

PERSONALITY TRAITS AND JOB SATISFACTION AMONG TEACHING STAFF

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Abstract: *This article explores the transition towards modern managerial strategies within the pre-university education system in Romania, illustrating how this evolution responds to the dynamics of contemporary social changes. At the centre of the discussion is the implementation of the concept of "new management" in education, an emerging paradigm that distances itself from traditional hierarchical approaches, moving towards a more fluid, adaptable and participative organizational framework. The article analyses the key features of this new management model, such as distributed leadership, decentralization of decision-making and the emphasis on the development of key skills, as well as the benefits it brings to the current educational context. In addition, the study examines the role of institutional actors in this transition, from the Ministry of Education to individual educational units, highlighting how each contributes to the implementation and adaptation of these strategies. Particular attention is paid to the specific tools used to increase organizational performance, including the Institutional Development Plan (IDP), the School Action Plan (SAP) and the Management Plan.*

Key words: *personality; job-satisfaction; teaching staff.*

1. Theoretical aspects

Job satisfaction is characterized as a subjective evaluation and a positive emotional state that employees manifest toward their work tasks and the professional environment in which they are carried out. According to Constantin, T. (2004), job satisfaction is a balance achieved by the individual when they fully satisfy both their conscious and unconscious needs, and when their expectations align with what they actually receive

in the context of their position. Hulin (2014) noted that job satisfaction involves multidimensional psychological reactions, including cognitive, affective, and behavioral aspects. Ripon further suggested that job satisfaction stems from a specific psychological interaction between the individual and their work environment. This concept also involves a positive emotional response generated by meeting the job's requirements or a sense of fulfillment derived from performing work-related activities. According to the definition by Ivancevich, J.M., Glueck, W.F. (1986), job satisfaction is conceived as a generic, unidimensional construct that reflects the overall level at which employees' expectations are met. Thus, employees hold expectations, whether more or less conscious, regarding the outcomes they might achieve from their work. Drummond and Stoddart (1995) segmented the concept of job satisfaction into two distinct categories: general satisfaction and specific satisfaction. General satisfaction refers to the employee's personal perception of their overall job, while specific satisfaction focuses on various aspects of the job, such as working conditions, remuneration, interactions with colleagues and supervisors, and organizational policies.

Contemporary transformations in fields such as education, culture, economics, and technology place increased demands on the modern individual's higher cognitive faculties and social skills. A busy work schedule, an accelerated pace, and increased pressure, along with environmental stress factors, are just a few of the major elements contributing to the emergence of psychosocial and professional stress. Teachers, dedicating much of their time to the workplace, engage in a variety of educational activities and social interactions with their colleagues and managers. This diversity of tasks demands considerable mental, emotional, and intellectual effort. Over time, this continuous demand can lead to both physical and mental exhaustion.

Moldovan M. (1993) argues that specialists identify psychological burnout among educators as stemming from the nature of their pedagogical activity, which is characterized by significant emotional burden and the presence of a wide range of emotional factors, both objective and subjective, that influence their work and can generate severe tension and stress. The constant need for empathy, sympathy, and moral responsibility for the lives and health of the children entrusted to their care, as well as the pressure from both inside and outside their work environment, contribute to the emergence of adverse emotional reactions and the adoption of self-protective behaviors. The impact of organizational factors in preschool institutions is often associated with a psychologically unfavorable atmosphere for teaching staff. The presence of horizontal and vertical conflicts, coupled with a tense environment, leads some educators to exhaust their emotional resources, while others seek ways to conserve these mental reserves. Additionally,

dissatisfaction related to self-actualization in various aspects of personal and professional life is another personal factor contributing to psychological burnout among educators.

Neamțu M. (2007) argues that it is essential for educators to be able to make autonomous decisions, have access to comfortable and conducive working conditions, benefit from time and space for breaks and rest, and participate in motivational and personalized educational sessions, including stimulating seminars, training sessions for increasing personal effectiveness, and exercises to develop creativity—all of which have a positive impact. Open and friendly communication between management and educators serves as a guarantee of psychological comfort for both parties.

Occupational stress can be conceptualized as an adverse physical and psychological response that arises when job demands exceed an individual's resources, skills, or needs. This phenomenon can lead to health deterioration and even the onset of medical conditions. Occupational stress reflects the pressure and tension associated with the work environment, particularly when the role of a teacher involves multiple responsibilities—information provider, learning facilitator, manager, and counselor (Dughi & Dughi, 2019)—as well as adapting to the use of digital competencies (Dughi, Dughi & Torkos, 2023; Rad et al., 2023). Jobs that involve high responsibilities, significant risks, and tasks that either overburden or underutilize an individual's resources can generate stress. In a favorable context, work can act as a stress-reducing factor. However, when work violates the psychophysical integrity of the individual, it can become a source of stress. Ultimately, enhancing the prestige of the teaching profession and creating a culture of respect for their work are essential elements for improving the working conditions of educators. Additionally, the development of social support programs and investments in human resources, including continuous training and retraining for teaching staff (Dughi & Ardelean, 2020), are crucial to ensuring they possess the competencies needed to meet the complex demands of modern society.

The relationship between teachers' competencies and personality traits has been the subject of research in various studies, providing useful insights into what constitutes success in the teaching profession (Samfira, Dughi & De la Fuente, 2023). Other studies, such as the one conducted by Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. A. D. (2012), titled "Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout," focus on teachers' well-being and the link between this and personality traits. Teachers with high levels of neuroticism are more susceptible to burnout, while those with high agreeableness and emotional stability report higher levels of well-being and job satisfaction. Tschannen-

Moran, M., & Woolfolk Hoy, A. (2001) examine the concept of teacher efficacy and how it is influenced by personality traits. Teachers with high conscientiousness and emotional stability exhibit a higher perceived efficacy, which leads to more effective classroom management and improved student academic outcomes.

The study conducted by Skaalvik, E. M., & Skaalvik, S. (2011) explores the relationship between teachers' job satisfaction and their motivation to leave the profession, analyzing the school context, sense of belonging, and emotional exhaustion. The results indicate that a positive work environment and a strong sense of belonging increase job satisfaction and reduce the desire to leave the profession.

The relationship between personality traits and aspects of job satisfaction has been explored by Kim, K. R., & Kim, K. S. (2010). This study examines the relationship between teachers' personality traits, job satisfaction, and professional burnout. The results show that teachers with high levels of conscientiousness and emotional stability tend to be more satisfied with their work and experience less burnout. The study conducted by Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003), titled "Efficacy beliefs as determinants of teachers' job satisfaction," investigates how self-efficacy and personality traits influence teachers' job satisfaction. Teachers with high conscientiousness and emotional stability, who believe in their professional efficacy, report higher job satisfaction.

2. Research objectives

The objectives of this research are well-defined and aim to analyze the relationship between personality traits and job satisfaction, investigate the influence of personality traits on workplace emotions, and compare differences based on demographic characteristics. Through these objectives, the research seeks to highlight the importance of personality traits in the professional context of teaching staff and identify the psychological factors that influence job satisfaction and well-being in the workplace.

Objectives:

- ✓ **Analyzing the relationship between personality traits and job satisfaction:**
 - Evaluating whether personality traits such as conscientiousness positively correlate with job satisfaction.

- Determining how other personality traits, such as extraversion and agreeableness, contribute to overall job satisfaction.
- ✓ **Investigating the influence of personality traits on emotions experienced at work:**
 - Exploring the correlation between conscientiousness and levels of joy, anger, and anxiety.
 - Examining the relationship between agreeableness and negative emotions, particularly anger and anxiety.
- ✓ **Comparing differences based on demographic characteristics:**
 - Analyzing differences in job satisfaction and emotions experienced based on gender, age, and work experience.
 - Investigating differences between urban and rural teaching staff regarding anger and anxiety.

2. *Research hypothesis*

General Hypothesis: The study proposes that personality traits, particularly conscientiousness, extraversion, agreeableness, negative emotions, and openness, significantly influence job satisfaction and the emotions experienced by teaching staff, varying based on gender, age, job position, work experience, and the work environment (urban/rural).

First hypothesis: The personality trait "Conscientiousness" is directly proportional to job satisfaction and joy.

Second hypothesis: The personality trait "Conscientiousness" is inversely proportional to anxiety and anger.

Third hypothesis: The personality trait "Agreeableness" is inversely proportional to anger and anxiety.

Fourth hypothesis: There is a statistically significant difference between rural and urban educational institutions in terms of anger and anxiety levels.

3. **Research variables and research type**

Independent Variables:

- **Personality traits:** conscientiousness, extraversion, agreeableness, negative emotionality.
- **Demographic characteristics:** gender, age, work experience, work environment (urban/rural).

Dependent Variables:

- **Job satisfaction.**
- **Emotions experienced at work:** joy, anger, anxiety.

Type of Research: Correlational and Comparative:

- **Correlational:** The relationships between personality traits (independent variables) and job satisfaction, as well as the

emotions experienced (dependent variables), are analyzed to identify the existence and direction of these relationships.

- **Comparative:** Levels of job satisfaction and emotions are compared across different demographic characteristics (gender, age, work experience, urban/rural environment) to identify significant differences among subjects.

These research approaches allow for a detailed understanding of how personality traits and demographic characteristics influence the professional satisfaction and emotional well-being of teachers.

Research Design: Cross-sectional correlational design.

1. **Correlational:**

- The primary aim is to examine relationships between variables, specifically between personality traits (independent variables) and job satisfaction and emotions (dependent variables).

2. **Cross-sectional:**

- Data are collected at a single point in time from a sample of 60 teaching staff.
- It allows for comparisons across different demographic groups (gender, age, work experience, urban/rural environment) at a specific moment in time.

4. **Research instruments**

Utilizing the following research instruments, I developed a questionnaire that was completed by a total of 60 subjects. The research tools employed included:

- Questionnaire regarding the Conscientiousness Factor (Factor III: Conscientiousness);
- Questionnaire - Big Five Inventory-2: Short Form;
- Questionnaire - Job Satisfaction Assessment;
- Questionnaire - Teacher Emotion Scale.

Factor III: Conscientiousness

Conscientiousness, as a personality dimension, is assessed through a summative scale of 10 items, with each response recorded on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Items marked with (R) are reversed to ensure the internal validity of the scale and to control for automatic response tendencies. In the scoring process, the reversed items are adjusted so that the final scores accurately reflect the respondent's level of conscientiousness. The scores for all items are then summed to produce a total score that indicates the individual's degree of conscientiousness. This scoring method allows for a precise

and comprehensive evaluation of the trait of conscientiousness, providing essential insights into individuals' organized, responsible, and goal-oriented behavior.

Big Five Inventory-2: Short and Extra-Short Forms

The Big Five Inventory-2 (BFI-2) is a psychometric tool designed to assess fundamental personality traits, utilizing both the short form (BFI-2-S) and the extra-short form (BFI-2-XS). This inventory is based on five primary dimensions of personality: Extraversion, Agreeableness, Conscientiousness, Negative Emotionality, and Openness to Experience.

The items in the inventory are structured on a 5-point Likert scale, where respondents express their level of agreement or disagreement with various statements describing personal characteristics. For instance, participants are asked if they agree that they enjoy spending time with others and must select a response that ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). This allows for a nuanced measurement of personality traits.

The domain of Extraversion is assessed through items 1R, 6, 11, 16, 21R, and 26R, where "R" indicates items that require reversal. Agreeableness is measured through items 2, 7R, 12, 17R, 22, and 27R. Conscientiousness is evaluated through items 3R, 8R, 13, 18, 23, and 28R. Negative Emotionality is covered by items 4, 9, 14R, 19R, 24R, and 29, while Openness to Experience is assessed through items 5, 10R, 15, 20R, 25, and 30R. The short form of the inventory (BFI-2-S) employs all 30 items for a comprehensive and detailed assessment of personality, while the extra-short form (BFI-2-XS) uses the first 15 items for a rapid and efficient evaluation. This flexible structure allows for the adaptation of the instrument to various research and clinical application contexts, while maintaining the validity and reliability of the measurement of personality traits.

Job Satisfaction Assessment Questionnaire

The Job Satisfaction Assessment Questionnaire is a psychometric tool designed to measure employees' levels of satisfaction regarding various aspects of their workplace. The instructions for completion request participants to circle the number that best reflects their opinion for each question, utilizing a 5-point Likert scale. The scale ranges from 1 (strongly disagree) to 5 (strongly agree), allowing for a nuanced evaluation of satisfaction.

The questionnaire is structured as a summative scale, with items marked with "(R)" reversed to ensure internal validity and control response

tendencies. The scores obtained for each item are then summed to produce total scores across different dimensions of job satisfaction. By employing this questionnaire, organizations can identify areas that require interventions to enhance workplace satisfaction, thus contributing to improved employee morale and productivity.

Teacher Emotion Scale
 The Teacher Emotion Scale is a psychometric tool used to measure specific emotions experienced by educators in a professional context. Scoring is conducted on a Likert scale from 1 to 4, where 1 represents "strongly disagree," 2 "disagree," 3 "agree," and 4 "strongly agree." In the original article, the items were randomized to minimize response order effects and ensure the validity of the collected data. There are three main scales within this instrument, each assessing a distinct emotion: Joy, Anger, and Anxiety. These scales allow for a detailed understanding of the emotional state of teachers and the impact of these emotions on their teaching activities.

5. Research sample

The sample of my research consists of 60 subjects, aged between 19 and over 50 years. Among these, there are 41 female educators and 19 male educators. The distribution by gender, age, teaching experience, and work environment can be found in Tables 1-5.

Table 1- Sample structure by gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	41	68.3	68.3	68.3
	2	19	31.7	31.7	100.0
	Total	60	100.0	100.0	

I have coded female gender as number 1 and male gender as number 2.

Table 2 - Sample Structure by Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	23.3	23.3	23.3
	2	11	18.3	18.3	41.7
	3	20	33.3	33.3	75.0
	4	15	25.0	25.0	100.0
	Total	60	100.0	100.0	

I have coded subjects aged 19-29 as number 1, subjects aged 30-39 as number 2, subjects aged 40-49 as number 3, and subjects aged over 50 as number 4.

Table 3 - Sample Structure by Position in Education (Tenured/Substitute)

		Function			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	48	80.0	80.0	80.0
	2	12	20.0	20.0	100.0
	Total	60	100.0	100.0	

I have coded subjects who are tenured in education as number 1, and subjects who hold substitute positions in education as number 2.

Table 4 - Sample Structure by Subjects' Tenure in Education

		Tenure			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3.3	3.3	3.3
	2	19	31.7	31.7	35.0
	3	14	23.3	23.3	58.3
	4	14	23.3	23.3	81.7
	5	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

I have coded subjects with less than 1 year of service in education as number 1, subjects with 1-9 years of service in education as number 2, subjects with 10-19 years of service in education as number 3, subjects with 20-29 years of service in education as number 4, and subjects with over 30 years of service in education as number 5.

Table 5 - Sample Structure by the Demographic Area of the Educational Institution Where the Subjects Teach

		Unit			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	39	65.0	65.0	65.0
	2	21	35.0	35.0	100.0
	Total	60	100.0	100.0	

I have coded urban areas as number 1 and rural areas as number 2.

6. Data analysis and interpretation

The descriptive analysis of the subscales used to evaluate personality and job satisfaction for a sample of 60 educators revealed the following results: the "Conscientiousness" scale recorded a mean of 41.45 (SD = 5.733), with scores ranging from 29 to 50. Regarding "Extraversion," the mean was 18.67 (SD = 2.022), with scores falling between 13 and 22. The "Agreeableness" subscale had a mean of 19.00 (SD = 2.300), with a score range from 13 to 27. "Negative Emotions"

recorded a mean of 19.52 (SD = 2.325), with scores between 14 and 26, while "Openness" had a mean of 18.32 (SD = 1.846), with scores varying from 14 to 22. Job satisfaction exhibited a mean of 121.28 (SD = 20.429), with scores ranging from 73 to 172. In terms of specific emotions, the "Joy" subscale had a mean of 18.08 (SD = 2.085), "Anger" recorded a mean of 6.13 (SD = 2.665), and "Anxiety" had a mean of 5.88 (SD = 2.853). These results provide a detailed overview of the personality profiles and job satisfaction levels among the analyzed educators.

Hypothesis 1: Conscientiousness Correlates Positively with Job Satisfaction and Joy.

The first hypothesis proposes that the personality trait "Conscientiousness" correlates positively with job satisfaction and joy. Pearson correlation analysis indicates a significant positive correlation between "Conscientiousness" and "Job Satisfaction" ($r = 0.369$, $p < 0.01$), as well as between "Conscientiousness" and "Joy" ($r = 0.490$, $p < 0.01$). These results suggest that individuals with a higher level of conscientiousness tend to report greater job satisfaction and a higher level of joy. Therefore, the hypothesis that conscientiousness correlates positively with job satisfaction and joy is validated. This is consistent with the literature, which suggests that positive personality traits, such as conscientiousness, are associated with favorable attitudes toward work and positive emotions.

Conscientiousness is defined as a personality trait involving self-discipline, organization, and a strong desire to achieve goals and perform tasks to a high standard. Individuals with a high degree of conscientiousness are often methodical, detail-oriented, and responsible. These characteristics enable them to manage professional tasks better, plan effectively, and maintain a high level of performance at work. Consequently, this systematic and disciplined approach leads to greater job satisfaction, as individuals feel they are fulfilling their responsibilities efficiently and productively.

Moreover, conscientiousness significantly contributes to positive emotional experiences, such as joy. Conscientious individuals tend to have better control over their work environment, which reduces stress and uncertainty—factors that can diminish feelings of joy. Additionally, the inherent self-discipline and organization associated with conscientiousness facilitate the achievement of personal and professional goals, leading to a sense of fulfillment and personal satisfaction. These accomplishments driven by conscientiousness are powerful sources of joy and overall satisfaction in life.

The literature supports this view, highlighting that positive personality traits, such as conscientiousness, are essential for developing a positive work attitude and cultivating positive emotions. Research suggests that

conscientious individuals are more likely to engage in behaviors that promote professional success and emotional well-being, such as setting clear goals, maintaining a regular schedule, and proactively addressing problems. These behaviors not only enhance workplace performance but also contribute to a more positive emotional experience and a deeper sense of joy.

In conclusion, the validation of the hypothesis that the personality trait "Conscientiousness" correlates positively with job satisfaction and joy is supported by statistical data and the literature. This underscores the importance of conscientiousness in professional and personal life, highlighting its role in promoting emotional well-being and overall satisfaction. Therefore, the development and cultivation of conscientiousness could have significant benefits for both workplace performance and individuals' mental and emotional health.

Hypothesis 2: Conscientiousness Correlates Negatively with Anxiety and Anger.

Hypothesis 2 asserts that the personality trait "Conscientiousness" correlates negatively with "Anxiety" and "Anger." Pearson correlation analysis from the sample of 60 educators validates this hypothesis. The significant negative correlation between "Conscientiousness" and "Anger" ($r = -0.585$, $p < 0.01$) indicates that individuals with a high level of conscientiousness exhibit lower tendencies to experience anger. Similarly, the significant negative correlation between "Conscientiousness" and "Anxiety" ($r = -0.489$, $p < 0.01$) suggests that these individuals are less prone to anxious states. These correlational parameters highlight the importance of conscientiousness as a protective factor against negative emotions. Conscientious individuals, characterized by self-discipline, meticulousness, and a high degree of organization, tend to develop effective stress management and emotional regulation strategies, which contribute to reducing the frequency and intensity of episodes of anger and anxiety. This reflects an increased capacity for self-control and adaptation in the face of daily challenges, allowing them to maintain a more stable emotional balance and reduce the impact of stressors.

The validation of this hypothesis is consistent with the literature, which emphasizes the role of conscientiousness in promoting psychological well-being and emotional resilience. Thus, the results suggest that the development of conscientious traits could have positive implications for mental health and overall job satisfaction.

Hypothesis 3: The Personality Trait "Agreeableness" Correlates Negatively with "Anger" and "Anxiety."

Hypothesis 3 proposes that the personality trait "Agreeableness" correlates negatively with "Anger" and "Anxiety." Pearson correlation

analysis provides statistical evidence supporting this hypothesis. The significant negative correlation between "Agreeableness" and "Anger" ($r = -0.290, p < 0.05$) indicates that individuals with a higher level of agreeableness tend to experience less anger. Similarly, the significant negative correlation between "Agreeableness" and "Anxiety" ($r = -0.287, p < 0.05$) suggests that these individuals are less prone to anxiety. These findings are consistent with the literature, which emphasizes the role of agreeableness in emotional regulation and the promotion of psychological well-being.

Agreeableness is a personality trait characterized by altruism, empathy, cooperation, and a general orientation toward interpersonal harmony. Agreeable individuals are often concerned about the well-being of others and are willing to avoid conflicts, adopting a conciliatory and friendly attitude. This predisposition toward cooperation and empathy reduces the likelihood of experiencing anger, as agreeable individuals are better able to manage conflict situations in a calm and rational manner. Instead of reacting impulsively or aggressively, these individuals are more inclined to seek compromise solutions and maintain harmonious relationships with those around them.

Additionally, agreeableness plays a protective role against anxiety. Agreeable individuals, by their nature, tend to have positive and supportive interpersonal relationships, which contribute to a sense of security and emotional stability. Healthy and supportive relationships are fundamental in reducing stress and anxiety, as they provide the necessary social and emotional resources to cope with life's challenges. Furthermore, these individuals' ability to perceive and respond positively to the needs of others contributes to an increased sense of social connection and belonging—factors well known for their role in reducing anxiety.

The literature supports these findings, highlighting that personality traits such as agreeableness are crucial for effective emotional regulation. Research suggests that agreeable individuals are less likely to engage in destructive behaviors or experience intense negative emotions due to their orientation toward positive interpersonal relationships and developed social skills. These skills enable them to avoid situations that might generate anger and anxiety, thereby maintaining their psychological well-being.

In conclusion, the validation of the hypothesis that "Agreeableness" correlates negatively with "Anger" and "Anxiety" is supported by statistical data and the literature. These results underscore the importance of agreeableness as an essential personality trait for maintaining emotional balance and mental health. Therefore, cultivating agreeableness can have significant benefits for emotional well-being and

interpersonal relationships, contributing to the reduction of anger and anxiety while promoting a more harmonious and satisfying life.

Hypothesis 4: There is a Statistically Significant Difference Based on the Rural/Urban Area of the Educational Institution Regarding Anger and Anxiety Dimensions.

To test this hypothesis, we used the T-test.

		Group Statistics			
	unitate	N	Mean	Std. Deviation	Std. Error Mean
furie	1	39	5.38	2.391	.383
	2	21	7.52	2.639	.576
anxietate	1	39	5.31	2.054	.329
	2	21	6.95	3.761	.821

Hypothesis 4 investigates whether there is a statistically significant difference in levels of anger and anxiety between teachers in rural and urban areas. To test this hypothesis, the T-test for independent samples was utilized. The statistical analysis showed a significant difference in anger levels between teachers in urban environments (M = 5.38, SD = 2.391) and those in rural environments (M = 7.52, SD = 2.639), with $t(58) = -3.188, p = 0.002$. This result suggests that teachers in rural areas experience significantly higher levels of anger than those in urban areas. Regarding anxiety, the T-test indicated a significant difference in variability between groups ($F = 8.031, p = 0.006$), and a significant difference between urban (M = 5.31, SD = 2.054) and rural environments (M = 6.95, SD = 3.761) under the assumption of equal variances, with $t(58) = -2.198, p = 0.032$. However, when the assumption of equal variances was not held, the difference was not significant ($t(26.577) = -1.860, p = 0.074$).

These results suggest that the hypothesis is partially validated. There is a significant difference in anger levels between teachers in rural and urban areas; however, for anxiety, the significant difference depends on the assumption of equal variances. These differences may be attributed to the diversity of work contexts, available resources, and differing psychosocial support in rural and urban environments. The literature confirms that the work environment can influence emotional states, as teachers in rural settings may be exposed to unique stressors that amplify feelings of anger and anxiety.

Conclusions of the research

This research has provided a comprehensive and in-depth perspective on the influence of personality traits on job satisfaction and emotional well-being among teaching staff. The empirical analysis highlighted significant relationships between traits such as conscientiousness, extraversion, and agreeableness, and various dimensions of professional

satisfaction and emotions experienced at work, including joy, anger, and anxiety. The results underscored the importance of conscientiousness and agreeableness in promoting a positive attitude and a harmonious work environment, while negative emotions were negatively associated with these traits.

Furthermore, the research revealed significant demographic differences, highlighting variability in satisfaction and emotional well-being based on gender, age, tenure, and the work environment (urban/rural). These findings not only validate the formulated hypotheses but also provide a solid theoretical framework for developing personalized interventions aimed at improving the professional quality of life for teaching staff. By identifying contextual and demographic differences, this study contributes to understanding the complexity of the professional experience among teachers and offers tailored solutions for its enhancement.

Additionally, the results demonstrated that the work environment (urban versus rural) has a significant impact on the levels of anger and anxiety felt by teachers, highlighting the need for differentiated intervention and support strategies. Teachers in rural areas, for example, may benefit from specific resources and programs that alleviate stress and promote optimal psychological well-being.

In conclusion, this paper makes a significant contribution to the literature, providing valuable practical implications for educational strategies and institutional policies aimed at supporting and developing human resources in education. By comprehensively addressing the relationship between personality traits and job satisfaction, this study offers new insights and practical solutions for enhancing the professional lives of teachers, emphasizing the importance of investing in their emotional and professional well-being.

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