Effects of Individual Differences in Reward and Job Satisfaction of Basij Staff in Metropolitan Areas of Ahvaz

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ABSTRACT

The main purpose this study was to investigate the effects of individual differences and job satisfaction. Job satisfaction is the reward target population consisted of employees Basij major areas of Ahvaz city. The number of employees was 384, of which, according to Morgan table sample size was 194 employees. The sampling method of the project is random classified sampling. To collect data three standard questioners were applied. The data has been analyzed by Amos16, Spss18 software. Results of structural equations modeling indicate positive and meaningful effect of personal differences on satisfaction from task bonus and also positive and meaningful effect of personal differences on job satisfaction.

INTRODUCTION

In the present century, human resource has been one of the factors that affected the survival of organizations and was always considered by officials and managers. Therefore, management scientists believe that if the real needs of employees and workers in the organization is not understood and appreciated and managers do not properly seek to satisfy it, the productivity decreases and the origin of these factors should be sought in individual differences and job satisfaction. Human behavior has different aspects which have led human being to be recognized as a complex creation and this complexity is such that it has caused varying behavior and the new challenges facing managers.

Awareness of individual differences and personality of an organization can help the managers of organizations to solve some problems. When managers accept that human beings are different considering natural and acquired abilities, they would not expect the same behavior from all the employees. Based on studies, as consistency and relevance of individual differences and personality is more, it will lead to greater job satisfaction. As much less consistent, lower job satisfaction will be provided. Job satisfaction is one of the issues that many of the organizations studied from the 1920s onwards, and, according to many experts, it is one of the most challenging organizational concepts and the basis for many of the policies and policy management to increase the efficiency and productivity of the organization.

According to Hapak, job satisfaction is a complex and multidimensional concept related to psychological, physical and social factors. In this study, considering the importance of the subject, it is tried to examine the individual differences and job satisfaction effect on the organization after studying them. In the present realm, the corporate managers are successful who could fully understand the characteristics and personality traits of their employees to pave the way for better management.

Definitions of key terms:

Individual differences: differences in physical characteristics, abilities and talent of an individual are called individual difference.

Job satisfaction: a person's emotions and positive attitude toward his job and job conditions is called job satisfaction.

Rewarding job satisfaction: Rewarding job satisfaction is same as the exterior job satisfaction and it is the favorable and positive sense of the jobs created as a result of satisfaction about wages and bonuses.

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Hypotheses:
Individual differences have positive and significant impact on job satisfaction and reward satisfaction.
Individual differences have significant and positive impact on job satisfaction.
Individual differences have positive and significant effect on reward satisfaction.

Literature Review:
Kirkcardy and colleagues [3] examined the type of personality and position control, job satisfaction, physical and mental health of 90 police officers in Berlin. Subjects completed the job stress scale and were divided into two personality types of A and B with internal control and external positions. Subjects with high levels of Type A behavior and the position of the internal control showed the minimum pressure and the greatest satisfaction. However, subjects with high levels of Type A behavior and the external position of control had the feeling of being threatened, and the inability to control the forces that contributes to the health and satisfaction. Type B subjects with the position of the internal control were physically and mentally healthy but the position of the external control subjects with type B were too excited or unable to control. However, the results revealed that personality has no significant relationship with mental and physical health.

Tokal and Sabich [7] in their study to determine the effectiveness and consistency of personality dimensions and job satisfaction studied a sample of 395 employed adults and used the 5-factor model to determine their personality dimensions. What emerged from this research was the significant correlation between extraversion and low neuroticism and job satisfaction. That is, the extroversion had a positive significant correlation with job satisfaction and neuroticism had a significant negative correlation with job satisfaction.

Ayan and Kocacik [2] conducted a study entitled as the relationship between job satisfaction and high school teachers’ personality trait. The population of the study consisted of 1036 teachers from public schools in the province of Sivas. Total of 482 subjects were selected. The findings showed that 62% of teachers were extroverted and 32 percent were introverted. More extroverted teachers were also more satisfied with their job than introverted teachers.

Shah Amiri and Namdari [6] conducted a study entitled as the relationship between personality traits and job satisfaction of teachers. The study population included 3,500 teachers in Bushehr province. A sample of 795 subjects was randomly selected. Spearman correlation results showed that there was a positive relationship between job satisfaction and introversion and there is a negative relationship between job satisfaction and extraversion. Men and women were different in terms of introverted and extraverted personality type.

Koushki and colleagues [4] conducted a study entitled as the relationship between personality traits and job satisfaction of teachers. The research population was school teachers in Tehran. A sample of 209 patients, including 71 males and 138 females were selected by multistage random sampling. To study the personal traits, the short form of the NEO Personality Test 1989 as a questionnaire with 60 questions, and 1381 job satisfaction questionnaire was used. To analyze the data, statistical methods, such as ANOVA test, Pearson correlation coefficients, regression analysis and chi-square test were used. The findings suggested that the experience of teaching had a significant negative correlation with the second factor in job satisfaction (pleasure, credibility and proud occupation). The relationship between gender and job satisfaction is achieved. There was no significant relationship between educational level and job satisfaction. The fourth factor (according to human desires and interests of the group, interests and responsibilities of leadership) and eighth factor (facilitate client) had a positive relationship with extraversion and accountability. The fifth factor of job satisfaction (work experience, academic qualifications and moral superiority, the leadership) had a positive relationship with extraversion, agreeableness and accountability.

Amirnejad and Mohsen Nasab [1] conducted a study entitled as the relationship between personality and job satisfaction (Theory of John Holland) of the junior high school teachers in Behbahan in 2006-2007. This study consisted of 6 main and 30 subsidiary hypotheses. The main hypothesis is that the relationship between the characters, realistic, search, social, and job satisfaction was found but no significant relationship was found between the artistic and traditional personality and job satisfaction. The population included female and male teachers in all schools of Behbahan including 570 people in 2006-2007. 210 of them were randomly selected using Morgan method. The measurement tool included Job Description Questionnaire developed based on John Holland's personality questionnaire. Reliability of job satisfaction and personality questionnaire using Cronbach was 0.77 and 0.50, respectively. To analyze the data descriptive statistics including mean, standard deviation and inferential statistics including, T-test, correlation coefficient and Cronbach's alpha were used. The data were analyzed using SPSS software and study significance was 0.50.

Research population:
The study population consisted of all personnel working in Basij areas of Ahvaz city in 2013 which are 384.

The data collection instrument:
The main method of data collection in this study was using a questionnaire. Questionnaire is a common research instrument and is direct method for obtaining research data. To obtain information to confirm or reject the hypotheses of the study, a standard questionnaire was prepared that provided useful information for the research.

**Data collection method:**

In this study, the library and field method is used to collect data and information. Library method was used for developing research methods and theoretical background and by referring to primary sources and secondary sources and to collect data to assess the hypotheses of the study.

**Methods of data collection:**

Assessment and measuring instruments are tools that help researchers to analyze and evaluate the needed information to study the phenomenon and eventually collect the correct information. The employed research methods to collect data included the library and field methods.

**Inferential statistics:**

After describing variables and responses from the target population, the hypotheses used in the study are discussed in this section. In other words, this chapter analyzes the findings to verify hypotheses. Kolmogorov-Smirnov test is used to test the data normality.

To use the statistical techniques, first it must be determined that data is collected from a normal distribution or a non-normal distribution. In the case of normal distribution of the collected data, parametric tests can be used to test the hypotheses and in case of non-normality of the collected data nonparametric tests can be used. Therefore Kolmogorov-Smirnov test is used at this stage to assess the results of each of the variables. Based on the results, appropriate tests are used to verify research hypotheses.

**H0:** the variable i is normally distributed.

**H1:** the variable i is not normally distributed.

**Table 1:** The normality of the dependent variables.

<table>
<thead>
<tr>
<th>variable</th>
<th>Sig.</th>
<th>Error</th>
<th>Hypothesis approved</th>
<th>results</th>
</tr>
</thead>
<tbody>
<tr>
<td>job satisfaction</td>
<td>0.83</td>
<td>0.05</td>
<td>H1</td>
<td>normal</td>
</tr>
<tr>
<td>Reward satisfaction</td>
<td>0.61</td>
<td>0.05</td>
<td>H1</td>
<td>normal</td>
</tr>
</tbody>
</table>

According to Table (1), the significant level of job satisfaction and satisfaction for all variable remuneration have been 0.50, 0.83 and 0.61, respectively which was greater than the error obtained. Thus, the H1 of the non-normality of the data was rejected and text-based data normality of H0 is accepted. On the basis of statistical analysis, collected data, is normally distributed and requires the use of parametric analytical tests.

**Linear regression analysis:**

Then, using simple linear regression influence of individual differences on job satisfaction and satisfaction with compensation is investigated.

**First hypothesis:**

- **H0:** Individual differences have a significant positive impact on job satisfaction.
- **H1:** Individual differences do not have a positive and significant impact on job satisfaction.

**Table 2:** Regression analysis of individual differences on job satisfaction

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Independent variable</th>
<th>β</th>
<th>Sig.</th>
<th>F</th>
<th>R2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>gender</td>
<td>0.147</td>
<td>0.044</td>
<td>2.121</td>
<td>0.676</td>
</tr>
<tr>
<td></td>
<td>age</td>
<td>0.420</td>
<td>0.010</td>
<td>4.523</td>
<td>0.668</td>
</tr>
<tr>
<td></td>
<td>education</td>
<td>-0.31</td>
<td>0.067</td>
<td>0.665</td>
<td>0.682</td>
</tr>
<tr>
<td></td>
<td>work experience</td>
<td>0.269</td>
<td>1.069</td>
<td>0.185</td>
<td>0.680</td>
</tr>
</tbody>
</table>

As can be seen in the table, Sig value for the sex and age of 05/0 = α levels were significantly lower. Therefore, we reject the null hypothesis and opposite assumption is accepted.

Therefore, we conclude that individual differences (gender, age and work experience), job satisfaction has a significant positive impact. But in the case of education because Sig significance level is greater than α =0.50, the opposite hypothesis is rejected and the null hypothesis is accepted.

An beta coefficient for gender and age factor values was significant (F = 2 / 121.4 / 523-1 / 185) and each of the variables, respectively had 0.676, 0.668 and 0.680 impact on job satisfaction.
As a result of age, gender and experience job satisfaction are positively correlated. The education variable was not significant with respect to the values obtained beta and \( (F = 0.665 \text{ and } 0.682) \) as a result is negatively affected on the level of job satisfaction.

**The second hypothesis:**

H0: Individual differences do not have positive significant on reward satisfaction.

H1: Individual differences have positive significant on reward satisfaction.

**Table 3:** Regression analysis of individual differences on reward satisfaction.

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Independent variable</th>
<th>( \beta )</th>
<th>Sig.</th>
<th>( F )</th>
<th>( R^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward satisfaction</td>
<td>gender</td>
<td>0.153</td>
<td>0.034</td>
<td>1.727</td>
<td>0.748</td>
</tr>
<tr>
<td></td>
<td>age</td>
<td>0.420</td>
<td>0.008</td>
<td>5.917</td>
<td>0.732</td>
</tr>
<tr>
<td></td>
<td>education</td>
<td>0.152</td>
<td>0.034</td>
<td>6.375</td>
<td>0.730</td>
</tr>
<tr>
<td></td>
<td>work experience</td>
<td>0.265</td>
<td>0.91</td>
<td>1.586</td>
<td>0.748</td>
</tr>
</tbody>
</table>

As can be seen in the table, Sig value for the sex and age of 05/0 = \( \alpha \) levels were significantly lower. Therefore, we reject the null hypothesis and opposite assumption is accepted.

Therefore, we conclude that individual differences (gender, age and work experience) has a significant positive impact on job satisfaction. But in the case of education because Sig significance level is greater than \( \alpha = 0.50 \), the opposite hypothesis is rejected and the null hypothesis is accepted.

An beta coefficient for gender and age factor values was significant \( (F = 1727.5/917.6/379.1/586) \) and each of the variables, respectively had 748/0-732/0-730/0-748/0 impact on job satisfaction.

As a result of age, gender and experience job satisfaction are positively correlated. The education variable was not significant with respect to the values obtained beta and \( (F = 0.665 \text{ and } 0.682) \) as a result is negatively affected on the level of job satisfaction.

**Conclusion:**

According to the results of research carried out, 160% of respondents equivalent of 82.5 were male. equivalent to 17.5 per cent and 34 are women. 0/33 percent or 64 of respondents were between 30-20 years of age. 4/47 per cent of respondents in the age group were 30 to 40 years. 18.6% of respondents were in the age group of 40 to 50 years, 0/1% of respondents were in the age group 60-50 years which are equivalent to 2 people. The maximum frequency is related to the age group of 40-30.

Regarding the education variable, 20 people, or 10.3 percent of total respondents had high school graduates, 75 people, or 7/38 had diploma degree, 77, or 7/39 had Bachelor's degree, 18 equivalent to 3.9 percent of them had graduated from school, 4 people, or half them had doctoral and higher graduates degree.

Regarding the range of work experience, 46 of the total respondents, 23.7 per cent had under 5 years’ experience, 88 of 4/45 of them had 5 to 15 years, 43 to 22.2% of the respondent had between 15 and 25 years and 16 people had between 25 and 35 years and 1 of them or equivalent of 5.0 percent have more than 35 years of work experience.

Finding indicated that the beta coefficient for gender and age factor values was significant \( (F = 1727.5/917.6/379.1/586) \) and each of the variables, respectively had 748/0-732/0-730/0-748/0 impact on job satisfaction.

As a result of age, gender and experience job satisfaction are positively correlated. The education variable was not significant with respect to the values obtained beta and \( (F = 0.665 \text{ and } 0.682) \) as a result is negatively affected on the level of job satisfaction.

Further, the beta coefficient for gender and age factor values was significant \( (F = 2 / 121.4 / 523-1 / 185) \) and each of the variables, respectively had 0.676, 0.668 and 0.680 impact on job satisfaction. As a result, age, gender and experience job satisfaction are positively correlated. The education variable was not significant with respect to the values obtained beta and \( (F = 0.665 \text{ and } 0.682) \) as a result is negatively affected on the level of job satisfaction.

**REFERENCES**


