PERSONALITY CHARACTERISTICS OF TEACHERS AND STUDENTS OF EDUCATIONAL SCIENCES IN THE CONTEXT OF SELECTED FACTORS OF LIFE SATISFACTION

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Abstract

The personality of an individual is considered a significant, reliable, strong and consistent predictor of satisfaction and well-being. Although various events in life might affect people's satisfaction, their impact tends to be temporary and less significant compared with personality characteristics, which affect the perception of life events and play a role in maintaining the level of subjective well-being, which people regain after an emotionally strong life event.

Life satisfaction is affected by a number of factors ranging from private life to employment. The association between personality traits and selected factors of life satisfaction (satisfaction with work, finance, oneself) was the subject of the present research study, which involved a total of 472 individuals. The participants were students of teacher training courses and individuals who already work as teachers and are currently completing or increasing their qualification. To obtain the necessary data the authors of the present study used the Czech version of the five-factor NEO questionnaire (Personality inventory, M. Hřebíčková and T. Urbánek) and selected scales of the Life satisfaction questionnaire (J. Fahrenberg et al.) The results suggest an association between neuroticism and extraversion, and satisfaction with oneself; in men, an association was observed between agreeableness and work satisfaction, in women between neuroticism and both agreeableness and conscientiousness.

Keywords: personality characteristics, factors of life satisfaction, teaching profession.

1 INTRODUCTION

Generally, numerous research studies suggest that life satisfaction or subjective well-being (SWB) have a situational as well as dispositional basis [1]. The association between personality traits and life satisfaction (SWB) is influenced, inter alia, by the type of school (study), job selection, and specific employment. These associations have been investigated for a long time and are still in the focus of researchers [2, 3]. There are studies that confirm the existence of personality preconditions for good professional identification and engagement in the teaching profession. Some personality traits are associated with for example work satisfaction, which is a precondition for good work performance and staying in a demanding profession, such as the teaching profession [4].

The nature of individual jobs has changed (greater pressure on adaptation to rapid changes and demands, necessity to deal with uncertainty, pressure on employee flexibility, etc.). These changes also apply to the teaching profession. An area of educational sciences called the ‘theory of the teaching profession’ formulates various teaching requirements that relate to knowledge, ethics, identity, autonomy in decision making, responsibility, creativity, new requirements for professionalism of teaching; it also includes a new model of teacher training and standards of professional competences [5]. The teaching profession usually has several stages from motivation to become a teacher trainee, study of the teaching profession, graduation from university, professional start, professional stabilisation, and in some cases professional burnout. An individual becomes an experienced professional after about five or more years of practice; however, given the demanding nature of the teaching profession this is one of the most vulnerable jobs in terms of the burnout syndrome [5].

2 PERSONALITY

In the realm of psychology, personality is a broad concept with a number of definitions. Each definition focuses on features given by the theoretical background and programme of a particular research
study. According to Atkinson et al. [6], p. 436, personality can be defined as: ‘peculiar and characteristic patterns of thinking, emotions and behaviour that define the individual personal style of interaction with the physical and social environment.’ Cakirpaloglu [7] summarizes: ‘In their attempts to define personality, psychologists agree that this is a relatively stable, complementary and consistent system of unique features, contents and manifestations of man.’ Psychological characteristics of a personality can be seen in two ways. Personality characteristics represent descriptive characteristics of the personality of an observed individual, in which case they express generalized manifestations, or they can be considered as hypothetical constructions – internal determinants of behaviour, which point to certain psychophysical dispositions of an individual, i.e. innate or acquired tendencies to behave, act or experience situations in a certain way. A frequent synonym to the concept of dispositions is personality traits [8].

Three-factor personality model

In psychology, there are numerous partial personality theories that attempt to interpret its structure, development or dynamics. According to Cakirpaloglu [7], the theoretical personality models differ both in terms of formal aspects (clarity of theoretical definition, empirical support of basic concepts and postulates, stimulating nature of the theory for new research), and content (significance that individual theories attach to selected psychological aspects, processes, dimensions). As suggested by Blatný et al. [8], a certain consensus, which assumes that the broadest and most abstract level of personality traits can be described by means of five orthogonal factors, was reached by psychologists in 1990s. These five factors include extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience. The above-mentioned structure is referred to as the five-factor personality model, which has gained the status of a theory during the last decade. In short, the model is referred to as the ‘Big Five’. The dimensions are described as follows: Extraversion (E) identifies interpersonal reactions, level of activation and stimulation. A high score is typically achieved by individuals who are sociable, active, talkative, cooperative, energetic and courageous, a low score is typical for individuals who are introverted, taciturn, shy, bashful, solitary and quiet. Agreeableness (A) identifies interpersonal orientation from sympathy to animosity in thoughts, feelings and actions. A high score suggests warm-heartedness, kindness, tolerance, warmth, modesty, etc. A low score represents domineeringness, aggression, vengefulness, heartlessness, search for conflicts, etc. Conscientiousness (C) indicates a degree of motivation and perseverance in goal-oriented behaviour. It distinguishes individuals who are reliable, demanding, hard-working, responsible and careful from those who achieve a low score and are negligent, indifferent, aimless, lazy, unconscientious, chaotic and lacking endurance. Emotional (in)stability/Neuroticism (N) differentiates individuals who are susceptible to mental exhaustion and have difficulty coping with a stressful situation from those who are balanced and resistant to mental exhaustion. A high score is an indicator of unease, instability, uncertainty, irascibility and irritability. A low score is typically achieved by individuals who are calm, relaxed, balanced, stable, confident and invincible. Openness to experience (O) is a dimension focused on active search for new experiences and tolerance to the unknown. This includes individuals who are curious, original, creative, imaginative, intelligent and cultivated on the one hand, and conventional, pragmatic, realistic, unadaptable, unintelligent or uneducated on the other hand [5, 12,10,13,11].

3 LIFE SATISFACTION

Recent decades have witnessed increased interest in the study of life satisfaction and a large number of papers focused on the association between life satisfaction and work satisfaction. In 1973, Psychological Abstract International included the term happiness in the list of terms, and in 1974, the Social Indicators Research journal was established and started to publish a number of articles aimed at subjective well-being (SWB) [14]. The most consistent predictors of satisfaction are personality traits [15]. However, there are many more factors that affect life satisfaction.

Life satisfaction correlates

Life satisfaction, as mentioned above, correlates with many personality dimensions; a significant association was confirmed between life satisfaction and neuroticism and depression. Other studies suggest an association with the personality trait of extraversion, saying that extroverted sociable individuals are satisfied with their life more than introverted persons [16]. According to Fahrenberg et al. [16], the most significant factor of life satisfaction is the health status; relevant studies suggest a close association between satisfaction and subjective physical difficulties. The issue of personal well-being gained importance after the publication of the definition of health by the World Health Organization...
Organization (WHO) in 1948, in which well-being is embedded as an important feature of health. In 1982 the description of health was enriched with an ability to lead a socially and economically productive life [17]. Health can be viewed from different perspectives and can be understood as a source of physical and mental strength, source of metaphysical strength that enables an individual to achieve higher goals, adaptability of the organism, good functioning (fitness), goods, ideal of life and its meaning [18]. Research conducted by Blatný et al. [8] confirms that life satisfaction is closely associated with self-assessment. According to the author, a positive assessment of oneself is one of the main preconditions for life satisfaction.

Another group of significant life satisfaction correlates and at the same time objectives that people currently focus on is work. From a psychological perspective, Křivohlavý [18] defines three types of work: work as employment (increasing personal prestige, ability to earn basic life necessities, not to be a burden to other people), work as an opportunity to achieve a career (social and economic ladder of social prestige, motivation for increasing self-conception), work as a profession (awareness of the necessity to use one's own abilities and talents for a higher purpose – scientific, political, religious, etc.) In the context of work it should be mentioned that the feeling of personal well-being is largely dependent on financial remuneration within the system of the overall socio-economic status [17]. Losing a job has a significant negative effect on personal well-being with serious health consequences [17]. A high socio-economic status defined by income, education and profession has a clear positive effect on life satisfaction; a close association is apparent especially between income and work satisfaction [16].

In his review of subjective well-being (SWB), Diener [19] claims that while in the past researchers focused on identifying the causes of personal well-being, current research studies rather focus on the consequences and on whether higher life satisfaction is beneficial in terms of efficient functioning. There is an increasing body of evidence suggesting that a high level of personal well-being and life satisfaction has a significant positive effect on the following four areas of life: health and longevity, work and income, social relationships, and social benefits (subjective personal well-being is beneficial not only to an individual but to the whole society).

In monitoring the degree of life satisfaction, another factor was the gender correlate. Most research studies did not confirm any differences. A comparison of studies suggests that the effect of gender-based differences on global life satisfaction is negligible. The results based on age-related differences suggest that satisfaction in various areas of life develops differently depending on age. Satisfaction with health decreases with increasing age, but satisfaction with finance might increase (no need to support children, own requirements are reduced). There is an overall tendency to higher satisfaction with increasing age [16].

4 PERSONALITY AND LIFE SATISFACTION

As mentioned above, some researchers [19] suggest that personality is a reliable and one of the strongest and most consistent predictors of subjective well-being (SWB). According to studies of inheritance, this is due to a temperamental predisposition to experiencing a degree of satisfaction or dissatisfaction. Therefore, temperament could, as a permanent personality variable, influence the stability of SWB – both in terms of time and various types of situations. Nevertheless, the assessment of SWB needs to consider current events, which also influence the degree of SWB. Personality seems to affect the perception of life events and contribute to maintaining a typical level of subjective well-being, which is regained after a strong emotional life event. The dynamic equilibrium model based on the theory of adaptation assumes that personality sets a standard with which current life events are matched, and which is used to determine actual changes in subjective well-being. Contrary to the original assumption by DeNeve & Cooper [26], the authors revealed in their meta-analysis that extraversion, neuroticism, sociability and internal locus of control were not the strongest correlates of SWB. However, regarding the fact that these personality traits have been the most frequent subjects of research studies, the authors believe that their significance for SWB was overvalued. Of the 137 specific personality characteristics, which DeNeve & Cooper [26] examined in relation to SWB, the strongest correlates included stress and emotional stability, which are conceptually similar to the factor of Neuroticism according to the Big Five. Based on their findings the authors believe that the personality dimension of Extraversion (including elements of sociability, assertiveness and even dominance) might be a too complex construct to be as precise in SWB prediction as some of its elements (e.g. positive affectivity). Following the shift of the authors' interest from individual specific personality traits to their groups, which can be found in the Big Five model, the authors of the meta-analysis formulated the following conclusions: Neuroticism was the strongest predictor of life
satisfaction \( (r=-0.24) \), happiness \( (r=-0.25) \), and negative affectivity \( (r=-0.23) \). The authors of the study explain this by the fact that being neurotic predisposes an individual to experiencing lower subjective well-being, irrespective of whether the researchers focus on statements about quality of life, negative short-term emotions, or a lack of long-term positive emotions. Positive affectivity was not associated exclusively with Extraversion (quantity of relationships), but its predictor of equal significance was also agreeableness (quality of relationships). According to Myers & Diener [27], a happy individual not only has specific personality characteristics, but also experiences intense and high-quality relationships. Good relationships are also associated with increasing positive affectivity. The primary predictor of happiness was Extraversion. The strongest positive association was observed between life satisfaction and Conscientiousness. The weakest correlation with each of the SWB indicators was observed in Openness to experience, which the authors explain by the fact that the components of the fifth model of the Big Five have the least accurate definitions and this lack of specificity probably makes Openness to experience the weakest SWB predictor. The authors of the meta-analysis made a surprising finding that the strongest positive correlate of life satisfaction was Conscientiousness, and tried to provide a satisfactory explanation. Although the associations and traits linked with the establishment of high-quality interpersonal relationships make people happy, quality of life is also increased by involvement in activities aimed at achieving goals and expressing control over oneself and the environment. Therefore, work and employment might not only serve the purpose of financial security but might also support one’s own identity, develop a network of social support and even support strong-mindedness [27]. In their study, DeNeve & Cooper [26] conclude that although personality plays an important role in the assessment of SWB, it is not the only significant variable and certainly cannot fully explain SWB. Personality is a strong predictor in the context of the long-term level of affectivity. However, environmental conditions might also be the cause of persistent changes in SWB [19]. In their meta-analysis focused on the associations between the traits of the five-factor personality model and overall work-related satisfaction, Judge, Heller & Mount [4] compared the validity of the Big Five traits in the context of overall work-related satisfaction and life satisfaction. With reference to Spector [4], who confirms a clear association between work and life satisfaction, the authors used the Pearson correlation coefficient to compare the findings by DeNeve and Cooper [26] with the results of their study. The results of this comparison \( (r=0.94) \) clearly show that the cognitive, affective, and behavioural factors that support the relationship between personality and work satisfaction are similar to those that determine the relationship between personality and life satisfaction.

In the Czech Republic, studies have focused on the associations between personality traits and the degree of SWB. The relationship between personality characteristics of the five-factor personality model and personal well-being was addressed for example by Hřebičková, Blatný and Jelínek [28]. The main objective of the study was to identify which personality characteristics predict personal well-being. A correlation analysis revealed statistically significant correlations between all personality characteristics of the five-factor personality model and the Satisfaction with life scale (SWLS, Diener et al., 1985; Czech adaptation by Blatný et al. [8] with the exception of Openness to experience. Among the monitored samples, the strongest predictor of personal well-being was neuroticism. According to the results of a step regression analysis, the prediction of subjective well-being in adults and university students was affected by a number of personality traits. In the sample of adults these were neuroticism and extraversion. In university students the prediction of personal well-being was affected by four personality traits in the following order of importance: neuroticism, conscientiousness, extraversion, and agreeableness. The findings suggest that personality traits determine personal well-being more significantly at a younger age compared with older individuals. A high level of stability over time is maintained by biologically based traits – neuroticism and extraversion. The authors of the study believe that increasing age strengthens the part of personal well-being that is based on personal experience, and that cognitive and global assessment of life dominates. However, they recommended that the trend be verified by means of longitudinal studies. Another interesting finding in the study by Hřebičková, Blatný and Jelínek [28] was the differences in the prediction of personal well-being in relation to the respondents’ gender in both research groups. In female university students, personal well-being was predicted by the four above mentioned personality traits in the same order of significance; in male university students the predictor of agreeableness was absent. In the group of adult men the only predictor of personal well-being was neuroticism, while in adult women the strongest predictor was extraversion, followed by conscientiousness and agreeableness. Neuroticism did not predict personal well-being in adult women at all.
5 METHODOLOGY

The objective of the present study was to monitor selected life satisfaction correlates in the context of personality traits in students of teacher training courses and individuals who already work as teachers and are currently completing or increasing their qualification. The sample of respondents included a total of 472 individuals, 408 women (86.3%, average age 26 years) and 64 men (13.7%, average age 25 years). Of the entire sample, 242 participants still study and 230 work in the field (202 women, 28 men). The research study was carried out in 2016 and 2017.

To assess the selected areas of life satisfaction, the Life Satisfaction Questionnaire by Fahrenberg, J. et al. was applied, as adopted for the Czech population [21]. Regarding the structure of the sample, a total of three subtests were selected from the questionnaire – satisfaction with oneself (ONE – degree of satisfaction with one’s own abilities and skills, way of life, appearance, self-confidence and self-assurance, character, vitality and coping with other people), satisfaction with work and employment (WOR – degree of satisfaction with work position, success and promotion, security of professional future, atmosphere in the workplace, duties and workload, and variety of work), and satisfaction with financial situation (FIN – degree of satisfaction with income, property, living standard, existential security and future earnings, financial possibilities of the family and expected financial security in senior age). The two last mentioned subtests were completed only by those individuals who already work and receive income. Each area of life satisfaction contained seven statements, for which the participants used a scale from 1 (very dissatisfied), 2 (dissatisfied), 3 (rather dissatisfied), 4 (neither satisfied nor dissatisfied), 5 (rather satisfied), 6 (satisfied) and 7 (very satisfied).

The second tool for data collection was the Big Five standardized personality inventory adapted to use in the Czech Republic. The inventory contained 60 statements, for which the participants used a five-point scale from 0 (disagree strongly) over 2 (neither agree nor disagree) to 4 (agree strongly). Due to non-parametric data distribution, non-parametric statistical methods were used. To investigate the correlations between the Big Five personality dimensions and the life satisfaction subtests, the Spearman’s correlation was used.

6 RESULTS

The objective of the research study was to identify the associations between satisfaction and selected correlates of life satisfaction and personality characteristics in teachers and future teachers. For clarity reasons, the first part presents the results of the Big Five questionnaire standardized in the form of T-scores, see Table 1. Most of the participants achieved standard results (40-60 T-score) in all five dimensions.

<table>
<thead>
<tr>
<th>Big Five dimensions</th>
<th>0 – 39 T-score</th>
<th>40 – 60 T-score</th>
<th>61 and higher T-score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relative number</td>
<td>Relative number</td>
<td>Relative number</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>8</td>
<td>70</td>
<td>22</td>
</tr>
<tr>
<td>Extraversion</td>
<td>23</td>
<td>70</td>
<td>7</td>
</tr>
<tr>
<td>Openness</td>
<td>13</td>
<td>74</td>
<td>13</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>10</td>
<td>74</td>
<td>17</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>6</td>
<td>74</td>
<td>20</td>
</tr>
</tbody>
</table>

The following results show the association between personality traits and satisfaction with oneself (ONE). A negative association was confirmed in the Neuroticism dimension, a positive association was observed in Extraversion. The associations were observed for the entire sample, and for both women and men. The last confirmed positive association was found in Conscientiousness, see Table 2.
**Table 2.** Correlation between satisfaction with oneself (ONE) and the Big Five factors in the entire sample

<table>
<thead>
<tr>
<th>ONE</th>
<th>Neuroticism</th>
<th>Extraversion</th>
<th>Openness</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>-0.25*</td>
<td>0.20*</td>
<td>-0.02</td>
<td>0.08</td>
<td>0.11*</td>
<td>-0.01</td>
</tr>
<tr>
<td>Women</td>
<td>-0.22*</td>
<td>0.15*</td>
<td>-0.02</td>
<td>0.06</td>
<td>0.09</td>
<td>0.02</td>
</tr>
<tr>
<td>Men</td>
<td>-0.44*</td>
<td>0.50*</td>
<td>0.04</td>
<td>0.15</td>
<td>0.23</td>
<td>-0.20</td>
</tr>
</tbody>
</table>

*p<.05,

The following Table 3 shows the results of the correlations between the Big Five personality dimensions and satisfaction with oneself (ONE), work and employment (WOR) and financial situation (FIN). The results relate only to the part of the participants who already work in order to be able to examine their satisfaction with work and financial situation.

**Table 3.** Correlation between satisfaction with oneself (ONE), work and employment (WOR) and financial situation (FIN) and the Big Five factors in the sample of working teachers N=230, women N=202 and men N=28

<table>
<thead>
<tr>
<th>Working</th>
<th>Neuroticism</th>
<th>Extraversion</th>
<th>Openness</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=230</td>
<td>ONE -0.22*</td>
<td>0.15*</td>
<td>0.00</td>
<td>0.08</td>
<td>0.13</td>
<td>-0.00</td>
</tr>
<tr>
<td></td>
<td>WOR -0.09</td>
<td>0.11</td>
<td>0.04</td>
<td>0.14*</td>
<td>0.13</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>FIN -0.11</td>
<td>0.15*</td>
<td>0.01</td>
<td>0.04</td>
<td>0.01</td>
<td>-0.05</td>
</tr>
</tbody>
</table>

Women (N=202)

|         | ONE -0.20*  | 0.11         | 0.01     | 0.06          | 0.11              | 0.02 |
|         | WOR -0.07   | 0.07         | 0.05     | 0.11          | 0.10              | 0.06 |
|         | FIN -0.09   | 0.11         | 0.02     | 0.05          | -0.00             | -0.03|

Men (N=28)

|         | ONE -0.39*  | 0.33         | 0.13     | 0.27          | 0.24              | -0.27|
|         | WOR -0.26   | 0.43*        | 0.02     | 0.43*         | 0.28              | -0.01|
|         | FIN -0.22   | 0.35         | -0.02    | -0.17         | -0.03             | -0.19|

*p<.05,

Regarding the fact that the most frequent correlation observed in the subgroups was between satisfaction with oneself (ONE) and one of the personality dimensions (especially Neuroticism and Extraversion), a more detailed analysis of this life satisfaction correlate was performed. The results are presented in Table 4. The results suggest a relatively high percentage of individuals who are dissatisfied with their own person. The number of 206 dissatisfied individuals consisted of 29 men (45% of the sample of men) and 177 women (43% of the sample of women). On the other hand, satisfaction with oneself was expressed by 9% of the sample of men and 8% of the sample of women.

**Table 4.** Absolute and relative numbers in the area of satisfaction with oneself (ONE) for the entire sample N=472

<table>
<thead>
<tr>
<th>1 – 3 Stanine</th>
<th>4 – 6 Stanine</th>
<th>7 – 9 Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute number</td>
<td>Relative number</td>
<td>Absolute number</td>
</tr>
<tr>
<td>206</td>
<td>44</td>
<td>229</td>
</tr>
</tbody>
</table>

45% of the sample of men
43% of the sample of women

9% of the sample of men
8% of the sample of women

8449
7 DISCUSSION

The objective of the present study was to monitor selected life satisfaction correlates in the context of personality traits in a sample of students of teacher training courses and individuals who already work as teachers and are currently completing or increasing their qualification.

The authors focused on three selected correlates – satisfaction with oneself (ONE), and in the case of working teachers also satisfaction with work and employment (WOR) and financial situation (FIN). Although the authors of the present study are aware of the fact that there are multiple correlates saturating life satisfaction, only those were chosen that reflect the age of the respondents and the fact whether they are teacher trainees or teachers. For this reason, this study does not include associations between satisfaction and health (the present sample includes primarily young people and students with good health), and between satisfaction and family, marriage, housing, etc. (most participants were single without their own families). Moreover, as previous research studies by the authors suggest, most significant aspects include the relationship to oneself and satisfaction with life [8]. It is also known that the teaching profession is dominated by women, who tend to be significantly dissatisfied with themselves; one of the objectives of the present study was to confirm this fact.

This first objective of the present study was to identify personality characteristics in the research sample. The results of most of the participants fall within the standard in all five dimensions of the Big Five questionnaire. Still, about a quarter of the participants had increased neuroticism and conscientiousness and a lower degree of extraversion. The teaching profession is very mentally demanding with a tendency to neurotic behaviour; a high level of conscientiousness or introversion need not be an advantage for the teaching profession. Increased neuroticism is described in a study by [29] who revealed that approximately 10% of male and female teachers achieve such high levels of neuroticism that they should seek for professional help and should not work with children and youth in these circumstances. These cases included for example communication disorders, conflicts of roles or even inability to communicate, information overload, psychosomatic problems such as headache, increased sweating, indigestion, etc.

The main objective was to identify the associations with selected correlates of life satisfaction. As suggested by the results, it was primarily satisfaction, or more precisely dissatisfaction with oneself that was in a negative association with neuroticism and conscientiousness and a lower degree of extraversion. The teaching profession is very mentally demanding with a tendency to neurotic behaviour; a high level of conscientiousness or introversion need not be an advantage for the teaching profession. Increased neuroticism is described in a study by [29] who revealed that approximately 10% of male and female teachers achieve such high levels of neuroticism that they should seek for professional help and should not work with children and youth in these circumstances. These cases included for example communication disorders, conflicts of roles or even inability to communicate, information overload, psychosomatic problems such as headache, increased sweating, indigestion, etc.

The fact that 44% of the sample do not appreciate their own self-confidence and are dissatisfied with themselves and their abilities and skills, is an alarming fact. In terms of gender, no significant differences were observed; a similar proportion of women and men reported a low level in this area. At the same time, the sample showed a positive correlation with satisfaction with oneself and conscientiousness. One of the possible explanations is that conscientious people assess themselves according to the results they achieve and as a consequence of their conscientiousness they achieve what they believe is satisfactory. It is well known that teachers are people with a propensity to conscientiousness.

An investigation aimed at individuals who are already teachers and are currently increasing their teaching qualification revealed the following findings. In addition to the already mentioned association between Neuroticism and satisfaction with oneself, a positive association was confirmed between Agreeableness and Extraversion and satisfaction with work and employment in the sample of working men. Similar results were not confirmed in women. The factor of gender might play a role. In men, the traits of agreeableness and extraversion are likely to affect their perceived satisfaction with their work. Compared with women, they tend to perceive their teaching profession as a mission and consider work-related problems a challenge, and are more resistant to scepticism, to which teachers (probably a higher proportion of female teachers) are sometimes susceptible in the process of educating children and youth. It is also possible that women are reluctant to show agreeableness or to be more agreeable, because this could be considered a weakness and abused by others. In their research, an interesting conclusion was formulated by [23] that individuals with a lower degree of agreeableness are more satisfied with their career. The authors of the study explain that agreeableness is a potential disadvantage in the context of employment because excessive agreeableness of an individual,
complaisance and willingness to comply with the requirements of other people might result in a failure to pursue one’s own interests. In the case of teachers, this probably applies not only to their relationship with colleagues but also children. Relationships between colleagues, atmosphere in the workplace, positive school climate – all of these aspects undoubtedly include a degree of agreeableness.

The last significant association was between Extraversion and satisfaction with financial remuneration. This correlation was confirmed only in the entire sample. Extraversion tends to be associated with optimism, which can affect the feeling of satisfaction, even in the area of education, where salaries are usually modest. The fact that financial remuneration is positively correlated with the participants’ own person suggests that individuals who are satisfied with themselves are better in coping with reality. They know that the teaching profession will probably never be a high income area. The research sample of the present study might include individuals who are reconciled with the finance in education. Another possible explanation could be the values of the Y generation, which is the case of a majority of the respondents. One of the features of this generation is the preference of a flexible job, i.e. to be able to pursue one’s own personal goals and needs at the expense of income [23]. An interesting fact is that performance-oriented individuals who require competitiveness, power and control over others, do not usually go to teacher training schools.

The conclusions presented in the study are subject to certain limitations. The authors of the present study are aware of the fact that the sample of respondents comes from a single, albeit large, university in the Czech Republic. However, the sample includes individuals from several geographical regions of the Czech Republic. It would be desirable to continue the survey and possibly include other higher education institutions and other significant variables that could help clarify the associations between the personality of an individual and the individual's satisfaction in various areas of life. This fact appears important because the teaching profession is indispensable in the preparation of the future generation for an independent and successful life. The knowledge of the associations and significance of personality traits in the context of experiencing work life and personal life could become an important if not crucial factor in the process of selecting students for teacher training schools. Despite the limitations the present study is a step to achievement of high-quality teachers, knowing however that further empirical studies in this area are required.

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