

## RELATIONSHIP BETWEEN PERSONALITY TRAITS AND HAPPINESS AND A SENSE OF RESPONSIBILITY AMONG PRIMARY SCHOOL PRINCIPALS IN DISTRICT 4 OF TABRIZ

**Kamelia Sayed Jalali**

PhD.student, Department of Educational sciences, Tabriz Branch, Islamic Azad university, Tabeiz, Iran  
Email: [kamelia.seyedjalali@yahoo.com](mailto:kamelia.seyedjalali@yahoo.com), Phone Number: 09144010038, ORCID: 0000-0001-5768-2311

### Abstract

The present study aimed to evaluate the relationship between personality traits and happiness with the sense of responsibility among primary school principals in Tabriz District 4 and to provide solutions to address them. The statistical population of this study includes 133 principals of primary schools in district 4 of Tabriz. Among them, 97 primary school principals were selected as the statistical sample of this study using a stratified random sampling method. The Responsibility Scale (RE), the Short Neo-Form Personality Questionnaire (NEO-FFI), and the Oxford Happiness Questionnaire completed the standard Responsibility Questionnaire using the studied sample. The correlation method has been used in this research. After extracting the data to test the hypotheses and research question, Pearson torque correlation coefficient tests and multiple regression tests were used by the SPSS software.

The linear multiple regression analysis results indicate that the multiple regression coefficient  $R = 0.649$  and its square, the coefficient of explanation is  $R = 0.442$ . In addition, the adjusted coefficient of explanation reaches 0.403. On the other hand, only 40% of the variable changes in managers' sense of responsibility are defined by three traits of being conscientious, pleasant, and psychoanalytic.

**Keywords:** Responsibility, Personality Traits (5 Factors), Managers' Happiness

### INTRODUCTION

School principals have an undeniable role in the successful implementation of educational work. The educational process facilitates it by having information about the change process, removing barriers to development, and developing strategies for educational advancement.

School principals are the pillar of the educational system. They are considered an important agent in promoting the effectiveness of the school in the second layer of the educational pyramid (the first layer is related to teachers) (Mediani, H. S., et. al., 2021; Saltanat, A., et. al., 2019). Experts in management science believe that it is essential to select skilled, knowledgeable, and aware managers who have the insight and personality ability to play the role of educational management of the organization. Therefore, it is necessary to pay attention to the personality traits of managers.

Responsibility is the sense of commitment to actions that benefit others (Tost, 2015) Wade Benzene, & Johnson, 2015). The sense of responsibility is also defined as follows: A state in the human that is originated from the

knowledge of being reprimanded and questioned if he fails to perform his duties. God will do this reprimand on the Day of Judgment. Knowledge and awareness of answering are accompanied every moment by the person. Therefore, it is his main motivation and intention in performing his duties» (Vejdan parast, 2001).

We can recognize seven stages in responsible behavior with more attention.

1. A person's approach to the subject or situation that happens to everyone and all of us deal with the outside world every time.
2. Creating a question in a person's mind when he finds a situation that is not right and justice and needs to be corrected.
3. Creating a feeling of suffering and distress in a person that occurs due to being aware of an unpleasant situation. Human is always sensitive to the issue due to the constant presence of pain.
4. Awakening the spirit of duty and desire to do the task (something should be done and a step should be taken).
5. The human thinks about how to deal with the problem. Thinking leads to hypotheses at the end.
6. Making decisions and choosing the method.

7. Performance step, the person fulfills his duty and responsibility and has mental relaxation (same source).

In addition to respecting and understanding existing differences, responsibility is a concept that can be a good tool to maintain social cohesion in the individual and social dimensions. Responsibility is also defined as compliance with social laws and meeting society's expectations of the individual. Therefore, due to restriction towards others, it is an obligation to act in different situations (Sobhani Nejad and Fardanesh, 2000, p. 100).

In recent years, one of the most important concepts in social psychology has been a responsibility that has attracted much attention. It is believed that many social issues such as delinquency, crime, and behavioral problems in society are about low levels of individual and social responsibility (Lyons, 2005). Responsibility is gradually created from the beginning of life because it is a learnable and acquired skill like other skills. Therefore, a person is not responsible, unless he has learned it during his life (Nabavi, 1999).

Bampton and Cotton (2013) found that the most effective way to achieve sustainable goals is by training people to think and behave responsibly. In addition, social rules, standards, and norms significantly help reduce the risks of immoral and unstable behaviors.

Moon et al. (2018) mentioned that it is necessary to train future leaders and managers to transmit ethical and sustainable practices and responsible behavior more effectively.

Lil Filho et al. (2019) investigated the integration of social responsibility and sustainability in three elements of methods and principles, the range of responsibility and scale of participation, and potential barriers and structural conditions of the organization. According to the results, economic frameworks and considerations are more significant than other factors such as responsibility and sustainability to make the decision.

Lyons (2005) has investigated the effects of responsibility education in reducing racial and ethnic prejudices, destructive stereotypes, and inter-group relationships. In this study, both adolescents who participated in the responsibility-training course and those who did not participate in the program were compared in knowledge discrimination, social competition, social responsibility, and group cooperation. Based on the results, there has been a great leap

in adolescents' social responsibility and confirming the difference between the two groups in terms of the mentioned variables. Social support is required to maintain this feeling and turn it into sustainable behavior.

According to the results, responsibility is directly and indirectly affected by the variables of perceived autonomy, self-esteem, self-concept, the friendly and fair relationship between school parents, and accepting the active role of students in school (Khorramdel, 2008). In addition, repressive methods against students' behavior hinder the development of responsibility in students and make them far from the school assignments. Students who are more interested in learning are more responsible. The girls are also more responsible than the boys. The students who experience repressive discipline in school are less responsible but they are more responsible if they experience relational discipline techniques in the classroom (Lewis, 2001).

Personality traits and happiness are associated with responsibility and in this regard, people can play a significant role. According to Gwyn and Mason (2004), personality is what the manager shows in the world and the outside world. Therefore, personality is a constant phenomenon for managers and they can learn it and develop it throughout their working life.

Peterson & Seligman (2004) believe that character building is a form of moral development that develops with age. They claim that a good personality can be particularly nurtured.

Based on Barker & Coy (2003), there are seven factors of managerial personality such as humility, passion, integrity, compassion, good manners, interest, and knowledge. Patrick & Locke (1999) discovered that personality is one of the leadership traits. It includes six factors: movement and effort, willingness to lead, accuracy and integrity, self-confidence, cognitive ability, and knowledge about the job.

In addition, Argyle (2004) defines happiness as being in a state of happiness and other positive emotions, being satisfied with one's life, and the absence of depression, anxiety, and other negative emotions. In society, the consequences of this excitement are clear. One of the famous theorists in human relations is Maslow who considers the feeling of happiness as the main component and characteristic of human beings to try for self-fulfillment, perfection, and abilities. Its deficiency and lack have consequences such as depression, pessimism and negative evaluation of events, disinterest in society and work, diminished work

conscience, social anomalies, the prevalence of violence in social relations, etc. (Taherian, quoted by Ganji & Daryayi, 2011).

By hypothesizing the existence of the happiness gene, Licken explains the relationship between extraversion and happiness. He believes that genetic factors are responsible for 40 to 50 percent of the differences between people's happiness levels. It is concluded that almost half of the people's happiness is due to hereditary factors and the other half is acquired and related to the environment and other factors. Argyle (2001) believes that happiness is associated with good extraversion and neuroticism that extraversion is more important. In some of their studies, there has been a strong and positive association between happiness and extraversion (Argyle, 2021)

Ongkana (2006) found that nurses are happier in the private hospitals of Bangkok. He found that there has been a positive relationship between the level of education and happiness in the workplace at a low level in terms of the relationship between personal characteristics and happiness in the workplace. In addition, there has been a positive association between awareness of personal worth and the work environment with moderate happiness in the workplace. Age, marital status, and work history did not affect happiness at work. Poopanit (2008) discovered that opinions about workplace happiness are social relationships within the organization, which is ranked at the highest level, and what was at the lowest level was the benefits provided by the organization. He also found that 35-49-year-olds are less happy than 20- to 34-year-olds at work. The female staff was happier than men at work.

Ouyprasert (2009) discovered that the level of happiness in the workplace is high (average = 3.49 =). Age and level of education did not affect the five happiness factors at a significant level of 0.05. Some variables significantly predicted employee workplace happiness such as the relationship, the organization's shared value, and the quality of work life. The prediction ability was about 77.4 (R square adjusted = 0.774)

Fapinyo (2009) discovered that employee satisfaction at work is moderate. Job satisfaction shared organizational values, communication, leadership, quality of life, and quality of work-life were the five factors that led to happiness in the workplace. They could also predict happiness in the workplace.

Hoda et al. conducted a longitudinal study in which studies happiness and extroversion in Australia. They discovered that extroverts are more likely to experience more positive events in life, work, and friends. Their studies indicated that psychopaths are vulnerable to negative life events and extroversion causes a positive reaction to negative life events (Moradi, 2005, p. 65).

Based on the results, recreation can make people happy. Unlike communication, our jobs, and personalities, we can control recreation. Therefore, it can easily change (ibid., P. 183).

Due to strengthening the five-factor theory of personality, McCrae, and Costa (1992) stated that the dimensions of personality being pleasant and conscientious is a major facilitator of more positive experiences in social situations and success that increases happiness. Flexibility in experience enables an individual to experience both positive and negative emotional states. Therefore, a direct relationship has not been identified between happiness and flexible personality traits.

DeNeve's (1998) results are similar to McCrae, and Costa's results in a meta-analysis of the personality traits of happy people. Among the five factors, the dimensions of extraversion and psychoanalysis are the strongest predictors of happiness based on researchers. In addition, the strongest predictors of life satisfaction among the five personality factors are dimensions of psychosis and conscientiousness.

This study is mainly conducted to investigate the relationship between personality traits and happiness with a sense of responsibility among primary school principals in the fourth district of Tabriz. Therefore, the present study answers this question.

What is the relationship between personality traits and happiness with a sense of responsibility among elementary school principals in the fourth district of Tabriz?

## METHOD

In the present study, the research method is descriptive and correlational. All principals of formal primary schools of the Education Department of District 4 of Tabriz are the statistical population of this study. There are 100 female managers, 33 male managers, and a total of 133 people. In this study, sampling was performed among primary school principals in District 4 using the random relative classes method. Ninety-seven school principals in Tabriz 4 district were the case study (including 73 female

principals and 24 male principals). For this purpose, the Morgan sample size table was used. Three questionnaires were used as a measurement tool to collect information from primary school principals of District 4.

#### ***Responsibility Questionnaire:***

The responsibility Scale (RE) was used to measure responsibility in this study, derived from California Psychological Inventory (CPI). High scores in each scale are attributed to desirable traits and low scores are attributed to undesirable traits. Therefore, it is easy to implement, score and interpret the results of each of the questionnaire scales. For example, the CPI Questionnaire for Responsibility Scale has 42 questions. It is used in the present study to measure characteristics such as conscientiousness, sense of commitment, hard work, seriousness, trustworthiness, discipline-based behavior, and logic and sense of responsibility (Marnat, 1990, translated by Sharifi and Nikho, 1995).

According to Anastasi (1982), one of the best and most valid questionnaires is the California Psychological Inventory used to measure stable interpersonal personality traits in a normal society. Because the technical principles are used at a high level and have always been used to compile it. In addition, constant efforts have been made to improve it. Gaffe reviewed various studies on the California Psychological Inventory. Then, he found that the range of retest reliability and internal consistency coefficients for each questionnaire scales ranged from 0.52 to 0.81 and the median of its overall validity coefficients was 0.70 (Sharifi, 1997).

In the present study, the halving method was used to calculate the reliability coefficient of the Responsibility Scale (RE), which was 0.71. Three professors of educational sciences with a focus on psychology and educational management of the university were presented and confirmed to determine the content validity of the questionnaire.

#### ***Short Neoform Personality Questionnaire (NEO-FFI)***

A Neo questionnaire is used to measure personality traits. In each factor, this NEO-PI-R questionnaire measures five personality factors and six characteristics. These two aspects include the five main factors and 30 procedures that provide a comprehensive assessment of adult personality. This test includes two forms. Form S is used for personal reports, and form R is used for observer ratings. Form S has 240

five-point questions graded by individuals and is suitable for men and women of all ages. The R form has the same 240 questions, starts with the third person pronoun, and grades people by the spouse, peers, and experts. Form R is for evaluation independently or is a supplement to personal reports or their validity. Pavletti, Costa, and Robert R McCrery published the NEOPI-A test in 1985 that replaces the NEO test.

This test has another form called NEO-FFI. This new form has a 60-item questionnaire and assesses five personality factors (extraversion, neuroticism, conscientiousness, pleasantness, and flexibility). This test is used when there is a limited test time and sufficient general information about the character. In this study, the NEO-FFI form has been used based on the study population and its nature.

Sharon et al. reported reliability of 86% for neuroticism, 77% for extroversion, 73% for flexibility, 68% for pleasantness, and 81% for conscientiousness. Wayne et al. obtained Cronbach's alpha as follows A: 89%, C: 60%, N: 74%, O: 76%. In addition, the reliability coefficient obtained for N.E.O.A.C factors was respectively 83%, 75%, 80%, 79%, and 79%, (Grossi, 2001).

In the present study, Conscientiousness reliability was obtained 0.635 by using Cronbach's alpha coefficient.

#### ***Oxford Happiness Questionnaire***

Argyle and Lou (1989) introduced this questionnaire. It has 29 items and five factors such as satisfaction, positive mood, health, efficiency, and self-esteem. Answers are scored on a 4-point scale from one (never) to four (too much). Cronbach's alpha coefficient is reported to be 0.87 to 0.92, and the retest coefficient is reported to be 0.53 to 0.91 in different studies and time intervals but in Iran, a good credit is reported for it. Its reliability coefficient through Cronbach's alpha, halving, and retesting are reported to be 0.93, 0.92, 0.79 (quoted by Alipour and Nourbala, 1999, p. 56).

In the present study, the Oxford Happiness Questionnaire reliability coefficient was obtained 0.886 by using Cronbach's alpha method.

## **FINDINGS**

The Pearson torque correlation method was used to calculate the correlation between managers' psychotic personality traits and their sense of responsibility scores to test the hypothesis between managers' psychotic personality traits

and their sense of responsibility. The results are summarized in Table (1).

The correlation is significant because the calculated correlation coefficient is more than the standard value of the table at the confidence level of 0.99. It is concluded that there is a real and valid relationship between the personality traits of psychopaths and the sense of responsibility of managers at least with 99% confidence. Therefore, the null hypothesis is rejected. The sign of the correlation coefficient is negative. Therefore, the type of relationship is inverse. On the other hand, the decrease in the scores of managers' personality traits is dependent on the increase in the scores of the managers' sense of responsibility. It means that the managers' sense of responsibility increases. We expect that the managers have more sense of responsibility if they have lower psychotic personality traits

The Pearson torque correlation method was used to calculate the correlation between managers' extroverted personality traits and their sense of responsibility scores to test the hypothesis between managers' extroverted personality traits and their sense of responsibility. In Table (2), the results are summarized

The correlation is not significant because the calculated correlation coefficient is smaller than the standard value of the table at the confidence level of 0.95. Therefore, it is impossible to judge the existence of a real and valid relationship between the two variables. On the other hand, the extroverted personality traits of managers are not responsible for the variable of their sense of responsibility.

To test the hypothesis between managers' flexibility personality traits and their sense of responsibility, the Pearson torque correlation method was used to calculate the correlation of managers' flexibility personality traits and their sense of responsibility scores. The results are summarized in Table (3).

The correlation is significant because, at the confidence level of 0.95, the calculated correlation coefficient is greater than the standard value of the table. It is concluded that there is a real and valid relationship between the personality trait of flexibility and managers' sense of responsibility with at least 95% confidence. As a result, the null hypothesis is rejected. The sign of the correlation coefficient is positive. Therefore, it is a direct relation type. On the other hand, the increase in scores in the

personality trait of managers' flexibility is responsible for an increase in their sense of responsibility scores, which means that the managers' sense of responsibility increases. Managers are expected to have more sense of responsibility if they have higher flexibility personality traits

The Pearson torque correlation method is used to calculate the correlation between managers' pleasant personality traits and their sense of responsibility scores to test the hypothesis between managers' pleasant personality traits and their sense of responsibility. The results are summarized in Table (4).

The correlation is significant because, at the confidence level of 0.99, the calculated correlation coefficient is greater than the standard value of the table. It is concluded that there is a real and valid relationship between pleasant personality traits and managers' sense of responsibility with at least 99% confidence. Therefore, the null hypothesis is rejected. The type of the relation is direct because the sign of the correlation coefficient is positive. On the other hand, the increase in scores in the personality trait of managers being pleasant is responsible for an increase in scores of their sense of responsibility, which shows an increase in the managers' sense of responsibility. The managers are expected to have a higher sense of responsibility if they have higher pleasant personality traits.

The Pearson torque correlation method was used to calculate the correlation between managers' conscientious personality traits and their sense of responsibility scores to test the hypothesis between managers' conscientious personality traits and their sense of responsibility. The results are summarized in Table (5).

The correlation is significant because, at the confidence level of 0.99, the calculated correlation coefficient is greater than the standard value of the table. It is concluded that there is a real and valid relationship between the personality trait of being conscientious and the level of responsibility of managers with at least 99% confidence. Therefore, the null hypothesis is rejected. The type of the relation is direct because the sign of the correlation coefficient is positive. On the other hand, the increase in scores in the personality traits of managers' conscientiousness is responsible for an increase in their sense of responsibility scores, which shows that the managers' sense of responsibility increases. The managers are expected to have a higher sense of

responsibility if they have the higher personality traits of managers' conscientiousness.

The Pearson torque correlation method is used to calculate the correlation between managers' happiness traits and their sense of responsibility scores to test the hypothesis between managers' happiness traits and their sense of responsibility. The results are summarized in Table (6).

The correlation is significant because, at the confidence level of 0.99, the calculated correlation coefficient is greater than the standard value of the table. It is concluded that there is a real and valid relationship between the characters of happiness and the degree of managers' sense of responsibility with at least 99% confidence. Therefore, the null hypothesis is rejected. The type of the relation is direct because the sign of the correlation coefficient is positive. On the other hand, an increase in scores in characteristics of managers' happiness is responsible for an increase in their sense of responsibility scores, which shows that managers' sense of responsibility increases.

The managers are expected to have a higher sense of responsibility if they have the higher happiness characteristic.

A multiple regression analysis tests was used to answer this question: how the components of personality and happiness predict managers' sense of responsibility. The Stepwise method is used here. It is a method that first examines the effect of the most important and strong factors. Then, it deals with other factors respectively in terms of their priority and importance.

The above linear multiple regression analysis results indicate that totally a multiple regression coefficient is  $R = 0.649$ , and its square, the coefficient of explanation, is  $R^2 = 0.422$ . In addition, the adjusted coefficient of explanation reaches 0.403 (Table 7).

In other words, the variables of conscience, pleasantness, and psychosis explain 40% of the changes in the variable of managers' sense of responsibility. Analysis of variance test was used to make the model significant.

There is a linear relationship between the three variables mentioned above and the dependent variable according to the analysis of variance of multiple regression table (8), the value of  $F = 22.591$  with a significance level of  $\text{sig} = 0.000$  analysis of variance test because the significance level of the  $F$  coefficient is less than 0.05.

Being conscientious with a beta of 0.469, being pleasant with a beta of 0.225, and psychoanalysis with a beta of -0.190 have the greatest effect on managers' sense of responsibility based on the betas of independent variables.

### Discussion

According to the research hypothesis, managers are expected to have a higher sense of responsibility if they have lower psychotic personality traits.

Stone, Jandorf, and Neil conducted a longitudinal study in 1987 in which concluded that a positive mood increases the body's immune system and a negative mood reduces its strength. It also creates an interval of 5 to 6 days between the occurrence or non-occurrence of any pathological symptoms. The research shows that when we are happy, the blood flow to the surface of the body increases and it also decreases when we are sad. Happiness is a shield against stress (Moradi, 2005, p. 68).

Deno et al. (1998) found similar results with McCreery and Costa in a meta-analysis of personality traits.

More specifically, the strongest predictors of life satisfaction among the five personality factors are the psychological dimensions of life.

Based on another testing hypothesis, managers are expected to have a higher sense of responsibility if they have higher flexibility personality traits.

Lyons (2005) investigated the effects of responsibility education in reducing racial and ethnic prejudices, destructive stereotypes, and inter-group relationships. Two groups of adolescents were compared together in this study. Those who participated in the responsibility-training course and those who did not participate in the program in the knowledge of discrimination, social competition, social responsibility, and group cooperation. In addition to confirming the difference between the two groups regarding the mentioned variables, this study results have greatly progressed in adolescents' social responsibility. Social support is required to maintain this feeling and turn it into sustainable behavior. McCrae and Costa (1991) found that flexibility in experiencing helps a person experience both positive and negative emotional states according to the strengthening of the theory of five factors in personality.

Testing another hypothesis shows that if the pleasant personality trait of managers is higher, it is expected that their average level of responsibility is higher.

Ozer (1995) conducted a study on 42 women caring for American children in which concluded

that there is a significant positive correlation between responsibility and their mental health. According to Morris and Sherman (1981), there is a significant positive relationship between employee's job satisfaction and their responsibility. This relationship improves when the staff is allowed to comment and participate more in how things were done. Davis (1976) conducted research that concluded that organizations could not force their employees to be responsible, but by making changes in the environment, they can provide the conditions for the growth of responsibility in their employees. He also concluded that the individuals' personal goals are more in line with the organization's goals if he is more responsible. Based on the results, some variables, directly and indirectly, significantly affect the responsibility. These variables are perceived autonomy, self-esteem, self-concept, the warm and fair relationship between school parents, and accepting the active role of students in school. (Khorramdel, 2008).

Testing another hypothesis shows that managers are expected to have more sense of responsibility if they have the higher personality traits of conscientiousness.

Cereto (1989) concluded that when people feel that they have decision-making power and freedom of action in their job, it increases the responsibility of individuals in the organization. In other words, there is a positive relation between decision-making power and freedom of action with high levels of responsibility. According to Morris and Sherman (1981), there is a significant positive relationship between employees' job satisfaction and their responsibility. This relationship grows when the staff is allowed to comment and participate more in how things are done. Goldman and Dry investigated that the negative relationship between job satisfaction and role conflict can be moderated by responsibility and participation in decision-making and employment in cross-border jobs (jobs that require interaction with different organizations and individuals) (quoted in 10 cases, 1998)). Lyons (2005) studies the effects of responsibility education in reducing racial and ethnic prejudices, destructive stereotypes, and inter-group relationships. In this study, two groups of adolescents were compared. Those adolescents who participated in the responsibility- training course and those who did not participate in the program to learn about discrimination, social competition, social

responsibility, and group cooperation. This study results have made a great change in adolescents' social responsibility and confirmed the difference between the two groups in terms of the mentioned variables. More social support is required to maintain this feeling and turn it into sustainable behavior. This study also indicates that the repressive methods against students' behavior hinder the growth of responsibility in students and divert their attention from homework. Interested students for learning are more responsible and boys are less responsible than girls. Students are less responsible when they experience repressive discipline in school. They are more responsible when they experience relational discipline techniques in the classroom (Lewis, 2001).

Testing another hypothesis shows that if managers have higher happiness characteristics, they have more sense of responsibility.

Based on Abedi et al.'s results (2004), there was a positive and significant correlation between students' happiness and the quality of their relationships with school principals, teachers, and school counselors. In addition, there was a positive and significant correlation between students' happiness and supportive, successful, and participatory leadership styles. Principals consider psychological, physical, social, educational, economic, and organizational factors effective in the vitality of schools according to Drikund's results (2002). In Rahimi's (2007) study, it was concluded that the main factor in family relationships is the orientation of dialogue compared to conformity, especially, in boys so that it leads to more happiness. The results of Jafari (2004) show no relationship between happiness and gender, marital status, year of arrival, place of residence, job status, and place of study. However, there is a low correlation between age and happiness. On the other hand, there is a significant correlation between happiness and cognitive-behavioral factors such as social relationships, optimism, expression of emotions, low expectations, activity, eliminating of negative emotions, intimacy, planning, self, attention to the present, prioritizing happiness, creativity, avoidance of anxiety, healthy personality development and social personality. Expression of emotions is the strongest correlation and elimination of negative emotions with others is the weakest correlation. The expression of emotions is the most important factor affecting students' happiness. It is responsible for about 40% of the variance of happiness. In the present study, all factors have

explained 60% of the variance of happiness. Winhoon et al. estimated the correlation between leisure activity and happiness at 40%. This figure dropped to 20% after controlling for the effects of various demographic variables such as employment and social class. Holidays do not increase positive emotions but significantly reduce negative emotions according to studies (quoted by Amerizadeh, 2005, p. 21).

#### **Funding details**

#### **Disclosure statement**

#### **Acknowledgment**

This Article is Taken from the Original Master Thesis.

#### **REFERENCE**

- Abedi, M. R. (2004). *Happiness In The Family*. Tehran: Family Studies Publications.
- Alipour, A ., & Noor Bala, A. A. (1999). Preliminary evaluation of The reliability and validity of the Oxford Happiness Questionnaire in Tehran University students. *Thought and Behavior* , 17, 18.
- Amerizadeh, S. M. (2005). Comparison of the effectiveness of happy methods on the Academic achievement Of middle school students in Isfahan in the academic year of 2004-2005.
- Anastasi, A. (1982). *Psychological Testing* . (5th ed). New York: MacMillan.
- Argyle, M.(2001). *The psychology of Happiness* (2nd ed). London, Rutledge.
- Argyle , M. (2004). *Psychology Of Happiness*. Translated By M. Gohari Anaraki, H. Neshatdoost, H. Palahang, and F. Bahrami, Isfahan: University Jihad Publications.
- Bampton, R., & Cowton, C. (2013) . Taking Stock of Accounting Ethics scholarship: A review of the journal literature. *Journal of Business Ethics*, 114(3), 549–563. <https://doi.org/10.1007/s10551-012-1341-3>
- Barker, C., Coy, R., & Nevile, S. (Eds.). (2003). *The 7 heavenly virtues of leadership*. McGraw-Hill Australia.
- Cereto, S. C.(1989). *Principles Of Modern Managemen. Function & System* . Massachusetts, Allyn & Bacon, Inc.
- commitment model. *Academy of Management Journal*, 512-520.
- DeNeve, K. M., & Cooper, H. (1998). The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin*, 124(2), 197-229.
- Deus, K., And Newstrom, C. (1976). *Human Behavior at Work (Organizational Behavior)*, (Mohammad Ali Tusi, Translator), Tehran: Public Management Training Center.
- Drikundi, H. (2002). Study of motivating factors in middle school students in Isfahan from the perspective of administrators and educators. Master Thesis, Faculty of Educational Sciences, University of Isfahan.
- Dehmordi, Seyed Ali (2008). *The Relationship between Job Satisfaction and Motivation to Achieve Mental Health and the Responsibility of Ahwaz Male School Teachers*. Master Thesis. Ahwaz University.
- Fapinyo, C. (2009). *Happiness at work of employee at Quality Ceramic Company Limited, Lampang Province*. Master's Thesis of Business Administration. Chiang Mai University.
- Ganji, M., & Daryaei, M. (2011). *Investigating the Factors Affecting the Happiness and Vitality of Bushehr Boarding School Students*. Ministry of Education, General Department of Education of Bushehr Province, Research Council.
- Gavin, J. H., & Mason, R. O. (2004). The virtuous organization: The value of happiness in the workplace. *Organizational Dynamics*, 33, 379–392
- Grossi Farshi, M. (2001). *New Approaches in Personality Assessment: Application of Factor Analysis in Personality Studies*. (First Edition). Tabriz: Publishing Society, Research and Daniel.
- Jafari, I. (2004). *Leisure and Happiness*, Abstract of the Articles of the First National Conference on Recreation and Happiness June 3 and 4. Isfahan: Isfahan Municipality Cultural and Welfare Organization.
- Khorramdel, S. (2008). *Investigating the Relationship between Self-Esteem, Autonomy, and Fairness with Responsibility of Middle School Students in Varamin*, M.Sc. Thesis, Al-Zahra University.
- Leal Filho, W., Doni, F., Ruiz Vargas, V., Wall, T., Hindley, A., Rayman-Bacchus, L., Emblen-Perry, K., Boddy, J., & Veiga Avila, L. (2019). The integration of social responsibility and sustainability in practice: Exploring attitudes and practices in Higher Education Institutions. *Journal of Cleaner Production*, 220, 152–166. <https://doi.org/10.1016/j.jclepro.2019.02.139>

- Lewis, R. (2001). Classroom discipline and student responsibility:: The students' view. *Teaching and teacher education*, 17(3), 307-319.
- Lyons, E. M. (2005). The effects of a leadership and diversity awareness program on adolescents' attitudes and behaviors. University of South Florida.
- Groth-Marnat, G. (1990). Sharifi. Hassan Pasha (1997) .Theory and application of intelligence and personality tests. First Edition, Tehran: Sokhan Publications.
- Moon, C., Walmsley, A., & Apostolopoulos, N. (2018). Leadership, management and governance implications of the UN higher education sustainability initiative. *Proceedings of the European conference on management, leadership & governance*, 171–179.
- Moradi, M. (2005). Happiness and Personality, *Cognitive Science News*. Volume 7, Number 2.
- Morris, J. H., & Sherman, J. D. (1981). Generalizability of an organizational commitment model. *Academy of management Journal*, 24(3), 512-526.
- Nabavi, S.S. (1999). Strategies for Sense of Responsibility in Adolescents, Tarbiat Modares University Master Thesis.
- Ongkana, K. (2006). Relationships between personal factors, self esteem, work environment, and joy at work of staff nurses, private hospitals, Bangkok metropolis. Unpublished Master Thesis). Chulalongkorn University.
- Ouyprasert, N. (2009). Happiness at work of employee at First Drug Company Limited, Chiang Mai Province. Graduate School. Chiangmai: Chiangmai University.
- Ozer, E. (1995). The impact of childcare responsibility on psychological health. *Psychology of Women Quarterly*. 19(3).315-335.
- Kirkpatrick, S. A., & Locke, E. A. (1999). Leadership: do traits matter?. *Academy of management perspectives*, 5(2), 48-60.
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press.
- Poapanit, A. (2008). Happiness at work index of personnel of the Office of the Rector Thammasat University. Unpublished Master's Thesis). Faculty of Social Administration, Bangkok.
- Prophetic, S. S. (1999). Strategies for Sense of Responsibility in Adolescents, Tarbiat Modares University M.Sc. Thesis.
- Mediani, H. S., Nurhidayah, I., Lusiani, L., & Panigoro, R. (2021). Predicting factors impact to quality of life of school age Thalassemic children in Indonesia. *Journal of Advanced Pharmacy Education & Research*, 11(1), 81-85.
- Sharifi, H. P. (1997). Theories and applications of intelligence and personality tests. First Edition. Tehran: Sokhan Publications.
- Sobhani Nejad, M., & Fardanesh, H. (2000). Social Responsibility in the Current Curriculum of Iranian Primary Schools. *Modares*, 4(1), 95-114.
- Saltanat, A., Zhandos, A., Dusembinova, R., Galiya, S., & Aigul, M. (2019). Preparation Of Future Teachers For Primary Schools To Develop The Schoolchildren's Health Culture. *Journal of Organizational Behavior Research*, 4(1), 33-42
- Tost, L.P., Wade - Benzoni, K. A., & Johnson, H. H. (2015). Noblesse oblige emerges (with time): Power enhances intergenerational beneficence. *Organizational Behavior and Human Decision Processes*, 128, 61-73.
- Vojdanparast, H. (2001). Investigating the methods of creating and cultivating the spirit of social participation, responsibility, and legality in high school students in East Azerbaijan Province, General Department of Education of East Azerbaijan Province, Educational Research Council.

### Tables

**Table 1.** Result of the correlation coefficient of the personality traits of psychoanalysts and the level of managers' sense of responsibility

Variable names			
Psychoanalytic personality traits and a sense of responsibility	Number	Correlation coefficient	The significance level
	97	0.283**	0.005

**Table 2.** Result of the correlation coefficient of extraversion personality traits and the level of managers' sense of responsibility

Variable names			
Extroversion personality traits and a sense of responsibility	Number	Correlation coefficient	The significance level
	97	0.121	0.236

**Table 3.** Result of correlation coefficient of personality traits, flexibility, and managers' sense of responsibility

Variable names			
Personality traits scores flexibility and a sense of responsibility	Number	Correlation coefficient	The significance level
	97	**0.239	0.018

**Table 4.** Result of the correlation coefficient of personality traits scores with pleasantness and the level of managers' sense of responsibility

Variable names			
Pleasant personality traits and a sense of responsibility	Number	Correlation coefficient	The significance level
	97	0.426**	0.000

**Table 5.** Result of the correlation coefficient of personality traits scores with conscience and the level of managers' sense of responsibility

Variable names			
Personality traits scores with conscience and a sense of responsibility	Number	Correlation coefficient	The significance level
	97	0.426**	0.000

**Table 6.** Result of the correlation coefficient of happiness characteristics scores and the level of managers' sense of responsibility

Variable names			
Happiness traits and a sense of responsibility	Number	Correlation coefficient	The significance level
	97	0.580**	0.000

**Table 7.** Multiple regression coefficients to explain the contribution of each of the personality traits components (Psychosis, flexibility, pleasantness, and conscientiousness) and happiness with a sense of responsibility of managers

Model (factors)	Correlation coefficient	The square of the correlation coefficient	The square of the correlation coefficient is adjusted	Standard error
-----------------	-------------------------	---	---	----------------

Conscientiousness	0.580	0.336	0.329	3.20144
Being pleasant	0.622	0.386	0.373	3.09458
Psychology	0.649	0.422	0.403	3.02074

**Table 8.** Multiple regression analysis of variance to measure the linear relationship of independent and dependent variables

Model (managers' sense of responsibility)		Total Squares	Degrees of freedom	Average of squares	F calculated	Significance level F
Conscientiousness	Regression effect	493.355	1	493.355	48.136	0.000
	The rest	973.676	95	10.249		
	whole	1467.03	96	-		
Being conscientious + being pleasant	Regression effect	566.845	2	283.423	29.596	0.000
	The rest	900.186	94	9.576		
	whole	1467.03	96	-		
Being conscientious + being pleasant + being psychotic	Regression effect	618.416	3	206.139	22.591	0.000
	The rest	848.615	93	9.125		
	whole	1467.03	96	-		

**Table 9.** Beta coefficients of effective variables in managers' sense of responsibility in personality traits for the regression equation

Managers' sense of responsibility	variable	B	Bse error	Beta	calculated t	Significance level t
Conscientiousness	Conscientiousness	0.690	0.099	0.580	6.398	0.000
	Fixed	51.102	3.134	-	16.303	0.000
Being conscientious + being pleasant	Conscientiousness	0.582	0.104	0.489	5.601	0.000
	Being pleasant	0.328	0.118	0.242	2.770	0.007
	Fixed	44.985	3.749	-	11.999	0.000
	Conscientiousness	0.558	0.102	0.469	5.479	0.000
Being conscientious + being pleasant + being psychotic	Being pleasant	03.5	0.116	0.225	2.632	0.010
	Psychology	-0.156	0.066	-0.190	-2.377	0.019
	Fixed	50.710	4.381	-	11.575	0.000