

The Big Five and Job Satisfaction: The Mediating Role of General Self-Efficacy among Student Teachers

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Abstract: Teachers who have self-efficacy will have greater motivation to perform the tasks assigned to them, and their beliefs in seeing themselves as more efficient are positively reflected on their job satisfaction. The present study aimed at revealing the role of the direct and indirect influences of general self-efficacy in the relationship between the Big Five (openness to experience, conscientiousness, Extraversion, neuroticism and agreeableness) and job satisfaction. Three tools were administered to 500 female students in the Early Childhood Sections at Prince Sattam Bin Abdulaziz University; namely, the Big Five Inventory (BFI), the General Self-Efficacy Scale, and the Job-Satisfaction Scale. Data were statistically analyzed, and the hypotheses were tested using SPSS 20.0 and AMOS 20.0 (both developed by IBM). The results of the mediation analysis indicated that conscientiousness, agreeableness and Extraversion exhibited a direct influence on self-efficacy (the mediating variable). The values were ordered from the most influential to the least influential as follows: 0.021, 0.03, and 0.008, respectively. This indicated that conscientiousness is the variable that had the highest direct influence on self-efficacy, followed by agreeableness, and then extraversion, while openness to experience and neuroticism did not have any significant direct effect on self-efficacy. General self-efficacy had a direct effect on job satisfaction. The results of the study also indicated that self-efficacy partially mediated the relationship between personality traits (conscientiousness, agreeableness and extraversion) and job satisfaction. The values, from the most influential to the least influential, were 0.036, 0.046, and 0.008, respectively. Self-efficacy did not mediate the relationship between job satisfaction and both of openness to experience and neuroticism. The results of the study indicate that self-efficacy is an important mechanism for relating personality traits to job satisfaction. The study recommends that a teacher's job satisfaction can be developed through some of the Big Five (conscientiousness, agreeableness and extraversion). It suggests that educational counselors in schools and universities should play an essential role in encouraging students to interact socially with their peers. It also directs the attention of faculty members who teach the communication skills course across the university faculties to focus on developing effective communication skills inside the classroom, especially for introvert students, and varying their methods of teaching. The study suggests implementing training programs for university students in general, and for the students of the Faculties of Education, Early Childhood and Kindergarten in particular. Such programs should focus on developing the Big Five Personality Factors, particularly extraversion, agreeableness, conscientiousness and self-efficacy to improve their job satisfaction, something which enhances the quality of teaching and learning outcomes.

Keywords: The Big Five, job satisfaction, self-efficacy, mediating role, student teachers.

1 Introduction

Many advanced productive and educational institutions around the world have started to realize that human resources can be a dynamic asset if they are well employed. Therefore, these institutions have sought to keep their human resources satisfied, and considered job satisfaction one of the main factors of their success (Therasa & Vijayabanu, 2015). Job satisfaction is considered one of the main concepts in the field of management, and the most investigated variable in industrial psychology and organizational behavior. Satisfaction has become a universal fact in the study of human behavior, because it and productivity have become two faces of the same coin (Franek & Vecera, 2008; Alti, 2017; Marhadi & Hendarman, 2020; Kariyawasam & Welmill, 2020).

Job satisfaction is based on three dimensions; i.e., the environment, job characteristics and personality traits. An individual's thinking, emotions and behavior are affected by his personality traits. An employee's personality is something inevitable in determining the level of his job satisfaction (Therasa & Vijayabanu, 2015). Personality is defined as the intellectual, affective and behavioral differences that distinguish one individual from others (Atli, 2017). Several

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approaches have been suggested to study and evaluate personality, such as the trait approach. The Big Five Personality Factors is considered one of the contemporary editions of the personality factors models that were developed in the light of the trait theory. The Big Five Personality Traits are considered the main dimensions in the structure of human personality, which determine thinking, emotions and behavior. This model refers to all people regardless of their gender, age and culture, as they all share the same main traits, but they differ in the degree of their appearance. This model includes the following components: Openness to Experience (O), Conscientiousness (C), Extraversion (E), Neuroticism (N), and Agreeableness (A). The common abbreviation of the Big Five Personality Traits is OCENA (Novikova, 2017; Soto, 2018). People who are open to experience (culture or intellect) are usually curious, have wide interests, sensitivity to aesthetic experiences, fantasy and a rich emotional life. On the other hand, those who score low on Openness to Experience are described as having a narrow set of interests and as being more conventional in their outlook and behavior. They are closed to new ideas (Novikova, 2017; Soto, 2018). Conscientiousness is considered an important indicator of achievement. Employees who score high on Conscientiousness tend to perform better than others, achieve high standards, and love life (Novikova, 2017; Soto, 2018). Extraverted people prefer social jobs, perform better, tend to feel self-welfare, and are predicted to have leading roles in their societies (Soto, 2018). On the other hand, people who score high on Neuroticism are emotionally sensitive, get upset easily, and frequently experience negative emotions (Serrano, Martinez, Murgui & Andreu, 2021; Bahçekapili & Karaman, 2020; Sindhura, 2021; Nagiah & Mei-Hua, 2020). Those who are agreeable tend to establish more stable social relationships, prefer social jobs, and perform voluntary work to serve their societies (Novikova, 2017).

University students' personality traits and career adaptability are considered very important. The job that an individual chooses affects his lifestyle, values and position in life. An individual who chooses a suitable job will have a chance to satisfy his psychological needs in life (Atli, 2017; Dursun & Argan, 2017). The studies conducted by (Kisten & Kluyts, 2018; Lounsburyry, Loveland, Sundstrom, Gibson, Drost, Hamrick, 2003; Bui, 2017; Gupta & Gupta, 2020; Mohan & Mulla, 2013; Kogutu, 2014; Dursun & Argan, 2017; Judge, Heller & Mount, 2002; Atli, 2017; Dale & Harrison, 2017; Marhadi & Hendarman, 2020; Kariyawasam & Welmilla, 2020; Liao & Lee, 2009; Ryan, 2020; Joshanloo & Afshari, 2011; Franek & Vecera, 2008; Therasa et al., 2015; Widhiastuti, 2013; Said, Abukraa & Rose, 2015; Zakaria & Yusof, 2018; Mehrad, Hamsan, Redzuan & Abdullah, 2015; Alkhelil, 2016; Wille, De Fruyt & Feys, 2010; Rohani, 2017; Rusbadrol, Mahmud & Arif, 2015) the relation between the Big Five Personality Factors and career satisfaction, career maturity, life satisfaction, and work outcomes, value and choice.

The results of the studies conducted by (Mohan & Mulla, 2013; Ganu & Kogutu, 2014; Dursun & Argan, 2017; Judge, Heller & Mount, 2002; Sindhura, 2021; Pujol-Cols, 2019) have indicated that personality traits correlate with job satisfaction, work outcomes, and employees' positivity. The studies conducted by (Blatny, Kveton, Jelinek, Solcova, Zabrodska, Mudrak & Machavcova, 2018; Nagiah & Mei-Hua, 2020; Obeid, Salleh & Nor, 2017; Sahin & Cetin, 2017) have found that personality traits mediate the relation between emotional intelligence and job satisfaction through job involvement, motivation and self-efficacy.

Self-efficacy perception is considered an effective process that motivates a person to plan well in order to attain goals (Karabiyik & Korumaz, 2014). Self-efficacy is defined as an individual's belief about his ability to manage and perform his responsibilities in order to achieve specific objectives (Turkoglu, Kocatepe & Sezer, 2017). Self-efficacy reflects an individual's confidence in his ability to control his impulses, behavior and social environment. Cognitive self-evaluations affect all types of human experience, including the goals that people seek and the amount of energy exerted to achieve them (Bui, 2017). Self-efficacy is related with an individual's perception of environment and personal talents (Karabiyik & Korumaz, 2014). There are some personal and environmental factors which play an important role in developing individuals' self-efficacy, such as their faith in their ability to perform tasks, imitation of successful persons' behavior and having their support. A teacher's self-efficacy is composed of three dimensions: efficacy for student engagement, efficacy for teaching strategies and practices, and efficacy for classroom management (Turkoglu, Kocatepe & Sezer, 2017). Teachers should have not only personal talents but also professional familiarity for the sake of effective teaching (Bargsted, Ramirez-Vielma & Yeves, 2019; Karabiyik & Korumaz, 2014). The beliefs of teachers who see themselves more competent in their profession positively affect their job satisfaction (Kasalak & Dagyar, 2020).

Self-efficacy varied in educational researchers' studies, sometimes as an independent variable, and at other times as a depended or mediating variable. The study conducted by Chandrawaty & Widodo (2020) aimed at revealing the effect of personality traits on self-efficacy, achievement motivation, and job satisfaction among female teachers. Rogowska & Meres (2022) investigated the indirect effects of job satisfaction on the relationship between emotional intelligence and life satisfaction among teachers. Judge, Bono & Locke (2000) sought to investigate the mediating role of perceived job characteristics in the relation between core self-evaluations and job satisfaction. The studies conducted by (Alessandri, Perinelli, Delongis, Schaufeli, Theodorou, Borgogni, Caprara & Cingue, 2018; Bargsted, Ramirez-Vielma & Yeves, 2019; Chen, Li, Xie, Li & Zhang, 2018) revealed the mediating role of self-efficacy in the relation between personality traits and job satisfaction and between emotional stability and burnout. The results of the studies conducted by (Turkoglu,

Kocatepe & Sezer, 2017; Adebomi & Olufunke, 2012; Muhangi, 2017) indicated that there is a statistically significant positive correlation between teachers' self-efficacy and job satisfaction.

The results of Machmud's (2018) study illustrated that self-efficacy had a positive effect on teachers' job satisfaction and perception. The results of the study conducted by Alessandri et al. (2018) showed that emotional self-efficacy beliefs mediated the relation between emotional stability and job burnout. Bargsted et al. (2019) found that work characteristics mediated the relation between self-efficacy and job satisfaction, while Pujol-Cols (2019) found that job characteristics partially mediated the relation between self-evaluations and job satisfaction. Finally, Chen et al. (2018) found that self-efficacy mediated the relation between the Big Five Personality Factors and self-control.

The present study aims at identifying the mediating role of general self-efficacy and its effect on the relation between job satisfaction and personality traits (openness to experience, conscientiousness, extraversion, neuroticism and agreeableness) among student teachers.

2. Methods:

2.1 Sample and Procedures:

The sample of the pilot study involved 90 female students in the Kindergarten Sections at Prince Sattam Bin Abdulaziz University (Levels 5, 6 and 7) (Mean age = 20.40, SD = 0.685). The main sample involved 375 female students (Mean age = 20.18, SD = 0.765). In selecting the pilot and main samples, the researcher used availability sampling, as the tools were electronically administered to them.

2.2. Measures:

2.2.1 The Big Five Inventory (BFI):

The Big Five Inventory is considered one of the most important and widely used inventories for measuring personality traits in many countries of the world. It was developed by John & Srivastava (1999), and it consists of 44 items distributed among five main dimensions: extraversion (8 items), agreeableness (9 items), conscientiousness (9 items), neuroticism/emotional stability (8 items), and openness (10 items).

The researcher established its validity and reliability on the study sample. Reliability coefficients using Cronbach's alpha ranged between 0.694 and 0.800, which are acceptable values indicating its reliability. The correlation between mindfulness and depressive symptoms was -0.154, which is significant at $p = 0.05$. To establish the construct validity of the BFI, the researcher used confirmatory factor analysis. The results of the confirmatory factor analysis showed that the values of the goodness of fit of the inventory were good. As for its reliability, the values of the reliability coefficients using Cronbach's alpha for the five factors (openness to experience, conscientiousness, extraversion, neuroticism and agreeableness) were 0.752, 0.795, 0.762, 0.830 and 0.718, respectively.

2.2.2 The General Self-Efficacy Scale (GSE):

This scale was developed by (Schwarzer & Jerusalem, 1995). The Self-Efficacy Scale is considered a self-report, and it consists of 10 items. The scale exhibited internal consistency, as Cronbach's alpha values ranged between 0.76 and 0.90. Good correlations were also found between self-efficacy and the Emotion, optimism and Work Satisfaction Scales. Negative correlations were found between self-efficacy and depression, stress, burnout and anxiety. Responses to the scale ranged from 1 to 4, and the total score ranged between 40 and 60. Self-efficacy increases with the increase in the respondent's score on the scale. To establish the construct validity of the scale, the researcher used confirmatory factor analysis, and the results of this analysis showed that the values of the goodness of fit of the scale were good and fell within acceptable limits. Loading values were higher than 0.3 and were statistically significant at $p = 0.01$. The reliability of the scale was calculated using the Spearman-Brown formula ($r = 0.822$) and Cronbach's alpha formula ($r = 0.784$).

2.2.3 The Job Satisfaction Scale:

This scale is considered one of the self-report tools which measure an individual's work satisfaction. This scale consists of 20 items which express one dimension, i.e., job satisfaction. To establish its construct validity, confirmatory factor analysis was used, and the results of this analysis indicated that the goodness of fit of the scale were good. The reliability coefficient of the scale was 0.755 using the Spearman-Brown formula and 0.727 using Cronbach's alpha formula.

2.3. Statistical Analysis:

Data analysis and hypothesis testing were performed using SPSS 20.0 and AMOS 20.0 (both by IBM). First, participants' general characteristics were analysed by descriptive statistics. Second, Pearson's correlation coefficient was used to analyse the correlations among all variables. Third, SEM was used to test the mediating role of GSE between the **Big Five Personality Factors** (EX, AG, CO, NE, OP) and CF. The fit between the hypothetical model and the data was

examined by calculating the absolute and incremental fit indices. A good model yields a minimum discrepancy divided by the degree of freedom ($CMIN/df$) <3 , standardized root-mean-square residual (SRMR) <0.08 , a root mean square error of approximation (RMSEA) <0.05 or at least $.08$ and goodness of fit index (GFI), adjusted goodness of fit index (AGFI), normed fit index (NFI), Tucker-Lewis index (TLI) and comparative fit index (CFI) $>.90$ (Hooper, Coughlan, & Mullen, 2008).

3. Results:

Descriptive statistics and correlation analysis:

The participants' mean scores were as follows: LSQFT, 110.03 ± 11.37 ; EX, 23.09 ± 3.79 ; AG, 34.64 ± 5.73 ; CO, 32.19 ± 6.02 ; NE, 21.22 ± 4.97 ; OP, 35.36 ± 5.26 ; CF, 67.69 ± 9.34 ; and GSE, 36.44 ± 4.64 (Table 1). The normality test showed that all data had normal distributions. Correlation analysis was performed (Table 2).

Table 1: Mean item scores

Variables	Mean \pm Std. Deviation
LSQFT	110.03 \pm 11.37
BFPF	146.76 \pm 13.11
EX	23.09 \pm 3.79
AG	34.64 \pm 5.73
CO	32.19 \pm 6.02
NE	21.22 \pm 4.97
OP	35.36 \pm 5.26
CF	67.69 \pm 9.34
GSE	36.44 \pm 4.64

Table 2: Correlation among variables

Variables	1	2	3	4	5	6	7	8
1 LSQFT	1.00							
2 EX	0.12	1.00						
3 AG	0.28**	0.01	1.00					
4 CO	0.08	-0.07	0.56**	1.00				
5 NE	0.06	0.08	-0.45**	-0.39**	1.00			
6 OP	0.19*	0.10	0.43**	0.57**	-0.21*	1.00		
7 BFPF	0.29**	0.31**	0.66**	0.70**	-0.08	0.79**	1.00	
8 CF	0.14	0.27**	0.33**	0.29**	-0.26**	0.25**	0.38**	1.00
9 GSE	0.22*	0.21*	0.42**	0.44**	-0.23*	0.37**	0.50**	0.67**

Relationships between the Big Five Personality Factors (EX, AG, CO, NE, OP) and CS:

We examined whether the Big Five Personality Factors (EX, AG, CO, NE, and OP) were related to CS. For these analyses, we used Pearson's correlation coefficient. Table (3) shows the correlations between the Big Five Personality Factors (EX, AG, CO, NE, and OP) and CS

Table 3: Correlations between Big Five Personality Factors (EX, AG, CO, NE, OP) and CS

Variables	EX	AG	CO	NE	OP	BFPF
CS	0.12	0.28**	0.08	0.06	0.19*	0.29**

It is clear from table (3) that there is a positive correlation between BFPF and CS ($r=0.29$, $p \leq 0.01$). There is a positive correlation between (AG) and CS ($r=0.28$, $p \leq 0.01$). Also there is a positive correlation between (OP) and CS ($r=0.19$, $p \leq 0.05$).

Relationships between GSE and CS

We examined whether GSE was related to CS. For these analyses, we Pearson's correlation coefficient. There is a positive correlation between GSE and CS ($r=0.22$, $p \leq 0.05$).

Mediation analyses

To test the hypothesis that GSE would mediate the relationship between the **Big Five Personality Factors** (EX, AG, CO, NE, and OP) and CS, we tested the mediation model. The model showed acceptable fit indices by mediation analysis (Table 3). EX indirectly affected Job satisfaction (CS) through General Self Efficacy(GSE), and the mediating effect of GSE was significantly positive (indirect effect = 0.149 , $p = 0.008$). AG indirectly affected CS through GSE, and the

mediating effect of GSE was significantly positive (indirect effect = 0.150, $p = 0.046$). CO indirectly affected CS through GSE, and the mediating effect of GSE was significantly positive (indirect effect = 0.174, $p = 0.036$). EX, AG, CO also had a direct positive effect on GSE (direct effect = 0.221, 0.223, 0.258, $p = 0.008, 0.033, 0.021$, respectively). GSE also had a direct positive effect on CS (direct effect = 0.673, $p = 0.000$) (Figure 2, Table 3).

Table 4: Goodness of fit statistics for mediation model

Goodness of fit indices	Value	Acceptable value*
Chi-square	7.167	Chi-square/degrees of freedom < 3
Degrees of freedom	5	
Chi-square/degrees of freedom	1.433	
Normed Fit Index (NFI)	0.968	NFI ≥ 0.95
Comparative Fit Index (CFI)	0.980	CFI ≥ 0.90
Incremental Fit Index (IFI)	0.980	IFI ≥ 0.90
goodness of fit index (GFI)	0.972	GFI ≥ 0.95
Standardized Root Mean Square Residual (SRMR)	0.066	SRMR < 0.08
Root Mean Square Error of Approximation (RMSEA)	0.064	RMSEA < 0.08

It is clear from table (3) that goodness of fit indices were all acceptable and fell within acceptable limits, and this indicate the fitness of the mediation model for the data. Table (4) shows the values of the direct effects of the Big Five Personality Factors on GSE, and the direct effect of self-efficacy on job satisfaction. Table (5) shows the values of the indirect effects of the Big Five Personality Factors on GSE through GSE and their statistical significance for the mediation model.

Table 5: The direct effects of Big Five (EX, AG, CO, NE, OP) on GSE and CS

Direct Path		Estimate		S.E.	z value	P-Value
From	To	Unstandardized	Standardized			
CO	GSE	0.186	0.258	0.081	2.300	0.021
NE	GSE	-0.027	-0.029	0.087	-0.307	0.759
EX	GSE	0.270	0.221	0.101	2.673	0.008
AG	GSE	0.182	0.223	0.085	2.135	0.033
OP	GSE	0.084	0.095	0.090	0.934	0.350
GSE	CS	1.320	0.673	0.140	9.424	0.000

Direct Effects:

CO: CO had a statistically significant direct effect on GSE (0.021).

NE: NE did not have a significant direct effect on GSE.

EX: EX had a direct effect on GSE (0.008).

AG: AG had a direct effect on GSE (0.033).

OP: OP did not have a direct effect on GSE.

GSE: GSE had a direct effect on job satisfaction.

Table 6: The indirect effects of Big Five Personality Factors (EX, AG, CO, NE, OP) on CS through GSE

Indirect Path			Unstandardized Estimate	CI (95%)		Standardized Estimate	P-Value
From	Via	TO		Lower	Upper		
CO	GSE	CS	0.246	0.065	0.457	0.174	0.036
NE	GSE	CS	-0.035	-0.365	0.196	-0.019	0.767
EX	GSE	CS	0.357	0.140	0.687	0.149	0.008
AG	GSE	CS	0.240	0.047	0.433	0.150	0.046
OP	GSE	CS	0.110	-0.112	0.350	0.064	0.416

Indirect Effects:

CO: CO had a statistically significant indirect effect on job satisfaction through GSE (0.036).

NE: NE did not have a statistically significant direct effect on job satisfaction as a dependent variable through GSE as a mediating variable.

EX: EX had an indirect effect on job satisfaction through GSE (0.008).

AG: AG had an indirect effect on job satisfaction through GSE (0.046).

OP: OP did not have a direct effect on job satisfaction through GSE.

Figure (1) illustrates the standard values of the direct effects of the mediation model:

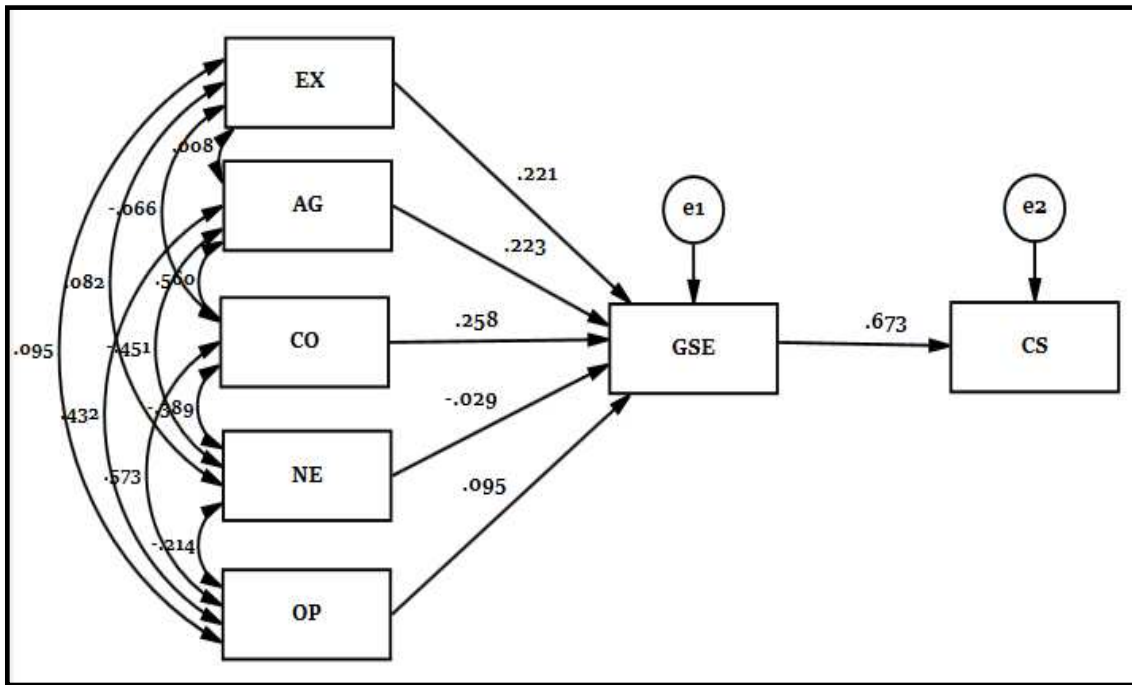


Fig. 1: The mediation model. Note: EX: Extraversion, AG: Agreeableness, CO: Conscientiousness, NE: Neuroticism, OP: Openness to experience, GSE: General Self-efficacy, CS: Job satisfaction.

4. Discussion and Conclusion:

The variables have been ordered in terms of their effect from the most influential to the least influential according to the standard values shown in the direct effect table (No. 4) and the indirect effects table (No. 5). As for the direct effects, it is clear that the traits that directly affected self-efficacy are CO, AG, and EX. This result is consistent with the results of Chandrawaty & Widodo's (2020) study which confirmed that personality had a direct effect on self-efficacy, and the results of Sindhura's (2021) study which indicated that OP, EX and AG affected employees' positivity. It also agreed with the results of Chen et al.'s (2018) study which indicated that there is a statistically significant correlation between the Big Five Personality Factors and both of self-control and self-efficacy, and the results of Soto's (2018) study which confirmed that each of the five personality traits predicts a number of important life outcomes. Finally, this result is also consistent with the results reached by Ganu & Koguto (2014) who found that students' professional abilities vary with their personality traits.

As regards the direct effects of self-efficacy on job satisfaction, the results of the present study indicated that GSE directly affects job satisfaction. This result is consistent with the results reached by Turkoglu et al. (2017), Karabiyik & Korumaz (2014), and Kasalak & Dagyar (2020) who found that there is a statistically significant correlation between teachers' perceptions of their self-efficacy and their job satisfaction. This result is also consistent with the results reached by Kasalak & Dagyar (2020) and Sindhura (2021) who found that self-efficacy had an effect on the cognitive processes necessary to perform tasks as well as on their positivity and their ability to manage stresses.

With regard to the results of the mediation analyses or the indirect effects of personality on job satisfaction through GSE as a mediating variable, the results of the present study indicated that self-efficacy partially mediated the relation between personality traits (CO, AG and EX) and job satisfaction. The values were ordered from the most influential to the least influential as follows: 0.036, 0.046, and 0.008, respectively. This result is in agreement with the results reached by Chandrawaty & Widodo (2020) who found that personality traits indirectly affected job satisfaction as a dependent variable through self-efficacy as a mediating factor. It also agrees with the results reached by Chen et al. (2018) who found that EX and CO had a significant direct effect on job satisfaction through work engagement, and with the results reached by Rogowska & Meres (2022) who found that job satisfaction partially mediated the relation between emotional intelligence and life satisfaction. This result also agrees partially with the results of the study conducted by Bahcekapili & Karaman (2020) who found that self-efficacy and external academic locus of control mediated the relation between

some personality traits (CO, OP and NE) and students' GPA. However, this result does not agree with the results of Sahin & Cetin's (2017) study which shows that GSE partially mediated the relation between NE and perceived stresses. As for OP and NE, the results of the present study have indicated that self-efficacy did not mediate the relation between job satisfaction and OP or NE.

The results of the present study enhances our insight into how personality traits work and how they affect learning outcomes and increase motivation and job satisfaction through self-efficacy beliefs. The study supports the results reached by Kasalak & Dagyar (2020) who maintain that positive verbal support by teachers and parents improves the self-efficacy beliefs of learners (young children and adults alike), increases their work motivation, confidence in their abilities and capabilities, and even reduces procrastination or evasion of the tasks assigned to them.

The present study suggests that teachers' job satisfaction can be developed through some of the Big Five Personality Factors (CO, AG and EX). It recommends that educational counselors in schools and universities play a main role in encouraging students to interact socially with their peers. It also directs the attention of faculty members who teach the communication skills course across the university faculties to focus on developing effective communication skills inside the classroom, especially for introvert students, and varying their methods of teaching. It also recommends that they use reinforcement in the classrooms, and do not compare the learner with others, but rather compare him with himself to avoid exposing him to frustration and loss of self-confidence or confidence in his abilities. The study suggests implementing training programs for university students in general, and for the students of the Faculties of Education, Early Childhood and Kindergarten in particular. Such programs should focus on developing the Big Five Personality Factors, particularly extraversion, agreeableness, conscientiousness and self-efficacy to improve their job satisfaction, something which enhances the quality of teaching and learning outcomes.

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Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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