Development of Schools' Organizational Personality Inventory According to the Five Factor Theory

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Abstract

In this study, it was aimed to develop an organizational personality inventory to determine the personalities of schools. For this purpose, firstly, theoretical sources on personality and its types were scanned and an item pool consisting of 87 items on organizational personality types was created. A pilot application was made to the teachers for the items in the prepared item pool. The inventory, which was finalized with the pilot application, was applied to teachers working at various school levels in the province of Kahramanmaras and determined by the "Simple Random Sampling Method" for validity and reliability analysis. As a result of statistical analyses, it was determined that the organizational personality inventory consisted of 51 items in 5 factors and the inventory took its final form. The factors of the inventory are within the framework of the five factor personality model; extroversion, agreeableness, conscientiousness, neuroticism-emotional stability, and openness to experience.

Keywords: School, personality, organizational personality.

Introduction

Every organization has a perception around it. It is thought that some features of organizations that can be observed from the outside and their reactions to events and phenomena are effective in the formation of this perception. In this context, there are a number of different features that distinguish an organization from others. Organizations differ from each other in their physical structures and locations, their environment, the type and quality of the goods or services they produce, management and organizational policies, employees in the organization, etc. However, it is also known that schools, whose main job descriptions are to provide education and training services, have different characteristics from each other.

In addition to being a social being, man is also an individual being. Individuals differ from each other in terms of their attitudes and behaviors as well as their physical appearance. Events show that people differ from each other in their actions, feelings and ideas. The reasons for personal differences are very diverse (Eren, 2001). The individual characteristics are the structure of the relations that we call "personality", which he develops in a unique way with himself and his environment. In other words, personality expresses all of the distinctive and consistent characteristics of the individual (Aytaç, 2005). Personality is the harmonious unity that emerges with the interaction of innate biological characteristics and social factors from the environment (Robbins & Judge, 2012). According to societies, it becomes important at what points the individual differs from others in examining personality, for example, when school-age children go to school or eat three meals a day. If the child has the habit of truancy, if a person eats too little or too much, such features become the distinguishing features of the personality (Clifford, 1991).

The features that determine personality can be examined under four groups in general. The first of these is the external appearance that distinguishes one person from another. With this feature, the individual is physically separated from the others. The second is height body weight, body beauty or

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flaws. The third is the role or duty of the individual in relation to his field of activity. This feature only emerges as a result of an individual's reaching a certain age and actively undertaking a task. The fourth is the intelligence, energy, desire, morality, etc. of the individual taking a role or task. potential abilities. The social characteristics in which the person lives: The society's philosophy of life, cultural level, moral understanding, religious understanding and similar issues affect the personality and therefore their attitudes and behaviors (Eren, 2001).Different personality theorists have used different terms to describe important factors of personality. For example, Adler divided personality types into four: dominant, receptive, avoidant, and socially beneficial (Schultz and Schultz, 2002). On the other hand, the Kretschmer personality divides the body structure of individuals into four factors as picnic, asthenic, athletic and dysplastic (Songar 1977). Type A and Type B personality styles, which were introduced by Meyer Friedman and Ray H. Rosenman in the 1960s, are among the most well-known personality factors today (Luthans, 1995). Although personality factors are studied by different authors, they are generally handled in five factors.

The five factor personality inventory was first introduced by Costa and McCrae. These researchers are also the pioneers of the five factor personality inventory (Costa & McCrae, 1985). The Big Five Inventory (BFI) is a widely accepted framework for defining personality (John, Naumann, & Soto, 2009). BFI was developed by John, Donahue and Kentle in 1991. The 44-item BFI was created to allow for an efficient and flexible assessment of the five personality factors when no further measures of individual aspects are needed (John, Donahue, & Kentle, 1991). One of the most important advances in personality psychology in the past half century has been the emergence of a consensus that the most important individual differences in adult personality traits can be arranged in terms of five broad trait domains: Extraversion, Agreeableness, Conscientiousness, Neuroticism-emotional stability, and Openness (Soto & John, 2008). For decades, researchers have developed a theoretical personality framework to better understand human behavior. Trait classification of personality was examined using lexical approaches, self-report measures, and observer ratings, where the findings supported the evidence for a five-factor model. These are extraversion, neuroticism (emotional stability), conscientiousness, agreeableness, and openness to experience (Arterberry, Martens, Cadigan, Rohrer, et al. 2014). The fact that environmental factors also play a role in the formation of personality is an indication that it can change and develop. The big five personality model are commonly used today and developed by Myers-Briggs. The five-factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions (Mcrae & John, 1992). The characteristics of Myers-Briggs' Five Factor Model can be summarized.

Extraversion: Extraversion represents individual differences in social engagement, assertiveness, and energy level. Highly extraverted individuals enjoy socializing with others, are comfortable expressing themselves in group situations, and frequently experience positive emotions such as enthusiasm and excitement; in contrast, introverted individuals tend to be socially and emotionally reserved (Soto, 2018; 240).

Agreeableness: Agreeableness personality is described trusting, compliant, caring, gentle, compassionate, empathic, cooperative, tender-mindedness personality (John & Srivastava, 1999).

Conscientiousness: Conscientiousness is a personality construct that is a core determinant of health, positive aging, and human capital. Conscientiousness refers to being disciplined, efficient, responsible, well-ordered, careful, planned, competent, and high achieving personality (Goldberg, 1990)

Neuroticism-Emotional stability: The emotional stability is often referred to as neuroticism, which means the opposite. Individuals with positive emotional stability display a calm, confident personality (Robbins & Judge, 2012). Neurotic individuals have difficulty in controlling their emotions and have negative emotions such as anger, sadness, anxiety, and hostility (Costa & McCrae, 1985).

Openness to experience: Openness to actions describes the drive to seek out new activities and attempt new things; openness to ideas is the desire to be intellectually curious and think about things in new and interesting ways; openness to values is the willingness to re-examine one's traditional values, be it political, cultural, or religious; openness to aesthetics describes the tendency for one to appreciate the arts; openness to fantasy is the proclivity towards deep imagination and fantasy; and

the last facet, openness to feelings, describes how in tune one is with their emotional states (Eldesouky, 2013).

A lot of research has been done on the personalities, organizational behaviors and productivity of managers and educators. Namely; The personality traits of the manager and their decision-making styles, and what kind of changes they would cause on organizational results were researched by Unguren (2011). It has been determined that there are strong relationships between the temperament and character traits of the managers and their decision-making styles. In the study by Balfakih (2019); reveals that having a personality structure that is open to development has a positive effect on motivation. In Tokatlı's (2020) research; A positive and significant relationship was found between extraversion and responsibility and the psychosocial, career and friendship factors of mentoring. A positive and significant relationship was found between emotional stability and openness to experience, and the psychosocial and career factors of mentoring. Farooq Jan (2018) also found a positive relationship between leader member interaction and five factor personality traits of openness, conscientiousness, extroversion and agreeableness. The study also revealed a significant negative relationship between leader-member interaction and emotional balance. Kırkagac (2016) showed that there is a statistically significant and positive relationship between personality traits of responsibility, openness, agreeableness, and Grade Points Average (GPA). In Sener's (2011) research, a positive relationship was found between self-efficacy beliefs in the factors of agreeableness, emotional instability, performance approach and metacognitive self-regulation and ensuring student participation, using teaching strategies and classroom management. Haydaroglu (2020) revealed that while the personality traits of responsibility and openness to experience positively affect open opposition, personality traits of agreeableness and neuroticism negatively affect open opposition. In the research of Yavas (2020), it was accepted that there are statistically significant relationships between the factors of five factor personality traits such as compatibility, responsibility and emotional instability and social loafing behavior, organizational justice perception and social loafing behavior variables. In the study of Can Derman (2020), it was concluded that self-discipline and agreeableness, which are personality factors, affect job satisfaction positively, while openness and extroversion affect negatively. As a result of Kaplan's (2020) study, a moderately significant positive correlation was found between the self-discipline and compatibility factors of teachers' five-factor personality traits and organizational commitment.

It is thought that school administrators have serious effects on the organizational personality of the school, which is perceived by the reactions they give to the events and phenomena around them. School administration is the application of educational administration to a limited area and school administration consists of the application of educational administration to the school (Bursalıoglu, 1994). School administration is an educational institution or an educational community consisting of students, teachers and administrators, in which educational administration is taught and acquired in a limited area, that is, various knowledge, skills and habits according to certain purposes (Erdogan, 2000). School administration includes school administration as a sub-application area of educational administration (Sisman & Turan, 2004). School administration is the process of activating and coordinating material and human resources in the school in a way that achieves goals (Bayrak, 2001). It is thought that school administrators have a critical role in forming the organizational personalities of schools. School administrators are education administrators at the extreme end of the education system (Aydin, 1994). School administrators are the people who have primary responsibility towards the upper management levels, teachers, students, parents and the society for the school to produce a more qualified education service (Donmez, 2004), and is a formal education leader (Celik, 2003). The school administrator, which is so important, should be both the leader and the administrator of the school. It is considered that school administrators can be one of the main determinants of school personality due to these roles.

Students, parents and even ordinary people leave school with different emotions when they go to different schools. Even the buildings of some schools are repulsive to people, while some schools are very attractive to people. It is thought that all this is due to the characteristics of the schools. These characteristics of the schools add a personality to them. In the present study, it was aimed to develop an inventory to determine the organizational personality of the school, based on five major personality

traits called emotional stability, extroversion, openness to experience, agreeableness and responsibility. With the organizational personality inventory developed, it was aimed to determine the personality types of the school.

Method

Model and Sample of the Research

This research was designed in a descriptive model, as it aimed to develop an inventory for the determination of school personality types. The sample of the study consists of 322 teachers determined by simple random sampling method among the teachers working in primary, secondary and high schools in Kahramanmaras central districts. Information about sample of the study is given in the Table 1 below.

Table 1
Sample of the Research

Gender		Title		Institution		
Female	Male	Teacher	Chartered Teacher	Primary School	Secondary School	High School
138	184	293	29	134	143	45
Duty		Educational Background		Years of experience		
Manager	Teacher	Graduate	Post-graduate	1-10	11-20	20-+
36	286	298	24	182	97	43

Data Collection Tool of the Research

In the process of developing the organizational personality inventory at school, the six-stage process suggested by Lester and Bishop (2000) was taken into account. In the first stage, theoretical sources were scanned and personality types were determined, and a data collection tool item pool was created. In the process of creating the item pool, 5 school administrators and four academicians evaluated the items prepared to determine the school personality types in the item pool. There were 70 items in the first item pool, and the items were reduced to 61 with the first evaluation, which included studies such as removing similar items and re-examining the statements. The items in the prepared item pool were applied to 57 teachers in terms of intelligibility. Feedback was obtained from the teachers in terms of features such as the clarity of the items and the duration of the application, and suggested corrections were made. Thus, the Organizational Personality Inventory, consisting of 51 items of 5-point Likert (1=Never, 2=Very little, 3=Partly, 4=Mostly and 5=Completely) type, was given its final form. The Organizational Personality Inventory can be administered both individually and as a group, with an average response time of 26 minutes. According to the interval coefficient (4/5 = 0.80) calculated for the interval in the five-point rating inventory used in this study, the choice intervals are as shown in Table 2.

Table 2
Scoring Limits of the Five-Point Scale

Rate	Option Points	Scoring Limits of the Options
Never	1	1.00-1.80
Very Little	2	1.81-2.60
Partly	3	2.61-3.40
Mostly	4	3.41-4.20

Completely	5	4.21-5.00

Findings

Validity Analysis

Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity values were found to determine whether the data collected for the organizational personality inventory was suitable for factor analysis. The KMO test measures whether partial correlations are small and whether the distribution is sufficient for factor analysis (Buyukozturk, 2005). The KMO test results of the data collected for the Organizational Personality Inventory are given in Table 3.

Table 3
Kaiser-Meyer-Olkin Sample Adequacy and Bartlett's Test Values

Kaiser-Meyer-Olkin Sample Adequecy		,974
Bartlett's Test of Sphericity	Chi-Square Value	14212,47
	S.Degree (df)	1275
	P	,000

In the Kaiser-Meyer-Olkin test, the KMO value was found to be .974. Kaiser states that the value found is excellent as it approaches 1, and unacceptable if it is below 0.50 (excellent at .90, very good at .80, mediocre at .70 and .60, bad at .50) (Tavsancil, 2010). A KMO value higher than .90 means that the data are perfectly suitable for factor analysis (Hutcheson & Sofroniou, 1999). Barlett's test result was found as 14212.47(p < .000). A x^2/df ratio calculated in the Barlett's test of less than 5 is considered as an acceptable lower limits for model-data fit (Anderson & Gerbing, 1984; Marsh, Balla & McDonald, 1988). The significance of Bartlett's Test of Sphericity values also supports the hypothesis that the data come from a multivariate normal distribution (Büyüköztürk, 2005). As a result of the KMO and Barleett's tests, it was understood that the inventory was suitable for factor analysis, so exploratory factor analysis was performed to determine the groupings between the items for the validity processes of the School Personality Inventory. As a result of the Exploratory Factor Analysis (EFA), the eigenvalues of the factors of the inventory and the percentage of variance they explained are given in Table 4.

Table 4
Eigen Values of the Factors of the Inventory and the Percentages of Variance Explained

Factor	Initial Eigenvalues			Total Factor Loads		
	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %
1	26,855	52,657	52,657	8,922	17,498	17,494
2	2,544	4,988	57,645	6,998	13,772	31,217
3	1,582	3,103	60,747	6,785	13,303	44,520
4	1,304	2,558	63,305	6,445	12,638	57,158
5	1,123	2,202	65,507	4,258	8,349	65,507

As a result of EFA, it was determined that the inventory consisted of five factors with an eigenvalue greater than 1. Five factors explain 65.50% of the total variance in the inventory. In the factor analysis, the distribution of the items to the factors was examined using the Varimax Technique and it was seen that some items had high values (< .45) in more than one factor. For items with more than .45 loading from more than one factor, the amount of the load difference was checked, and the items with less than 10% of this difference were eliminated (Buyukozturk, 2009). At this stage, a total of 9 items, 7, 14, 18, 34, 39, 42, 44, 49 and 53 items, were removed from the inventory, and the analysis

was re-analyzed for 51 items. A factor load value of .45 or higher in the reconstructed factor analysis is a good criterion for selection (Buyukozturk, 2009). The results of the re-performed factor analysis are given in Table 5.

Tablo 5
Factor loading values of inventory items

Emotional stability		Openness to experience		Agreeableness		Extroversion		Responsibility	
Item	Load Value	Item	Load Value	Item	Load Value	Item	Load Value	Item	Load Value
2	,739	32	,734	46	,696	16	,683	56	,671
5	,728	33	,700	48	,668	17	,681	59	,659
4	,715	31	,606	47	,662	15	,669	55	,605
12	,714	24	,603	45	,609	20	,622	58	,523
10	,713	25	,597	57	,542	19	,609	54	,466
8	,695	27	,588	43	,541	21	,600	52	,463
11	,673	26	,579	51	,539	22	,571		
13	,634	60	,571	35	,538	23	,501		
37	,624	41	,550	36	,495				
3	,614	29	,550	50	,486				
1	,530	30	,486	40	,468				
6	,520			38	,497				
28	,495								
9	,480								

As a result of EFA, it was determined that the organizational personality inventory consisted of 51 items in 5 factors and the inventory took its final form. The factors of the inventory are within the framework of the five factor personality model; neurotizm-emotional stability, openness to experience, agreeableness, extroversion, and responsibility. The five-factor structure of the inventory as a result of the analysis is also seen in the scree plot graph drawn according to the eigenvalues. In the graph, a high-accelerated decline is observed after the first factor. This demonstrates that the inventory has a general factor.
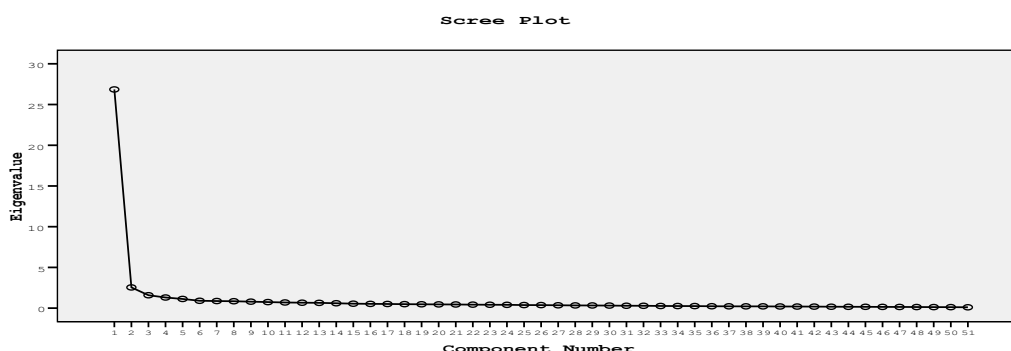

Figure 1
Scree Plot Drawn According to Eigenvalues

Reliability Analysis

The reliability study of the developed inventory was conducted. In order to determine the reliability of the inventory, the Cronbach Alpha internal consistency coefficient was checked. If the answers to the inventory items are three or more, the Cronbach α coefficient is used. A Cronbach α reliability coefficient of .70 and higher is considered sufficient for the reliability of test scores (Büyüköztürk,

2005). In the literature, some researchers state that the evaluation criteria used in the evaluation of the Alpha coefficient are as follows (Kalaycı, 2008; Ozdamar, 2013); If the Cronbach Alpha value is $.00 \leq \alpha < .40$, the inventory is not reliable. If $.41 \leq \alpha < .60$, the inventory has low reliability. If $.61 \leq \alpha < .80$, the inventory is quite reliable. If $.81 \leq \alpha < 1.00$, the inventory is highly reliable. The Cronbach Alpha internal consistency coefficients obtained for each factor score of the inventory are shown in Table 6 below.

Table 6
Reliability Coefficients for the Factors of the Inventory

Factors of the inventory	Cronbach Alpha(α)
Factor 1	,96
Factor 2	,96
Factor3	,95
Factor 4	,96
Factor 5	,96

The Cronbach Alpha internal consistency coefficients obtained for each factor score of the inventory are shown in Table 4. When Table 3 is examined, when the reliability levels of the total and factors of the inventory are examined, it is understood that the inventory used in this study is reliable. Pearson Product Moment Correlation analysis was performed to determine whether there was a significant relationship between the factors. The results are given in Table 5.

Table 7
Pearson Product Moment Correlation Analysis Results

	1	2	3	4	5	Total
Factor 1		,728**	,805**	724**	,774**	,883**
Factor 2			,810**	,820**	,796**	,913**
Factor 3				,803**	,856**	,939**
Factor 4					,747**	,900**
Factor5						
Total						

**p<.001

As a result of the Pearson Product Moment Correlation analysis performed to determine whether there is a significant relationship between the factors, it was determined that there was a highly significant positive relationship between the factors. These results prove that the five factors are in the same structure.

Conclusion and Recommendations

In this study, it is aimed to develop a "School Personality Inventory" to determine school personality. This inventory was designed on the basis of Myers-Briggs' Five Factor Personality Model. The questions in this inventory were developed by considering personality types such as extraversion, agreeableness, conscientiousness, neuroticism-emotional stability and openness to experience, which are included in the five factor theory developed by Myres and Brigss. Therefore, the factors in the inventory were named as extraversion, agreeableness, conscientiousness, emotional stability-neuroticism and openness to experience. John & Srivastava (1999), who developed a similar personality inventory, also gave personality factors the same name. Factor analysis was performed on the data obtained after the inventory was applied to the sample group. Factor load values of .45 or higher were taken as the criterion for inclusion of the items in the inventory (Buyukozturk, 2009), and the final version of the inventory in Appendix 1 was determined as 51 items in five factors. Pearson Product Moment Correlation analysis was performed to determine whether there was a significant

relationship between the factors. A correlation coefficient between .71 and 1.00 in absolute value is high; between .70-.31 is moderate; A value between .30 and .00 is defined as a low level relationship. (Buyukozturk, 2009). As a result of the Pearson Product Moment Correlation analysis performed to determine whether there is a significant relationship between the factors, it was determined that there was a highly significant positive relationship between the factors. These results prove that the five factors are in the same structure. The school that scores high on extraversion, agreeableness, conscientiousness and openness to experience in this inventory is dominant in the personality type, while the school with low scores is weak in the personality type. On the other hand, the school with a high score on the neurotic personality factor shows weakness in terms of neuroticism and dominance in terms of emotional stability. However, the school with a low score on the neuroticism factor shows that it is dominant in neuroticism and weak in terms of emotional stability. As a result, it can be said that this inventory can be used to determine the type and level of organizational personalities of schools. With the developed measurement tool, school personality types can be determined and the personalities of the schools can be improved and changed in a positive way.

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Appendix 1

Organizational Personality Inventory According To The Five Factor Theory

.α	Your Opinion

		Please put an "X" in the boxes corresponding to your level of agreement with the items.	Never	Very Little	Partly	Mostly	Completely
Neuroticism-Emotional Stability	1.	The school is resistant to tension against the problems it encounters.					
	2.	There is a calm atmosphere in the school.					
	3.	The school is self-confident.					
	4.	There is a safe environment in the school.					
	5.	There is a positive feeling at school.					
	6.	There is no pessimism in school.					
	7.	The school has a flexible structure.					
	8.	Stress level at school is low.					
	9.	Patience prevails at school.					
	10.	The school has a relaxed atmosphere.					
	11.	Consistency prevails at school.					
	12.	There is a peaceful atmosphere in the school.					
	13.	The school has a sympathetic structure.					
	14.	There is a positive environment at school.					
Extroversion	15.	The school communicates easily with its environment.					
	16.	It directs the events taking place around the school.					
	17.	The school is dominant in its environment.					
	18.	The school is open to the environment.					
	19.	He is brave against the school environment.					
	20	He is respected by the school community.					
	21.	It is sensitive to the school environment.					
	22.	The school is open to new relationships.					
Openness to experience	23.	The school is creative.					
	24.	The school is curious.					
	25.	The school is innovative.					
	26.	There is an effort to learn at school.					
	27.	It is open to competition with the school environment.					
	28.	The school is autonomous.					
	29.	The school is open to change.					
	30.	Imagination is high in school.					
	31.	The school is sensitive to art.					
	32.	The interests of the school are broad.					
	33.	There is ambition in school.					
Agreeableness	34.	Respects the school environment.					
	35.	Collaborates with the school environment.					
	36.	Tolerance prevails in school.					
	37.	There are no unusual events in the school.					
	38.	He is reconciled with the school environment.					
	39.	There is no sense of revenge for the evil done at school.					
	40.	Values the school environment.					
	41.	Establishes a relationship with the school environment.					

	42.	Has a sense of responsibility towards the school environment.						
	43.	There is trust towards the school in the environment.						
	44.	The school shows determination in solving the problems it encounters.						
	45.	Acts responsibly towards the school environment.						
Conscientiousness	46.	The school strives to go further.						
	47.	Motivation is strong at school.						
	48.	Discipline prevails at school.						
	49.	All work and transactions at the school are carried out within a plan.						
	50.	The school is prepared for problems.						
	51.	Things are handled carefully at school.						