee management. A causal model was built to suggest how personality trait affects job performance and satisfaction, and how job performance and satisfaction affect each other simultaneously. The study method of the survey was used, and questionnaires were used to gather data. Modeling of structural equations using LISREL 8.8 has been used for evaluating the causal model. The result suggested that work efficiency and job satisfaction have a simultaneously significant bilateral relationship. The Major Five personality traits have a huge impact on job results, with congeniality having the greatest influence followed by extraversion. Extraversion is the only personality trait that displays tremendous impact on work satisfaction.

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Study by Muindi (2016) examined the effect of personality on the relationship between job quality and lecturer satisfaction at Kenyan Public Universities. The research population consisted of all public University lecturers. The

study selected a sample from the population of 356 respondents using proportionate stratified sampling based on the number of lecturers at each university and their ranks. A cross-sectional, descriptive survey was used. Using standardized questionnaires the analysis used primary data obtained. The characteristics of the respondents were evaluated using descriptive statistics. Analysis of the correlation was conducted to determine the intensity of the association between variables. This hypothesis was evaluated using multiple regression methodology. The study found that the personality traits of public university lecturers are more attuned to friendly, accessible and conscientiousness. Also, lecturers were shown to have high work satisfaction levels. The study also showed that the relationship between work-life quality and job satisfaction is important and that personality is a major influence on the relationship between work-life quality and job satisfaction. The study provides a new insight into how personality can impact the relationship between work-life quality and job satisfaction.

The research checked was conducted among lecturers at Kenyan Public Universities while the current study was conducted among elementary school teachers in Kenya's public schools. The study reviewed focused on the influence of personality on the relationship between quality of work life and job satisfaction of lecturers at Kenyan Public Universities, while the current study focused more on the influence of personality environment that fits job satisfaction among Kenyan primary school teachers. The study studied used descriptive cross-sectional research design while the present analysis used correlation research design.

#### Statement of the Problem

Many people find themselves in a wrong career because of the Joint Admission Board (JAB) selection, academic qualification, or lack of financial resources. These individuals cannot offer professional services as their talents and energies are not fully utilized. Time, money, and life are wasted when people spend years working in an environment they have little or no interest in (Chemeli, 2010). Previous studies by other researchers show that most Kenyans are in a misplaced career and as a result are unhappy with their workplace. This situation results in job dissatisfaction and low job satisfaction characterized by low morale of work and reduced productivity which inevitably has far-reaching social and economic implications.

Considerable studies surrounding job satisfaction in Kenya based on different study variables have been conducted in the past, Muindi (2016); Sikalieh et al. (2012); Ganu and Kogutu, ((2014); & Simatwa, 2011) but to the best of our knowledge, no studies have been conducted to establish the influence of personality-environment fit on job satisfaction among teachers in Kenya. An individual who do not fit in the work environment will not be able to offer professional services. The Teachers' Service Commission (TSC) United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Population Fund (UNFP) have all raised alarm in their reports about increasing cases of violence; physical, psychological and sexual against learners perpetuated by some of their teachers.

#### 1.2 ABBREVIATION AND ACRONYM

JAB	Joint Admission Board
JDI	Job descriptive Index
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MBTI	Myers-Briggs Type Indicator
MOE	Ministry of Education
MSQ	Minnesota Satisfaction Questionnaire
P-E	Personality-Environment
SDS	Self-Directed Search
SPSS	Statistics Package for Social Science
SVII	Strong Vocational Interest Inventory
TSC	Teachers Service Commission
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEPF	United Nations Population Fund
TCE	Teachers' Collective Efficacy

#### 3.1 Population and Sample

The study used correlation research design and sought to investigate the influence of personality-environment fit on teachers' job satisfaction in public primary schools in Kesses Sub-County, Kenya. The target population comprised 1065 public primary school teachers in Kesses Sub-County. A sample of 284 primary school teachers was selected through simple random sampling. Stratified random sampling was used to sample 28 schools out of the 93 public primary schools in Kesses. The schools were stratified into Cheptiret zone, Kesses zone, Tulwet zone, and Timboroa zone. The sample size was computed based on Yamane formula (Israel, 2009).

The data collected in the research was edited, coded and entries made into statistical software (Statistical Package for Social Sciences). Quantitative data gathered through open ended questions was sorted, coded and analyzed in form of themes. The outcome was presented in frequency tables and percentages and explanation for a given scenario was done after each research question was analyzed. Descriptive statistics consisted of frequencies, percentages, means and standard deviation was used to summarize the data. One way ANOVA was employed to test the hypotheses.

### 3.2 Data and Sources of Data

Primary data was collected using two integrated structured sets: the Minnesota Satisfaction Questionnaire (MSQ) and Self Directed Search (SDS).

### 3.3 Theoretical framework

This study employed John Holland's theory of vocational career choice (Holland, 1997). Holland, according to Staunton (2015) is the Grandfather of careers advice. Holland emphasizes that people of the same personality type working together in a job to create an environment that fits and rewards their type. He underscores that people who choose to work in an environment that suits their personality type are more likely to be successful and satisfied.

This theory is used as a taxonomy to classify people and jobs. The basic assumption of the theory emphasizes the importance of interaction between vocational environment and individual preference and personality. Holland asserted that both individuals and work environments can be categorized and then matched to each other. The purpose of the theory is to categorize people according to what type of work they are most interested in and then categorize occupations under the same scheme to measure their congruence.

This scheme was based around a six point hexagon which focuses on six types of person and job which are Realistic (C), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C) (RIASEC). Holland emphasized that people tend to act on their dominant interests and seek occupations in which their interests can be expressed. The idea of the RIASEC system or code was to prioritize an individual's preferences numerically to ascertain which were strongest. People with comparable codes have similar profiles of vocational preferences and seem to do well in the same sort of occupational environments.

Realistic personality traits are characterized by aggressive behavior. They are referred to as doers or practical individuals. In general, people who are classified as realistic are more confident and stable than their peers. They seem to prefer dealing with true, tangible objects and appreciate the outdoors and nature in their work. People oriented towards this disposition are interested in activities that require motor coordination, skills, physical strength, and masculinity. These people most often find it difficult to communicate their feelings to others or express themselves in words. They enjoy working with hands, machines, tools, and animals. They like occupations with practical components such as pilot, farmer, builder, engineer, armed service personnel, mechanic, electrician, computer technologist, upholsterer, park rangers, and sportspersons.

Investigative traits are seen as analytical, logical, and intellectual thinkers. These people are curious individuals that prefer concepts to people as well as experiments, investigation, and methodology in their work. They avoid close interpersonal contact and enjoy ambiguous challenges in a less structured environment. They like occupations such as science, research, health, pharmacologist, medical and agricultural laboratory, zoologist, and dentist.

Artistic personality is naturally creative, sensitive, and innovative. These people tend to work well in the field of arts but also thrive in other areas that lend to abstract thinking and concepts. People who belong to this category manifest strong self-expression and relations with others indirectly through artistic expression. They use acts, drama, and songs to express themselves. These people are independent, unconventional, original, emotional, and tense. Their orientation is more feminine than masculine. They enjoy occupations such as artists, illustrators, photographers, composers, singers, dancers, instrumentalists, actors, reporters, writers, editors, fashion designers, and hairdressers.

Social types are nurturers. These are the helpers of the world. They are kind and generous. They also tend to use these traits to help and benefit others. They are sociable, responsible, and humanistic and are concerned with the welfare and well-being of others. They like attention and solve problems through discussions with others or by changing their relationships with others. Social people are cheerful, good achievers, and get along easily with others. These social helpers are seen in the roles of teachers, nursing, counselors, clinical psychologist, social worker, police officers, waiters, customer service care, and non-profit capacities. In this study, these are teachers who have personality-environment fit.

Enterprising people have great capability with words that they effectively use in selling, dominating, and leading. These individuals thrive in leadership positions because they tend to be outgoing, ambitious, energetic, enthusiastic, influential, charismatic, adventurous, good managers, and self-confident. These traits combined with their innate internal motivation make for powerful leaders. They like power, status, material wealth, and the social task where they are in control. They enjoy occupations such as lawyers, salespeople, politicians, accountants, business owners, executive managers, and promoters.

Conventional individuals are conforming type who prefers highly organized activities, both verbal and numerical that characterize office work. Conventional thinkers are rational and productive workers who fancy ingenuity in any activity with practicality. Order and structure are hallmark features for this group, which, alongside clerical work, makes them excellent in math-related work. They fit well in large organizations but they do not seek leadership positions. They like to work in a well-established chain of command, with the knowledge of what is exactly expected of them but they dislike ambiguity. They enjoy occupations such as secretary, banker, office work, accountant, computer operator, bookkeeping, financial analyst, tax expert, statistician, and traffic controller

### 3.4 Statistical tools and econometric models

Data analysis deals with the organization, interpretation, and presentation of collected data. Before analysis, data were checked for completeness and consistency manually by the researcher. According to Orodho (2003) data analysis procedure is the life line of a research, the method of analysis is the backbone. The data was compiled, organized and analyzed through the Statistical Package for Social Science (SPSS) which is ideal for accuracy and speed processing (Nyagaya, 2015).

#### 3.4.1 Descriptive Statistics

The data was analyzed using descriptive statistics, frequencies and percentages were interpreted in tables and figures. Descriptive methods were employed in analyzing qualitative data where tables and figures were used in interpreting the respondents' perceptions of issues raised in the questionnaires. Findings were presented in charts, tables, and graphs for clear visual impression of the total value.

## IV. RESULTS AND DISCUSSION

### 4.1 Results of Descriptive Statics of Study Variables

The research sought to establish the level of personality-environment fit of teachers in primary schools in Kesses Sub-County. The respondents were asked to indicate the activities they would enjoy doing. The personality constructs were assessed using Holland's Self-Directed Search (SDS) tool which contained items rated on a five-point Likert scale. This test consisted of various tests such as occupational wishes, activities



tests, competencies, occupations, and self-evaluation. Each subtest has six scales of realistic, investigative, artistic, social, enterprising, and conventional. The findings are presented in table 1.

**Table 1: Personality-Environment Fit of Primary School Teachers**

Personality-environment fit	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Realistic	284	1.00	4.60	2.7	0.71157
Investigative	284	1.00	4.80	3.4	0.86647
Artistic	284	1.00	5.00	3.1	0.85270
Social	284	2.20	5.00	4.0	0.76769
Enterprising	284	1.00	4.60	3.2	0.81266
Conventional	284	1.00	5.00	3.7	0.86800
Valid N (listwise)	284				

Table 1 show that Social personality had the highest mean of 4.0 among the primary school teachers of Kesses Sub County. Followed by Conventional personality with a mean of 3.7; Investigative personality had a mean of 3.4; enterprising personality had a mean of 3.2; Artistic personality had a mean of 3.1 and Realistic personality had a mean of 2.7. Most of teachers in Kesses Sub-County fall under Social personality. These are the teachers with personality-environment congruence. Meaning there was a match between the characteristics of the teachers and characteristics of the teaching environment. Their personality traits most have influenced their choice of teaching career.

The finding is supported by Roberts and Robins (2004) who established that when individuals are in an environment that fits their values they are more likely to flourish. This could also attribute to why majority of the primary school teachers in Kesses Sub-County have advanced professionally. A lot of them are degree holders while some of them have master degree in different areas. This finding is supported by Abbas et al. (2015) who found a positive relationship between personality-environment fit and employee satisfaction and a negative relationship between personality-environment fit and turnover.

According to the findings realistic personality scored the least mean of 2.7. This group of individuals would not fit well in a teaching environment because teaching environment is a social environment. And realistic personality people are 'antisocial'. They are characterized by aggressive behavior. They tend to prefer working with real, tangible things rather than people and they often find it difficult to communicate their feelings to others or express themselves in words. Realistic personality individuals would not fit well in primary school teaching environment because it will conflict with their personality and values as stated by Roberts and Robins (2004) who believe that when individuals are in an environment that fits their values they are more likely to flourish, while when they are in an environment that conflicts with their goals and needs, difficulties and challenges automatically will arise. The finding was also supported by Sadeghi et al. (2015) who recommended that employment should be based on a person's job-personality type to avoid any physical and mental damages arising from work.

#### Level of Job Satisfaction among Primary School Teachers

The study sought to find the level of work satisfaction for teachers in Kesses Sub County. Table 2 below shows the primary school teachers' responses when asked to rate different statements that assess their feelings about their level of satisfaction with their teaching job.

**Table 2: Level of Job Satisfaction among Primary School Teachers**

	N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	284	1.35	4.45	2.6231	.71210
Valid N (listwise)	284				

Table 2 shows a summary of responses of the primary school teachers when asked to rate various statements that measure their feelings concerning the level of their satisfaction with their teaching jobs, on a scale of 1 to 5. The minimum rating had an average score of 1.35 while the maximum rating had an average score of 4.45. An overall mean of 2.6231 indicated that the level of job satisfaction among the teachers of Kesses Sub County was moderate, with a standard deviation of 0.7121. When asked about what they disliked most about their teaching job, the teachers cited the following: heavy workload; a lot of clerical work in preparing professional documents; poor administration of performance appraisal; and interference by political systems in the country. The findings are supported by Nyagaya (2015) and Mbaya (2013) who established that many teachers in both primary and secondary schools in Kenya were not satisfied with their job due to heavy workload, poor remuneration, and poor working conditions.

#### Relationship between Personality and Job Satisfaction

The teachers were classified into six groups: R-realistic, I-Investigative, A-Artistic, S-Social, E-Enterprising, and C- Conventional, based on their responses on their personality fit. ANOVA was therefore used to establish the differences in job satisfaction based on the six groups.

**Table 3: ANOVA on the Relationship between Personality and Job Satisfaction**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78.817	49	1.609	5.818	.000
Within Groups	64.689	234	.276		
Total	143.506	283			

Table 3 shows finding from ANOVA on the relationship between personality-environment fit and job satisfaction was at significance level of 0.05. A p-value of 0.000 indicates that there is a significant relationship between personality and job satisfaction among the primary school teachers in Kesses Sub County. The findings are supported by Törnroos, et al. (2019), Nyuyena and Borteyroub (2016), Yang and Hwang (2016), Gunu and Kogutu (2014), Kemboi et al. (2016) and Muindi (2016) who established the existence of a significant relationship between person-environment fit and job satisfaction.

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