Exploring the role of big five personality traits on teachers' job satisfaction

[1]Dr. Susmita Basu,   [2] Prof. Debasri Banerjee
[1]Assistant Professor in Education, Department of Education, Haldia Government College, Purba Medinipur,India
[2] Professor and Ex-HOD, Department of Education, University of Calcutta, Kolkata, India
Email id: [1]susmitabasu493@gmail.com, [2]debasiban@gmail.com

Abstract: *This study examined the influence of big five personality traits on teachers' job satisfaction. To fulfil the purpose of the study, 606 samples were taken from various educational institutions of West Bengal, India. Big five personality inventory was used with little modification. This inventory comprised of 102 statements about big five personality traits. Big five personality traits are: Extraversion, Neuroticism, and Openness to Experience, Conscientiousness and Agreeableness. Collected data was analysed by using descriptive and inferential statistical techniques like regression analysis. It was found that big five personality traits have significant impact on job satisfaction levels of teachers. The present study suggests some strategies for development of teacher's personality as a part of teacher education programme. This study has an implication for both educators and educational institutions in understanding the importance of personality traits in professional development, retention strategies and student outcomes.*

Key Words: *Big five personality traits, teaching, Job satisfaction.*

1. INTRODUCTION:

Education is a holistic, comprehensive never-ending process. Teachers play pivotal roles in the behavioural modification of the learner. Today, teaching profession is not only beneficial in educating (knowledge developer, generator, and facilitator) but has other roles as well. They can spread a positive influence on a wide variety of their students. An effective teacher help the students to create the image of their own by understanding their problems and helping them in their overall developmental process. An effective teacher exhibits certain personality traits such as friendliness, forgiveness, fairness, compassion, agreeableness etc. A teacher's personality can effect student learning outcomes through the psychological environment of the classroom. Various studies has supported the view that big five personality traits are important for teaching and learning. According to Rusbadol (2015), there is a positive association between personality traits and teacher performance (as cited in Tamban & Banasihan,2017). [1] Personality traits paired with other characteristics can predict more of the variation in teacher performance and assist to recruit more effective and persistent teachers.

The big five personality measures five personality domains: extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. Each of these domains provide a complete personality picture. Various empirical studies have demonstrated that big five personality traits are reliable across raters and methods. These traits are quite stable across the life span. The big five personality factors are defined as follows:

EXTRAVERSION: Those who score high in this dimension are described as outgoing, friendly, assertive person. Those who score low in this dimension are described as reserved, quiet, detached etc.

NEUROTICISM: This factor is related with individual's emotional stability and degree of negative emotions. People who score high in this dimension are described as prone to worry, depressed, emotionally insecure etc. Those who score low in this dimension are described as relaxed, calm etc.

OPENNESS TO EXPERIENCE: People with high level of openness to experience are likely to learn new things and gather new experiences. Those who score high in this dimension displays traits like imagination, artistic interest, intellectual curiosity etc. People with low level of openness to experience display traits like traditional, conservativeness etc.

AGREEABLENESS: Agreeable people are described as friendly, cooperative, helpful, forgiving, soft hearted etc. Those who score low in this dimension are described as rude, unhelpful and manipulative person.

CONSCIENTIOUSNESS: Conscientiousness is a range of characteristics that describe individual differences in the tendency to be self-controlled, reliable, responsible, hardworking, orderly, and rule abiding (Roberts, Jackson, Fayard, Edmonds, & Meints, 2009, as cited in Robert, Lejuez,Krueger,Richards & Hill,2012,p.1). [2] People with high level of conscientiousness are often described as disciplined, well organised, efficient, dedicated etc. Those who score low in this dimension are described as negligent, careless and hedonistic.

Big five personality traits are a set of constructs that are more strongly predictive of satisfaction, values and social outcomes across various domains of personal and occupational life. Satisfaction can be defined as the positive attitude and state of contentedness that occurs when a person adapts himself with the environment. It is a key ingredient of a person's wellbeing. Each individual has different qualities that are unique to themselves. Satisfaction occurs when an individual evaluates his/her life with a positive perspective and finds out that he is in a favourable status.

JOB SATISFACTION:
Job satisfaction signifies that an employee is committed with his profession and he feels satisfaction in workplace which is crucial for advancement. Satisfaction in occupational life may foster a sense of competence and lead to enhance wellbeing. Job satisfaction is positively related to life satisfaction. Being happy and satisfied from various aspects of life (occupational, social etc) are the basic components of being optimistic towards life. Therefore, job satisfaction is important for individual wellbeing as well as the wellbeing of the institution and the society as a whole.

RELATION BETWEEN BIG FIVE PERSONALITY TRAIS AND JOB SATISFACTION:
Personality measurement has a long history in occupational psychology and the study includes several broad theories and taxonomies like big five personality trait theory. Five factor model encompasses certain dispositional traits which have predictive strength about job satisfaction. This model is widely recognized and accepted in occupational psychology.

2. REVIEW OF RELATED LITERATURE:

INTERNATIONAL STUDIES:

Yahaya., Yahaya ., Bon., Ismail & Noor (2012) conducted a study to find out the relationship between big five personality with work motivation, competitiveness and job satisfaction. This study presented a theoretical framework. Based on this theoretical analysis , the paper draws its conclusion on the fact that, conscientiousness and job status are both significant predictors of job satisfaction. [3]

Chi.,Yeh & Choum (2013) conducted a study on the "Organizational commitment, Personality traits and Teaching efficacy of Junior High school teachers: The Mediating effect of job involvement". Results of the study revealed that, (1) Job involvement has a significant and positive influence on teaching efficacy; (2) personality traits have a significant and positive influence on teaching efficacy; (3) organizational commitment has a significant and positive influence on job involvement; (4) organizational commitment has a significant and positive influence on teaching efficacy; (5) job involvement has a meditating effect between organizational commitment and teaching efficacy; (6) personality traits have no moderation effect between job involvement and teaching efficacy. [4]

Jong., Wisse., Heesink & Zee (2019) conducted a study on " Personality Roles and Career Enactment: Career Role Preference as a Mediator". This study suggested that extraversion, conscientiousness and openness to experience influence various career role performance. [5]
Petasis & Economides (2020) conducted a study on "The big five personality traits, occupational stress and job satisfaction. Results of the study revealed that, the correlation of conscientiousness, extraversion, openness to

experience and agreeableness to job satisfaction were not significantly linked while neuroticism had a moderately negative correlation with job satisfaction, and it was the only statistically significant relationship. [6]

Kang & Malvaso (2023). Conducted a study to explore the connection between job satisfaction and big five personality traits. Results of the study showed that, neuroticism consistently has a negative association with all aspects of job satisfaction, whereas agreeableness and conscientiousness have positive associations with job satisfaction. Extraversion had a weak negative association with satisfaction with total pay. These findings imply that personality may play a crucial role in shaping areas of job satisfaction. [7]

NATIONAL STUDIES:

Basak & Ghosh (2014) conducted a study to explore the relationship of personality with career stages in different groups of school teachers. For the purpose of the study 160 school teachers were selected from different schools of Kolkata, India. NEO five factor questionnaire was used for data collection. Findings of the study revealed that, openness to change, agreeableness and conscientiousness are significantly and positively correlated with all the career stages whereas neuroticism is significantly and positively correlated with stocktaking and disengagement stages. Extraversion is positively and significantly correlated with stabilization and disengagement stages. This study also suggested that, personality traits like: openness to change, agreeableness and conscientiousness are positive personality traits in different career stages in comparison to neuroticism. [8].

Therasa & Vijayabanu (2014) conducted a review based study to find out the impact of big five personality traits and positive psychological strengths towards job satisfaction. Based on the theoretical analysis, this study stated that, big five personality traits and psychological strengths has positive influence on job satisfaction. [9]

Arora & Rangnekar (2016) conducted a study to investigate the relationship of the big five personality factors with career commitment. Results of the study revealed that, openness to experience/intellect is the Big Five personality dimension that acts as the significant predictor of all the three dimensions of career commitment (career identity, career resilience, and career planning). [10]

Sindhulakshmi,B.(2022). Conducted a study to find out the relationship of job satisfaction and big five personality traits. Results of the study revealed that, big five personality trait of openness, conscientiousness, extraversion are positively correlated with job satisfaction whereas neuroticism and job satisfaction are negatively correlated. The study concluded that Personality traits have an influence on the job satisfaction of an employee. [11]

3. SIGNIFICANCE OF THE STUDY:

A teacher is a significant figure in the teaching-learning process. His behaviour is influenced by his personality in diverse ways such as interaction with others, teaching, selection of learning experiences, evaluation techniques etc. The present study looks over the influence of big five personality traits on career longevity and job satisfaction of teachers. Personality is an essential factor for teaching effectiveness that support the growth of the institution they work in. An effective teacher will take part enthusiastically in all the academic and non-academic activities of the institution. A person's personality is consistently associated with his self-image in regard of being friendly, helpful, responsible, committed etc. It is an individual's pattern of character that determine his unique adjustment to his environment. Therefore, personality is an essential factor for teaching effectiveness that support the career longevity and job satisfaction of the teacher.

In educational disciplines most of the studies focus on investigating different aspects of teaching profession. Also, there is plenty of research on personality traits. However, there is sparse research available that explains how personality traits affect various dimensions of teaching and satisfaction with occupational life. This study aims to contribute to the existing body of knowledge by providing a comprehensive overview of the relationship between Big five personality traits and teachers' career longevity and job satisfaction.

4. OBJECTIVES OF THE STUDY: The major objectives of this study are summarized below:
   1. To find out the factors of job satisfaction leads to career longevity.
   2. To find out the relationship between big five personality trait dimension and job satisfaction.

4.1 HYPOTHESIS OF THE STUDY:
H01: There is no significant relationship between neuroticism trait and teachers' job satisfaction.
H02: There is no significant relationship between extraversion trait and teachers' job satisfaction.
H03: There is no significant relationship between openness to experience and teachers' job satisfaction.
H04: There is no significant relationship between agreeableness trait and teachers' job satisfaction.

H05: There is no significant relationship between conscientiousness trait and teachers' job satisfaction. (Further hypothesis will be formed based on the obtained significant relationship.)
H06: Neuroticism trait is not a significant predictor of job satisfaction.
H07: Extraversion trait is not a significant predictor of job satisfaction.
H08: Openness trait is not a significant predictor of job satisfaction.
H09: Agreeableness trait is not a significant predictor of job satisfaction.
H010: Conscientiousness trait is not a significant predictor of job satisfaction.

5. METHODOLOGY: Mixed method research design was applied for this study.

SAMPLE: In this present study, the data was collected through stratified random sampling from various secondary, higher secondary schools and general degree colleges. The participants (N=606) were from various academic institutions of rural, semi urban and urban areas.
TOOLS: In the present study, the tool was constructed by the researcher and rated by 3 experts. It included:

1) **Teacher's Job Satisfaction Scale:** An inventory consisting of 40 statements to identify the teachers' attitude towards professional, psychological, social and moral job satisfaction. Within this scale certain statements were included, through which their willingness to continue this service and how much satisfaction they derive from it can be measured.

2) **Big five personality Inventory:** An inventory consisting of 102 statements to describe the hierarchical organization of personality in terms of five basic dimensions: Neuroticism, Extraversion, Openness to experience, Agreeableness, Conscientiousness.

LIMITATIONS: The following limitations were there in this study:
1) It is limited to school (secondary and higher secondary) and college levels.
2) It is mainly limited within Bengali medium institutions.

RESULTS AND FINDINGS:
The present research work has been carried out with two types of data analysis. Namely: Qualitative and Quantitative.
Quantitative Analysis:
 Coefficient of correlation and regression analysis of these two techniques were used for data analysis. The statistical tables used for this study are as follows:

Table: 1.1
Table Showing the Correlation between Teachers' Job Satisfaction and Teacher Personality in Neuroticism Dimension

			TJS_Total	TPNE_Total
Spearman's rho	TJS_Total	Correlation Coefficient	1.000	.328**
		Sig.(2-tailed)	.	.000
		N	606	606
	TPNE_Total	Correlation Coefficient	.328**	1.000
		Sig.(2-tailed)	.000	.
		N	606	606
**. Correlation is significant at the 0.01 level (2-tailed).				

Note* TJS- Teachers' Job Satisfaction, TPNE- Teacher Personality in Neuroticism Dimension

H$_0$1: There is no significant relationship between teachers' job satisfaction and neuroticism trait.
This hypothesis is rejected, as there is a significant relationship between teachers' job satisfaction and neuroticism trait.

Table:1.2
Table Showing the Correlation between Teachers' Job Satisfaction and Teacher Personality in Extraversion Dimension

			TJS_Total	TPEX_Total
Spearman's rho	TJS_Total	Correlation Coefficient	1.000	.575**
		Sig.(2-tailed)	.	.000
		N	606	606
	TPEX_Total	Correlation Coefficient	.575**	1.000
		Sig.(2-tailed)	.000	.
		N	606	606
**. Correlation is significant at the 0.01 level (2-tailed). N=606				

Note* TJS- Teachers' Job Satisfaction, TPEX- Teacher Personality in Extraversion Dimension
H038: There is no significant relationship between extraversion trait and job Satisfaction.

This hypothesis is rejected, as there is a significant relationship between teachers' job satisfaction and extraversion trait. Higher the score higher is one's job satisfaction level and position in extraversion dimension.

Table:1.3
Table Showing the Correlation between Teachers' Job Satisfaction and Teacher Personality in Openness to experience Dimension

			TJS_Total	TPOP_Total
Spearman's rho	TJS_Total	Correlation Coefficient	1.000	.532**
		Sig.(2-tailed)	.	.000
		N	606	606
	TPOP_Total	Correlation Coefficient	.532**	1.000
		Sig.(2-tailed)	.000	.
		N	606	606
**. Correlation is significant at the 0.01 level (2-tailed). N=606				

Note* TJS- Teachers' Job Satisfaction, TPOP- Teacher Personality in Openness to experience Dimension
H$_0$3: There is no significant relationship between teachers' job satisfaction and openness to experience trait.
This hypothesis is rejected, as there is a positive relationship between teachers' job satisfaction and openness to experience trait. This hypothesis is rejected, as there is a positive relationship between teachers' job satisfaction and openness to experience trait. As per the scoring pattern, higher the score higher is one's position in job satisfaction level and openness to experience trait dimension.

Table:1.4
Table Showing the Correlation between Teachers' Job Satisfaction and Teacher Personality in Agreeableness Dimension

			TJS_Total	TPAG_Total
Spearman's rho	TJS_Total	Correlation Coefficient	1.000	.662**
		Sig.(2-tailed)	.	.000
		N	606	606
	TPAG_Total	Correlation Coefficient	.662**	1.000
		Sig.(2-tailed)	.000	.
		N	606	606
**. Correlation is significant at the 0.01 level (2-tailed). N=606				

Note* TJS- Teachers' Job Satisfaction, TPAG- Teacher Personality in Agreeableness Dimension

H₀4: There is no significant relationship between agreeableness trait and teachers' job satisfaction.

This hypothesis is rejected, as there is a positive relationship between teachers' job satisfaction and agreeableness trait. From the qualitative data analysis it has been found that, agreeable individuals are more compliant and altruistic. They may therefore be regarded as well-adjusted with the workplace.

Table:1.5

Table Showing the Correlation between Teachers' Job Satisfaction and Teacher Personality in Conscientiousness Dimension

			TJS_Total	TPCO_Total
Spearman's rho	TJS_Total	Correlation Coefficient	1.000	.590**
		Sig.(2-tailed)	.	.000
		N	606	606
	TPCO_Total	Correlation Coefficient	.590**	1.000
		Sig.(2-tailed)	.000	.
		N	606	606

**. Correlation is significant at the 0.01 level (2-tailed).

Note * TJS- Teachers' Job Satisfaction, TPCO- Teacher Personality in Conscientiousness Dimension

H₀5: There is no significant relationship between teachers' job satisfaction and conscientiousness trait.

This hypothesis is rejected, as there is a positive relationship between teachers' job satisfaction and conscientiousness trait. Therefore, it can be concluded that conscientious employees may be prone to higher level of job satisfaction.

The coefficient of correlation is not enough to predict the change in one variable in some systematic way, with the change in the other variable. For this purpose, an additional statistical measure is used. It is termed as regression.

Table : 2

Table Showing the Regression Coefficient between Big Five Personality Traits and Job Satisfaction

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig	95% Confidence Interval for B			Correlations	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero Order	Partial	Part
(Constant)	44.935	4.997		8.992	.000	35.121	54.749			
TPNE_Total	.277	.084	.151	3.296	.001	.112	.443	.611	.133	.093
TPEX_Total	-.124	.050	-0.84	-2.481	.013	-.222	-0.26	.314	-.101	.070
TPOP_Total	.340	.101	.141	3.363	.001	.141	.538	.574	.136	.095
TPAG_Total	.602	.089	.349	6.748	.000	.427	.777	.687	.266	.190
TPCO_Total	.383	.078	.222	4.908	.000	.230	.537	.618	.196	.138

* Dependent Variable: TJS Total (TFS- Teachers' Job Satisfaction)

* Predictors: (Constant), TPCO_Total, TPEX_ Total, TPOP_Total, TPNE_ Total, TPAG_Total (TPCO= Teacher Personality in Conscientiousness dimension, TPAG= Teacher Personality in Agreeableness dimension, TPOP= Teacher Personality in Openness dimension. TPEX= Teacher Personality in Extraversion dimension, TPNE= Teacher Personality in Neuroticism dimension.

H₀6: Neuroticism trait is not a significant predictor of job satisfaction.

This hypothesis is rejected, as neuroticism is found to be a significant predictor of job satisfaction. Emotional stability is considered as a reliable and valid predictor for job satisfaction. In contrast, individuals who are less emotionally stable tend to be more job dissatisfied due to their depressed nature.

H$_0$7: Extraversion trait is not a significant predictor of job satisfaction.

This hypothesis is rejected, as extraversion is found to be a significant predictor of job satisfaction. There is a significant negative relationship between extraversion and job satisfaction. It is a bipolar trait dimension. Individuals with lower level extraversion tend to feel less comfortable in social situations. So, lower level of extraversion is negatively associated with higher level of job satisfaction.

H$_0$8: Openness trait is not a significant predictor of job satisfaction.

There is a positive significant relationship between openness and job satisfaction. So we can reject the null hypothesis at .01 level. A person with a high level of openness seek out new, unconventional experiences. Such people are often perform their work with positive job experiences.

H$_0$9: Agreeableness trait is not a significant predictor of job satisfaction.

This hypothesis is rejected, as agreeableness is found to be a significant predictor of job satisfaction. Agreeable people tend to be more satisfied due to their accommodating nature. This interpersonal intimacy is a significant factor of job satisfaction. So, is can be concluded that agreeableness is a significant predictor of job satisfaction.

H$_0$10: Conscientiousness trait is not a significant predictor of job satisfaction.

This hypothesis is rejected, as there is a positive significant relationship between conscientiousness and job satisfaction. Conscientious people are regimented, self-discipline and accomplished. These facets are closely related with job Satisfaction.

Qualitative Analysis:
Qualitative analysis conducted as a part of mixed method design through interview. A total of 16 teachers were selected for this purpose. Results of the study concluded that, there is a linear relationship among occupational stress, career plateau and job dissatisfaction. The stress factors identified by the teachers across all academic streams have been clubbed into five broad categories such as:
  ➢ Challenging nature of work,
  ➢ Maintaining novelty,
  ➢ Interaction with students,
  ➢ Classroom management
  ➢ Academic freedom.
The areas of job satisfaction which lead to career longevity as mentioned by the teachers are as follows: professional satisfaction, socio-economic satisfaction and social security.

6. DISCUSSION:
The present study shows that there are so many aspects that are needed to be addressed properly. The findings of the study show that teachers who have a high score on neuroticism are prone to experience negative attitude towards their profession. Findings of this study are consistent with the findings of Mondal and Saha (2017) [12]. They found that neurotic teachers are less satisfied than those who scored high in extraversion dimension. Findings of this study is in line with the findings of Sindhulakshmi (2022) [11]. The study also revealed that people who are open to experience tend to be more creative when compared to closed people. Such people often perform their work with positive job experiences. This finding is partially correlated with that of Mohan & Mulla (2013) [13]. They found that openness to experience had a positive relationship with job performance in high complexity jobs. It was also found that agreeableness is a significant predictor of job satisfaction. This finding is in line with Chandrasekara (2019) [14]. Results of the present study also indicated that, people with high level of conscientiousness have a tendency to be more disciplined and well-organized towards their profession. This finding is supported by Huo & Jiang (2021) [15]. Findings of their study revealed that there is a positive impact of conscientiousness on thriving at work, subsequently on career and job satisfaction. Based on the above mentioned findings a conclusion that can be drawn that a satisfied teacher's tendencies of career longevity is significantly higher when compared to a dissatisfied teacher.

7. EDUCATIONAL IMPLICATIONS:
The results of the study shown that the big five personality trait determine the job satisfaction level of teachers. This study has theoretical and practical significance. The findings of this study is in line with the findings of

Mirkovic.,Zecevic & Marinkovic(2020) [16]. Analysis of this study also revealed that big five personality traits represent significant determinants of teachers' achievement motive, which is an essential component for job satisfaction. The present study has the following significant implications:

1. Teacher education programme should incorporate HR management skills as an essential component for teacher training programme.

2. Traits such as that extraversion, openness, agreeableness and conscientiousness are positively correlated with job satisfaction.

3. This study also suggested that, teachers' retention and attrition tendencies can be predicted from their personality profile.

4. The present study identified the essential personality traits for effective teaching. These traits are as follows: patience, willingness to learn, sympathetic and affectionate, humble, imaginative, easy going, disciplined, open minded, flexible, energetic, altruistic, optimistic etc.

5. The findings of the study may be used in planning for better strategies in implementing the NEP 2020.

8. CONCLUSION:

Teaching is a noble profession. Presently, globalization has brought tremendous changes in the array of teaching culture. In this present globalized era, the role of teachers assumes greater significance to improve the quantity, quality and equality in education system. This involves not only imparting knowledge but also the overall development of the students. In conclusion, this study has provided valuable insights regarding big five personality traits and its psychological aspects of teaching which play a significant role in fostering a positive educational landscape.

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