

THE INFLUENCE OF BIG FIVE PERSONALITY TRAITS ON IRRATIONAL  
BELIEFS AMONG PRIMARY SCHOOL TEACHERS IN MUAR, JOHOR.

CHUA YONG SHENG

A Dissertation Submitted in Partial Fulfillment of the  
Requirement for the Award of the  
Degree of Master of Human Resource Development

The Faculty of Management  
Universiti Teknologi Malaysia

2017

## **DEDICATION**

I would like to dedicate this thesis to my beloved family.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to thanks to Dr. Mastura Binti Mahfar for her incredible support, patience and guidance during the completion of this dissertation. Yours input had incredibly valuable and I truly appreciated your time and attention.

Appreciation also towards respondents (teachers of the selected primary schools) and staffs of Faculty of Management, University Technology Malaysia that involved directly or indirectly in this dissertation. Thank you all for cooperation and willingness to provide me with possible range of assistance.

Lastly, I would like to thank my loving and wonderful family for their support throughout my study. Most importantly, I want to express my gratitude to my parents for giving me confidence and support to be succeed in study, you all are special for me. I would like to share my entire honor with all of you.

Thank you all so much.

## ABSTRACT

The purpose of this study is to identify the influence of the Big Five personality traits on irrational beliefs among primary school teachers in Muar, Johor. The research objectives of this study are to identify the personality traits of primary school teachers based on Big Five Model and the level of irrational beliefs among primary school teachers and to identify the Big Five personality traits that contribute most to the irrational beliefs among primary school teachers. 140 primary school teachers from sixteen primary schools in Muar, Johor were selected as the respondents for this study. The instruments employed for the data collection were Big Five Inventory (BFI) and Questionnaire of Teachers Irrational Beliefs - Revised (QTIB-R). The analysis of the data was conducted using the Statistical Package for Social Sciences (SPSS) version 19. The analyses comprised of normality test and multiple regression. The findings revealed that the primary school teachers possess a moderate level of Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism, while the level of irrational beliefs among primary school teachers also moderate. Meanwhile, there are significant influences of the Neuroticism ( $\beta = .353, p < .05$ ), Openness to Experience ( $\beta = .217, p < .05$ ), and Extraversion ( $\beta = .276, p < .05$ ) traits on irrational beliefs among primary school teachers. Among the three personality traits, Neuroticism makes the best contribution, which is 10.5 % of the variance in explaining the irrational beliefs. Meanwhile, there are no significant influences of the Conscientiousness ( $\beta = .012, p > .05$ ) and Agreeableness ( $\beta = .032, p > .05$ ) traits on irrational beliefs among primary school teachers in Muar, Johor. In conclusion, this study was able to identify the personality traits and irrational beliefs among primary school teachers and identify the influence of the Big Five personality traits on irrational beliefs among primary school teachers.

## ABSTRAK

Kajian ini bertujuan untuk mengenalpasti pengaruh tret personaliti Big Five ke atas kepercayaan tidak rasional dalam kalangan guru sekolah rendah di Muar, Johor, Malaysia. Objektif kajian ini adalah untuk mengenalpasti jenis personaliti Big Five dalam kalangan guru sekolah rendah, tahap kepercayaan tidak rasional dalam kalangan guru sekolah rendah dan mengenal pasti tret personaliti Big Five yang paling banyak menyumbang kepada kepercayaan tidak rasional dalam kalangan guru sekolah rendah di Muar, Johor. Seramai 140 orang guru sekolah rendah dari enam belas buah sekolah rendah dipilih sebagai responden kajian. Instrumen yang diguna dalam pengumpulan data ialah *Big Five Inventory* (BFI) dan *Questionnaire of Teachers Irrational Beliefs - Revised* (QTIB-R). Analisis data dijalankan dengan menggunakan program *Statistical Package for Social Sciences* (SPSS) versi 19. Analisis yang dijalankan dalam kajian ini termasuk ujian normaliti dan regresi berganda. Dapatan kajian telah menunjukkan bahawa guru sekolah rendah mempunyai tret personaliti *Openness to Experience*, *Conscientiousness*, *Extraversion*, *Agreeableness* and *Neuroticism* yang sederhana, manakala tahap kepercayaan tidak rasional dalam kalangan guru sekolah rendah juga pada tahap sederhana. Manakala, terdapat pengaruh signifikan tret *Neuroticism* ( $\beta = .353$ ,  $p < .05$ ), *Openness to Experience* ( $\beta = .217$ ,  $p < .05$ ) dan *Extraversion* ( $\beta = .276$ ,  $p < .05$ ) terhadap kepercayaan tidak rasional guru sekolah rendah. *Neuroticism* merupakan penyumbang terbaik, iaitu 10.5 % varians dalam menjelaskan kepercayaan tidak rasional. Manakala, tidak terdapat pengaruh signifikan tret *Conscientiousness* ( $\beta = .012$ ,  $p > .05$ ) dan *Agreeableness* ( $\beta = .032$ ,  $p > .05$ ) terhadap kepercayaan tidak rasional dalam kalangan guru sekolah rendah di Muar, Johor. Sebagai kesimpulannya, kajian ini telah mengenalpasti jenis personaliti dan tahap kepercayaan tidak rasional dalam kalangan guru sekolah rendah dan mengenalpasti pengaruh tret personaliti Big Five ke atas kepercayaan tidak rasional dalam kalangan guru sekolah rendah.

## TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARATION	i
	DEDICATION	ii
	ACKNOWLEDGEMENTS	iii
	ABSTRACT	iv
	ABSTRAK	v
	TABLE OF CONTENTS	vi
	LIST OF TABLES	xi
	LIST OF FIGURES	xiii
	LIST OF ABBREVIATIONS	xiv
	LIST OF SYMBOLS	xv
	LIST OF APPENDICES	xvi
<b>1</b>	<b>INTRODUCTION</b>	
	1.1 Introduction	1
	1.2 Background of Research	1
	1.3 Problem Statement	4
	1.4 Research Questions	7
	1.5 Research Objectives	7
	1.6 Research Hypothesis	8
	1.7 Scope of Study	8
	1.8 Conceptual and Operational Definitions	9
	1.8.1 Big Five Personality	10

1.8.2	Irrational Beliefs	11
1.8.3	Teachers	13
1.9	Conclusion	14

## **2 LITERATURE REVIEW**

2.1	Introduction	15
2.2	Personality Theory	15
2.2.1	Trait Theory	16
2.2.1.1	Eysenck's Personality Theory	17
2.2.1.2	Cattell's 16 Personality Factor Trait Theory	20
2.2.2	Big Five Personality Trait Model	21
2.2.3	Justification of Big Five Personality as Theoretical Framework	26
2.3	Irrational Beliefs	27
2.3.1	Cognitive Dissonance Theory	27
2.3.2	Psychodynamic Theory	28
2.3.3	Cognitive-Behavioral Therapy Theory	29
2.3.4	Rational Emotional Behavior Therapy Theory (REBT)	31
2.3.5	Justification of Rational Emotive Behavior Therapy (REBT) as Theoretical Framework	35
2.4	Linkage between Big Five Personality with Irrational Beliefs	36
2.5	Previous Studies and Hypotheses Development	37
2.5.1	The Influence of Big Five Personality Traits on Irrational Beliefs	37
2.6	Research Framework	41
2.7	Conclusion	42

<b>3</b>	<b>RESEARCH METHODOLOGY</b>	
3.1	Introduction	43
3.2	Research Design	43
3.3	Population and Sampling	44
3.4	Data Collection	45
3.5	Research Instrument	46
	3.5.1 Demographic Background	47
	3.5.2 Big Five Personality Instrument	47
	3.5.3 Irrational Beliefs Instrument	49
3.6	Pilot Study	51
3.7	Normality Test	54
3.8	Data Analysis	55
	3.8.1 Descriptive Statistics Analysis	56
	3.8.2 Inferential Statistic Analysis	57
	3.8.2.1 Multiple Regression	58
3.9	Conclusion	60
<b>4</b>	<b>DATA ANALYSIS AND RESEARCH FINDINGS</b>	
4.1	Introduction	61
4.2	Return and Usable Rate of Questionnaire	61
4.3	Demographic Findings	62
4.4	Objective 1: To Identify the level of Personality Traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) of Primary School Teachers in Muar, Johor According to Big Five Model	64
	4.4.1 Findings on Descriptive Statistics of Openness to Experience	65
	4.4.2 Findings on Descriptive Statistics of Conscientiousness	66
	4.4.3 Findings on Descriptive Statistics of Extraversion	67



4.4.4	Findings on Descriptive Statistics of Agreeableness	68
4.4.5	Findings on Descriptive Statistics of Neuroticism	69
4.5	Objective 2: To Identify the Level of Irrational Beliefs among Primary School Teachers in Muar, Johor	70
4.5.1	Findings on Descriptive Statistics of Demandingness	71
4.5.2	Findings on Descriptive Statistics of Awfulizing	72
4.5.3	Findings on Descriptive Statistics of Low Frustration Tolerance	74
4.5.4	Findings on Descriptive Statistics of Global Evaluation	75
4.6	Objective 3: To identify the Big Five personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) that make the strongest contribution to the irrational beliefs among primary school teachers in Muar, Johor.	76
4.6.1	H <sub>a1</sub> : There are significant influences of the Big Five personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) on irrational beliefs among primary school teachers in Muar, Johor.	77
4.7	Summary Analysis of the Research Objectives	79
4.8	Conclusion	79
<b>5</b>	<b>DISCUSSION AND CONCLUSION</b>	
5.1	Introduction	81

5.2	Overview of the Findings	81
5.3	Discussion of Research Findings	82
5.3.1	Discussion on Objective 1: To Identify the level of Personality Traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) of Primary School Teachers in Muar, Johor According to Big Five Model.	83
5.3.2	Discussion on Objective 2: To Identify the Level of Irrational Beliefs among Primary School Teachers in Muar, Johor.	87
5.3.3	Discussion on Objective 3: To identify the Big Five personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) that contribute most to the irrational beliefs among primary school teachers in Muar, Johor.	91
5.4	Implications of Study	93
5.5	Research Limitations	95
5.6	Recommendations	96
5.6.1	Recommendation for school administration and Muar Education Department ( <i>Jabatan Pendidikan Muar</i> )	96
5.6.2	Recommendation for Future Research	97
5.7	Conclusion	98
	<b>REFERENCES</b>	99
	<b>Appendices A - E</b>	111

## LIST OF TABLES

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
2.1	Cattell's 16 Personality Factor Trait Theory	21
2.2	Five Factor Model of Personality	25
3.1	The Five Point Likert Scale of Big Five Inventory (BFI)	48
3.2	Big Five Inventory Items according to Big Five Personality Traits	48
3.3	The Five Point Likert Scale of Questionnaire of Teachers' Irrational Beliefs-Revised (QTIB-R)	50
3.4	QTIB-R Items according to Irrational Beliefs' Dimension	50
3.5	Interpretation for Cronbach's Alpha Coefficient, $\alpha$	53
3.6	Cronbach coefficient alpha value for internal consistency of Big Five Personality Traits and Irrational Beliefs	53
3.7	Test of Normality (Skewness & Kurtosis) of Big Five Personality Traits and Irrational Beliefs	54
3.8	Test of Normality (Shapiro-Wilk) of Big Five Personality Traits and Irrational Beliefs	55
3.9	Strength of the Big Five Personality Traits and Level of Irrational Beliefs based on Mean Score	57
3.10	Summary of Research Methodology	60
4.1	Returned & Usable Rate of Questionnaires from Selected Schools	62
4.2	Summary of Findings on Respondents' Demographic	63
4.3	Level of Big Five Personality Traits	64
4.4	Descriptive Statistics of Openness to Experience	65

4.5	Descriptive Statistics of Conscientiousness	66
4.6	Descriptive Statistics of Extraversion	67
4.7	Descriptive Statistics of Agreeableness	68
4.8	Descriptive Statistics of Neuroticism	69
4.9	Level of Irrational Beliefs Dimensions	70
4.10	Descriptive Statistics of Dimension Demandingness	71
4.11	Descriptive Statistics of Dimension Awfulizing	72
4.12	Descriptive Statistics of Dimension Low Frustration Tolerance	74
4.13	Descriptive Statistics of Dimension Global Evaluation	75
4.14	Multiple Regression Analysis	77
4.15	Summary of Research Findings Based on Hypothesis	79

## LIST OF FIGURES

<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
2.1	Eysenck's Personality Theory	19
2.2	ABC Model	32
2.3	ABC Model (Rational Belief versus Irrational Belief)	33
2.4	Research Framework	41

## LIST OF ABBREVIATIONS

AWF	=	Awfulizing
BFI	=	Big Five Inventory
CBT	=	Cognitive behavioral therapy
DEM	=	Demandingness
DV	=	Dependent Variable
GE	=	Global Evaluation
GRED	=	Geothermal Resource Exploration and Development
H <sub>0</sub>	=	Null Hypothesis
H <sub>1</sub>	=	Alternative hypothesis
IV	=	Independent Variable
LFI	=	Low Frustration Intolerance
QTIB	=	Questionnaire of Teachers Irrational Beliefs
QTIB-R	=	Questionnaire of Teachers' Irrational Beliefs-Revised
REBT	=	Rational Emotional Behavior Therapy
RET	=	Rational Emotional Therapy
SD	=	Self-downing
SJK (C))	=	School (Chinese) (Sekolah Jenis Kebangsaan (Cina))
SPM	=	Sijil Pelajaran Malaysia
SPSS	=	Statistical Package for Social Science
STPM	=	Sijil Tinggi Pelajara Malaysia

## LIST OF SYMBOLS

$\&$	=	And
$\%$	=	Percent
$=$	=	Equal
$-$	=	Minus
$+$	=	Plus
$<$	=	Less Than
$>$	=	More Than
$/$	=	Divide
$f$	=	Frequency
$r$	=	Pearson's Correlation Coefficient
$p$	=	Significant Level

## **LIST OF APPENDICES**

<b>APPENDIX</b>	<b>TITLE</b>
A	Flow Chart for Data Collection Procedure
B	Table for Determining Sample Size from a Given Population
C	Survey Questionnaire
D	Histogram and Normal Curve
E	Normal P-P Plot



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

The purpose of this study is to identify the influence of the Big Five personality traits on irrational beliefs among primary school teachers in Muar, Johor. This chapter would start with background of research, problem statement, research questions, research objectives and research hypotheses. In addition, the scope of the study, significance of the study and limitations of the study will be discussed before the conceptual and operational definitions of personality and irrational beliefs.

#### **1.2 Background of Research**

Irrational beliefs are thinking modes of human beings, which are continuous, unreasonable and impossible to be fulfilled in reality (Hyland et al., 2014). In other words, irrational beliefs are beliefs, which are not helpful, not logical and incompatible with reality, meanwhile rational beliefs are beliefs, which are helpful, logical and

compatible with reality (Dryden & Neenan, 2004). Although irrational belief is opposite of rational beliefs, these two terms are not bipolar opposite. Bipolar opposite indicates, when one exists, another is absent. According Ellis (1991), three possible situations might emerge, which are; (i) there is the possibility of the presence of irrational beliefs and totally no rational beliefs; (ii) there is the possibility of the presence of rational beliefs and totally no irrational beliefs; (iii) there is the possibility of the presence of both irrational beliefs and rational beliefs.

Ellis also clarified four types of rational beliefs and four types of irrational beliefs for better understanding (Ellis, 1991). Four types of irrational beliefs included demands, awfulizing, low frustration tolerance and conditional self-acceptance or global evaluation. Ellis proposed that demands are the measure of irrational beliefs and other three are differentiated from the demands. On the other side, four types of rational beliefs included preferences, anti-awfulizing, high frustration tolerance and unconditional self-acceptance. These help individuals to have a better understanding about rational and irrational beliefs in addition identify possible solutions to reduce irrational beliefs and maintain rational beliefs based on circumstances.

Furthermore, the focus of this study is to find personality factors that influence irrational beliefs. This is because of irrational beliefs will generate unhealthy emotions which influence individuals' behaviors and actions (Ellis, 1987). These consequences will lead to psychological disorders. Moreover, Turner (2015) believed that, if an individual has rational beliefs, the individual has healthy and positive emotions, behaviors and actions. However, if an individual has irrational beliefs, the individual has unhealthy and negative emotions, behaviors and actions, which lead to continuous crisis in daily living.

In this fast-paced globalizing century, it is important for public to alert about irrational beliefs (Warren, 2012). This is important because most of the people do not know how to identify and distinguish irrational beliefs from rational beliefs.

Moreover, there are many reasons that lead to irrational beliefs among human being in which personality might be one of the reasons (Ghumman & Shoaib, 2013). Erdogan and Bauer (2005) stated that there were significant positive relationships between personality traits and irrational beliefs. An individual with a high level of positive personality would experience low levels of irrational beliefs, and vice versa.

Additionally, the purpose of personality psychology is to study individuals from inner to outer value through detail description (Larsen & Buss, 2014). Thus, personality is a way to group individual through common patterns, traits and symptoms. Therefore, personality is consistent performance of an individual in thinking, feeling and acting, which parallel with relevant psychological mechanisms. After numerous researches on personality traits, Big Five personality model had proposed. The researchers attempt to group various personality traits under five major personalities.

Although this model received various criticisms and open debates among researchers and practitioners, it had slowly been accepted and had been considered as a suitable and stable model in personality psychology (Costa & McCrae, 1996). Those five mentioned personality traits are Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. Openness to Experience included domain traits such as uncreative versus creative; conservative versus liberal; curious versus incurious.

Conscientiousness included domain traits such as punctual versus late; ambitious versus aimless; hardworking versus lazy. Extraversion included domain traits such as joiner versus loner; talkative versus quite; fun loving versus sober. Agreeableness included domain traits such as generous versus irritable; trusting versus suspicious; lenient versus critical. Neuroticism included domain traits such as vulnerable versus hardy; calm versus worrying; emotional versus unemotional.

In fact, personality is also important and associated with the nature of job among teachers (Warren, 2011). This is because of the responsibility of teachers are not only teaching and monitoring the students in schools (Barahate, 2014). In addition, teachers are also important contributors to the development of a nation. Therefore, teachers are responsible for the growth of their students from the perspectives of mental and psychological. This means that teachers do not only aggregate their experience, information and knowledge to young generations, but also, teachers must ensure these experiences, information and knowledge can help to enhance the strength and ability of young generations to survive in this fast growing world.

Previous research on irrational beliefs had found these Big Five personality factors were potential and possible to influence irrational beliefs of individuals (Sava, 2009; Ghumman & Shoaib, 2013; Najafi, 2016; Samar, Walton & McDermut, 2013). For instance, findings from Ghumman and Shoaib (2013) showed that Self-downing has a negative relationship with Extraversion, Agreeableness and Conscientiousness traits of individuals. Meanwhile, the study also indicated positive relationships between Need for Achievement, Need for Approval, Need for Comfort, Demand for Fairness with Neuroticism traits. In simple words, empirical research evidence was available to support and further current research. Therefore, it is important to study the personality traits of primary school teachers and their irrational beliefs in different circumstances.

### **1.3 Problem Statement**

In this study, the researcher was interested to study the influence of Big Five personality traits on irrational beliefs among primary school teachers at Muar, Johor. According to Warren (2013), it is important to study the irrational beliefs of teachers because teachers are the factor of classroom success. Teachers with irrational beliefs

would respond negatively to their students, thus hindering their relationships and potential for classroom success. Additionally, irrational beliefs lead to negative emotions, such as anger and depression (Ellis, 1962). These emotional disturbances would reduce the job performance and enjoyment of life of teachers (Warren, 2013).

Kazem and Zahra (2016) conducted a study on irrational beliefs of primary school teachers in Yard, Iran. The study proposed that, by changing irrational beliefs of primary school teachers will help to improve their behaviors, social adjustment, and achieve better mental health. Moreover, a study by Bernard (2016) on the relationship of irrational beliefs and stress among primary and secondary teachers in Australia revealed that, irrational beliefs were associated with teachers stress. In addition, findings from previous studies also discovered irrational beliefs held by local teachers in Johor state (Nurul Iza, 2013; Khoo, 2015).

In this study, the 16 National-type School (Chinese) (Sekolah Jenis Kebangsaan (Cina), SJK (C)) in Muar, Johor consists of various cultures and generations of primary school teachers from all over the Malaysia. Therefore, the personality traits of primary school teachers in these 16 National-type School (Chinese) (Sekolah Jenis Kebangsaan (Cina), SJK (C)) will be different. Additionally, an interview with a counselor of SJK (C) Sing Hwa showed that there are various types of personality among teachers, which might influence their beliefs system.

A study conducted by Elmore and Ellett (2015) on the relationship between personality characteristics and belief systems found out that personality plays an important role in determining belief systems of teacher education students. The study reported that personality was consistently positively to belief system (Elmore & Ellett, 2015). In short, it is necessary for a researcher to identify the personality traits and the level of irrational beliefs among primary school teachers in Muar, Johor.

Besides that, various studies discovered that personality traits had an influence on the level of irrational beliefs among adults. However, the studies conducted are limited (Sava, 2009; Ghumman & Shoaib, 2013; Najafi, 2016; Samar, Walton & McDermut, 2013). A study done by Samar, Walton and McDermut (2013) aimed to identify whether personality traits helps in predicting irrational beliefs among adults. The result showed that there were significant relationships between personality traits and irrational beliefs. The results of the study also suggested that Big Five personality model is appropriate in studying of irrational beliefs and rational beliefs among adults.

On top of that, research focuses on the role of personality on irrational beliefs is limited (Ghumman & Shoaib, 2013). More studies should conduct in exploring the function of personality that leads to irrational beliefs, as the connection is important to understand the psychological issues faced by the people. Additionally, Najafi (2016) examined the connection between personality traits and irrational beliefs. The findings showed that personality traits of Neuroticism could predict irrational beliefs. Meanwhile, other personality traits had a significant negative relationship with irrational beliefs.

Although several researches have been carried out in various schools in Johor, until now, there is no similar research has been conducted in National-type School (Chinese) (Sekolah Jenis Kebangsaan (Cina), SJK (C)) in Muar, Johor, in relation to the influence of Big Five personality traits on irrational beliefs among primary school teachers. Thus, the purpose of this study is to identify the influence of Big Five personality traits on irrational beliefs among primary school teachers at SJK (C) Muar, Johor.

## 1.4 Research Questions

Research questions can help the researcher to focus on the core purpose of this research. In other words, research questions are questions needed to answer by research or study (Monnete *et al.*, 2010). The research questions of this research are addressed as follows:

1. What is the level of the traits of Big Five personality among primary school teachers in Muar, Johor ?
2. What is the level of irrational beliefs among primary school teachers in Muar, Johor ?
3. What are the Big Five personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) that contribute most to the irrational beliefs among primary school teachers in Muar, Johor ?

## 1.5 Research Objective

Research objective help in determining the core purpose of each research question as proposed above (Monnete *et al.*, 2010). In this research, the primary objective is to determine the influence of Big Five personality traits on irrational beliefs among primary school teachers in Muar, Johor.

The research objectives based on research questions are addressed as follows:

1. To identify the level of personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) of primary school teachers in Muar, Johor according to Big Five Model.

2. To identify the level of irrational beliefs among primary school teachers in Muar, Johor.
3. To identify the Big Five personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) that contribute most to the irrational beliefs among primary school teachers in Muar, Johor.

## **1.6 Research Hypothesis**

Research hypothesis is unproven assumption made by the researcher to estimate the possible outcomes of a research before availing of any evidences (Monnete *et al.*, 2010). Alternative hypothesis assumes availability of connections between variables being studied (Monnete *et al.*, 2010). In this research, the alternative hypothesis had been applied and addressed as follows:

Ha1 : There are significant influences of the Big Five personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) on irrational beliefs among primary school teachers in Muar, Johor.

## **1.7 Scope of Study**

The purpose of this research is to examine the influence of Big Five personality traits on irrational beliefs among primary school teachers in Muar, Johor. In this study, a total sample of respondents was 132. The overall study was based on a theoretical review of Big Five personality traits and irrational beliefs of teachers.



By referring to the Big Five Model, those Big Five personality traits included Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

Meanwhile, for irrational beliefs, Rational Emotive Behavior Therapy (REBT) was used as a theoretical framework to explain the irrational beliefs. The measurement was focused on demandingness (DEM), awfulizing / catastrophizing (AWF), low frustration intolerance (LFI) and global evaluation / self-downing (GE/SD) to identify the level of irrational beliefs. Research design included descriptive study and cross sectional study, which would generate through Statistical Package for Social Sciences (SPSS).

## **1.8 Conceptual and Operational Definitions**

The conceptual definition and operational definition of the terms used in this study will be explained for better understanding. Conceptual definition is a scientific description of the constructs (Monnete *et al.*, 2010). This ensures that those constructs can be measured systematically. Meanwhile, operational definition is scientific measurements of the constructs. This included ways to measure and types of instruments used (Monnete *et al.*, 2010). The constructs in this research would be Big Five personality traits and irrational beliefs.

### **1.8.1 Big Five Personality**

According to Feist and Feist (2009), personality is permanent traits and unique characteristics that could be found in the feelings, thought, and behaviors of human being. These traits can distinguish one person to another person (Feist & Feist, 2009). Therefore, human beings can be separated into different groups based on their personality (Larsen & Buss, 2014). Additionally, personality is a development process of an individual in term of physical and mental traits. The changing process of physical and mental traits might shape our behaviour and reaction to the environment (Schiffman, 2008).

In this study, personality traits refers to the *Big Five Inventory* (BFI), developed by John and Srivastava (1999). The *Big Five Inventory* (BFI) is based on the Big Five Personality as proposed by Costa and McCare (1987), which consists of five traits, such as, Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

#### **i. Openness to Experience**

In this study, Openness to Experience represents primary school teachers' characteristics, included original, comes up with new ideas, curious with many different things, ingenious, has an active imagination, incentive, values art and aesthetic experiences. It was assessed by using the ten items in the BFI (John & Srivastava, 1999).

#### **ii. Conscientiousness**

In this study, Conscientiousness represents primary school teachers' characteristics, included does a thorough job, reliable, perseveres until the task is

finished, and does things efficiently. It was assessed by using the nine items in the BFI (John & Srivastava, 1999).

### **iii. Extraversion**

In this study, Extraversion represents primary school teachers' characteristics, included talkative, energetic, generates a lot of enthusiasm, has an assertive personality and outgoing sociable. It was assessed by using the eight items in the BFI (John & Srivastava, 1999).

### **iv. Agreeableness**

In this study, Agreeableness represents primary school teachers' characteristics, included helpful and unselfish with others, has a forgiving nature, considerate and kind to people. It was assessed by using the nine items in the BFI (John & Srivastava, 1999).

### **v. Neuroticism**

In this study, Neuroticism represents primary school teachers' characteristics, included depressed, tense easily, worries a lot and always moody. It was assessed by using the eight items in the BFI (John & Srivastava, 1999).

## **1.8.2 Irrational Beliefs**

Irrational beliefs are beliefs which are not flexible, not logic and extreme in achieving goals that are not realistic (Dryden & Neenan, 2004). Additionally,

irrational beliefs can understand as those beliefs which are rigid, inaccurate, or illogical that used by human beings in interpret external events (Bridges & Harnish, 2010b). In conjunction with reality, irrational beliefs indicates the trend of self-defeating, inconsistent with reality, and difficult to support with empirical evidence. Meanwhile, reality with rational beliefs indicates the trend of logical, flexible, and consistent with empirical evidence obtained. In short, irrational beliefs were the cause of negative emotions and dysfunctional behaviors found within human beings.

In this study, irrational beliefs refers to the *Questionnaire of Teacher's Irrational Beliefs-Revised* (QTIB-R), developed by Mastura (2015). The QTIB-R is based on the REBT approach, which represented by four dimensions of irrational beliefs. These four dimensions are demandingness, awfulizing, low frustration tolerance and global evaluation.

**i. Demandingness**

In this study, Demandingness represents a rigid idea of primary school teachers in which a certain decision, situation or circumstances “must be” or “must not” occurs in their working setting. It was assessed by using the thirteen items in QTIB-R (Mastura, 2015).

**ii. Awfulizing**

In this study, Awfulizing represents a circumstance or situation experienced by primary school teachers in which the demanding outcome in the working environment is not achieved and primary school teachers sense more than 100% awful. It was assessed by using the fifteen items in QTIB-R (Mastura, 2015).

### **iii. Low Frustration Tolerance**

In this study, Low Frustration Tolerance represents an idea or extreme belief of primary school teachers that occurred when the situation did not fulfill the demandingness of primary school teachers. It was assessed by using the twelve items in QTIB-R (Mastura, 2015).

### **iv. Global Evaluation**

In this study, Global Evaluation represents negative evaluations by primary school teachers towards themselves, others or the overall living or working conditions. It was assessed by using the nine items in QTIB-R (Mastura, 2015).

## **1.8.3 Teachers**

Teacher has been defined as an individual who has knowledge, skills and received special training in teaching, explaining and educating (Wray *et al.*, 2010). Teacher is able to create behavioural change in terms of cognitive and emotional. Teaching is an unique career as all other professions originate from the teaching. Additionally, the teacher is responsible in nurturing human beings with different attitudes and manners so that they can live well. Thus, the teacher is important for the development of a nation and cultivations of young generations.

In this study, the target respondents are primary school teachers from National-type School (Chinese) (Sekolah Jenis Kebangsaan (Cina), SJK (C)) located in Muar, Johor. Target respondents could be further divided into two major groups based on education level (Kementerian Pendidikan Malaysia, 2016). These two groups are respondents with a Diploma level and respondents with a Degree level.

For Diploma holders, the starting Gred is DGA 29 and could be further promoted to DGA 32 and DGA 34. For Degree holders, the starting Gred is DG 41 and could be further promoted to DG 42 and DG 4.

## **1.9 Conclusion**

In conclusion, this chapter gives an overview of the background of research, problem statement, research questions, research objectives, research hypotheses, scope of study, significance of study, limitations of study in addition conceptual and operational definitions.

## REFERENCES

- Anderson, D. (2000). Coping Strategies and Burnout Among Veteran Child Protection Workers. *Child Abuse and Neglect*, 31(6), 839-848.
- Arif, M. I., Rashid, A., Tahira, S. S., & Akhter, M. (2012). Personality and Teaching: An Investigation into Prospective Teachers' Personality. *International Journal of Humanities and Social Science*, 2(17), 161-171.
- Barahate, Y. S. (2014). Role of a Teacher in imparting Value-Education. *IOSR Journal of Humanities and Social Science*, 13-15.
- Beck, A. T., Freeman, A., & Davis, D. D. (2003). *Cognitive Therapy of personality disorders*. New York, USA: Guilford Press.
- Beck, A. T. (1979). *Cognitive Therapy and the Emotional Disorders*. New York, USA: Plume.
- Beck, J. S. & Beck, A. T. (2011). *Cognitive Behavior Therapy, Second Edition: Basics and Beyond*. New York, USA: Guilford Publications, Inc.
- Bernard, M. E. (1990). *Taking the Stress out of Teaching*. Melbourne, AUS: Collins-Dove.
- Bernard, M. E. (2016). Teacher Beliefs and Stress. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 34(3), 209-224. doi: 10.1007/s10942-016-0238-y
- Bojman, K. M., Duggan, C. M., & Mezo, P. G. (2011). *Gender Differences in Irrational Beliefs*. Canada: Memorial Institute for Research and Intervention in Anxiety and Mood.
- Bora, C., Bernard, M. E., Trip, S., Decsei-Radu, A., & Chereji, S. (2009). Teacher irrational belief scale – preliminary norms for Romanian population. *Journal of Cognitive and Behavioral Psychotherapist*, 9(2), 211-220.
- Bornstein, M. H., Cote, L. R., Haynes, O. M., Hahn, C. S., & Park, Y. (2010). Parenting Knowledge: Experiential and Sociodemographic Factors in European American Mothers of Young Children. *Developmental Psychology*, 46(6), 1677–1693. doi: 10.1037/a0020677
- Boyle, G. J., Matthews, G., & Saklofske, D. H. (2008). Personality theories and models: An overview. *Humanities & Social Sciences papers, Paper 299*.

- Bridges, K. R. & Harnish, R. J. (2010a). Irrational Beliefs. *Corsini Encyclopedia of Psychology*, 1-2. doi: 10.1002/9780470479216.corpsy0469
- Bridges, K. R. & Harnish, R. J. (2010b). Role of irrational beliefs in depression and anxiety: a review. *Health*, 2(8), 862-877. doi: 10.4236/health.2010.28130
- Bryman, A. & Bell, E. (2007). *Business Research Methods*. New York: Oxford University Press.
- Byrne, B. (1999). The nomological network of teacher burnout: a literature review and empirically validated model. In Vandenberghe, R. & Huberman, A. M. (1999). *Understanding and preventing teacher burnout: a sourcebook of international research and practice* (pp.15-37). Cambridge, UK: Cambridge University Press.
- Carus, P. (1910). Person and Personality. *Oxford Journals*, 20(3), 364-401.
- Cattell, R. B. (1943). The description of personality: Basic traits resolved into clusters. *Journal of Abnormal and Social Psychology*, 38(4), 476-506. doi:10.1037/h0054116
- Cattell, H. B. (1997). *The 16 PF Cattell comprehensive personality interpretation manual*. Savoy, IL: The Institute for Personality & Ability Testing.
- Cattell, R. B. (1965). *The scientific analysis of personality*. Harmondsworth, England: Penguin Books.
- Cheng, A. & Zamarro, G. (2016). *Measuring Teacher Conscientiousness and its Impact on Students: Insight from the Measures of Effective Teaching Longitudinal Database*. EDRE Working Paper No. 2016-05.
- Chiang, G. C. (1991). *Student Ratings of Teachers, Teacher Psychological Type, and Teacher Classroom Behaviour: An Exploratory Study in Gifted Education* (UMI No. 9128966). (Unpublished Doctoral dissertation). Northwestern University. Evanston, USA.
- Chu, C. (2003). *A Study of the Relationship Between Personality Traits and Teaching Effectiveness of Teachers in Reward and Non-Reward Kindergartens in Taiwan* (UMI No. 3103355). (Unpublished Doctoral dissertation). Spalding University. Louisville, KY.
- Coakes, S. J. & Ong, C. (2010). *SPSS version 18. For windows: analysis without anguish*. Australia, AT: John Wiley & Sons.



- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2011). *Organizational Behavior: Improving performance and commitment in the workplace* (2 ed.). New York, USA: McGraw-Hill.
- Constantinos, M. K. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, *77*, 229 – 243.
- Costa Jr. P. T. & McCrae, R. R. (1996). Toward a new generation of personality theories: Theoretical contexts for the Five-Factor Model. In Wiggins J. S. (Ed.), *The Five-Factor Model of personality: Theoretical perspectives* (pp. 51–87). New York, NY: Guilford Press.
- Costa, Jr. P. T. & McCrae, R. R. (1987). Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology*, *52*(1), 81–90. doi:10.1037/0022-3514.52.1.81
- Costa, Jr. P. T. & McCrae, R. R. (1992). Four ways five factors are basic. *Journal of Personality and Individual Differences*, *13*(6), 653-665. doi:10.1016/0191-8869(92)90236-I
- Cramer, D. & Fong, J. (1991). Effect of rational and irrational beliefs on intensity and “inappropriateness” of feelings: A test of rational—emotive theory. *Journal of Cognitive Therapy and Research*, *15*(4), 319-329. doi: 10.1007/BF01205176
- Daneshfard, K. P. (2012). The relation between managers' personality characteristics and organizational commitment, and its dimensions in islamic azad university employees (faculty and non-faculty members). *Interdisciplinary Journal of Contemporary Research In Business*, *4*(7), 742-751.
- David, D., Lynn, S., & Ellis. A. (2010). *Rational and irrational beliefs. Implications for research, theory, and practice*. New York, NY: Oxford University Press.
- Digman, J. M. (1990). Personality structure: Emergence of the five-factor model. *Annual Review of Psychology*, *41*, 417-440.
- DiGuseppe, R. (2007). Rational-Emotive Behavioral Approaches. In H.T. Prout & D. T. Brown (Eds.), *Counseling and Psychology with Children and Adolescents: Theory and Practice for School and Clinical Settings* (pp. 279- 308). New York,: John Wiley & Sons, Inc.
- DiLorenzo, T. A., David, D., & Montgomery, G. H. (2007). The interrelations between irrational cognitive processes and distress in stressful academic settings. *Personality and Individual Differences*, *42*, 765-776.

- DiStefano, C., Zhu, M., & Mindrila, D. (2009). Understanding and Using Factor Scores: Considerations for the Applied Researcher. *Practical Assessment, Research & Evaluation, 14* (20).
- Dobson, K. S. (2010). *Handbook of Cognitive Behavioral Therapies. (3<sup>rd</sup> e.d.)*. New York: The Guilford Press. doi:10.1038/scientificamerican1062-93
- Dryden, W. & Neenan, M. (2004). *Rational Emotive Behavioural Counselling in Action*. London, UK: Sage Publications Ltd.
- Dryden, W. (1999). *Rational Emotive Behaviour Therapy : A personal approach*. United Kingdom, Winslow Press Limited.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor R. D., & Schellinger K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82* 405–432. doi:10.1111/j.1467-8624.2010.01564
- Ellis, A. & Beck, A. T. (2005). Discussion of Christine A. Padesky and Aaron T. Beck, "Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy". *Journal of Cognitive Psychotherapy, 19*(2), 181-185. doi:10.1891/jcop.19.2.181.66789
- Ellis, A. & Lynn, S. J. (2010). *Rational and Irrational Beliefs: Research, Theory and Clinical Practice*. New York: Oxford University Press.
- Ellis, A. & Wildle, E. J. (2002). *Case studies in rational emotive behavior therapy with students and adolescents*. New Jersey: Upper Saddle River.
- Ellis, A. (1962). *Reason and emotion in psychotherapy*. Secaucus, NJ: Citadel Press.
- Ellis, A. (1987). A Sadly Neglected Cognitive Element in Depression. *Cognitive Therapy and Research, 11*(1), 121-146.
- Ellis, A. (1991). *Reason and emotion in psychotherapy. (Revised and updated)*. New York: Carol Publishing Group.
- Ellis, A. (1995). Changing rational-emotive therapy (RET) to rational emotive behavior therapy (REBT). *Journal of Rational-Emotive and Cognitive-Behavior Therapy, 13* (2), 85-89. doi: 10.1007/BF02354453
- Ellis, A. (1995). Thinking Processes Involved in Irrational Beliefs and Their Disturbed Consequences. *Journal of Cognitive Psychology, 9* (2), 105-116.
- Ellis, A. (2003). Discomfort Anxiety: A New Cognitive-Behavioral Construct (Part II). *Journal of Rational Emotive and Cognitive-Behavior Therapy, 21* (3-4), 193-202.

- Ellis, A., & Dryden, W. (1987). *The practice of rational-emotive therapy*. New York: Springer.
- Ellis, A., Gordon, J., Neenan, M., & Palmer, S. (1997). *Stress counseling: A rational emotive behavior approach*. New York: Springer Publishing Company.
- Elmes, D. G., Kantowitz, B. H., & Roediger, H. L. (2011). *Research Methods in Psychology*. UK: Cengage Learning.
- Elmore, R. F. & Ellett, C. D. (2015). Personality Characteristics, Belief Systems, and Cognitive Performance of Exiting Teacher Education Students. *The Journal of Experimental Education*, 48 (2), 104-109. doi: 10.1080/00220973.1979.11011720
- Erdheim, J., Wang, M., & Zickar, M. J. (2006). Linking the Big Five personality constructs to organizational commitment. *Personality and Individual Differences*, 41(5), 959-970.
- Erdogan, B., & Bauer, T. N. (2005). Enhancing career benefits of employee proactive personality: The role of fit with jobs and organizations. *Personnel Psychology*, 58, 859–891.
- Eswaran, S., Islam, M. A., & Yusuf, D. H. M. (2011). A study of the relationship between the Big Five personality dimensions and job involvement in a foreign based financial institution in Penang. *International Business Research*, 4(4), 164-175.
- Eysenck, H. J., & Himmelfeit, H. T. (1947). *Dimensions of personality; a record of research carried out in collaboration with H.T. Himmelfeit [and others]*. London: Routledge & Kegan Paul.
- Eysenck, H. J. & Eysenck, S. B. G. (1968). *Manual for the Eysenck Personality Inventory*. San Diego, CA: Educational and Industrial Testing Service.
- Eysenck, H. J. & Eysenck, S. B. G. (1969). *Personality structure and measurement*. London, UK: Routledge & Kegan Paul.
- Eysenck, H. J. (1953). The scientific study of personality. *British Journal of Mathematical and Statistical Psychology*, 6(1), 44-52. doi:10.1111/j.2044-8317.1953.tb00132.x
- Feist, J. & Feist, G. J. (2009). *Theories of Personality*. New York: McGraw-Hill.
- Feist, J. & Feist, G. J. (1998). *Theories of Personality*. New York: McGraw-Hill.

- Festinger, L. (1957). *A Theory of cognitive dissonance*. Stanford, CA: Stanford University Press.
- Festinger, L. (1962). Cognitive dissonance. *Scientific American*, 207(4), 93-107.
- Fiske, D. W. (1949). Consistency of the factorial structures of personality ratings from different sources. *Journal of Abnormal and Social Psychology*, 44, 329-344.
- Flower, Jr. F. J. (2014). *Survey research methods*. London, UK: Sage Publication.
- Freud, S. & Hubback, C. J. M. (2010). *Beyond The Pleasure Principle (1922)*. Montana, US: Kessinger Publishing LLC.
- Freud, S. (1973). Analysis Terminable and Interminable. *International Journal of Psycho Analysis* 18, 373-405
- Friedman, H. S., & Schustack, M. W. (2011). *Personality: Classic Theories and Modern Research (4<sup>th</sup> ed.)*. Pearson International Edition.
- Gage, M. L. (1965). Desirable behavior of teacher. *Urban Education*, 1, 85-95.
- Gazibara, T. & Ross, S. R. (2007). *The Road to Tolerance: The Philosophy of Rational Emotive Behavior Therapy*. New York, USA: Prometheus Books.
- Ghumman, A. & Shoab, M. (2013). Personality Traits Linked with Irrational Beliefs: A Case of Adults, Gujrat-Pakistan. *Middle-East Journal of Scientific Research*, 16(4), 496-501. doi: 10.5829/idosi.mejsr.2013.16.04.11755
- Goldberg, L. R. (1981). Language and individual differences: The search for universals in personality lexicons. In L. Wheeler (ED.), *Review of personality and social psychology* (Vol. 2 pp. 141-156). Beverly Hills, CA: Sage.
- Goldfried, M. R. & Sobocinski, D. (1975). Effect of irrational beliefs on emotional arousal. *Journal of Consult Clinical Psychology*, 43(4), 504-510.
- Gosling, S. D., Rentfrow, P. J., & Swann Jr, W. B. (2003). A very brief measure of the Big-Five personality domains. *Journal of Research in Personality*, 37(6), 504-528.
- Graziano, A. M. & Raulin, M. K. (2010). *Research methods: a process of inquiry*. Boston: Allyn and Bacon.
- Greenglass, E. R., Burke, R. J., & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: examination of a model. *Work & Stress*, 11 (3), 267-278.

- Hair, J. F., Money, A. H., Samouel, O., & Page, M. (2007). Research methods for business. *Education+Training*, 49, 336-337.
- Harwood, T. M., Beutler, L. E., & Groth-Marnat, G. (2011). *Integrative assessment of adult personality*. New York, UK: Guilford Publication Inc.
- Hirschhorn, L. (1990). *The workplace within: psychodynamics of organizational life*. Cambridge, MASS: The MIT Press.
- Ho, R. (2014). *Handbook of univariate and multivariate data analysis with IBM SPSS*. Boca Raton: Taylor & Francis.
- Huey, S. J. & Weisz, J. R. (1997). Ego control, ego resiliency, and the five-factor model as predictors of behavioral and emotional problems in clinic-referred children and adolescents. *Journal of Abnormal Psychology*, 106, 404-415.
- Hurtz, G. M. & Donovan, J. J. (2000). Personality and job performance: the Big Five revisited. *Journal of Applied Psychology*, 85, 869–879. doi:10.1037/0021-9010.85.6.869
- Hyland, P., Shevlin, M., Adamson, G., & Boduszek, D. (2014). The moderating role of rational beliefs in the relationship between irrational beliefs and posttraumatic stress symptomology. *Behavioural and Cognitive Psychotherapy*, 42(3), 312-326. doi:10.1017/S1352465813000064
- Irshad, E., & Naz, S. (2011). Job satisfaction, organizational commitment and personality traits: A relationship study. *The Journal of Humanities and Social Sciences*, 19(2), 37-60.
- John, O. P., & Srivastava, S. (1999). *The Big-Five trait taxonomy: History, measurement, and theoretical perspectives*. (Vol.2). New York, USA: Guilford Press.
- John, O. P., Robins, R. W., & Pervin, L. A. (2008). *Handbook of personality: theory and research*. New York: The Guilford Press.
- Judge, T. A. & Bono, J. E. (2000). Five-factor model of personality and Transformational Leadership. *Journal of Applied Psychology*, 85(5), 751-765. doi:10.1037//0021-9010.85.5.751
- Kazem, B. B., & Zahra, G. (2016). Predicting mental health based on irrational beliefs of regular and special primary school teachers of Yard, Iran. *Journal of Knowledge & Research in Applied Psychology*, 17(2), 88-97.
- Khoo, H. X. (2015). *Irrational Beliefs as Mediator in the Relationship Between Activating Event and Stress among Secondary School Teachers in Skudai*

- Zone. (Unpublished master's thesis). Universiti Teknologi Malaysia. Skudai, Johor.
- Khurshid, F. (2011). Personality's of Big Five Factors of the Universities Teachers. *British Journal of Humanities and Social Sciences*, 2(2), 80-90.
- Krejcie, R. V. & Morgan, D. M. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Larsen, R. J. & Buss, D. M. (2014). *Personality Psychology: Domains of Knowledge about Human Nature*. (5<sup>th</sup> e.d.). New York, USA: McGraw-Hill.
- Laura, B. T. & Maria, P. U. (2006). Teachers' Irrational Beliefs and Their Relationship to Distress in the Profession. *Psychology in Spain*, 10(10), 88-96.
- Lustman, P.J., Griffith, L. S., Freedland, K. E., Kissel, S. S., & Clouse, R. E. (1998). Cognitive Behavior Therapy for Depression in Type 2 Diabetes Mellitus: A Randomized, Controlled Trial. *Annals of Internal Medicine*, 129, 613-621. doi: 10.7326/0003-4819-129-8-199810150-00005
- MacInnes, D. (2004). The theories underpinning rational emotive behaviour therapy. *International Journal of Nursing Studies*, 41, 685–695.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family practice*, 13(6), 522-526.
- Mastura, M. (2012). *Mediating Effect of Irrational Beliefs In The Relationship Between Stress Exposure and Reaction of Stress Among Fully Residential School Teachers in Johor*. Unpublished Report of Potential Academic Staff (PAS), Research University Grant (RUG). Q.J.130000.2729.00K02. (2012-2013).
- Mastura, M. (2015). *The Analysis of Validity and Reliability of Questionnaire of Teachers Irrational Beliefs-Revised (QTIB-R) for Secondary School Teachers*. Unpublished Report of Potential Academic Staff (PAS), Research University Grant (RUG). Q.J.130000.2729.00K02. (2012-2013).
- Matthews, G., Deary, I. J. &Whiteman, M. C. (2009). *Personality traits* (3<sup>rd</sup> e.d.). Cambridge: Cambridge University Press.
- McCrae, R. R. & Costa, P. T., Jr. (1987). Validation of the five-factor model of personality across instruments and observes. *Journal of Personality and Social Psychology*, 52, 81-90.

- McCrae, R. R., Terracciano, A. & 78 Members of the Personality Profiles of Cultures Project. (2005). Universal features of personality traits from the observer's perspective: Data from 50 cultures. *Journal of Personality and Social Psychology*, 88(3), 547–561. doi:10.1037/0022-3514.88.3.547
- McGrath, A. E. (2011). *Christian Theology: An Introduction*. New Jersey, USA: Wiley-Blackwell.
- Meehan, K. E. (2011). *Examining the Relationship between Irrational Beliefs, Rational Emotive Coping Strategies, and Teachers Burnout*. New York: ProQuest.
- Ministry of Education Malaysia (2017). *Quick Facts 2016 (Malaysia Educational Statistics)*. Putrajaya: Ministry of Education Malaysia.
- Mkoji, D. & Sikalieh, D. (2012). *The Five-Factor Model of Personality in the Workplace*. Available at: <http://www.personalityresearch.org/papers/neubert.html>
- Monnete, D. R., Sullivan, T. J., DeJong, C. R., & Hilton, T. P. (2014). *Applied social research: A tool for the human services (9th e.d.)*. Belmont, C.A.: Brooks/Cole, Cengage Learning.
- Najafi, A. (2016). The relationship between personality traits, irrational beliefs and Couple Burnout. *International Academic Journal of Social Sciences* 3(1), 1-7.
- Nguyen, N. T., Allen, L. C., & Fraccastoro, K. (2005). Personality predicts academic performance: exploring the moderating role of gender. *Journal of Higher Education Policy and Management*, 27, 105–116. doi:10.1080/13600800500046313
- Noraini, R., Norashikin, M., & Lily Suriani, M. A. (2015). Association between Personality Traits and Job Performance among Secondary School Teachers. *International Academic Research Journal of Social Science*, 1(2), 1-6.
- Norman, W. T. (1967). *2800 personalities trait descriptor: Normative operating characteristics for a university populations*. Ann Arbor, MI: Department of Psychology, University of Michigan.
- Nurul Iza. (2013). *Kepercayaan Tidak Rasional Sebagai Perantara antara Perisitwa Tekanan dan Tahap Tekanan dalam Kalangan Guru Sekolah Berasrama Penuh di Johor, Malaysia*. Ijazah Sarjana Pendidikan, Universiti Teknologi Malaysia, Skudai.

- Ozer, E. A., & Akgun, O. E. (2015). The Effects of Irrational Beliefs on Academic Motivation and Academic Self-efficacy of Candidate Teachers of Computer and Instructional Technologies Education Department. *Procedia – Social and Behavioral Sciences*, 197, 1287-1292. doi:10.1016/j.sbspro.2015.07.401
- Padesky, C. A. & Beck, A. T. (2003). Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy. *Journal of Cognitive Psychotherapy: An International Quarterly*, 17(3), 221-224.
- Pallant, J. (2010). *SPSS Survival Manual 4<sup>th</sup> Edition*. Allen & Uniwin Book Publishers, Australis.
- Pandey, N. S. & Kavitha, M. (2015). Relationship between Teachers' Personality Traits and Self Efficacy: An Empirical analysis of School Teachers in Karaikal Region. *Pacific Business Review International*, 8(3), 37-42.
- Polmin, R. & Daniels, D. (2011). Why are children in the same family so different from one another? *International Journal of Epidemiology*, 40(3), 563-582. doi: 10.1093/ije/dyq148
- Popov, B., Popov, S., & Damjanovic, R. (2015). The role of stressors at work and irrational beliefs in the prediction of teacher's stress. *Primenjena Psihologija*, 8(1), 5-23.
- Runco, M. A. (2007). *Personality and motivation*. In M. A. Runco (Ed.), *Creativity* (pp. 279-317). Burlington: Academic Press.
- Samar, S. M., Walton, K. E., & McDermut, W. (2013). Personality Traits Predict Irrational Beliefs. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 31, 231-242. doi: 10.1007/s10942-013-0172-1
- Sava, F. A. (2009). Maldaptive Schemas, Irrational Beliefs, and Their Relationship with the Five Factor Personality Model. *Journal of Cognitive and Behavioral Psychotherapies*, 9(2), 135-147.
- Schiffman, L. (2008). *Consumer Behavior*. New Delhi, India: Prentice Hall.
- Sehgal, M. & Kaur (1995). *Teacher as an Agent of Mental Health: A Cross Cultural Confirmation*. Proceedings of World Congress of Cultural Psychiatry, March.
- Sekaran, U. & Bougie, R. (2010). *Research Methods for Business: a skill-building approach*. Chichester: Wiley.
- Stanciu, M. M., Dumitru, H., Mocanu, D., Mihoc, A., Gradinaru, B. G., & Panescu, C. (2014). The Connection between Gender, Academic Performance,



- Irrational Beliefs, Depression and Anxiety among Teenagers and Young Adults. *Romanian Journal of Cognitive Behavioral Therapy and Hypnosis*, 1(2), 1-13.
- Stewart, J. & Harte, V. (2011). What is theory? *Journal of European Industrial Training*, 35(3), 221-229. doi:10.1108/03090591111120386
- Szentagotai, A., David, D., Lupu, V., & Cosman, D. (2008). Rational emotive behaviour therapy versus medication in the treatment of major depressive disorder: mechanisms of change analysis. *Psychotherapy Theory, Research and Practice*, 4, 523-525.
- Tanhan, F. (2014). An Analysis of Factors Affecting Teachers' Irrational Beliefs. *Educational Sciences: Theory & Practice*, 14(20), 465-470. doi: 10.12738/estp.2014.2.172
- Terjesen, M. D. & Kurasaki, R. (2009). Rational emotive behavior therapy: applications for working with parents and teachers. *Estudos de Psicologia (Campinas)*, 26(1), 3-14. doi:10.1590/S0103-166X2009000100001
- Thomson, A. C. (2011). *Teacher Personal and Professional Characteristics Contributions of Emotional Support and Behavior Guidance in Early Childhood Classroom*. Carolina, Greensboro: The University of North Carolina.
- Trouba, E. J. (2007). *A person-organization fit study of the Big Five personality model and attraction to organizations with varying compensation system characteristics*. Unpublished PhD dissertation. DePaul University, Chicago.
- Turner, M. J. & Barker, J.B. (2015). Examining the Effects of Rational Emotive Behavior Therapy (REBT) on the Irrational Beliefs of Blue-Chip Professionals. *Journal of Rational Emotive & Cognitive-Behavior Therapy*, 33(1), 17-36. doi: 10.1007/s10942-014-0200-9
- Vida, N. H. (2010). *The Effect of Personality and Coping on Perceived Work Stress among the White Collar Workforce in Hongkong PGDP*. Hongkong.
- Warren, J. M. (2011). School counselor consultation: Teachers' experiences with rational emotive behavior therapy. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 31 (1), 1-15. doi:10.1007/s10942-011-0139-z
- Warren, J. M. (2012). Mobile mind mapping: Using mobile technology to enhance rational emotive behavior therapy. *Journal of Mental Health Counseling*, 34 (1), 72-81.

- Warren, J. M. (2013). School Counselor Consultation: Teacher's Experiences with Rational Emotive Behavior Therapy. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 31 (1), 1-15. doi: 10.1007/s10942-011-0139-z
- Wiersma, W. (2000). *Research in education: An introduction*. Boston: Allyn and Bacon.
- Wilkinson, D. & Birmingham, P. (2003). *Using research instruments: A guide for researchers*. Psychology Press.
- Yazdi, M.F., Baghianimoghadam, M. H., & Gerami, M. H. (2015). The Effect of Learning Coping Strategies with Irrational Beliefs based on the Theory of Rational-Emotional Alice on Students' Attitude toward Premarital Relations in Yazd-Iran. *International Journal of Pediatrics*, 3(6), 1153-1160.
- Zhang, L. F. (2007). Do personality traits make a difference in teaching styles among Chinese high school teachers? *Personality and Individual Differences*, 43(4), 669-679. doi:10.1016/j.paid.2007.01.009