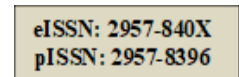


Personality Traits as predictors of Job Satisfaction, Psychological Well Being and Emotional Intelligence among Primary school Teachers

DOI: <https://doi.org/10.36755/khaldunia.v4i1.73>



¹ Irum Shahzadi, ² Dr. Saleem Abbas

¹ M.Phil. Scholar, Department of Psychology

² Assistant Professor, Head of Department Clinical Psychology, UMT University, Sialkot

Email: irumhanifrana@gmail.com

ABSTRACT

Exploring the Influence of Personality Traits and Emotional Intelligence on Job Satisfaction and Psychological Wellbeing among Primary School Teachers was the aim of this study. This study addresses the significant but under-researched issue of how personality traits and emotional intelligence impact the job satisfaction and psychological well-being of primary school teachers. Specifically, to address this issue, it was conducted a comprehensive examination involving 218 school teachers (103 female and 115 male) from various government and private schools located in Sangla Hill, Punjab. This study was conducted through a combination of instruments, including a Demographic form, the International Personality item Pool scale, the trait emotional intelligence questionnaire, Job Satisfaction scale, and the Psychological Wellbeing scale. Descriptive and inferential statistics, T-tests, and regression analysis and t-test were used to calculate the results this study. The findings of study revealed that both personality traits and emotional intelligence significantly influence the job satisfaction and psychological wellbeing of school teachers. In the concluding section, we discuss the implications, offer recommendations, and acknowledge the limitations of this study.

KEYWORDS

Personality Traits, Emotional Intelligence, Job Satisfaction, Psychological Wellbeing, Primary School Teachers, T-Test, Regression

INTRODUCTION

Personality traits are perspective, emotion, and action. Personality includes temperament, attitude, and way of thinking, and is most clearly discussed in relation to others. It reinforces natural and experienced leadership qualities that should be remembered by a person and visible in relation to the environment and social events (Holzman et al., 2019).

Personality refers to individual differences in how a brand thinks, feels, and behaves. Personality research is based on two main areas. Second, is to understand how the various parts of the combine to form a whole (Mayer, 2007). Thinking and feeling qualities and instances play an important part, as do these key personalities attributes. Consistency is generally a formidable challenge and common in negotiation approaches. Essentially, people act in very similar or similar ways in different situations. Both mental and physiological personalities are psychological developments, but research suggests that they are similarly affected by normal cycles and needs. Influencing our approach to action and practice, her personality not only influences how we move and react in situations at hand, but also how we act here and there.

It gives individuality to some choices other than leading to differences in pronunciation. Similarly, it can be found in our perspectives, emotions, pleasant companionship other social support (Matthews et al., 2003). Personality characters and EI have been found to be related. EI write about to the capacity to see, expression, understands and emotion. There is clear evidence or evidence that massive convergence of EI is associated with superior social and caring relationships and indicates better mental and actual wellbeing, which is an integral part of work performance. The increasing prevalence of EI and its impact on different areas of life has led to an evolution in the organization of EI (Daus & Cage, 2008).

There has been much debate about the definition and capabilities of emotional intelligence. Recently, there has been a wide consensus among experts that he has two types of emotional intelligence ability. Firstly, known as high quality emotional intelligence is hypothetical. (Petrides & Furnham, 2001). Emotional intelligence is essential in teacher preparation and must consider not only academic performance, but also the social and emotional environment. The more emotional capacity a potential educator has the more power he/she will have in the classroom. In his opinion, emotional work is an important part of real-world education, affecting students' motivation, wellbeing, and self-esteem. Essential to guarantee an ongoing Japanese exam shows how good top teachers bring emotional skills into the classroom (Hosoya & Imai Matsumura, 2011).

Teachers have the highest respect in the world. Educators are truly significant in schooling. Besides, instructors are the point of convergence of any instructive establishment and a place that understudies intentionally follow. In the interim, teachers are leaving at a phenomenal rate, with many schools encountering high turnover. Instructors might move starting with one school then onto the next or even leave the calling for various reasons. Chambers (2010) credited this to absence of compassion and authority with respect to directors, low wages and occupation fulfillment, and absence of

responsibility. The school has been running for around 40 years and deals with similar issues of instructor burnout and unfortunate educator fulfillment and execution. Also, schools face significant difficulties regarding educator inspiration.

Most people lack enthusiasm to learn and develop their skills and are dissatisfied with their work. Unmotivated teachers see it as a means to an end and they may ignore it and see as a overload. Who teachers dissatisfied with their job, then dissatisfied with their lives as a result, but do poorly in the classroom (Bachtiar et al., 2018). Researchers have evidenced concerns that personality traits are related not only to emotional intelligence, but also to job satisfaction. Job satisfaction is related to life happiness. Job satisfaction has reinvigorated the creativity of HR professionals and researchers. Many studies have focused on temperamental pathways to resolve job satisfaction (Li et al., 2010). Studies have shown that job satisfaction and EI are also associated to psychological wellbeing (Manning et al., 2005). In view of its viability in developing prosperity (mental and physical) and its status as a strategy for practical adaptation under tension, religion can be a significant asset in adapting to misery (Koenig 2009).

Study of the Objective

To examine the relationships between school teachers personality traits, emotional intelligence, job satisfaction, and psychological wellbeing.

Hypotheses of the Study

- Personality traits would predict psychological wellbeing, job satisfaction and emotional intelligence among primary school teachers.
- Gender difference would exhibit significant differences on personality traits, psychological wellbeing, job satisfaction, and emotional intelligence among primary school teachers.

-

RESEARCH METHODOLOGY

This section of the review provides details about the research methodology employed sample used, description of measurement scales, inclusion/exclusion criteria, ethical considerations in research, the overall framework applied, and scoring methodology, elaboration of statistical analysis and practical definitions of key terms.

Study Design

A co-relational concentrate on plan was utilized to gauge the factors.

Sample

A total of 218 teachers, including 115 men and 103 women, from various private and public schools in Tehsil, Sangla, were selected through targeted tests for this review. The schools I remember are: Government. Secondary School Sangla Hill, Govt.

Secondary School Islamic Nagar, City School of Sciences Sangla Hill, Govt. boy's school no.1 Sangla Hill.

Criteria of Sample

Inclusion Criteria and Exclusion Criteria

1. Male and Female school staffs were included.
2. Government and Private schools staff were included.
3. The School staff age above of 20 years was included.
4. Ex. School staff was excluded.
5. The school staff age above of 40 years was excluded.
6. Academic staff or online teachers were excluded.

Procedure

As a result of the Legal Director's Moral Guidance Group hijacking my topic, the researcher began providing information and a brief commentary on the investigation into the Sangla Tehsil case. Users who have expressed interest in the survey are linked to your rating. Prior to correlating psychiatric testing, researchers develop similarities with subjects. Researchers included data on fragment elements such as orientation, age, kinship information, and economic and marital status. Subsequent segment data collected by the scientist are then used to obtain information and enter into survey/investigation structures in terms of character qualities, ability to appreciate everyone on a deep level, work performance, and spiritual prosperity. It takes about 30-35 minutes for each member to organize information.

Instrument Tools

Demographic Form

Segment structure comprised of name, age, religion, schooling, number of kin, and control of members. This structure additionally gets some information about data about the accomplice of like his/her schooling, occupation and long periods of marriage. Long stretches of marriage, long stretches of analyze and other individual from family experiencing jumble.

The Mini international personality item pool (IPIP) Scale

Donnellan et al. 2006 is assessment of personality traits. Presenting yourself as you can really see yourself being virtually identical to others of your own gender and of approximately the same age.

Trait Emotional Intelligence Questionnaire (TEIQue-SF)

This scale developed by Petrides and Furnham (2001) is an improved version for adults in terms of complexity of presentation and syntax. Members must respond on a seven point scale. TEIQue-SF is significant with a score of 0.01, indicating that the test is

very robust to the Pakistani population.

The Job Satisfaction Scale

Walking while asking questions is relates to your attitude towards your profession in the last year. If it's not too much trouble, please indicate how true the whole explanatory walk is for you, given your experience with this task. Job Satisfaction is measured by a member responding on his 7-point Likert scale. It contseven-pointains 21 declarations that must be made.

Psychological Well-Being Scale

The psychological wellbeing is 42 item scales. This scale is assessing 6 point like Autonomy, Environmental Mastery, Positive Relations, Purpose in Life and Self-Acceptance.

Ethical Considerations

The Trials are conducted in a manner that preserves the consideration, nobility, freedom, and wealth of members of the Expedition. This included assuring and educating members about the purpose of this expedition. Participant is guaranteed that any disclosed information will be retaining strictly confidential, utilized solely for ongoing verification purposes. They retain the right to request complete anonymity during the review process.

RESULTS AND DISCUSSION

Data from the ongoing investigation was analyzed using SPSS version 23. Descriptive statistics and two independent samples t-test were employed for data examination.

Table 4.1: *Demographic Characteristics of primary School Teachers (Frequencies & Percentages)*

Variables	<i>f</i>	%
Gender		
Male	109	50.0
Female	109	50.0
Education		
Bachelors	85	39.0
Masters	109	50.0
M.phil	24	11.0
Family System		

Nuclear	218	100.0
Income		
Upto 20000	57	26.1
20001- 30000	148	67.9
30001 – 40000	13	6.0

The descriptive metrics for teachers include information on their orientation, education, family structure and income as presented in table 4.1. Among the 218 respondents 115 were male and 103 were female teachers. All 218 participants reside in family household. Regarding annual income out of the 218 sample, 57 earned up to 20000, 148 fell within the range of 20001 to 30000 and 13 reported earning between 30001 and 40000. This theory was tried using Linear Relapse Examinations.

Table 4.2: *Exploring the Impact of Psychological wellbeing, Job Satisfaction and Emotional Intelligence on Primary School Teachers through Multiple Regression Analysis*

Model	R	R ²	Adjusted R ²
		.373	.364
	.611 ^a		

Note: *p<.000, WB = Wellbeing, JB= Job Satisfaction, EI= Emotional intelligence,

The hypothesis results indicate that personality traits significantly predict the wellbeing, job satisfaction, and emotional intelligence of school teachers (R² = .373, F= 41.790, p<.000).

Table 4.3: *Exploring the Impact of Psychological wellbeing, Job Satisfaction and Emotional Intelligence on Primary School Teachers through Multiple variance of Regression Analysis*

Model	Sum of square	Df	MS	F	Sig.
Regression	2398.904	3	799.635	41.790	.000 ^b
Residual	4037.421	211	19.135		
Total	6436.326	214			

*p<.000, Independent variable: Personality Traits

Dependent variable: Wellbeing, Job Satisfaction, and Emotional Intelligence

The table displays a p-value of 0.000, indicating that our hypothesis is supported, demonstrating that personality traits are a significant predictor of wellbeing, job satisfaction, and emotional intelligence among primary school teachers.

Table 4.4: *Coefficients for Multiple Regression Analysis with Predictor of psychology Wellbeing, Job Satisfaction, Emotional Intelligence among Primary School Teachers*

Model	Un-standardized Coefficients		Standardized Coefficients	T	Sig.
	<i>B</i>	Std. Error	<i>B</i>		
(Constant)	27.146	4.767		5.694	.000
EI	.241	.039	.362	6.109	.000
JS	-.191	.046	-.240	-4.121	.000
WB	.207	.056	.221	3.683	.000

* $p < .000$, WB= Wellbeing, JB= Job Satisfaction and EM= Emotional Intelligence.

The table shows that the wellbeing, job satisfaction and emotional intelligence are constant value 0.000 of the variables.

Table 4.5: *Associations among Personality Traits, Emotional Intelligence, Job Satisfaction, and Psychological Well-being in primary School Teachers*

Variable	Male (n=115)		Female (n=103)		<i>T</i>	<i>p</i>	<i>Cohen's d</i>
	M	SD	M	SD			
	Job Satisfaction	109	7.738	109			
Psychology Wellbeing	109	6.384	109	61.13	.754	.452	.596
Personality Traits	108	5.765	107	50.37	.690	.491	.517
Emotional Intelligence	108	7.562	107	8.924	-.467	.614	-.527

* $p < .000$

Discussion

A midterm assessment was conducted to examine how teachers' families were adapting to life's challenges. The primary focus was on the job with satisfaction levels of both male and female teachers. The aim of this evaluation was to highlight the predictive connections between the ability to assess individuals in terms of psychological well-being,

job satisfaction, and emotional intelligence, and the personality traits of male and female teacher educators. Mental well-being provides a comprehensive assessment of an individual's overall life satisfaction. When making decisions that contribute to a fulfilling life, individuals consider various factors and circumstances (such as income, social relationships, happiness, and significant positive or negative life events), indicating the importance of these conditions. This information is then used to calculate an overall score, determining the individual's overall well-being (Conger et al., 2010).

The results indicated that age, orientation, and four specific personality traits influenced the relationships between stressors, showing a pessimistic effect with the exception of neuroticism. Stressors had a more detrimental impact on emotional engagement for individuals with high levels of neuroticism compared to those with lower levels. Neuroticism encompasses a set of traits that magnify the negative effects of everyday stressors. These traits include a proclivity towards self-imposition and a tendency to exhibit negative reactions such as nervousness, fear, and resentment in stressful situations. Additionally, it involves impulsivity and difficulty in processing significant negative life events, as well as feelings of embarrassment, among others (McRae & Costa, 1987). In contrast, extraversion, another emotional personality trait crucial in emotional regulation, did not emerge as a strong predictor of stress reactivity. This suggests that extraversion may hold more importance in coping with positive profound advancements rather than stressors.

The present study investigated five personality traits as potential indicators of EI. It was found that three of these traits extroversion, agreeableness, and receptivity to experiences proved to be excellent indicators of emotional insight. Additionally, the results demonstrated that conscientiousness and neuroticism did not significantly impact EI. Furthermore, the findings indicated that certified commitment is influenced by the personality traits of Agreeableness and Extraversion, leading to higher EI levels in teacher assistants. The researchers also revealed that honesty, perceptiveness, and neuroticism did not contribute significantly to emotional intelligence. Moreover, the study suggested that the relationship between EI and personality traits is even more distinct than previously assumed by experts. The results from this research showed discrepancies in personality traits, emotional intelligence, job satisfaction, and psychological well-being between men and women. Personality traits were compared with emotional intelligence, job satisfaction, and psychological well-being among school teachers. In this comparison, a t-test was employed to analyze the differences between two groups, assuming similar variances. The t-test is a parametric test that assesses the significance of differences under the assumption of mutual correlation.

Summary

The findings demonstrated that, for both male and female teachers, personality traits played a substantial role in predicting happiness and job satisfaction. The purpose of

this analysis was to highlight predictive relationships between the ability to rate people in relation to psychological wellbeing, job satisfaction, and emotional intelligence and the personality traits of male and female teacher-educators. Personality Traits Influenced Emotional Intelligence of School Teachers. Personality traits affect teachers' daily routines, fears, and anger, and affect their work and lives. Emotional intelligence also influences job satisfaction and psychological well-being.

Conclusion

The survey revealed that school teachers experience a range of challenges in public, at home and in the environment. This feature examines important issues such as emotional disorders, job and personal satisfaction, and the impact of welfare on their lives. In this context, it is evident that the mentioned constraints serve as highly effective indicators of their personality, social sentiments, and professional contentment. While these issues are relatively moderate, they may not be suitable for broader public discussion. Teachers hold a pivotal position in numerous facets of life. However, without emotional stability, they may struggle to fulfill their meaningful role in our society. Consequently, their personal contentment may seem elusive, and their confidence in leading a fulfilling life could be diminished.

Recommendations

The connections between male and female school teachers and their personality traits, emotional intelligence (EI), and job satisfaction are remarkable. There is a scarcity of collaborative research available to elucidate these relationships. A major limitation of the review is that no previous combined review was presented regarding comparisons between teachers' personality, emotional, and psychological well-being. Therefore, it is difficult to monitor the preparation of previous amendments to support this claim.

REFERENCE

- Bachtiar, D., Sudibjo, N., & Bernarto, I. (2018). The effects of transformational leadership, perceived organizational support on job and life satisfaction of preschool teachers. *International Information Institute (Tokyo) Information, 21(4)*, 1301-1320.
- Bisson, M. A., & Levine, T. R. (2009). Negotiating a friends with benefits relationship. *Archives of Sexual Behavior, 38(1)*, 66-73.
- Chambers, R. (2010). Paradigms, poverty and adaptive pluralism. *IDS Working Papers, 2010(344)*, 01-57.
- Conger, R. D., Conger, K. J., & Martin, M. J. (2010). Socioeconomic status, family processes, and individual development. *Journal of Marriage and Family, 72(3)*, 685-704.
- Daus, C. S., & Cage, T. G. (2008). Learning to face emotional intelligence: training and workplace applications. *Research Companion to Emotion in Organizations, 245-304*.
- Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The mini-IPIP scales: tiny-yet-effective measures of the Big Five factors of personality. *Psychological Assessment, 18(2)*, 192-203.
- Holzman, P. S., Proctor, L. R., Levy, D. L., Yasillo, N. J., Meltzer, H. Y., & Hurt, S. W. (2019). Eye-tracking dysfunctions in schizophrenic patients and their relatives. *Archives of General Psychiatry, 31(2)*, 143-151.
- Hosotani, R., & Imai-Matsumura, K. (2011). Emotional experience, expression, and regulation of high-quality Japanese elementary school teachers. *Teaching and Teacher Education, 27(6)*, 1039-1048.
- Li, N., Liang, J., & Crant, J. M. (2010). The role of proactive personality in job satisfaction and organizational citizenship behavior: a relational perspective. *Journal of Applied Psychology, 95(2)*, 395-404.
- Manning, W. D., Longmore, M. A., & Giordano, P. C. (2005). Adolescents' involvement in non-romantic sexual activity. *Social Science Research, 34(2)*, 384-407.
- Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality Traits*. Cambridge University Press.
- Mayer, J. D. (2007). Asserting the definition of personality. *The Online Newsletter for Personality Science, 1(1)*, 1-4.
- McCrae, R. R. & Costa, P. T., Jr. (1987). Validation of the five-factor model of personality. *Journal of Personality and Social Psychology, 52*, 81-90.
- Owen, J., & Fincham, F. D. (2011). Young adults' emotional reactions after hooking up encounters. *Archives of Sexual Behavior, 40(2)*, 321-330.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality, 15(6)*, 425-448.
- Saklofske, D. H., Austin, E. J., & Minski, P. S. (2003). Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences, 34(4)*, 707-721