

## Przegląd Badań Edukacyjnych Educational Studies Review

ISSN 1895-4308

nr 46 (1/2024), s. 197–217

ORIGINAL RESEARCH  
PROJECTS

ORYGINALNE  
ARTYKUŁY BADAWCZE



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## Predictors of Job Satisfaction among Polish Teachers

<http://dx.doi.org/10.12775/PBE.2024.010>

### Abstract

The term “job satisfaction” refers to emotional responses and ways of thinking about work in a given structure. It is the degree of self-fulfillment that an employee experiences while performing work-related duties. Work satisfaction is linked to positive attitudes towards employment and more effective results. The aim of the original research presented in the article is to determine the predictors of job satisfaction among Polish teachers. Individual factors such as gender, length of service, personality variables (emotional stability, agreeableness, extroversion), work-home conflict, as well as organizational factors, i.e., overall work climate, were also considered. The research was conducted on a sample of 952 teachers from across Poland. Women accounted for 87.6% (n=834) and men for 12.4% (n=118) of the respondents. The average age was  $M=46.47$  ( $SD=9.59$ ). A survey questionnaire was used for the purposes of the study, and hierarchical regression analysis was applied to develop the research results. School climate, work-home conflict, and level of extroversion were found to be significant predictors of job satisfaction. Given that personality factors are difficult to change, an effective way to increase teachers’ job satisfaction is to take care to build a positive school climate and fair distribution of responsibilities, which can reduce work-home conflict.

**Keywords:** job satisfaction, teacher, personality, work-home conflict, work climate.

## Introduction

First of all, the concept of job satisfaction is defined in the introduction. In the following parts of the article, we present further definitions and previous research results on the individual and organizational predictors of job satisfaction (as included in our study) based on a literature review. We then go on to present the results of our own research, the aim of which is to determine the predictors of job satisfaction among Polish teachers.

Many definitions of job satisfaction can be found in the Polish and international literature. The term is used to describe feelings experienced by an employee in relation to job duties (Schulz & Schulz, 2002, p. 296), but also emotional responses to being evaluated or the experience of being evaluated itself (Locke, 1976, p. 1300). It is also linked to the degree to which an employee likes their job and its various aspects. Victor H. Vroom proposed viewing job satisfaction from the perspective of attitudes towards the job, rather than feelings related to it (Springer, 2011, p. 163). Łukasz Skowron and Marcin Gąsior (2017, p. 31) suggest that approaching employee satisfaction as an attitude or set of attitudes seems to be more justified, as it opens a comprehensive approach to the issue. These authors, citing the work of Michael Jay Rosenberg and Carl Iver Hovland, point out that attitude itself is a form and expression of an individual's approach to the object of the attitude, and has an internal structure based on three components: the cognitive (thoughts, beliefs and traits attributed by the individual to the object of the attitude), the affective (feelings, emotions related to the object of the attitude) and the behavioral (past behaviors and experiences and preferred forms of reaction and behavior toward the of object of the attitude), which are reflected in work-related factors. Job satisfaction can be understood as an employee's personal resource, cognitive and emotional attitudes toward work (Jasinski & Derbis, 2019, p. 11), and an individual's response to the working conditions in a broader sense (Chrupała-Pniak, 2012, p. 14).

Being satisfied at work has psychological and behavioral consequences; the psychological ones may include contentment and dedication to work but also commitment to it. Behavioral consequences, on the other hand, include

higher productivity and efficiency, creativity, low absenteeism, lower likelihood of deviant behavior and fewer resignations, greater likelihood of pro-social behavior, and greater loyalty to the employer. A dissatisfied employee may express thoughts of leaving the organization or actually leave it, look for a new job, use work time for private purposes, consciously reduce efficiency, come to work late, or not come at all (absenteeism) (Chrupała-Pniak, 2012, p. 25; Smalec, 2016, p. 136). Job satisfaction is the primary indicator of an employee's intention to continue working for their employer (Stompór-Swidzka, 2015, p. 161; Wnuk, 2021, p. 72). In addition, feelings of satisfaction/dissatisfaction in the workplace can spill over into personal relationships (the "carryover"), thereby affecting overall life satisfaction.

Research shows that more than 50% of teachers are satisfied with their chosen career path (Korczyński, 2016, p. 222). Yet among those who are dissatisfied occupational burnout is mentioned along with their intention to change jobs or resign, which results in regular staff shortages. Research by Rudolf Kretschmann (2003, after: Korczyński, 2016, p. 234) indicates that the greatest degree of satisfaction with the profession is expressed by teachers who, while being strongly committed to their work, are ready to make certain concessions to the school system (comply with the curriculum, adhere to discipline). In contrast, the least satisfied teachers criticize the education system and focus on its repressive nature; they show little engagement while trying to meet the demands of the system, with little critical thinking involved. Thus, it can be concluded that a satisfied teacher is flexible when it comes to external demands, while a teacher who is dissatisfied with work is quite rigid.

Job satisfaction among teachers is associated with experiencing pleasant emotions in connection with the performance of professional duties. What gives teachers job satisfaction is dynamic work with young people, the need for continuous professional and personal development, good relationships, kindness and understanding, a high level of academic achievement among their students, school situations related to the ingenuity of students, and the displaying of affection for the teacher, educational successes related to the behavior and attitude of students, teacher-student trust, clear and fair rules for managing and organizing work at school, and positive cooperation with parents (Jakimiuk, 2018, p. 78). Job satisfaction is an individual experience, but some shared factors that affect job satisfaction can be distinguished specifi-

cally for teachers as a group (Jakimiuk, 2018, p. 78). One can also divide predictors of job satisfaction among teachers into individual and organizational (Aloisio et al., 2021, p. 3). A literature review of work on the individual and organizational predictors of job satisfaction is presented below.

## **Individual predictors of job satisfaction**

The following potential predictors of job satisfaction among teachers were considered in our study: gender, age, length of service, personality, and work-home conflict. Here we will review the definitions and reports from previous research in this area.

Some studies indicate that job satisfaction rates are lower in female than in male teachers (Rogozińska-Pawelczyk, 2012, p. 125). Such results were obtained by Elżbieta Egierska (2023, p. 151), who demonstrated that among novice female teachers job satisfaction scores were generally lower than those of novice teachers. Elżbieta Lisowska's (2017, p. 237) study, on the other hand, showed that Polish teachers did not differ in job satisfaction when it came to gender or the length of service. Nevertheless, in her study, the level of job satisfaction was determined by different characteristics of job functioning depending on the length of service. In male teachers with the length of service of up to 5 years, and those with more than 20 years, the most important determinant of satisfaction was the work performed; in female teachers with the length of service of up to 5 years it was the work performed, and the relationship with the supervisor. In female teachers with the length of service of 6–20 years, the determinant of job satisfaction was the level of pay, and in female teachers with the length of service of more than 20 years, as in men, the work itself.

The level of job satisfaction increases most often with age and length of service. This is likely due to more opportunities for self-fulfillment, experience, and the experience of greater trust in them being expressed by superiors and co-workers. The relationship between length of service and job satisfaction can also run parabolically (Sak-Skowron & Skowron, 2017, p. 249). A different shape of this relationship is shown by Turkish research, in which the highest levels of job satisfaction were achieved by teachers in the 36–40 years age range, while older teachers showed significantly lower levels of job

satisfaction (Demitras, 2010, p. 1072). The same research shows that teachers with the length of service of 6–10 years and 16–20 years have the highest job satisfaction, while teachers with over 21 years in job experience the lowest job satisfaction. A study by Egierska (2023, pp. 152–153) found no effect of length of service or seniority on job satisfaction.

Personality variables are a crucial factor in psychosocial functioning. This research has focused on three personality traits: extroversion, agreeableness, and emotional stability.

Extroversion is a feature that describes the tendency to prefer engaging in social interaction, as well as being energetic, active, and experiencing positive emotions. High levels of extroversion are associated with friendliness, sociability, talkativeness, activity, and optimism, as well as a tendency to have fun and seek stimulation. At the opposite end of the spectrum is introversion, which is associated with reserve in social interactions, shyness, lack of optimism, and a preference for being alone (Zawadzki et al., 2007, pp. 72–73, after: Sorokowska et al., 2014, p. 8).

Agreeableness is a personality dimension in which high scores indicate a tendency to have a positive attitude toward other people, which is linked to altruism. It is also linked to being sensitive to the concerns of others and also to a trustful and cooperative attitude. A high level of agreeableness is associated with likability, a willingness to help, straightforwardness and sincerity, meekness, gentleness, modesty and affection for other people. Low agreeableness is associated with a negative attitude towards others, a tendency towards antagonism and indifference to the affairs of others, egocentrism, mistrust, and rivalry, and sometimes aggression and reserve in social contacts (Zawadzki et al., 2007, pp. 76–77, after: Sorokowska et al., 2014, p. 8).

Emotional stability stands for emotional adjustment, and the ability to cope with stress without experiencing tension, irritability, or anxiety. Individuals with low scores on this scale are characterized by neuroticism – a susceptibility to experiencing negative emotions such as displeasure, confusion, guilt, fear, anger, or shame. Neuroticism is characterized by a decreased ability to control one's urges and cope with stress, and a tendency to worry. Neuroticism is also linked to anxiety and tension (Sorokowska et al., 2014, p. 9).

Data found in the literature indicates that personality factors explain 10–30% of the variance in job satisfaction (Jasinski & Derbis, 2019, p. 12).

Higher levels are negatively associated with anxiety, depression, and aggressiveness (Kiszcz et al., 2004, p. 465). It could therefore be assumed that job satisfaction would be positively related to agreeableness and emotional stability, but the results of research on this aspect are inconclusive. Indeed, it is indicated that extroversion is related to job satisfaction, while agreeableness and neuroticism (the inverse of emotional stability) are not (Skrzypek, 2018). At the same time, the results of research on job burnout (which can be seen as the inverse of job satisfaction) among teachers show that neuroticism is positively associated with emotional exhaustion, depersonalization and negatively with feelings of professional efficacy, while the associations of extroversion with job burnout are the opposite (Poraj, 2009, pp. 276–277).

In addition to gender, length of service and personality factors, conflict between work and home (family and personal life) is an extremely important determinant of job satisfaction. The conflict between social role as an employee and social role as a parent/partner (or other personally important role) makes it difficult or impossible to meet the responsibilities of the non-work role. Difficulties may arise due to a shortage of time, emotional strain, and differences in the required behavior in the two roles (Baka, 2012, pp. 172–173). Research shows that work-family conflict is a mediator (partial) in the relationship between work demands and job satisfaction. Work demands such as interpersonal conflict, organizational constraints and high workload are predictors of high levels of work-family conflict, while high levels of work-family conflict are determinants of low job satisfaction (Baka, 2012, pp. 179–182). A similar direction of the relationship between work-family conflict and job satisfaction was revealed by a study of Turkish teachers, in which work-home conflict was found to be the strongest predictor of job satisfaction (more important than sociodemographic variables, life satisfaction, or family-work conflict (Erdmar & Demirel, 2016, p. 170).

### **Work climate as an organizational factor related to job satisfaction**

The concept of organizational climate itself originates from interpersonal relations theory. The interest in this construct in the United States peaked in the 1970s and 1980s but it is currently attracting a new wave of interest. In

Poland, research on work climate has only been on the increase since the first decade of this century. Researchers separate the concept of organizational culture and organizational climate, defining the latter as “the set of perceptions shared by employees and the meanings given to organizational policies, practices, procedures and behaviors that are expected, rewarded and reinforced in a given organization” (Durniat, 2018, pp. 51–52). School climate therefore refers to perceptions of the working/learning environment and can influence the behaviour of teachers, students, and parents. Positive perceptions of social relationships at school – teacher-student, teacher-teacher, and teacher-parent – provide a sense of connection to the school, increase engagement in school life and reduce stress levels.

Rudolf H. Moos (1979, pp. 81–96, after: Gaś, 2006, pp. 105–106; Collie et al., 2012, pp. 7–8) defines school climate as the social atmosphere of an educational environment whose participants have different life experiences. This atmosphere is intended to help achieve the goals for which the school community has been established.

The social climate of a school will consist of the ways in which staff treat each other and communicate, but also its formal procedures and patterns of action, formal and informal structures, modes of management and principles of cooperation (Puchalski & Korzeniewska, 2010, p. 140).

The results of the present study indicate that school principals who are approachable and supportive towards their staff contribute indirectly (by increasing teachers’ sense of self-efficacy) and directly to increased job satisfaction in teachers. The same study also demonstrates that a sense of belonging (the extent to which teachers can get help, advice, support, and motivation and feel accepted by their colleagues) influences teachers’ sense of self-efficacy and, indirectly, job satisfaction (Aldridge & Fraser, 2016, p. 302).

Egierska’s (2023, p. 157) research confirms that novice teachers rate their sense of job satisfaction higher if the principal shows interest in and sensitivity to other people’s needs and values, recognizes the principle of partnership, respects other people’s expectations and systems of values, requires teachers to be cooperative, commits to making full use of his or her abilities and skills to achieve common goals, delegates the right to manage others to the person with the most knowledge of the tasks at hand, resolves conflicts through detailed discussion of contentious issues, allows those with greater knowledge

and experience in the field to make decisions, and also respects voluntary involvement in the achievement of goals.

Furthermore, in a study by Łukasz Baka (2016, pp. 237–240), high resources in the form of supervisor support, co-worker support and psychological work climate correlated with high job satisfaction and positive affect at work. Work engagement mediated this effect.

It follows that school climate can determine attitudes towards work and is therefore an important predictor of job satisfaction. It should be also noted that organizational climate is a determinant of burnout levels, and that shaping working conditions towards having a supportive nature can reduce the experience of burnout (Lubrańska, 2011, pp. 628–630).

## **Purpose of this research, research questions and hypotheses**

The aim of our own research was to determine the predictors of job satisfaction among Polish teachers. The main research problem can be formulated as follows: of the individual factors of gender, length of service, emotional stability, agreeableness, extroversion, work-home conflict and the organizational factor of school climate, which are predictors of job satisfaction among Polish teachers?

The following research questions were asked:

1. Are there any correlations between individual variables (sociodemographic factors, personality traits, work-home conflict) and degree of job satisfaction?
2. Are there any correlations between organizational variables (organizational climate) and degree of job satisfaction?
3. Is work climate a predictor of job satisfaction among Polish teachers when controlling for individual factors (sociodemographic factors, personality variables and work-home conflict)?

The three questions mentioned above are resolution questions (they require a yes or no answer) and the study presented is based on explanatory research, as it looks for relationships between variables (Pilch & Bauman, 2010, p. 41).

The following research hypotheses were formulated:

- H1. There is a negative relationship between gender and job satisfaction.



- H2. There is a positive relationship between extroversion and job satisfaction.
- H3. There is a positive relationship between emotional stability and job satisfaction.
- H4. There is a positive relationship between agreeableness and job satisfaction.
- H5. There is a negative relationship between work-home conflict and job satisfaction.
- H6. There is a positive relationship between organization climate and job satisfaction.
- H7. When controlling for individual factors (sociodemographic factors, personality variables and work-home conflict), work climate is a predictor of job satisfaction among Polish teachers.

## Method

### Sample

The study sample comprised 952 Polish teachers. The average age of the respondents was 46.54 years old ( $SD=9.59$ ). The majority, 87.6% ( $n=834$ ) were female and 12.4% ( $n=118$ ) were male. The respondents taught in public ( $n=910$ ; 95.6%) and non-public ( $n=33$ ; 3.5%) schools in rural ( $n=276$ ; 29%) and urban ( $n=673$ ; 70.8%) areas nationwide. Whether the school was state-run or not was not stated by 9 people and the location of the school was not given by 3. The average length of service was  $M=21.12$ ; ( $SD=11.29$ ). The majority of the surveyed teachers taught in primary schools (85.7%;  $n=816$ ), and 14.3% ( $n=136$ ) in general secondary schools. The schools in which the teachers worked were mainstream schools ( $n=891$ ; 93.6%), special needs schools ( $n=50$ ; 5.3%) and sports schools ( $n=5$ ; 0.5%). Type of school was not stated by 6 respondents. The respondents varied in terms of their degree of professional status (trainee teachers:  $n=34$ ; 3.6%; contract teachers:  $n=135$ ; 14.2%; appointed teachers:  $n=136$ ; 14.3%; certified teachers:  $n=639$ ; 67.1%); 8 teachers did not specify their degree of professional status. The teachers who answered the survey had an average of two children ( $M=1.56$ ;  $SD=1.14$ ).

## Research tools

The study used a diagnostic survey method – an online survey questionnaire. A metric was used to measure sociodemographic variables. Job satisfaction was investigated using four questions derived from the Copenhagen Psychosocial Questionnaire (COPSOQ; Kristansen et al., 2005, pp. 438–449; Baka et al., 2019, p. 29), which respondents addressed on a 4-point scale (from 1-very dissatisfied to 4-very satisfied). The respondents rated the following: job prospects, physical working conditions, making use of one's abilities, overall work experience. The measurement of job satisfaction is the sum of responses to all questions (score range 4–16; Cronbach's  $\alpha = 0.85$ ). Higher scores corresponded to higher job satisfaction.

The Polish adaptation of the Ten Item Personality Inventory test (TIPI; Gosling et al., 2003, pp. 504–527; Sorokowska et al., 2014, p. 35) was used to measure personality variables. Measurement of personality variables was limited to the dimensions of extroversion, agreeableness, and emotional stability. Higher scores on each dimension correspond to higher trait intensity. The measurement of personality traits is the arithmetic mean of the responses to two questions on each personality dimension on a 7-point scale (1 – strongly disagree; 7 –strongly agree). The reliability of the scales as measured by Cronbach's  $\alpha$  coefficient is for extroversion 0.54, for agreeableness 0.55 and for emotional stability 0.65. The tool has low reliability due to its small number of test items (2 items per scale) – some authors point out that alphas are misleading when calculated on scales with a small number of items (Kline, 2000, pp. 11–12, 39–42; Wood & Hampson, 2005, pp. 373–390).

A single statement was used to measure the work-home conflict: "My work schedule leaves me enough time for my personal/family life" (Shanafelt et al., 2012, p. 1378), to which respondents responded on a 5-point scale (1 – strongly disagree; 2 – rather disagree; 3 – neither agree nor disagree; 4 – rather agree; 5 – strongly agree).

Five general questions, taken from the Polish adaptation of Rosentiel and Boegel's questionnaire for measuring organizational climate (Durniat, 2018, p. 63), were also used. The questions were adapted to survey teachers' work-

ing conditions (modifying the items to include “our school” as a workplace). Respondents responded to statements on a five-point scale (1 – disagree; 2 – rather disagree; 3 – rather agree; 4 – agree; 5 – completely agree). The organizational climate measure is the sum of responses (after recoding the inverse diagnostic questions). A higher score corresponds to a more positive organizational climate (score range: 5–25). In this study, the reliability of the scale as measured by Cronbach’s alpha was 0.92.

Approval from the Research Ethics Committee was obtained prior to the survey. Emails were then sent out to schools across Poland (their addresses were taken from the MEiN database) with an invitation to participate in the study. The consent to participate in the study was obtained from each subject, and data were collected through the LimeSurvey platform.

## Results

In terms of statistical analyses, descriptive statistics (Table 1) and correlations between variables (Table 2) were calculated in the first step.

Table 1. Descriptive statistics of the research tools.

Variable	Range of results	M	SD
Job satisfaction	4–16	12.06	2.50
Extroversion	2–14	5.85	1.21
Emotional stability	2–14	5.02	1.48
Agreeableness	2–14	5.99	1.01
Work-home conflict	1–5	2.76	1.24
Organization climate	5–25	18.53	4.48

Sources: Authors’ research.

Table 2. Correlations among the variables.

Variables	1	2	3	4	5	6	7
Job satisfaction (1)							
Gender (2)	-0.06						
Length of service (3)	0.08*	0.00					
Extroversion (4)	0.27**	-0.08*	0.10**				
Emotional stability (5)	0.27**	0.02	0.09**	0.46**			
Agreeableness (6)	0.25**	-0.13**	0.05	0.36**	0.29**		
Work-home conflict (7)	-0.36**	0.01	0.02	-0.18**	-0.23**	-0.15**	
Organization climate (8)	0.56**	-0.00	0.10**	0.21**	0.27**	0.27**	-0.29**

\* $p < 0.05$ ; \*\* $p < 0.01$ ; Coding of the variable "gender" (0=Female; 1=Male).

Sources: Authors' research.

The assumptions of regression analysis were tested. The predictors were uncorrelated, or weakly correlated (especially the personality variables). The value of the Durbin-Watson Test was 1.82, close to 2, which means that the residuals have the same variance at all levels of the independent variable.

The correlations between job satisfaction and its potential predictors were analyzed. H1 was not confirmed – there was no significant relationship between gender and job satisfaction. Additionally, in terms of sociodemographic variables, it turned out that length of service is weakly, but statistically significantly positively related to job satisfaction. H2, H3, H4 were confirmed: the higher the level of extroversion, emotional stability and agreeableness, the higher the degree of job satisfaction found among the teachers surveyed. H5 was confirmed: the higher the level of work-home conflict, the lower the job satisfaction. H6 was also confirmed: the more positive the organizational climate was in a school, the higher the degree of job satisfaction found among the teachers surveyed.

In order to verify the H7 a hierarchical regression analysis was conducted (using the input method). Sociodemographic variables (gender and length of service) were entered in the first step, personality variables (extroversion,

agreeableness, emotional stability) in the second, work-home conflict in the third, and organization climate in the fourth. The hierarchical regression analysis was dictated by the nature of the variables under consideration – individual characteristics are more difficult to change, while school climate can be flexibly shaped.

The results of the hierarchical regression analysis are presented in Table 3. The model, which introduced gender and length of service, explained a small percentage (0.7%) of the variance in the job satisfaction variable. Length of service correlated statistically significantly but weakly ( $\beta=0.076$ ;  $p=0.018$ ) with the job satisfaction variable, while the correlation with gender proved statistically insignificant ( $p=0.062$ ).

In the second step, personality variables were introduced to the regression equation. There was a significant change in the explained variance ( $F(3,944)=41.17$ ;  $p<0.001$ ). The model explained 11.9% of the variance of the job satisfaction variable. Here, the relationship between length of service and the explained variable disappeared ( $\beta=0.040$ ;  $p=0.187$ ), while the relationships between extroversion ( $\beta=0.128$ ;  $p<0.001$ ), emotional stability ( $\beta=0.169$ ;  $p<0.001$ ) and agreeableness ( $\beta=0.151$ ;  $p<0.001$ ) and job satisfaction proved statistically significant, although weak.

In the third step, the work-home conflict variable was introduced to the regression equation. The percentage of explained variance improved statistically significantly ( $F(1,943)=99.76$ ;  $p<0.001$ ). The model explained 20.3% of the variance in the job satisfaction variable. The association of job satisfaction with length of service ( $\beta=0.055$ ;  $p=0.059$ ) was very weak and statistically insignificant (although close to significance). Gender was also insignificant in predicting job satisfaction ( $\beta=-0.035$ ;  $p=0.229$ ). All personality variables: stability ( $\beta=0.117$ ;  $p<0.001$ ), agreeableness ( $\beta=0.130$ ;  $p<0.001$ ), extraversion ( $\beta=0.105$ ;  $p=0.002$ ) were weakly but statistically significantly related to the explained variable. Furthermore, in addition to the personality variables, work-home conflict was moderately and statistically significantly ( $\beta=-0.299$ ;  $p<0.001$ ) related to the explained variable.

In the fourth step, the variable organizational climate was introduced into the regression equation. The percentage of explained variance statistically significantly improved ( $F(1,942)=266.76$ ;  $p<0.001$ ). The model of seven predictors explained 37.8% of the variance of the variable. In this model, the var-

variables gender ( $\beta=-0.045$ ;  $p=0.080$ ) length of service ( $\beta=0.017$ ;  $p=0.505$ ), emotional stability ( $\beta=0.047$ ;  $p=0.114$ ), agreeableness ( $\beta=0.047$ ;  $p=0.098$ ) were found to be not statistically significantly related to the explained variable. At the same time, extroversion ( $\beta=0.093$ ;  $p=0.002$ ) was weakly but statistically significantly positively related to job satisfaction, and work-home conflict ( $\beta=-0.197$ ;  $p<0.001$ ) was weakly, negatively related. In contrast, the variable organizational climate ( $\beta=0.458$ ;  $p<0.001$ ), when controlling for the variables from the previous steps, was found to be significantly positively related to job satisfaction. H7 was confirmed.

Table 3. Regression coefficient estimates for the job satisfaction variable.

Model	Standardized coefficient		t	p-value
		Beta		
1	(Constant)		67.403	0.000
	Gender	-0.060	-1.869	0.062
	<b>Length of service</b>	<b>0.076</b>	<b>2.363</b>	<b>0.018</b>
2	(Constant)		12.563	<0.001
	Gender	-0.034	-1.097	0.273
	Length of service	0.040	1.320	0.187
	<b>Extroversion</b>	<b>0.128</b>	<b>3.591</b>	<b>&lt;0.001</b>
	<b>Emotional stability</b>	<b>0.169</b>	<b>4.848</b>	<b>&lt;0.001</b>
	<b>Agreeableness</b>	<b>0.151</b>	<b>4.546</b>	<b>&lt;0.001</b>
3	(Constant)		16.334	<0.001
	Gender	-0.035	-1.205	0.229
	Length of service	0.055	1.887	0.059
	<b>Extroversion</b>	<b>0.105</b>	<b>3.078</b>	<b>0.002</b>
	<b>Emotional stability</b>	<b>0.117</b>	<b>3.489</b>	<b>&lt;0.001</b>
	<b>Agreeableness</b>	<b>0.130</b>	<b>4.090</b>	<b>&lt;0.001</b>
	<b>Work-home conflict</b>	<b>-0.299</b>	<b>-9.988</b>	<b>&lt;0.001</b>

Tabela 3. (continued)

	Model	Standardized coefficient	t	p-value
		Beta		
4	(Constant)		11.385	<0.001
	Gender	-0.045	-1.753	0.080
	Length of service	0.017	0.666	0.505
	<b>Extroversion</b>	<b>0.093</b>	<b>3.089</b>	<b>0.002</b>
	Emotional stability	0.047	1.584	0.114
	Agreeableness	0.047	1.656	0.098
	<b>Work-home conflict</b>	<b>-0.197</b>	<b>-7.233</b>	<b>&lt;0.001</b>
	<b>Organization climate</b>	<b>0.458</b>	<b>16.333</b>	<b>&lt;0.001</b>

Sources: Authors' research.

The variables significant in each step of the analysis have been given in bold.

## Discussion

In the present study, among the factors examined (when controlling for sociodemographic variables), work-home conflict and extroversion were found to be significant predictors of job satisfaction. Organizational climate, however, turned out to be the strongest predictor of this ( $z$ -Fisher=8.648;  $p<0.001$ ).

A factor that influences job satisfaction negatively is work-home conflict. Teachers who are more satisfied with their work have more time left for their personal life, and hence less experience of conflict. It would therefore appear that it is important to separate personal life from work and to adequately divide the time devoted to family/partner or personally important life goals from the time devoted to work. What really needs to be looked at is the overload of responsibilities faced by teachers and the adequate distribution of these by the management. The results of the present study confirmed previous research reports that signaled work-home conflict and work overload as determinants of low job satisfaction (Baka, 2012, pp. 179–180; Collie et al., 2012, p. 21).

In addition, the results indicate that maintaining positive interpersonal relationships is essential for job satisfaction. Extroversion and organizational climate are important contributing factors. Extroverted people naturally talk openly about their problems at work, which can lead to receiving support and coping adequately, reducing stress levels, and consequently affecting self-efficacy and job satisfaction. Extroverted people have high energy levels and more friends, including at work. Interaction with teaching staff alone can be rewarding for them and contributes to greater job satisfaction. In addition, extroverts can also form positive relationships with their students, which will foster a positive work atmosphere and build job satisfaction. It therefore becomes important to match one's personality to the demands of a teaching job, which is primarily based on building relationships with others. The present study confirms earlier reports that, for 30 % of teachers, the determinant of their job satisfaction is their extroversion (Anand, 1977, p. 68). Furthermore, meta-analyses show that of the Big Personality Factors, only the associations of extroversion and neuroticism with job satisfaction can be generalized (Judge et al., 2002, p. 530).

The present study also demonstrates that an effective way to increase job satisfaction may be to cultivate a desirable school climate in which teachers are ready to cooperate, help and support each other and work in teaching teams (Tucholska, 1999, p. 59). If the school climate is unfavorable, teachers may be concealing even very serious problems related to dealing with students' misbehavior (Pyżalski, 2010, p. 64), which may result in a reduced sense of efficacy and satisfaction with work. From the management's point of view, it is therefore important to create a working environment in which each teacher is treated with dignity, and in which well-being and good working conditions with tension-free relationships are nurtured. In a positive climate, people can become more open, which in turn creates a positive atmosphere and interpersonal relationships. At the same time, teachers in a positive school climate may receive more support from colleagues, which also makes them more satisfied with their work.



## Conclusions

An effective way to increase teachers' job satisfaction is to build a positive school climate and secure a fair distribution of responsibilities that reduces work overload and work-home conflict. Notably, school climate was found to be significant after controlling for individual variables. This further underlines the relevance of this factor, especially as personality traits and work-home conflict are more difficult to change, and school climate can be more effectively shaped to produce positive results.

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