The impact of teacher personality traits, perceived organizational support, and self-efficacy on job satisfaction: From the perspective of private universities in Yunnan province, China

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ABSTRACT

This study is based on the social cognitive career theory in order to investigate the influence of teachers' personality traits, perceived organizational support, and self-efficacy on job satisfaction. Understanding the relationships between these factors is particularly important for enhancing teachers' job satisfaction. First, purposive sampling was used to select the four private universities for this study, followed by quota sampling which was used to determine the proportion of teachers at each of the four private universities, followed by convenience sampling. A questionnaire survey of 581 was collected from the 4 private universities located in Yunnan province, China. The findings reveal that teachers' perceived organizational support has a significant positive impact on personality traits, self-efficacy, and job satisfaction. Teachers' personality traits have a significant positive impact on self-efficacy and job satisfaction. Additionally, a teacher's self-efficacy has a significant positive impact on a teacher's job satisfaction. Overall, this study provides valuable insights for enhancing the job satisfaction of teachers in private universities.

Keywords: Job satisfaction, personality traits, perceived organizational support, private university, self-efficacy.

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INTRODUCTION

Teacher job satisfaction is of major concern to university administrators (Baluyos et al., 2019). Teacher job satisfaction refers to the pleasurable emotional state that results from evaluating one's job as aligned with one's job values (Ho and Au, 2006). In reality, job satisfaction among private university teachers in China is at a low level (Fute et al., 2022). The lower levels of job satisfaction among teachers at private universities are attributed to inadequate organizational support (Orpina and Jalil, 2022). The job satisfaction of teachers plays a critical role in the development of universities (Olsen and Huang, 2019). Consequently, this study aims to explore the factors that influence teachers' job satisfaction.

Previous research has found that personality traits play a significant role in teacher job satisfaction (Murtza et al., 2021). Personality traits are enduring and consistent psychological characteristics of individuals (Costa Jr and McCrae, 1992). Extensive literature exists on the relationship between personality traits and job satisfaction (Dababneh et al., 2022). Perceived organizational support and self-efficacy have a substantial impact on job satisfaction (Sulistyo and Suhartini, 2019). When teachers perceive support and recognition from the organization, they believe they can perform better, leading to job

satisfaction (Edinger and Edinger, 2018).

Perceived organizational support is often discussed as a vital variable in the field of education management (Ateş and Ünal, 2021). Soltani et al. (2013) mentioned that perceived organizational support is positively associated with personality traits. However, only a few previous studies have examined the influence of perceived organizational support on teacher personality traits. This area has received relatively little empirical attention, and this study aims to fill that gap. Prior research has found that employees who receive organizational support, rewards, appreciation, and fair treatment have increased belief in their abilities and self-efficacy. Prior research has found that employees who receive organizational support, rewards, appreciation, and fair treatment have increased belief in their abilities and self-efficacy (Musenze et al., 2021). Moreover, previous studies have shown divided opinions on whether personality is a useful predictor of teacher efficacy (Sheridan et al., 2022).

To summarize, this study has two objectives. Firstly, the study attempts to explore the relationship among personality traits, perceived organizational support, self-efficacy, and job satisfaction. Secondly, the relationships between these factors to enhance teachers' job satisfaction are explored. Finally, based on the results of this study, recommendations will be presented to offer reference suggestions for improving the job satisfaction of private university teachers. Additionally, the research limitations and future directions will be summarized, providing a solid foundation for education-related research in the future.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Social cognitive career theory

This study is based on social cognitive career theory as a theoretical basis to understand the influence of personality traits, perceived organizational support, self-efficacy, and job satisfaction. The model states that personality and self-efficacy interact, and through the goal and efficacy-relevant environmental supports influence job satisfaction (Lent and Brown, 2006). The personality traits studied in this research can be regarded as personality, self-efficacy can be regarded as self-efficacy, and perceived organizational support may be viewed as the goal and efficacy-relevant environmental supports. Job satisfaction can be regarded as work satisfaction. Previous empirical studies have shown that personality traits are an important predictor of teacher job satisfaction (Perera et al., 2018). Self-efficacy directly affects teachers' job satisfaction (Viel-Ruma et al., 2010). Perceived organizational support and self-efficacy significantly affect job satisfaction (Sulistyo and Suhartini, 2019). As a result, this research concludes that perceived organizational support can significantly affect personality traits, teacher self-efficacy and job satisfaction. Personality traits can significantly affect teacher self-efficacy and job satisfaction, and finally, teacher self-efficacy can significantly affect job satisfaction.

Hypotheses development

Perceived organizational support has been found to be highly correlated with personality traits (Chandrakar, 2017). It is positively associated with personality traits, including conscientiousness, agreeableness, openness, and extraversion. But perceived organizational support does not have an impact on neuroticism (Soltani et al., 2013). Previous empirical research has indicated that perceived organizational support and personality traits can predict teachers' job satisfaction. However, the relationship between perceived organizational support and personality traits has not been clearly explored (Jiantreerangkool and McLean, 2017). This study aims to investigate how personality traits affect perceived organizational support in order to address the gaps in previous research. Additionally, perceived organizational support has a positive effect on employees' personality characteristics (Cheng, 2011). Based on the above review, this research proposes the following hypothesis:

H_1: The perceived organizational support has a significant impact on personality traits.

Previous studies have found that perceived organizational support is closely related to self-efficacy (Choi et al., 2021). When an organization provides employees with support, rewards, appreciation, fairness, and justice in a timely manner, the self-efficacy of employees can improve (Nikhil and Arthi, 2018). Positive support at the school level helps teachers' self-efficacy (Kelm and McIntosh, 2012). Recent empirical studies have found that teachers' perceived organizational support has a positive and significant impact on self-efficacy, the higher the perceived organizational support, the higher teachers' self-efficacy (Jaafar and Lailia, 2019; Musenze et al., 2021; Sakız et al., 2020). Therefore, based on the review above, this research proposes the following hypothesis:

H_2: The perceived organizational support has a significant impact on self-efficacy.

Previous studies have found a link between personality traits and self-efficacy (Judge et al., 2007). With recent developments in personality traits research, there has been debate about whether personality traits should be considered as a criterion in teacher selection (Corcoran and O'Flaherty, 2016). Teacher candidates' personality traits significantly predicted teacher self-efficacy, with conscientiousness, agreeableness, openness, and

extraversion positively predicting self-efficacy and neuroticism negatively predicting self-efficacy (Tamer et al., 2021). Researchers discovered that teachers' personality traits can influence their self-efficacy (De Jong et al., 2014). Furthermore, neurotic teachers have a negative and significant effect on academic self-efficacy (Hong et al., 2021). Based on these findings, this study proposes the following hypothesis:

H₃: The personality trait has a significant impact on self-efficacy.

According to Fisher and Royster (2016), when teachers feel secure and financially supported, they experience greater happiness and job satisfaction. Previous research has demonstrated that teachers who receive support from their organization exhibit higher levels of job satisfaction (Ingusci et al., 2016). Furthermore, teachers who feel well-supported by their organization demonstrate a more positive outlook and have a beneficial impact on their work. Recent empirical studies have consistently shown that higher levels of perceived organizational support are associated with increased job satisfaction (Berdiyana and Witjaksono, 2022; Mascarenhas et al., 2022). Building upon the existing literature, this study proposes the following hypothesis:

H₄: The perceived organizational support has a significant impact on job satisfaction.

Many empirical studies have established a close relationship between teacher personality traits and job satisfaction (Bajec, 2018; Judge et al., 2002). Within these personality traits, neuroticism exhibited a significant negative correlation with job satisfaction, while extroversion showed both negative and positive correlations with job satisfaction. However, the impact of other personality traits on job satisfaction was found to be negligible (Paleksić et al., 2017). Indonesian teachers' personality traits were also found to have a significant indirect effect on job satisfaction (Chandrawaty and Widodo, 2020). Additionally, the study conducted by Berkovich and Eyal (2021) sheds light on the role of teachers' personality traits in determining their affective life and their indirect impact on job satisfaction. In conclusion, personality traits emerge as a crucial factor influencing job satisfaction (Furnham et al., 2002). Based on the preceding literature review, this study proposes the following hypothesis:

H₅: The personality traits have a significant impact on job satisfaction.

Extensive research has consistently demonstrated a strong link between self-efficacy and job satisfaction (Aldridge and Fraser, 2016; Burić and Moe, 2020; Zakariya, 2020). Researchers have identified teaching

self-efficacy as the most influential predictor of job satisfaction (Ismayilova and Klassen, 2019). Higher levels of teaching self-efficacy are associated with increased job satisfaction (Abun et al., 2022). Furthermore, Gist and Mitchell (1992) posit that individuals with high self-efficacy exhibit enhanced problem-solving skills, greater resilience in the face of failure, and a higher likelihood of achieving their goals. Recent research findings further support the notion that teachers' self-efficacy has a significantly positive impact on their job satisfaction (Demir, 2020; Liu et al., 2021; Won and Chang, 2020). Based on the aforementioned analysis, this study proposes the following hypothesis:

H₆: The self-efficacy has a significant impact on job satisfaction.

METHODOLOGY

Research design

In this study, the correlational pattern model was utilized to elucidate the relationship between personality traits, perceived organizational support, self-efficacy, and job satisfaction. This model is a type of research that determines the formation and degree of relationships between two or more variables (Fraenkel et al., 2012). The purpose is to describe the role of the independent variable in predicting the dependent variable.

Participants

The questionnaire for this study was completed between November 30 and December 30, 2022. The data was collected from four private universities in Yunnan, China: A, B, C, and D. Purposive sampling was used to choose the four private institutions for this study, followed by quota sampling to determine the proportion of teachers at each institution, and finally convenience sampling. The personnel department of each relevant university was invited to assist in sampling through the questionnaire star platform, and the questionnaire was focused on full-time teachers of the four universities. According to the proportion of people, 22, 30, 20 and 28% of full-time teachers at the four private universities were chosen as participants. The total number of valid questionnaires was 581 participants from the four universities in Yunnan Province, and the effective return rate was 90.50%.

Instruments

The personality traits scale was developed by Lange (2021). The scale comprised 15 items, there are four reverse items, which involved five dimensions, namely

neuroticism, conscientiousness, agreeableness, openness, and extroversion. A 5-point Likert-type scale, ranging from 1 = totally disagree to 5 = totally agree. After deleting four reverse items, the formal scale comprised a total of 11 items. The collected data were subjected to confirmatory factor analysis. The results showed the following: RMR = 0.038, GFI = 0.994, AGFI =.983, NFI = 0.993, IFI = 0.997, CFI = 0.997, RMSEA = 0.034, indicating that the fitness of the measurement model was good (Hair et al., 2011). Furthermore, construct reliability (CR) of personality traits = 0.840, representing values greater than the reference CR of 0.6 (Fornell and Bookstein, 1982). In addition, the average variance extracted (AVE) of personality traits = 0.522, which represented values greater than the reference AVE of 0.5 (Anderson and Gerbing, 1988), indicating good convergence validity. Reliability analysis results showed that Cronbach's α of personality traits scale = 0.877, which indicated good reliability.

The perceived organizational support was developed by Cho et al. (2009), which comprises 8 items and the following single dimensions with a five-point Likert scale, ranging from 1 = totally disagree to 5 = totally agree. The collected data were subjected to confirmatory factor analysis. According to the results, RMR = 0.019, GFI = 0.989, AGFI = .980, NFI = 0.988, IFI = 0.998, CFI = 0.998, RMSEA = 0.020, indicating that the fitness of the measurement model was good. CR of perceived organizational support = 0.523, AVE of perceived organizational support = 0.880, indicating good convergence validity, Cronbach's α of perceived organizational support = 0.897, which indicated good reliability.

This study measured self-efficacy mainly using the teacher efficacy scale developed by Vieluf et al. (2013). Single dimension, measured with four items. Responses to the questions were assessed on a five-point scale, from 1 = totally disagree to 5 = totally agree. The collected data were subjected to confirmatory factor analysis. According to the results, RMR = 0.016, GFI = 0.996, AGFI =.978, NFI = 0.987, IFI = 0.992, CFI = 0.992, RMSEA = 0.053, indicating that the fitness of the measurement model was acceptable (McDonald and Ho, 2002). CR of self-efficacy = 0.720, AVE of self-efficacy = 0.400, thereby conforming to the Fornell and Larcker (1981) recommendation that AVE > 0.36 is the barely acceptable standard. Cronbach's α of self-efficacy = 0.720, which indicated good reliability.

The job satisfaction scale was developed by Toropova et al. (2021). The original scale consists of six items, single dimension. Responses to the questions were assessed on a five-point scale, from 1 = totally disagree to 5 = totally agree. The collected data were subjected to confirmatory factor analysis. According to the results, RMR = 0.020, GFI = 0.990, AGFI = .978, NFI = 0.984, IFI = 0.992, CFI = 0.992, RMSEA = 0.040, indicating that the fitness of the measurement model was good. CR of job satisfaction = 0.830, AVE of job satisfaction = 0.500, indicating good convergence validity, Cronbach's α of job satisfaction = 0.828, which indicated good reliability.

Data analysis

SPSS version 27.0 and AMOS version 26.0 were used to conduct statistical analysis for this study. Firstly, this study's normality assumptions were evaluated via skewness and kurtosis values. According to Bollen and Long (1993), for univariate normality, when both skewness coefficients and kurtosis have absolute values < 2.0, normality is reached. This study generated coefficients of -.453 to -1.012 for skewness and -0.430 to .838 for kurtosis. That is data did not violate the univariate normality assumption for each observed variable. Secondly, descriptive statistics, thirdly, Pearson correlation. Finally, the data was subjected to covariance-based structural equation modeling (SEM), for the CFI, GFI, AGFI, NFI, IFI, greater than .9 is acceptable, and RMSEA less than .05 corresponds to a good fit, an RMSEA less than .08 corresponds to an acceptable (McDonald and Ho, 2002).

RESULTS

Descriptive statistics

The demographic characteristics of the participants indicate: 266 (45.8%) participants were men, and 315 (54.2%) participants were women. 252 (43.4%) participants were married, and 329 (56.6%) participants were unmarried. Additionally, 51 (8.8%) participants were undergraduate degrees, 495 (85.2%) participants were master's degrees, 35 (6%) participants were doctoral degrees, 513 (88.3%) participants were in academic positions, 68 (11.7%) participants were non-academics, 27 (4.6%) participants were managerial positions and 554 (95.4%) participants were non-managerial positions.

Correlation analysis

Firstly, normality values were examined. It was observed that the skewness was between -.453 and -1.012, and the kurtosis values were between -0.430 and .838. A Pearson correlation analysis indicates the existence of a significant correlation among the variables, and the correlation coefficients were all significant (p < 0.001). The results of this study demonstrate that the AVE value of the two variables is greater than the square value of the correlation coefficient between the two variables. This satisfies the criteria for evaluating the validity of the difference (Fornell and Larcker, 1981). As shown in Table 1, any two variables are characterized by good discriminative validity.

Table 1. Pearson correlation analysis.

Variables	Mean	SD	1	2	3	4
1. Personality traits	3.784	0.729	**0.722**			
2. Perceived organizational support	3.844	0.793	.646***	**0.938**		
3. Self-efficacy	3.987	0.698	.524***	.600***	**0.632**	
4. Job Satisfaction	3.927	0.722	.637***	.676***	.669***	**0.707**

Note: ***$p < 0.001$; Bolded fonts are AVE root values.

Structural equation modeling test

SEM was used to evaluate the structural model in this study, the model goodness of fit can be examined using AMOS 26.0. Structural model fit index results: x^2 = 399.168, df = 224, x^2/df = 1.782, RMR = 0.044, GFI = 0.943, AGFI = .930, NFI = 0.937, IFI = 0.971, TLI = 0.967, CFI = 0.971, RMSEA = 0.037, SRMR = 0.035, Therefore, the sample model is affirmed to have better goodness of fit. (Figure 1)

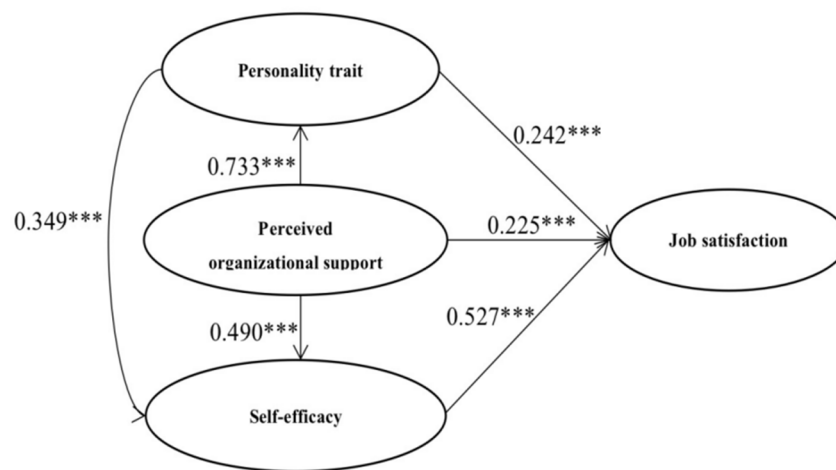**Figure 1.** Results of the SEM model. *Note:* ***$p < 0.001$.

Path analysis and hypothesis testing

Hypothesis 1 of this study tested that teachers' perceived organizational support has a positive and significant impact on personality traits (β = .733, p < 0.001); Hypothesis 2, perceived organizational support has a positive and significant impact on teachers' self-efficacy (β = .490, p < 0.001); Hypothesis 3, teachers' personality traits have a positive and significant impact on self-efficacy (β = .349, p < 0.001); Hypothesis 4, perceived organizational support has a positive and significant impact on job satisfaction (β = .225, p < 0.001); Hypothesis 5, personality traits have a positive and significant impact on job satisfaction (β = .242, p < 0.001); Hypothesis 6, self-efficacy has a positive and significant impact on job satisfaction significant impact (β = .527, p < 0.001); All hypotheses of this study are supported, the hypothetical results are shown in Table 2.

Table 2. Hypothesis testing.

Hypotheses	Structural relationships	β	Results
H1	Perceived organizational support → Personality traits	.733 ***	Supported
H2	Perceived organizational support → Self-efficacy	.490***	Supported
H3	Personality traits → Self-efficacy	.349 ***	Supported
H4	Perceived organizational support → Job Satisfaction	.225 ***	Supported
H5	Personality traits → Job Satisfaction	.242***	Supported
H6	Self-efficacy → Job Satisfaction	.527***	Supported

Note: ***$p < 0.001$.

DISCUSSION

Based on social cognitive career theory, this study establishes a verifiable conceptual framework and discusses the influence of personality traits, perceived organizational support, and self-efficacy on job satisfaction. Firstly, the findings show that perceived organizational support has a significant positive effect on personality traits, the gap in this study was empirically validated, and the findings are similar to that of previous studies (Soltani et al., 2013). That is, perceived organizational support can increase a person's positive output, such as social competence, mobility, excitement-seeking, positive emotional competence, cooperation, flexibility, reliability, diligence, etc, these attributes are a series of personality traits features (Cheng, 2011; Soltani, 2013). Therefore, this study infers that the level of perceived organizational support can affect personality traits.

Secondly, the results of this study found that personality traits have a significant positive impact on self-efficacy, and this finding clears any controversies of previous studies. These studies add to the evidence for the influence mechanism of personality traits and self-efficacy (Sheridan et al., 2022). The results of this study are similar to previous studies (Tamer et al., 2021), and therefore this strengthens the idea that teachers' strong personalities can result in higher levels of self-efficacy. The findings lay the groundwork for non-Western empirical research.

Thirdly, the research results show that perceived organizational support has a significant impact on teachers' self-efficacy, this result is consistent with the conclusions of previous empirical studies (Bogler and Nir, 2012), teachers' perceived organizational support is the most powerful predictor of self-efficacy, and perceived organizational support has a significant impact on job satisfaction, such results are consistent with that of previous results (Bernarto et al., 2020). Self-efficacy has a significant positive effect on job satisfaction, this is consistent with previous research results (Zakariya, 2020). Furthermore, perceived organizational support and self-efficacy significantly affect job satisfaction (Islam and Ahmed, 2018). This study concludes that when teachers perceived organizational support levels are higher, teachers' self-efficacy levels are high Thus leading to an increased level of job satisfaction.

Finally, personality traits have a significant positive impact on job satisfaction, which is consistent with the results of several previous studies (Kiarie et al., 2017). Chang et al. (2010) confirmed that it is of major importance to use personality to evaluate job satisfaction. Therefore, this study investigates the job satisfaction of teachers in private universities in Yunnan Province, China, and further studies the job satisfaction of teachers.

CONCLUSION AND RECOMMENDATION

In terms of personality traits, they have a significant positive impact on teachers' self-efficacy and also have a significant positive impact on job satisfaction. When recruiting new teachers, it is suggested that management select teachers with desirable personality traits. Assessing full-time teachers in service could be useful in matching appropriate personality traits to specific positions. Furthermore, this could boost teachers' self-efficacy, and ensure job satisfaction all at the same time.

In terms of perceived organizational support, there is a significant positive impact on personality traits, job satisfaction, and self-efficacy. Organizations may show teachers appreciation and emotional support. Those teachers who have returned to work, particularly after the COVID-19 pandemic have been strongly encouraged. Humanized management can also make teachers feel welcome and warm, thus boosting self-efficacy. Secondly, organizations may provide instrumental support to teachers. Providing a good working environment, convenient working facilities, improved teaching equipment, fair and equitable work norms, and harmonious interpersonal relationships are examples of this. Training and education, holiday greetings and benefits could also contribute to the job satisfaction of teachers.

In terms of self-efficacy, it has a significant positive effect on job satisfaction. Teachers' self-efficacy is malleable, and organizations may take advantage of this by devising reasonable plans for persuasion, encouragement, training, and teamwork. Individual teachers may intentionally cultivate self-efficacy awareness by thinking positively, encouraging themselves, and believing in themselves when confronted with difficulties and crises. They can also use the organization's support to resolve issues while maintaining a high level of job satisfaction.

LIMITATIONS

First, since identity has dynamic mechanisms of change over time and the view of identity, processes are the continuity of personality (Lilgendahl, 2015; Pals, 2001), it can be supplemented by longitudinal studies in the future, such as qualitative interviews, or by combining quantitative and qualitative studies to gain insight into the relationship among teachers' personality traits, perceived organizational support, self-efficacy, and job satisfaction. Second, as the sample was drawn from teachers in Yunnan Province China, the dissemination of findings is extremely limited. In the future, the study population and the scope of the study could be expanded. Third, on the basis of this study, the model can be considered by adding other relevant variables such as gender and experience as moderators (Limon et al., 2021). Finally, future research can explore the impact of the Big Five personality of

teachers of different genders on job satisfaction (Bui, 2017).

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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