

The Relationship Between Personality Traits and Self-competence with Organizational Commitment of Teachers of Girl's Primary Schools of Talesh in Academic Year 2011-2012

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Abstract:The main aim of the paper is to investigate how Personality Traits and Self-competence are related to Organizational Commitment in teachers working in Talesh primary schools. The research was descriptively (coordinatively) performed. The statistical sample includes all the teachers working in girls primary schools in Talesh totally 442 people. The sample volume was assigned as 205 teachers based on Morgan's Table; also sampling was performed by random classification. The collection devices were three types of questionnaires: New Personality Traits; Sherer's Public Self-competence; and Allan & Mayer Organizational Commitment. To analyze the data, there were utilized Focal Coordination Tests and also Pearson's coordination Coefficient. The results show that personality traits and self-competence are significantly related to primary school teachers' organizational commitment. Moreover it was shown that there are three focal coordinations between these variables in which the predictor variables identify respectively 48.1, 3 and 22.4 percent of standard variable's variance. It was also shown that personality traits are significantly related to teacher's organizational commitment. There can be sort of meaningful and positive relationship between teacher's self-competence and their organizational commitment. [Javad Khalatbari Shahnam Abolghasemi, Ziba Saadati. **The Relationship Between Personality Traits and Self-competence with Organizational Commitment of Teachers of Girl's Primary Schools of Talesh in Academic Year 2011-2012.** *Life Sci J* 2013;10(7s):293-301](ISSN:1097-8135). <http://www.lifesciencesite.com>. 44

Key Words: Personality Traits; Self-competence; Organizational commitment.

Introduction

Tow american psychologist Casta and MacRay introduced Five Personality Traits Scheme, also known as Five Great Factors at the late of 1980s decad. Digman (1990) believes that the Five Personality Traits Scheme shows the personality characteristics including: New dayism, Exciting Stability, Exteriority, Responsibility, Opening (Jackson, 2004, pp281). Generally personality has an important effect on compatibility and public health and it is an organized and unified set and it consists of relatively fixed traits that distinguish a person from others (Jazayeri, 2003, pp4). Human force investigations show that human sources play the most basic role in development of societies; their personality is the most important notion related to human force. Infact, personality is an aspect of human life allowing to predict that which behavior a person show in certain terms (French & Shawzed, 2005, pp324). Prediction of human force behavior has a main impact on organizational programing. Knowledge in personality traits and people's personality can help organizations' directors to organize activities on the base of their knowledge about their personnel personality. Even the personality traits may influence on the capability and self-competence of organizations' personnel. (Parsaii, 2009, pp85). If people have positive personality traits, they will may be efficient that believe to their

abilities and are very successful in performing their responsibilities. Self-competence means "the judgment of people about their capabilities in doing a certain activity"; self-competence is an important factor in performance because it acts as an independent part of basic skills. (Erabian, 2004, pp124) The modern society is an organizational one; nowadays the main part of people's life is spent in organizations or in related to them. (Alagheband, 2006, pp32). The employers are recognized as the most important capitals in any organizations and considering the requirements, personality, capabilities and talents of the personnel can help to increasing organizations' efficiency very well. The organizations can made them undertaken to themselves considering these factors and by making a reciprocal confidence between themselves and the employers and by making a suitable organizational culture. Commitment can has various positive results; the employers who has commitment, has more order in their performance, stay more and work more in the organization. Directors should protect the commitment of the employers to the organization. (moorhead & griffin, 2009, pp75) The Education Organization is one of the most important structures in developing that has the responsibility of training of the society young generation and teachers are the most important force of the organization that has a duty of training the children and adolescent and they

has close relation with them, so the performance, behavior and humour of teachers will have the great influence on students' personality. The studies of Habibi & niapoor (2007) showed that personality traits and self-competence have a positive and meaningful influence on directors' organizational commitment and their efficiency and the traits of responsibility, reflexivity, pleasantness and self-competence can predict changes of directors' organizational commitment and efficiency. The studies of Zafari & Taherdoost (2010) named "relation of personality traits and self-competence with employers' provocation and organizational commitment in the Organization of Water and Sewage of Kerman Province" showed that self-competence and personality traits have a meaningful and positive relation with employers' job provocation and organizational commitment; and the traits of responsibility, extroversion, reflexivity and self-competence are suitable predictors for employers' provocation and organizational commitment. Pierce & Bowon (2004) studying teachers of Netherland middle schools, found that there is a positive and meaningful relationship between personality traits and self-competence with the teachers' job provocation and organizational commitment; and self-competence causes to improvement of the teachers' job provocation and commitment. Aston & Adrian (2005) in their studies suggested that a positive and meaningful relationship between self-competence of the employers of U.K Private Banks and their organizational commitment; and specially self-competence increases the employer' emotional and normal commitment. The studies of Rodrizerz (2006) about the relation of personality traits and self-competence with employers' organizational commitment and performance in Search Institutes showed that personality traits and self-competence have a meaningful relation with employers' organizational commitment and performance; the traits of responsibility, flexibility, pleasantness and self-competence can predict employers' organizational and performance commitment. In the paper, we investigate the relation of Five Personality Traits and self-competence with organizational commitment of Talesh primary schools' teachers so the following hypotheses were investigated.

Research main hypothesis

-There is a relationship between personality traits and self-competence and organizational commitment of primary schools' teachers.

Research special hypothesis

-There is a relationship between personality traits of primary schools' teachers and their organizational commitment.

-There is a relationship between self-competence of primary schools' teachers and their organizational commitment.

Method

The study is descriptive (coordinated). The statistical collection includes all the teachers working in girl primary schools in Talesh totally 442. The sample volume was assigned as 205 teachers based on the Morgan's table and the sampling was done by random classification. Data collection devices are three criteria:

-Personality traits with 5 aspect: extroversion, psychoneurosis, responsibility, flexibility and pleasantness);

-Public self-competence with 17 questions in Likert degree;

-Allan & Mayer organizational commitment with 3 aspects: emotional, normal and continual;

The flowing of questionaries were made conceptually by the experts opinion and their stability was calculated by Cronbach α coefficient which was 0/89, 0/91 and 0/92 for personality traits questionaries, self-competence questionaries and organizational commitment questionaries respectively. The collected data were analyzed by using Focal Coordination Tests and Pearson's Coordination Coefficient.

Results

There is a relationship between personality traits and self-competence of primary schools' teachers and their organizational commitment (Table 1). Results of table (2) show that first calculated focal coordination is 0/417 (the most) explains 17/4% of standard variable variance and second calculated focal coordination is 0/232 which explains 5/3% of standard variable variance (i.e. organizational commitment). Third calculated focal coordination is 0/128 which explains 1/6% of standard variable variance. The most common way to test the meaningfulness level of focal coordination is Lambdai Wikels Test which shows the meaningfulness level of the first focal coordination; because of $P < 0/05$, we can say that two sets of variables have a meaningful relation together by focal coordination. Only Lambdai Wikels test is used to investigating the meaningfulness level of the first focal coordination not necessarily the second one. If the first focal coordination isn't meaningful, focal

Table 1). Reciprocal coordination between the variables of personality traits, self-competence and organizational commitment.

variable	psychoneurosis	exteriorityness	flexibility	Pleasantness	Responsibility	self-competence	Emotional commitment	Continual commitment	Normal commitment
Predictor variable									
Psychoneurosis	-	0/009	0/007	-0/005	0/011	0/138**	-0/209**	-0/199**	-0/185**
Exteriorityness	-	-	0/997**	0/989**	0/995**	0/227**	0/221**	0/222**	0/190**
Flexibility	-	-	-	0/987**	0/993**	0/227**	0/228**	0/229**	0/195**
pleasantness	-	-	-	-	0/986**	0/230**	0/242**	0/242**	0/213**
responsibility	-	-	-	-	-	0/219**	0/212**	0/213**	0/180**
self-competence	-	-	-	-	-	-	0/305**	0/289**	0/217**
standard variable									
emotional commitment	-	-	-	-	-	-	-	0/987**	0/980**
continual commitment	-	-	-	-	-	-	-	-	0/947**
normal commitment	-	-	-	-	-	-	-	-	-

Table 2). Focal coordination between the variables of personality traits, self-competence and organizational commitment.

P	df	x2 test	lambdai wikels test	focal coordination squar	focal coordination
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coordination will not be meaningful. Standardized focal coordination coefficients show the relative importance of each main variables in calculation of focal coordination value of each focal variables. Focal Coefficient also called Focal Weight, is as same as β values in Regression analyzing; and a focal coefficient was calculated for each of the main variables related to each set of predictor variables and set of standard variables. Considering the results of table (2), a focal coefficient is obtained for each of the main variables related to each set of predictor variables and set of standard ones. In the first focal coordination, the variables of continual, normal and emotional commitments as standard variables have the greatest role in making the first focal coordination; and the variables of exteriorityness, psychoneurosis, pleasantness, responsibility, self-competence and flexibility as predictor ones have the greatest role in making the first focal coordination. In second focal coordination, the variables of continual,

normal and emotional commitments as standard variables have the greatest role in making second focal coordination; and the variables of pleasantness, responsibility, self-competence and flexibility as predictor ones have the greatest role in making second focal coordination; in third focal coordination, the variables of continual and emotional commitments a standard variables have the greatest role in making third focal coordination; and the variables of exteriorityness, pleasantness, responsibility, self-competence and flexibility as predictor ones have the greatest role in making third focal coordination. Structure Coordination Coefficient called also Factorial Loads, is focal coordination of a variable with the main variable and this is as same as factorial loads in factorial analyzing. The matrix shows that how each main variable loaded into triple focal variables. Structure coordination is used for two aims: firstly, it is used to interpreting the focal variables;

Table 3). standardized coordinations and focal coefficients for the variables of personality traits, self-competence and organiational commitment.

Third variable		second variable		farst variable		variable
R33	r3	r22	r2	r11	r1	
0/021	-0/146	0/005	-0/072	0/298	0/546	Predictor variable
0/483	-0/695	0/043	-0/207	0/364	0/603	psychoneuresis
0/236	0/486	0/902	0/950	0/093	-/305	Exteriortyness
0/193	0/440	0/990	-0/570	0/141	-0/386	Flexibility
0/227	0/477	0/325	-0/310	0/125	0/353	pleas antness res
0/852	-0/923	0/096		0/111	0/333	res pensibility self-
0/964					0/436	competence
0/090	0/982	0/714	0/894	0/190	0/5570	standard variable
0/003	-0/301	0/248	0/533	0/310	0/591	emotional commitment
	0/055	0/588	0/767	0/349		continual commitment
						normal commitment

Table 4). Focal analyzing of structur coordination coefficeints or focal factorial loads of personality traits, self-competence and organizational commitmen

Standard.focal coefficient

Third root		second root		farst root		variable
R33	r3	r22	r2	r11	r1	
0/048	-0/219	0/003	0/058	0/332	0/576	Predictor variable
0/314	0/560	0/000049	0/007	0/503	-0/709	psychoneuresis
0/269	0/519	0/126	0/355	0/539	-/3734	Exteriortyness
0/204	-0/452	0/211	0/459	0/548	0/740	Flexibility
0/286	-0/535	0/005	0/072	0/487	0/698	pleas antness
0/482	-0/694	0/077	-0/277	0/372	-0/610	res pensibility self-
0/141					-0/837	competence standard
0/103	0/376	0/130	-0/361	0/700	-0/823	variable emotional
0/141	0/321	0/118	-0/344	0/677	-0/733	commitment continual
	0/376	0/271	-0/521	0/537		commitment normal
						commitment

Table 5). Focal coordination between the variables of personality traits and organizational commitment.

p	df	x2test	lambdai wikels test	focal ceerdination squar	focal ceerdination
0/001	15	45/573	0/796	0/158	0/398
0/194	8	11/143	0/946	0/050	0/224
0/835	3	0/862	0/996	0/004	0/066

Table 6). standardized coordinations and focal coefficients for the variables of personality traits and organizational commitment.						
Third variable		second variable		farst variable		variable
R33	r3	r22	r2	r11	r1	
0/316	0/562	0/002	0/045	0/301	0/549	Predictor variable
0/399	0/632	0/828	0/910	0/194	0/440	psychoneuresis
0/256	0/506	0/225	0/474	0/136	0/369	Exteriortyness
0/485	0/697	0/576	0/759	0212	0/461	Flexibility
0/323	0/568	0/065	0/256	0/812	0/901	pleas antness res
0357					-0/906	pensibility
0/209	0/598	0/097	0/312	0/821	-0/500	standard variable
/162	-0/457	0/615	0/784	0/25	0/585	emotional commitment
	0/403	0/488	0/456	0/342		continual commitment
						normal commitment

Table 7). Focal analyzing of structur coordination cofficeints or focal factorial loads of personality traits and organizational commitment						
Standard focal coefficient						
Third root		second root		farst root		variable
R33	r3	r22	r2	r11	r1	
0/320	0/566	0/102	0/319	0/333	0/577	Predictor variable
0/175	0/418	0/004	0/064	0/430	0/656	psychoneuresis
0/183	0/428	0/091	0/301	0/473	-/688	Exteriortyness
0/127	0/357	0/0004	-0/022	0/477	-0/691	Flexibility
0/125	-0/354	0/105	0/324	0/424	0/651	pleas antness res
0/005					-0/865	pensibility
0/111	0/074	0/245	0/495	0/748	-0/850	standard variable
0/017	-0/334	0/105	-0/472	0/722	-0/751	emotional commitment
	0/129	0/420	0/648	0/564		continual commitment
						normal commitment

secondly, it is used to calculating the variance of the main variables. The results of table (4) show that the variables which their structur coordination is more than 0/3, are considered as a part of focal variable; and when it is less than 0/3, they are not considered as part of focal variable having meaningful load. In the first focal coordination, the variables of continual, normal and emotional commitments as standard variables have the most factorial loads and the variables of exterioritiness, psychoneurosis, pleasantness, responsibility, self-competence and flexibility as predictor ones have the most factorial loads. In second focal coordinaton, the variables of continual, normal and emotional commitments as standard variables have the most actorial loads and the variables of pleasantness and flexibility as predictor ones have the most factorial loads; in third focal coordination, the variables of continual and emotional commitments as standard variables have the more factorial loads and the variables of exterioritiness, pleasantness, responsibility, self-competence and flexibility as predictor ones have the most factorial loads. If the values be squared, the variance percent will be obtained by a main variable or some focal variables. The variables of emotional commitment, continual commitment, normal commitment, self-competence, pleasantness, flexibility, exterioritiness, responsibility and psychoneurosis explain respectively 70% (0/700), 67/7% (0/677), 53/7% (0/537), 37/2% (0/372), 54/8% (0/548), 53/9% (0/539), 50/3% (0/503), 48/7% (0/487), 33/2% (0/332) of the variance of first focal coordination. The variables of normal commitment, emotional commitment, continual commitment, pleasantness and flexibility explain respectively 27/1% (0/271), 13% (0/130), 11/8% (0/118), 21/1% (0/211), 12/6% (0/126) of the variance of second focal coordination. The variables of self-competence, emotional commitment, normal commitment, continual commitment, exterioritiness, responsibility, flexibility and pleasantness explain respectively 48/2% (0/482), 14/1% (0/141), 14/1% (0/141), 10/3% (0/103), 31/4% (0/314), 28/6% (0/286), 26/9% (0/269), 20/4% (0/204) of the variance of third focal coordination. In general, the predictor variables explain 48/1%, 3% and 22/4% of the variance of first, second and third focal coordination, respectively.

The results suggested that there is a relationship between 5 personality traits and self-competence and the primary school teachers' organizational commitment.

1). There is a relationship between the primary school teachers' personality traits and their organizational commitment.

Results of table (5) show that first calculated focal coordination is 398/0(the most) explains 8/15% of standard variable (i.e. organizational commitment) variance and second calculated focal coordination is 224/0 which explains 5/0% of standard variable variance. Third calculated focal coordination is 066/0 which explains 04/06% of standard variable variance. The most common way to test the meaningfulness level of focal coordination is Lambdai Wikels Test which shows the meaningfulness level of the first focal coordination; because of $P < 0.05/0$, we can say that two sets of variables have a meaningful relation together by focal coordination. Only Lambdai Wikels test is used to investigating the meaningfulness level of the first focal coordination, not necessarily the second one. If the first focal coordination isn't meaningful, focal coordination will not be meaningful. Standardiez focal coordination coefficients show the relative importance of each main variables in calculation of focal coordination value of each focal variables. Focal Coefficient also called Focal Weight, is as same as β values in Regression analyzing; and a focal coefficient was calculated for each of the main variables related to each set of predictor variables and set of standard variables. Considering the results of table (6), a focal coefficient is obtained for each of the main variables related to each set of predictor variables and set of standard ones. In the first focal coordination, the variables of continual, normal and emotional commitments as standard variables have the greatest role in making the first focal coordiantion and the variables of responsibility, psychoneurosis, pleasantness, exterioritiness and flexibility as predictor ones have the greatest role in making the first focal coordination. In second focal coordinaton, the variables of continual, normal and emotional commitments as standard variables have the greatest role in making second focal coordiantion and the variables of exterioritiness, pleasantness and flexibility as predictor ones have the greatest role in making second focal coordination. In third focal coordination, the variables of emotional, continual and normal commitments as standard variables have the greatest role in making third focal coordiantion and the variables of pleasantness, exterioritiness, responsibility, psychoneurosis and flexibility as predictor ones have the greatest role in making third focal coordination.

Structur Coordination Coefficient called also Factorial Loads, is focal coordination of a variable with the main variable and this is as same as factorial loads in factorial analyzing. The matrix shows that how each main variable loaded into triple focal variables. Structur coordination is used for two aims: firstly, it is used to interpreting the focal variables;

Table 8). Reciprocal focal coordinations between the variables of self-competence and organizational commitment.			
Df variable	r	p	n
203 emotional commitment	0/305**	0/001	205

**p<0/01

Table 9). Reciprocal coordinations of self-competence and organizational commitment (continual commitment)			
Df variable	r	p	n
203 continual commitment	0/289**	0/001	205

**p<0/01

Table 10). Reciprocal coordinations of self-competence and organizational commitment (normal commitment)			
Df variable	r	p	n
203 normal commitment	0/271	0/001	205

**p<0/01

secondly, it is used to calculating the variance of the main variables.

The results of table (7) show that the variables which their structur coordination is more than 0/3, are considered as a part of focal variable; and when it is less than 0/3, they are not considered as part of focal variable having meaningful load. In the first focal coordination, the variables of emotional, continual and normal commitments as standard variables have the most factorial loads and the variables of pleasantness, flexibility and psychoneurosis as predictor ones have the most factorial loads. In second focal coordinaton, the variables of normal, emotional and continual commitments as standard variables have the most factorial loads and the variables of responsibility, psychoneurosis and flexibility as predictor ones have the most factorial loads. In third focal coordination, the variable of

continual commitment as standard variables have the more factorial loads and the variables of psychoneurosis, flexibility, exterioritiness, pleasantness and responsibility as predictor ones have the most factorial loads. If the values be squared, the variance percent will be obtained by a main variable or some focal variables. The variables of emotional commitment, continual commitment, normal commitment, pleasantness, flexibility, exterioritiness, responsibility and psychoneurosis explain respectively 74/8% (0/748), 72/2% (0/722), 56/4% (0/564), 47/7% (0/477), 68/8% (0/688), 43% (0/430), 42/4% (0/424) and 33/3% (0/333) of the variance of first focal coordination. The variables of normal commitment, emotional commitment, continual commitment, responsibility, psychoneurosis and flexibility explain respectively 42% (0/420), 24/5% (0/245), 10/5% (0/405), 10/5% (0/105), 10/2% (0/102) and 9/1 (0/091) of the variance of second focal coordination. The variables of continual commitment, psychoneurosis, flexibility, exterioritiness, pleasantness and responsibility explain respectively 11/1% (0/111), 32% (0/320), 18/3% (0/183), 17/5% (0/175), 12/7% (0/127) and 12/5% (0/125) of the variance of third focal coordination. In general, the predictor variables explain 42/8%, 0/09% and 18/6% of the variance of first, second and third focal coordination, respectively.

The results suggested that there is a relationship between 5 personality traits and self-competence and the primary school teachers' organizational commitment.

2). There is a relationship between the primary school teachers' self-competence and their organizational commitment.

The results of table (8) show that there is statistically a meaningful relationship between self-competence and organizational commitment (i.e. emotional commitment) ($r = 0/305, p < 0/01$). Also, the coordination is positive that is increasing the score of selfcompetence increases the score of organizational commitment. Because the meaningfulness level is less than 0/01, so the calculated coordination coefficient is statistically meaningful at the level of 0/05. Thos there is a relation between primary school teachers' self-competence and their organizational commitment (emotional commitment).

The results of table (9) show that there is statistically a meaningful relationship between self-competence and organizational commitment (continual commitment) ($r = 0/289, p < 0/01$). Also, the coordination is positive that is increasing the score of selfcompetence results to increasing the

score of organizational commitment (continual commitment). Because the meaningfulness level is less than 0/01, so the calculated coordination coefficient is statistically meaningful at the level of 0/05. Thus there is a relationship between primary school teachers' self-competence and their organizational commitment (continual commitment).

The results of table (9) show that there is statistically a meaningful relationship between self-competence and organizational commitment (continual commitment) ($r = 0/271, p < 0/01$). Also, the coordination is positive that is increasing the score of self-competence results to increasing the score of organizational commitment (normal commitment). Because the meaningfulness level is less than 0/01, so the calculated coordination coefficient is statistically meaningful at the level of 0/05. Thus there is a relationship between primary school teachers' self-competence and their organizational commitment (normal commitment).

Discussion and concluding:

The results of hypotheses tests showed that teachers' personality traits and self-competence have a meaningful relation with their organizational commitment. Among the personality traits, only psychoneurosis has a negative relation with teachers' organizational commitment. In the study, three focal coordinations were determined; in first focal coordination, the standard variables of continual commitment, normal commitment, emotional commitment and self-competence and the predictor variables of exterioritiness, psychoneurosis, pleasantness, responsibility and flexibility have the greatest role in making focal coordination and this coordination explains 48/1% of the variance of focal coordination and standard variables. In second focal coordination, the standard variables of emotional commitment, normal commitment, continual commitment and self-competence and the predictor variables of pleasantness, flexibility and responsibility have the greatest role in making focal coordination and the predictor variables explain 3% of the variance of second focal coordination. In third focal coordination also, the standard variables of emotional commitment, continual commitment and self-competence and the predictor variables of exterioritiness, flexibility, responsibility and pleasantness have the greatest role in making focal coordination and the predictor variables explain 22/4% of the variance of third focal coordination. The findings of Zafari & Taherdoost (2010), Habibi & Niapoor (2007), Roudrigroz (2006) and Pierce & Bowen (2004) confirmed the results of the study. This research shows also that there is a meaningful and positive relation between personality traits and

self-competence and individuals' organizational commitment and they can predict the changes of personality traits. It can be concluded that individuals with positive personality traits such as responsibility, flexibility, pleasantness and exterioritiness try to perform their duties well and to being unanimous with others; they are flexible towards the society and problems and they can have a good relationship with others. They will have more commitment because these traits cause to sincerity of employers with their organization and this sincerity causes that they consider themselves as part of it and they try to obtain its aims.

The results of focal coordination test show that there is a meaningful relationship between personality traits and teachers' organizational commitment; these variables made three focal coordinations in which the predictor variables explain 42/8%, 0/09% and 18/6% of focal coordination variance in first, second and third focal coordinations, respectively. The findings of Zafari & Taherdoost (2010), Habibi & Niapoor (2007), Pierce & Bowen (2004) and Ston & Adriyan (2005) confirmed the result.

The results of the studies suggested that personality traits have a meaningful relation with organizational commitment. These traits made a person as a social and favourite personality in which he/she obligates to organization emotionally.

The results of study's hypotheses show that there is a positive and meaningful relationship between self-competence and organizational commitment by the value of $r = 0/305$, between self-competence and continual commitment by the value of $r = 0/289$, between self-competence and normal commitment by the value of $r = 0/271$. The findings of Zafari & Taherdoost (2010), Habibi & Niapoor (2007), Roudrigroz (2006) and Pierce & Bowen (2004) confirmed this result. The studies also show that there is a positive and meaningful relationship between self-competence and organizational commitment. We can say that individuals who that high self-competence and believe that they can perform any responsibility, obligate to their organizations and try to obtain all organization aims.

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26/1/2013