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RELATIONSHIP BETWEEN NARCISSISTIC TRAITS AND JOB SATISFACTION AMONG SCHOOL TEACHERS

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ABSTRACT

Teachers' satisfaction with their work is an important component of Teachers' professional well-being and effectiveness. Personality traits have been recognized as an important determinant of attitudes and behaviour in the work place. Of these characteristics, narcissism has been receiving greater attention due to its intricate effect on the workplace of teachers. The present study investigates the interaction between the narcissistic personality with job fulfillment among school teachers of Pakistan. A quantitative cross-sectional approach was used in this research. Convenience sampling was used for the selection of teachers from government and private schools with 300 teachers' data included in the study. Questionnaires were completed by teachers to measure their narcissistic traits (Narcissistic Personality Inventory-16 (NPI-16) and their job satisfaction (Teacher Job Satisfaction Questionnaire (TJSQ)). The data were analysed using statistical methods (Pearson correlation and simple linear regression). The results Reflected that there was a strong negative correlation between the narcissistic characteristics and job satisfaction. Additionally, regression analysis showed that narcissistic traits significantly predicted job satisfaction. The insights show that teachers with high narcissism score lower in their satisfaction from the job. The study highlights the importance of personality factors in understanding work outcomes of school teachers. These personality factors can be taken up by the administrator to build job satisfaction among teachers.

Key Words: *Narcissistic Traits, Job Satisfaction, School Teachers, Personality, Educational Psychology*

Introduction

Teaching is one of the most challenging occupations, as teachers regularly spend time with students, fellow teachers, parents, and administrators. The teacher is a key person in the student's learning, emotional development and socialization. Therefore, awareness of the factors that impact teachers' career is extremely crucial. Job satisfaction is a positive attitude towards a job and work experiences (Lester, 1987). Job satisfaction is related to motivation, commitment, productivity and teacher effectiveness while low job satisfaction is related to burnout, absenteeism and intention to leave the profession (Lester, 1987).

Workplace attitudes and behaviours are greatly affected by personality traits. Ames et al. (2006) and Campbell and Foster (2007) identified the

following traits as essential components of narcissism: grandiosity, entitlement, superiority, self-focus and need for admiration. Narcissists may be quite self-assured and have goals, but may also have difficulty getting into social interactions and feel inadequate (Campbell & Foster, 2007).

Self-Determination Theory (SDT) indicates that psychological health relies on fulfillment of autonomy, proficiency and relatedness requirements (Deci & Ryan, 1985). It is common for narcissists to have a lot of external validation. No recognition = dissatisfaction. Although there is a rising trend in the study of narcissism in organizational psychology, very little has been studied on the association of narcissism with job satisfaction among school teachers in Pakistan (Bakker & Demerouti, 2007).

Objectives

The study was designed to meet the following goals:

- To exploring the relationship between the narcissistic characteristics and job satisfaction of the school teachers.
- To examine the relationship between narcissistic items with job satisfaction among school teachers.

Hypotheses

- The job satisfaction of school teachers will be strongly and negatively correlated with narcissistic characteristics.
- The variable of narcissistic traits will have significant prediction on job satisfaction among the school teachers.

Method

Research Design

This present research was carried out using quantitative research method with cross sectional correlational design. This design was deemed suitable as it would enable the researchers to investigate the correlation between variables at one point in time without altering any variables.

Participants

The study included government and private school teachers from Rawalpindi and was conducted on 300 teachers using convenience sampling procedure. A sample of 150 teachers from government schools and 150 teachers from private schools were selected. During the data collection period, all the participants were school teachers who were actively working.

Inclusion Criteria

The following criteria were used for participant selection:

- Be a current teacher in government and/or private school.
- At least one year of teaching experience.
- Willingness to participate voluntarily in the study.

Exclusion Criteria

The following persons were excluded in the study:

- College/University Teachers.
- Parents and school administrators.
- Those who have fewer than 1 year teaching experience.

Instruments

Demographic Information Form

A demographic data sheet was prepared to get background information about the participants of the study such as age, gender, type of school, teaching experience, educational qualification and marital status of the participants.

Narcissistic Personality Inventory-16

Narcissistic traits were assessed by the Narcissistic Personality Inventory-16 (NPI-16) created by Ames, Rose, and Anderson (2006). The NPI-16 is a short and popular version of the original Narcissistic Personality Inventory (Raskin & Hall, 1979). This instrument measures attributes of leadership, authority, superiority, entitlement, self-admiration and exploitativeness. In previous studies, satisfactory reliabilities of α = .80 to .90 have been reported. The scale has also been showed to be highly construct valid, due to the relationship with personality dimensions and self-esteem.

Teacher Job Satisfaction Questionnaire (TJSQ)

The Teachers' Job Satisfaction Questionnaire (TJSQ) devised by Lester (1987) was employed to evaluate the teachers' job satisfaction. The questionnaire has 77 items that assess different

aspects of job satisfaction, such as coworkers, working conditions, salary, recognition, job security, opportunities for growth, responsibility and supervision. Responses are scored on a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Previous studies have shown good psychometric properties, with Cronbach's alpha coefficients on the various subscales ranging from .70 to .92.

Procedure

Ethical approval was granted by the appropriate university ethics committee and permission was granted by the administration of the schools involved before data collection took place. The teachers that met the inclusion criteria were approached in person and briefed on the purpose of the study. All participants had given written informed consent.

The subjects were informed that their data collection process would be confidential and done anonymously for the purpose of conducting research. In addition, the subjects were informed that participating in this study was voluntary and they were free to withdraw from this study at any time.

After getting permission, the subjects were required to fill the demographic information questionnaire, the Narcissistic Personality Inventory-16 and the Teacher Job Satisfaction Questionnaire. The questionnaires were conducted in school premises and during school hours in a quiet setting. All questionnaires were collected, checked for completion and coded at the end of the study for statistical analysis.

Statistical Analysis

The acquired data were analysed using Statistical Package for the Social Sciences (SPSS), version 26 of IBM software. Participant demographics and research variables were described using descriptive statistics like means, standard deviation, frequency, and percentage, while reliability coefficients were used to measure their reliability. To measure the association between Narcissistic traits and Job satisfaction, a correlation analysis of the Pearson Product-Moment was done. Furthermore, simple linear regression analysis was done to check if the narcissistic traits were predictors of teachers' job satisfaction.

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Results Table 1

Descriptive Statistics and Reliability Coefficients (N = 300)

Variable	M	*SD*	*α*
NPI-16	3.93	2.58	.60
JS	170.40	16.05	.74

Note: NPI= Narcissistic Personality Inventory, JS= Job Satisfaction

Mean for narcissistic features was 3.93 (SD = 2.58), which shows the existence of moderate levels of narcissistic features among the respondents. Mean for job satisfaction was 170.40 (SD = 16.05), which means that, on the whole, job satisfaction among the teachers is rather good. The reliability coefficients have demonstrated the presence of acceptable consistency of both measures.

Table 2

Pearson Correlation between Study Variables (N=300)

Variables	1	2
Narcissistic Traits	—	-.218**
Job Satisfaction	-.218**	—

Note. $p < .01$.

The results of Pearson correlation analysis showed a significant negative correlation between the variable of narcissism and that of job satisfaction (r = -218, p < .01). These results show that teachers who had higher narcissism were associated with lower job satisfaction. Consequently, the first hypothesis is supported.

Table 3

Model Summary for Regression Analysis(N=300)

R	*R^2*	*Adjusted R^2*	*f*	*p*
.218	*.047*	*.044*	*14.74*	*<.001*

Simple linear regression analysis was performed to examine whether narcissistic traits significantly predicted job satisfaction. The regression model was statistically significant, F (1, 298) = 14.74, p < .001, explaining approximately 4.7% of the variance in job satisfaction (R^2 =.047).

Table 4

Regression Coefficients Predicting Job Satisfaction

Predictor	*B*	*SE*	*β*	*t*	*p*
Narcissistic Traits	*-1.34*	*0.35*	*-2.18*	*-3.84*	*<.001*

The regression coefficient also showed that narcissistic characteristics had a significant and negative effect on job satisfaction (B = –1.34, SE = .35, β = –.218, t = –3.84, p < .001).

Specifically, an increase in narcissistic traits was associated with a decrease in teachers' job satisfaction. Thus, it is concluded that the second hypothesis is supported.

Discussion

In this study, the relation between Narcissistic Personality and Job Satisfaction among School Teachers of Pakistan was investigated. The results provided support for both research hypotheses, as the narcissistic traits were correlated negatively with job satisfaction, and they had a significant degree of prediction in the level of job satisfaction of teachers. The results demonstrate that personal factors are significant in the development of teachers' attitudes in the work environment and their overall professional health.

The negative correlation found in the present study is in line with earlier research that has shown that those with high levels of narcissism tend to have unrealistic expectations of admiration, recognition, and preferential treatment within the workplace (Campbell & Foster, 2007). If these expectations are not satisfied, they are more likely to feel disappointed, face interpersonal problems and be unhappy with their work environment.

The results may also be interpreted using Self-Determination Theory (Deci and Ryan, 1985) that suggests that the satisfaction of the self-direction, capability, and connection are important for psychological wellbeing. Those teachers who have a more narcissistic disposition are often more interested in external rather than internal validation. Thus, they may not receive recognition or appreciation, which will impact their psychological health and job satisfaction.

Furthermore, the results are corroborated with the literature in organizational psychology, which states that personality traits impact staff members' motivation, job attitudes, and Judge et al. (2002) state that organizational behaviour is the study of the behaviour of individual people within the workplace. Despite their confidence and ambition, narcissistic people can struggle with interpersonal relationships, giving up on criticism, and working as a team. These difficulties can impact satisfaction in learning contexts that require cooperation and compassion.

While the results showed that only a small percentage of the variance in job satisfaction can be accounted for by the narcissistic personality traits, the significant findings suggest that narcissism is an important psychological construct that may be associated with teachers' experience at work. Job satisfaction is multifaceted and affected by various job and employee factors such as workload, leadership, salary, employee support, and possibilities for occupational growth.

From the overall findings, it can be concluded that developing the emotional intelligence of teachers, self-awareness and healthy interpersonal relations of teachers is very important in order to make the organization more effective and to enhance the professional well-being of teachers.

Practical Implications

The results indicate that educational institutions should encourage psychological well-being through the provision of counselling services, emotional intelligence training, and stress management programs, as well as by employing supportive leadership practices. Teacher development programs need to focus on interpersonal competencies, positive feedback and teamwork so that teachers are more satisfied and so learning is enhanced.

Limitations

There are some limiting factors of this study. The cross-sectional design excludes attributable interpretation and self reporting measures can provide response bias. Moreover, convenience sampling can limit the generalizability of the findings.

Recommendations

Larger and more representative samples should be used in future studies and other psychological and organizational variables should be included. Further studies need to be conducted in a longitudinal manner to develop causal relationship between narcissistic traits and job satisfaction in the future. The mediators and moderators, including emotional intelligence, burnout, organizational commitment, work engagement, resilience and organizational support perceptions, should also be studied by researchers in this field. The findings could be generalized if the study were extended to other levels of education and geographical areas.

Conclusion

The present study found that the narcissistic characteristics are significantly and negatively related with job satisfaction of school teachers. Higher levels of narcissistic characteristics were associated with lower levels of job satisfaction and narcissistic characteristics were a outstanding forecaster of job satisfaction. The results highlight the need to take into account teachers' personality traits when creating interventions to improve teachers' psychological comfort, job satisfaction, and organizational productivity. The relationship between personality traits and organizational factors should be further investigated in future research to obtain a more thorough comprehension of teacher job satisfaction.

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