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Selected Dispositional Correlates of Teachers’ Job Satisfaction

Wybrane osobowościowe predyktory satysfakcji z pracy nauczycieli

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Abstract

Aim. The aim of the research was to find out the relationship between teachers’ job satisfaction and personality traits. The teaching profession belongs to the group of professions that serve other people in a special way. It involves numerous stressors that determine the quality and effectiveness of work. Personality traits may make it easier or more difficult to cope with the difficulties of the teacher’s profession and thus favour or prevent the teacher from achieving job satisfaction.

Methods and materials. Two research tools were used in the research: the Life Satisfaction Scale and the HEXACO-PI-R personality questionnaire. The research was conducted on a random sample of teachers of different ages and with various years of experience. The collected data were subjected to statistical analysis to identify significant relationships between variables.

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Results and conclusion. The study showed a significant, positive relationship between the job satisfaction of the surveyed teachers and the level of their extroversion and conscientiousness. Therefore, it can be assumed that the surveyed teachers who achieve high results in terms of the traits of extroversion and conscientiousness are more satisfied with their work than other teachers. The remaining variables tested with the HEXACO-100 questionnaire, *i.e.*, honesty-humility, emotionality, agreeableness and openness to experience, did not correlate with the variable job satisfaction. Moreover, it was demonstrated that there are statistically significant differences in the level of extroversion of teachers of different ages. There were no statistically significant differences between teachers with different levels of professional advancement in terms of the level of conscientiousness.

Keywords: job satisfaction, teacher, personality traits, pedeutology, model HEXACO

Abstrakt

Cel. Celem badań było poznanie związku pomiędzy satysfakcją z pracy u nauczycieli a cechami osobowości. Zawód nauczyciela należy do grupy zawodów, które w szczególny sposób służą innym ludziom. Wiążą się z nim liczne stresory, które warunkują jakość i efektywność pracy. Cechy osobowości mogą ułatwiać lub utrudniać radzenie sobie z trudnościami zawodu nauczyciela, a tym samym sprzyjać lub nie osiągnięciu przez niego satysfakcji z pracy.

Metody i materiały. W badaniach zostały wykorzystane dwa narzędzia badawcze: Skala Satysfakcji z *Życia* oraz kwestionariusz osobowości HEXACO-PI-R. Badania przeprowadzono na losowej próbie nauczycieli w różnym wieku i o różnym stażu pracy. Zgromadzone dane poddano analizie statystycznej w celu zidentyfikowania istotnych związków pomiędzy zmiennymi.

Wyniki i wnioski. W badaniu wykazano istnienie istotnego, dodatniego związku pomiędzy satysfakcją z pracy u badanych nauczycieli a poziomem ich ekstrawertyczności oraz sumienności. Można więc przyjąć, że badani nauczyciele, osiągający wysokie wyniki w zakresie cech ekstrawertyczność i sumienność są bardziej zadowoleni z pracy niż pozostali pedagodzy. Pozostałe zmienne badane kwestionariuszem HEXACO-100 tj. uczciwość-pokora, emocjonalność, ugodowość oraz otwartość na doświadczenia nie korelowały ze zmienną satysfakcja z pracy. Ponadto wykazano istnienie istotnych statystycznie różnic w poziomie ekstrawertyczności nauczycieli w różnym wieku. Nie wykazano istnienia istotnych statystycznie różnic pomiędzy nauczycielami o różnym poziomie awansu zawodowego w zakresie poziomu sumienności.

Słowa kluczowe: cechy osobowości, satysfakcja z pracy, nauczyciel, HEXACO, pedeutologia

Introduction

Teachers are people who are professionally trained to educate other people. By working with others, they impart knowledge, influence attitudes, shape skills, and help people understand reality and navigate it effectively. This profession belongs to a group of professions that especially serve other people. The teaching profession is also associated with the concept of ethos – a collection of ideals, norms and ways of behaving.

The teaching profession involves multiple stressors that affect the quality and effectiveness of a teacher's work: student behaviour and characteristics that conflict with the teacher's educational objectives as well as expectations, acts of aggression, problems within the group, antisocial and criminal tendencies that threaten the teacher's work, tensions among teachers, unreasonable demands from superiors, negative institutional factors, the need for continuous improvement, and cooperation with students' parents. Studies related to burnout among teachers reveal factors such as low pay, low social status, conflicting demands, ideologization, the threat of disciplinary consequences, negative school management style, powerlessness, and depersonalisation (Şek, 2004). Personality traits can make it easier or more difficult to cope with the difficulties of the teaching profession and thus contribute to or hinder job satisfaction.

Theoretical background

Job Satisfaction – Concept and Research Models

Job satisfaction is one of the central concepts in occupational psychology. Edwin A. Locke (1969) defines it as a function of the employee's perceived level of consistency between their expectations of the job and what the job actually delivers. He points out that job satisfaction is influenced by both factors related to the employee and situational variables. Oswald Neuberger and Mechthild Allerbeck (1978) define job satisfaction as an attitude towards one's own professional situation, emphasising the active role of the individual who learns about the work environment and evaluates and chooses it. Howard M. Weiss (2002) defines job satisfaction as a kind of judgement, the content of which is an assessment (positive or negative) of one's own professional situation. Meanwhile, Zalewska (2003) indicates in her definition of job satisfaction the cognitive aspect, which she calls job satisfaction, and the emotional aspect, emotional evaluation of work, well-being or mood in the workplace. As Yvonne Ferreira (2020) notes, most attempts to define the concept of job satisfaction refer to other constructs, such as needs, dispositions, attitudes, cognitions or emotions.

According to Lutz von Rosenstiel *et al.* (2005), few concepts in occupational psychology have been the subject of such long-term research efforts. The history of re-

search into job satisfaction dates back to the beginning of the last century and has seen periods of ups and downs. The phase of intensive research into the correlates of job satisfaction in the 1970s initially brought disappointment due to the lack of clear results, and later attempts to revise the dominant model of correlational research in favour of factor analyses. More recent studies confirm the predictive value of this construct, both in the context of organisational effectiveness (Fischer & Fischer, 2005; Judge & Bono, 2001), as well as its relationship with employees' sense of personal well-being or happiness (Bowling *et al.*, 2011; Warr, 2007). In addition to studies in which job satisfaction appears as a predictor variable, a series of papers also analyse the factors explaining this variable. Ira Levin and Joseph P. Stokes (1989) divide job satisfaction research into two streams: the first consists of analyses of situational factors correlating with changes in employee satisfaction, such as working conditions, organisational structure, salary level, management style, and promotion opportunities. Representatives of the second strand seek available correlates of this construct, including variables such as affectivity, stress resistance and personality traits.

Initially, research on job satisfaction was dominated by analyses representing the first of these trends. The work of Benjamin Schneider and Peter H. Dachler (1978), which proved that job satisfaction remains at a similar level over longer periods of time, inspired the development of research relating this construct to dispositional variables. Barry M. Staw and Jerry Ross (1985) confirmed that measures of job satisfaction were relatively stable over a period of two ($r = 0.42, p < 0.01$) to even five years ($r = 0.29, p < 0.01$) and also found that job satisfaction remains stable even among employees who change jobs. Staw and colleagues (1986) showed that a clinical assessment of an individual's temperament traits made during childhood can be a predictor of the level of life satisfaction measured in adulthood. Ricky Griffin (1988), however, proved that the introduction of innovations aimed at improving working conditions only temporarily modifies the level of employee satisfaction, which, after some time, returns to the state it was in before the change was introduced.

These studies formed the basis for the hypothesis that an individual's dispositions are important for their perceived job satisfaction and inspired psychologists to seek answers to the question of which dispositional traits correlate with this construct and in which ways. Today, as Judge *et al.* (2001), few researchers question the thesis that job satisfaction also has its roots in dispositional traits, and analyses devoted to identifying the interaction between these variables constitute a separate strand of research within occupational psychology. In analysing the achievements in this area, these authors distinguish two groups of studies (Judge *et al.*, 2001). Representatives of the first group, referred to as indirect studies, attempt to prove the dispositional basis of job satisfaction through logical reasoning, without measuring personality variables. Examples of work in this stream include the aforementioned study of job

satisfaction by Staw and Ross (1985), which proves the stability of this variable and its relative independence from situational factors, and the study by Richard D. Arvey *et al.* (1989), who demonstrated a significant similarity in the level of job satisfaction among 34 pairs of identical twins raised from early childhood in different environments.

The limitation of indirect research is the inability to identify dispositional variables, as they do not answer the question of which dispositional characteristics of an individual influence their perceived job satisfaction. This deficit is filled by direct research, representing the second of the discussed trends, focused on searching for relationships between specific personality traits and job satisfaction. An example of this type of research is analyses proving the correlation between the level of job satisfaction and dispositional traits such as affectivity (positive or negative; Watson *et al.*, 1988), self-esteem, sense of control, sense of efficacy, and level of neuroticism (Judge *et al.*, 1997). This trend also includes studies seeking relationships between job satisfaction and variables from Eysenck's personality models, the Big Five or HEXACO.

Personality Traits as Predictors of Job Satisfaction

The term *personality* was introduced into science in the twentieth century by French psychiatrists Pierre Janet and Jean-Martin Charcot. Colloquially, personality is associated with what is unique in an individual, what is specific to them, and what distinguishes them from others (Oleś, 2018). In a literature review, Gordon Allport identified nearly 50 definitions of personality and most generally defined it as "what a person really is" (Hall *et al.*, 2006). According to Lawrence A. Pervin (2002, as cited in Oleś, 2018, p. 26):

[...] personality is a complex whole of thoughts, emotions and behaviours that gives direction and pattern (coherence) to a person's life. Like the body, personality consists of both structures and processes, and reflects the influence of both nature (genes) and environment. The concept of personality also includes the temporal aspect of human functioning, as personality contains memories of the past, mental representations of the present, and expectations of the future.¹

The literature on the subject contains a series of theories that aim to explain the relationship between personality and job satisfaction. Veixi Kang and Antonio Malvaso (2023) consider the most important of these to be the fit theory, the self-regulation theory, and the social learning theory. The first assumes that job satisfaction reaches a high level when the requirements of the job are in harmony with the employee's personality traits. For example, an extrovert will be more satisfied with a job that gives them the opportunity to interact socially frequently.

¹ Authors' own translation.

The theory of self-regulation assumes that personality traits such as conscientiousness and neuroticism are important predictors of job satisfaction because they correlate with an individual's ability to manage their own emotions and behaviour in the workplace. Conscientious individuals are more effective at controlling their workload, while emotionally stable individuals are better at coping with challenges and stress, which contributes to higher job satisfaction.

Social learning theory assumes that the social environment at work and variables such as feedback from colleagues and the overall work culture shape an employee's personality, which is why job satisfaction should be understood as the product of interactions between an employee's personality traits and the characteristics of the environment in which the employee works.

Many concepts of personality differ in their approach to its structure and dynamics (Oleś, 2018). Currently, one of the most popular is the Five Factor Model of Personality by Paul T. Costa and Robert R. McCrae (Strelau & Doliński, 2008). This model is also preferred in research on job satisfaction (Barrick & Mount, 1991). According to its assumptions, personality can be described through five main dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (emotionality). The so-called *lexical hypothesis*, which assumes that significant individual differences are reflected in natural language, played an important role in the development of this model (Oleś, 2018).

Lexical research in recent years suggests the need to revise the Big Five model and identify an additional, sixth dimension describing the moral aspect of human functioning (Oleś, 2018). An example of a concept that takes this dimension into account is the HEXACO model, which assumes the existence of six main dimensions of personality: honesty-humility (H), emotionality (E), extraversion (X), agreeableness (A), conscientiousness (C), and openness to experience (O). The model has several elements in common with other trait models, but its difference consists of the addition of the honesty-humility dimension. Furthermore, research on this model suggests that the factors of agreeableness and emotionality differ in content from their counterparts in the five-factor model (Lee & Ashton, 2018).

Teacher Personality – a Humanistic Approach

What personality traits should teachers have, since it is known that their work is related to competencies described as crucial, which are constantly changing in the world around them? Skills such as critical thinking, problem solving, teamwork, communication and negotiation, analytical skills, creativity and intercultural skills are part of all central competencies (Śliwa, 2021). Students particularly value teachers who are able to create a master-student relationship. A socially responsible school, which occupies a central place in the local community, contributes to the high prestige of its teachers,

who establish their position through their work with students and other stakeholders in school life, especially parents (Smak & Walczak, 2015).

The humanistic psychology movement, known as the “third force,” treats humans holistically, and its main representatives are Abraham Maslow and Carl Rogers (Liberska, 2011). Maslow assumed that a person with a self-actualising and mentally healthy personality has a high sense of security and self-acceptance. He later supplemented this with the following characteristics: independence, self-confidence, acceptance of oneself and others, simplicity, spontaneity, need for privacy, creativity, sense of humour, and presence of mythical experiences (Strelau & Doliński, 2008). Maslow (2006) organised needs from physiological at the lowest level of the pyramid of needs, through the needs for safety, belonging and recognition, to the needs for self-actualisation at its highest level. He called the needs for self-actualisation, such as truth, beauty, goodness, order, simplicity, self-sufficiency and others, the values of existence or meta motives. He identified them as growth needs, the fulfilment of which stimulates the need. The remaining needs are deficiency needs – if they are satisfied, they temporarily expire. At the level of self-actualisation, needs are most individualised, but their common feature is the satisfaction of physiological needs, safety, as well as love and respect (Maslow, 2006). Maslow stated that human needs are variable over time and result from personality development, which means that as an individual develops, they attach less and less importance to lower-order traits, and personality traits corresponding to higher-order traits become more important.

The natural tendency to develop one's own abilities and potential, referred to as self-actualisation, was described by Rogers. The author claimed that the self-image is formed during adolescence and consists of personality traits, relationships with others and evaluations, *i.e.*, valuations. Two needs are particularly important for self-actualisation: positive esteem (attitude) from the environment and the need for self-esteem. Personality development is only possible with the unconditional positive regard of the environment towards a particular person.

The theory of self-determination continues the idea of the humanistic approach and was developed by Edward Deci and Richard Ryan. The authors of this theory assume that needs drive behaviour. They defined three equivalent needs: competence, relatedness, and autonomy. This theory assumes two types of motivation – external and internal. An important role in maintaining internal motivation is provided by support through social context or environmental conditions, interest in activities, adequate design of tasks assigned to job positions, praise, positive evaluations, and feedback. Conversely, factors that weaken motivation include external control, competition, and monetary rewards (especially inadequate ones; Strojna, 2015).

Regardless of the name of the theory, the school of thought from which it derives, or the modification of the names of needs, it can be said that each of them

draws attention to the satisfaction of human needs, the motivation to fulfil them, and the consequences of their satisfaction or deficiency. According to Oleś (2012), satisfaction is not only the result of assimilation (alignment of personal development with personal goals) and accommodation (adjustment of goals and conditions to personal and environmental capabilities), but also of transgression, *i.e.*, overcoming personal limitations, exploring the unknown, engaging in new activities, and sacrificing oneself for the good of others. These behaviours vary depending on individual characteristics and, in addition, arise and change over time. The answer to the question of whether teachers experience job satisfaction and what psychological characteristics determine it will be presented later in this paper.

Research Methodology

The aim of the study was to investigate the relationship between job satisfaction among teachers and personality traits. The main problem was formulated in the form of a question:

Q1: Is there a relationship between the level of job satisfaction among the teachers surveyed and their personality traits as measured by the HEXACO-100 questionnaire, and if so, what is it?

Because the HEXACO personality model is relatively new, there is a limited number of studies on personality predictors of job satisfaction using this model (Tatar *et al.*, 2019), and those that do exist concern other professional groups.

Many more studies are using the Big Five model and meta-analyses of these studies (Bruk-Lee *et al.*, 2009; Judge *et al.*, 2002), although the personality dimensions included in it are not fully identical to the HEXACO model (Ashton & Lee, 2020). Based on the available literature, the following hypotheses were formulated:

H1: There is a positive correlation between the level of job satisfaction and the level of extraversion among the teachers surveyed.

H2: There is a positive correlation between the level of job satisfaction and the level of conscientiousness among the teachers surveyed.

H3: There is a positive correlation between the level of job satisfaction and the level of agreeableness among the teachers surveyed.

H4: There is a negative correlation between the level of job satisfaction and the level of emotionality among the teachers surveyed.

Two research instruments were used in the study. The *Satisfaction With Life Scale* [SWLS] (Diener *et al.*, 1985) was modified to measure job satisfaction (*Job Satisfaction Scale* – Zalewska, 2003). The author of the *Job Satisfaction Questionnaire* (SSP), Zalewska, constructed a short, several-item scale to measure overall job satisfaction. In the survey, respondents were asked 5 statements about work: 1) “In many ways, my

job is close to ideal”; 2) “I have great working conditions”; 3) “I am satisfied with my job”; 4) “So far, I have been able to achieve what I wanted at work”; and 5) “If I had to decide again, I would choose the same job.”

The second questionnaire used in the study was the HEXACO-PI-R personality questionnaire by Kibeom Lee and Michael C. Ashton, Polish adaptation: Ewa Skimina, Włodzimierz Strus, Jan Cieciuch, Piotr Szarota, and Paweł K. Izdebski (2020). The 100-item version (HEXACO-100) was used for the study. The questionnaire is interpreted at the level of scales and subscales. The aspect at the intersection of honesty-humility, emotionality, and agreeableness is altruism, which is diagnosed as a personality trait in this questionnaire.

A total of 102 respondents participated in the study. The sample was selected randomly. Among the respondents, there were 94 women (92.2%) and 8 men (7.8%). The group was diverse in terms of age. 4.9% of respondents were under 30 years of age, 53.9% were between 30 and 49 years of age, and 41.2% were 50 years of age and older. Among all respondents, the largest group were those with over 31 years of service (job seniority) – 33.3%, followed by those with 21 to 30 years of service – 31.4%. Teachers with 10 to 20 years of experience accounted for 18.6% of all respondents, while the smallest group consisted of teachers with up to 10 years of experience (16.7%). Certified teachers dominated among the respondents – 71.6%, while contract teachers – 11.8% and appointed teachers – 11.8% were smaller in number, and the smallest group was that of trainee teachers – 4.9% of respondents.

The research was conducted between February and April 2022 using an online questionnaire. Due to the COVID-19 pandemic, the HEXACO and SSP research tools used in the study were coded in Google Forms and sent to teachers from various provinces in Poland representing different types of schools. Due to the fact that the focus of this study was on dispositional rather than situational predictors of teachers' job satisfaction, no data on the type of school or its location were collected in the survey.

Research Results

Descriptive statistics for the variables analysed are presented in Table 1.

Table 1

Statistical description of the variables analysed (N = 102)

Variable	<i>M</i>	<i>SD</i>	<i>S</i>	<i>K</i>	<i>Min</i>	<i>Max</i>
Honesty-humility	65.1	8.8	-0.7	0.2	40.0	80.0
Emotionality	56.2	9.1	-0.6	0.1	30.0	74.0

Variable	<i>M</i>	<i>SD</i>	<i>S</i>	<i>K</i>	<i>Min</i>	<i>Max</i>
Extroversion	57.8	8.7	0.1	0.0	33.0	78.0
Agreeableness	52.9	8.8	-0.6	0.7	24.0	70.0
Conscientiousness	64.6	8.3	-0.3	-0.8	45.0	79.0
Openness to experience	60.6	8.5	-0.4	-0.1	34.0	78.0
Job satisfaction	18.6	4.1	-0.5	-0.1	6.0	25.0

To answer the first research question, the relationship between teachers' job satisfaction and the intensity of personality traits measured by the HEXACO-100 questionnaire was examined. As the distribution of the job satisfaction variable differed significantly from the normal distribution (Table 2), Spearman's non-parametric *rho* correlations were used to examine the correlations between the variables.

Table 2

Normal distribution of the analysed variables (N = 102) – Kolmogorov–Smirnov test

	<i>K-S test</i>	<i>df</i>	<i>p</i> significance
Job satisfaction	0.103	102	0.009
Honesty – humility	0.106	102	0.007
Emotionality	0.102	102	0.011
Extroversion	0.063	102	0.200
Agreeableness	0.066	102	0.200
Conscientiousness	0.087	102	0.054
Openness to experience	0.099	102	0.015

The results of the correlation study are presented in Table 3. A statistically significant, positive, moderately strong correlation was found between teachers' job satisfaction and their level of extraversion, and a statistically significant, positive, weak correlation between teachers' job satisfaction and their level of conscientiousness. This means that the higher the level of extroversion and conscientiousness of a teacher, the more satisfied they are with their work. However, no statistically significant relationships were found between teachers' job satisfaction and their levels of honesty-humility, emotionality, agreeableness, and openness to experience.

Table 3

Correlations between teachers' job satisfaction and HEXACO-100 personality traits (N = 102)

Variable	Coefficient	Job satisfaction
Honesty – humility	<i>rho</i>	0.108
	<i>p</i>	0.278
Emotionality	<i>rho</i>	0.152
	<i>p</i>	0.128
Extroversion	<i>rho</i>	0.332**

Variable	Coefficient	Job satisfaction
	<i>p</i>	0.001
Agreeableness	<i>rho</i>	0.192
	<i>p</i>	0.053
Conscientiousness	<i>rho</i>	0.227*
	<i>p</i>	0.022
Openness to experience	<i>rho</i>	0.173
	<i>p</i>	0.083

Note. * correlation significant at the $p < 0.05$ level; ** correlation significant at the $p < 0.01$ level.

After establishing that the personality traits correlating with the level of job satisfaction among the surveyed teachers are extraversion and conscientiousness, two additional research questions were formulated, the aim of which was to determine the relationship between these personality traits and selected demographic variables:

Q2: Do teachers of different ages differ in their level of extraversion?

P3: Do teachers at different levels of professional advancement differ in their level of conscientiousness?

It was assumed that:

H2: The younger the teachers, the higher their level of extraversion.

H3: Teachers at different levels of professional advancement differ significantly in their level of conscientiousness.

To answer the second research question, it was examined whether teachers of different ages differ in their level of extraversion. The groups of people of different ages differed significantly in terms of sample size ($\chi^2(2) = 39.59, p < 0.001$). The distribution of the extroversion variable was close to normal in each of the groups studied (Table 4). The variances of the dependent variable in individual groups were heterogeneous, which was examined using Levene's test of homogeneity of variance ($F(2, 99) = 3.34, p = 0.040$). Due to the fact that the assumption of equal group sizes and homogeneity of variance was not met, the non-parametric Kruskal-Wallis test was used to examine intergroup differences.

Table 4

Normal distribution of extroversion variable by age group – Shapiro-Wilk test

Variable	Group	S-W test	df	p significance
Extroversion	up to 30 years old	0.935	5	0.630
	31–49 years old	0.966	55	0.117
	50 years old and older	0.980	42	0.676

The results of the differential analysis are presented in Table 5.

Table 5
Differences in extroversion levels among people in different age groups: up to 30 years old (n = 5), 31–49 years old (n = 55), 50 years old and older (n = 42) – Kruskal-Wallis test

<i>H</i>	<i>df</i>	<i>p</i>	<i>M_{rang}</i> up to 30 years old	<i>M_{rang}</i> 31–49 years old	<i>M_{rang}</i> 50 years old and older
10.32	2	0.006	53.10	43.00	62.44

Statistically significant differences in the level of extraversion among teachers of different ages were demonstrated. Multiple post hoc comparisons with Bonferroni correction showed that teachers aged 50 and older ($M = 60.6$, $SD = 6.7$) had significantly higher levels of extraversion than teachers aged 31–49 ($M = 55.6$, $SD = 9.3$, $p = 0.004$). However, no statistically significant differences were found between the level of extroversion of teachers aged up to 30 ($M = 58.8$, $SD = 12.6$) and the level of extroversion of teachers in other age groups ($p = 1.000$).

To answer the third research question, it was examined whether teachers with different levels of professional advancement differ in their level of conscientiousness. The groups of teachers with different lengths of service differed significantly in size ($\chi^2(3) = 119.26$, $p < 0.001$). The distribution of the conscientiousness variable was close to normal in the groups of trainee, contract and appointed teachers, but differed significantly from the normal distribution in the group of certified teachers (Table 6). The variances of the dependent variable in individual groups were homogeneous ($F(3, 98) = 0.03$, $p = 0.992$). Due to the fact that the assumption of equal group sizes was not met, and the distributions of the dependent variables were not close to normal in each of the groups analysed, the non-parametric Kruskal-Wallis H test was used to examine intergroup differences.

Table 6
Normal distribution of conscientiousness variables divided into groups of teachers with different levels of professional advancement – Shapiro-Wilk test

Variable	Group	<i>S-W</i> test	<i>Df</i>	<i>p</i> significance
Conscientiousness	N-1 probationary (trainee) teacher	0.833	5	0.145
	N-1 contract teacher	0.943	12	0.532
	N-1 appointed teacher	0.947	12	0.588
	N-1 certified teacher	0.956	73	0.012

The results of the differential study are presented in Table 7. No statistically significant differences were found between teachers with different levels of professional advancement in terms of conscientiousness.

Table 7

Differences in conscientiousness levels among teachers at different career advancement levels: probationary teachers (n = 5), contract teachers (n = 12), appointed teachers (n = 12), and certified teachers (n = 73) – Kruskal-Wallis test

	<i>H</i>	<i>df</i>	<i>p</i>	<i>M_{rang}</i> probationary	<i>M_{rang}</i> contract	<i>M_{rang}</i> appointed	<i>M_{rang}</i> certified
Conscientiousness	0.95	3	0.814	54.40	43.79	52.25	52.45

Discussion and Conclusion

The declared job satisfaction of the surveyed teachers ($N = 102$) reaches an average value of 3.72 (Table 1), which means that their level of job satisfaction ranges from average (3) to high (4). The study showed a significant positive correlation between job satisfaction among the surveyed teachers and their level of extraversion and conscientiousness. It can therefore be assumed that the surveyed teachers who scored high on extraversion and conscientiousness are more satisfied with their work than the rest of the teachers. The other variables examined in the HEXACO-100 questionnaire, *i.e.*, honesty-humility, emotionality, agreeableness, and openness to experience, did not correlate with the variable of job satisfaction.

The relationship between extraversion and conscientiousness and the job satisfaction experienced by employees has been confirmed by a number of studies. A meta-analysis by Timothy A. Judge *et al.* (2002) concluded that all personality traits from the Big Five model correlate, albeit to varying degrees, with the variable of job satisfaction. Depending on the method of sample weighting, the authors obtained slightly different correlation values, but in each case, the most strongly positively correlated traits were conscientiousness (estimated true score correlation = 0.26) and extraversion (0.25), while the most strongly negatively correlated personality trait was neuroticism (-0.29). For the other traits from the Big Five model, significantly weaker correlations were obtained: openness to experience (0.17) and agreeableness (0.02). The regression analysis conducted by the researchers confirmed that the personality traits that best predict job satisfaction are: extraversion ($T(T\text{-value}) = 3.80$), conscientiousness ($T = 3.40$), and neuroticism ($T = -3.38$).

In the Big Five model, extroversion consists of two aspects: enthusiasm and assertiveness (DeYoung *et al.*, 2007). Research by Jessie Sun *et al.* (2017) indicates that the first of these aspects of extroversion is particularly associated with high levels of job satisfaction. Highly enthusiastic people are sociable, enjoy interacting with others, openly show their emotions, and are friendly and cheerful (DeYoung *et al.*, 2007).

It is worth mentioning that enthusiasm, as a component of extroversion, correlates with a number of other variables related to mental well-being (Sun *et al.*, 2017).

According to Denis W. Organ and Andreas Lingl (1995), conscientiousness is related to job satisfaction because it represents a general tendency to be committed to work. A conscientious person is a good employee who is more likely to receive satisfying rewards, both formal (*e.g.*, remuneration, promotions) and informal (*e.g.*, recognition, respect, or a sense of personal fulfilment).

The results received in [authors' of this paper] own research are also consistent with the results of Polish research by Beata Jakimiuk (2018), in which the author demonstrates a positive correlation between job satisfaction and such personality traits of teachers as: a strong sense of responsibility, reliability at work, perseverance, systematicity, and consistency in pursuing goals. In relationships with others, teachers are kind, open, ready to help and provide support. Overall job satisfaction is related to satisfaction with achievements to date, has a positive impact on their activity and optimistic attitude towards the future, and overall life satisfaction.

Similarly, Zdun *et al.* (2016) point to a relationship between personality type and job satisfaction in their research. According to them, extroverts are more likely to show positive emotions, strive for better relationships within the team, gain new experiences, and are conscientious. These individuals are more likely to experience job satisfaction.

Elżbieta Lisowska (2017) conducted a study on job satisfaction, including seniority. In her correlational research, she indicated that there is no correlation between job satisfaction and length of service among teachers. The result of this study differs from that obtained by Stanisław Korczyński (2016), who claims that there is a correlation between the length of a teacher's service and job satisfaction. The shorter the length of service, the greater the job satisfaction. Unfortunately, satisfaction decreases with the length of service (in people with more than 20 years of teaching experience).

Grażyna Poraj (2014), meanwhile, based on research conducted among teachers from various types of schools, described three psychological profiles of teachers: *enthusiastic craftsmen and frustrated individuals*. She characterises *enthusiasts* as people who are satisfied with their work and life, characterised by maturity and mental balance, cognitively curious, unafraid of change and effective in coping with difficulties. In her study, she refers to research by Stanisława Tucholska (2009), who called teachers with characteristics such as a positive attitude towards themselves and the world, emotional control, perseverance, discipline, high effectiveness in task completion, professional activity and social competence *well-adjusted* teachers.

In the HEXACO-100 questionnaire, the extraversion factor is measured using four subscales: social self-esteem, social boldness, sociability, and liveliness (Skimina *et al.*, 2020). People with high levels of extraversion have high self-esteem, especially in social contexts. They are distinguished by their confidence in various social situations

and their ability to enjoy social interactions. They are also characterised by enthusiasm and energy. The level of conscientiousness in the HEXACO-100 questionnaire is measured on four subscales: organisation, diligence, perfectionism and consideration (Skimina *et al.*, 2020). People who score high on conscientiousness are organised, like to work according to specific rules, are willing to make an effort, and distinguish themselves through their professional ethics. They are also thorough, consider their needs, and tend to be cautious and self-controlled. An analysis conducted by Gaye Saltukoğlu *et al.* (2019) on the relationships between work performance and job satisfaction, and personality traits in the HEXACO model, resulted in similar findings to those discussed above using the Big Five model. The study participants (852 people) completed the HEXACO questionnaire and assessed their own productivity and satisfaction on a scale of 1 to 5. To evaluate the results, the authors conducted analyses using multiple linear regression and determined that predictors of job satisfaction include factors such as extraversion, agreeableness, and conscientiousness. These results are partially consistent with the results of the present research.

Judge *et al.* (2002) suggest that the type of occupation may moderate the relationship between job satisfaction and specific personality traits. Thus, conscientiousness may be more strongly correlated with job satisfaction in professions that require orderliness and acting within certain conventions, while extraversion may be most closely associated with satisfaction in social professions that require high competence in establishing and maintaining interpersonal interactions. In the teaching profession, social skills have a central role, as interaction is, in a sense, part of the definition of the role of a teacher. The ability to enjoy being with other people, but also the high level of energy and ability to generate enthusiasm that characterise extroverts, can facilitate good performance in this profession and achieve a high level of job satisfaction. The work of a teacher is often described as creative, requiring a certain amount of innovation. However, on the other hand, it is also a profession in which activity is highly regulated by regulations and subject to constant social control. A teacher's work needs to be organised, so success in this job also depends on the ability to plan carefully, organise one's time and physical and social environment, as well as the disciplined achievement of goals, which are characteristics of people with a high level of conscientiousness.

The relationships between job satisfaction among the teachers analysed in this study, and their levels of extraversion and conscientiousness are weak. These results correspond with other studies on personality predictors of job satisfaction, which confirmed the existence of relationships between these variables, but with weak strength. Judge *et al.* (2002), based on a meta-analysis of studies using the Big Five model, calculated that, taken together, all personality dimensions included in this model correlated with job satisfaction with a moderate strength of 0.41, while the estimated true correlation values for individual dimensions for which the significance of the relationship

was confirmed were as follows: for neuroticism – 0.29, for conscientiousness 0.26, for extraversion 0.25, and for agreeableness 0.17. In another meta-analysis, Valentina Bruk-Lee *et al.* (2009) confirmed the existence of the above correlations, but with even weaker strength (for neuroticism -0.17; for conscientiousness 0.19; for extraversion 0.13; and for agreeableness 0.11). These authors identify nine mechanisms that could potentially explain the existence of the detected relationships:

- a. a general tendency to be satisfied/dissatisfied – understood as a certain personality trait that is associated with job satisfaction;
- b. selection – people with certain personality traits prefer a certain type of work, and on the other hand, they are preferred by employers, which leads to a specific person-job match and higher satisfaction among matched individuals;
- c. negative emotion threshold/hyperreactivity – people with certain personality traits react excessively to events at work, which leads to strong positive or negative emotions, which in turn translate into attitudes towards work and the level of perceived satisfaction;
- d. performance as a mediator – research suggests that people with certain personality traits are more productive at work, which means they are rewarded more often and, as a result, achieve a higher level of job satisfaction;
- e. dissatisfaction/stressor creation – people with certain personality traits are unable to create favourable conditions for themselves at work, which means they are less likely to be satisfied with their job. For example, neurotic individuals receive less social support from their colleagues because they have difficulty establishing proper interactions with others;
- f. loss/change – people with certain personality traits, *e.g.*, neurotic, feel anxious about leaving their job when it is not meeting their requirements, which may make them more likely to be dissatisfied;
- g. third variables – the relationship between job satisfaction and personality traits is apparent, and the co-occurrence of variability is conditioned by the existence of other common predictors, which may be, for example, situational variables;
- h. perception/assessment – personality traits are behind individual differences in the way work is perceived and assessed, which influences higher or lower levels of job satisfaction;
- i. cognitive coherence – personality traits are associated with a stronger or weaker tendency to evaluate one's professional situation in a positive view, to give it meaning and to achieve cognitive coherence, which affects job satisfaction.

Nonetheless, it is worth emphasising once again that personality variables are not the only ones that determine job satisfaction, hence their independent predictive value is not high. Newer models of job satisfaction are interactive in nature, as they assume that their correlates are both dispositional variables, including personality traits, and situ-

ational variables (Judge *et al.*, 2001). An example of this is the Person-Organisation Theory, according to which high job satisfaction is the result of a good match between an individual's broadly understood resources and the characteristics of the organisation (Kristof, 1996). These resources include not only a specific personality profile, but also personal characteristics such as education, competencies, attitudes and values. A successful match will occur when these characteristics are supplementary and complementary to the characteristics of the organisation, which may consist of variables such as its size, profile, goals, values, culture, emotional climate, management and communication style, promotion and remuneration model. A well-matched individual will be able to engage their resources in a manner consistent with their own preferences and at the same time beneficial to the organisation, while a well-matched organisation will be able to respond adequately to the needs of the individual (Jasiński & Derbis, 2019).

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