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**“THE IMPACT OF PERSONALITY TRAITS ON JOB SATISFACTION AMONG TEACHERS IN URBAN AND RURAL SCHOOLS”**

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**Abstract**—This research investigates the effects of personality traits on how happy teachers in urban & rural schools are with their jobs. Job satisfaction is a crucial factor that affects teacher motivation, performance, and overall well-being. Understanding the role of personality traits in this context can provide valuable insights for educational institutions in order to improve the standard of education and create friendly workplaces, politicians and school administrators are needed. Surveys and interviews are used in the study's mixed-methods technique to gather data from a diverse sample of teachers working in both urban and rural schools. extroversion agreeableness and conscientiousness, neuroticism, & openness to new experiences are examples of personality qualities are assessed using standardized measures. The findings reveal that certain personality traits significantly both in urban and rural settings, have an impact on teachers' perceptions of work satisfaction. For instance, extraversion & agreeableness are positively linked with job satisfaction, suggesting that people with these traits often have greater levels of job satisfaction. Conversely, neuroticism shows a negative correlation, suggesting that teachers with higher levels of neuroticism are more prone to job dissatisfaction. Moreover, the study explores potential variations between urban and rural contexts, examining whether Depending on where the school is located, personality attributes have different effects on job satisfaction. The findings highlight the need for specialised initiatives to improve job satisfaction in both urban or rural schools and provide insight on the particular personality qualities that significantly influence how instructors feel about their jobs. Ultimately, this research contributes to the understanding of the complex interplay between personality traits and job satisfaction among teachers, providing practical implications for educational institutions to foster a positive and fulfilling work environment for teachers.

**Keywords**— *personality traits, job satisfaction, teachers, urban schools, rural schools, mixed-methods approach*

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## **1. INTRODUCTION**

Job satisfaction is a crucial factor influencing employee performance and overall well-being in the workplace. Within the context of education, teachers play a crucial part in forming the futures and minds of young students. Therefore, it is crucial to understand the aspects that affect teachers' work happiness in order to maintain the overall quality of education satisfaction of those dedicated to this noble profession. One factor that has gained increasing attention in recent years is the impact of personality characteristics on teachers' work satisfaction. Continual patterns of thoughts, emotions, and behaviour that define a person are referred to as personality characteristics. These traits can significantly impact how teachers perceive their work environment, interact with students and colleagues, and ultimately experience job satisfaction. In particular, this research attempts to investigate how personality factors affect work satisfaction between teachers in urban & rural schools. While previous research has investigated relationship between personality characteristics and job satisfaction various professional settings, the unique challenges and characteristics of urban and rural schools may lead to different outcomes and insights. Urban schools often face issues such as diverse student populations, resource constraints, and high student-to-teacher ratios. On the other hand, rural schools may have their own distinct challenges, including limited resources, geographical isolation, and difficulties in attracting and retaining qualified teachers. These contextual factors can interact with personality traits to shape teachers' job satisfaction in urban & rural environments differentially. Understanding how personality attributes influence job satisfaction in urban and rural institutions can have several practical implications. Firstly, it can provide valuable insights into the factors that contribute to teacher retention and well-being in these distinct educational environments. Secondly, it can inform the development of targeted interventions and strategies to enhance job satisfaction. As a result, an overall quality of education in urban and rural institutions is enhanced. To investigate this topic, a mixed-methods approach will be employed, including surveys and qualitative interviews with teachers in urban and rural schools. The surveys will assess personality traits using well-established measures, such as the Big Five Inventory, and job satisfaction will be evaluated using standardized scales. The qualitative interviews will delve deeper into the experiences and perceptions of teachers to gain a richer understanding of the personality qualities and work happiness are correlated. This research attempts to further our understanding of teacher well-being by illuminating how personality traits affect job satisfaction between teachers in urban and rural schools and by offering helpful suggestions for educational policymakers, school supervisors, or teacher training programmes. Finally, the outcomes of this study endeavor can help create a more supportive and fulfilling work environment for teachers, fostering their professional growth and enhancing the educational experiences of students in both urban and rural settings.

### **1.1 Background of the study**

Teacher job satisfaction is a critical aspect of the educational system, directly influencing the quality of education and the well-being of teachers themselves. While numerous studies have explored the factors contributing to job satisfaction among teachers, the role of personality traits in this context has received increasing attention in recent years. Personality traits, which encompass enduring patterns of thoughts, feelings, and behaviors, can significantly influence how teachers perceive their work environment and experience job satisfaction. However, the unique challenges and characteristics of urban and rural schools may lead to different outcomes in terms of job satisfaction among teachers. Urban schools often face issues such as diverse student populations and resource constraints, while

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rural schools grapple with limited resources and geographical isolation. Therefore, identifying how personality factors affect job satisfaction in both urban & rural settings schools is essential for informing strategies to enhance teacher well-being and improve the overall quality of education. The purpose of this research is to examine the connection between personality characteristics and job satisfaction among teachers in urban and rural schools, using a mixed-methods approach to gain comprehensive insights into this important area of research.

### **1.2 Brief overview of the role of personality traits in job satisfaction**

The role of personality traits in job satisfaction is an area of research that explores the connection between individual characteristics and one's level of contentment in the workplace. Personality traits are enduring patterns of thoughts, feelings, and behaviors that differentiate individuals from one another. They are believed to influence how individuals perceive and respond to their work environment, which in turn affects their overall job satisfaction. Extraversion, neuroticism, conscientiousness, agreeableness, & openness to new experiences are some of the personality qualities that have been most often researched in connection to work satisfaction. Positive emotions, assertiveness, and sociability are traits of extraversion. When there are possibilities for social engagement & acknowledgment at work, those with high degrees of extraversion have a tendency to seek out social connections and may report greater levels of job satisfaction. Contrarily, neuroticism is characterised by unpleasant feelings like worry and anger. People with high neuroticism might be more likely to feel job discontent because they are more inclined to find workplace pressures and disappointments to be very upsetting. The level of organisation, responsibility, and self-discipline someone has is referred to as conscientiousness. High conscientiousness people are often conscientious, reliable, and goal-oriented. They may experience greater job satisfaction when they are able to meet their personal standards and accomplish tasks efficiently. Agreeableness reflects an individual's tendency to be cooperative, empathetic, and trusting. People high in agreeableness may derive satisfaction from positive interpersonal relationships at work and may find it easier to navigate conflicts and cooperate with colleagues. Openness to experience is the capacity for creativity, intellectual curiosity, and acceptance of new ideas. People with high levels of openness be more satisfied in jobs that offer variety, autonomy, and opportunities for personal growth and learning. It is important to note that while these personality traits have been found to have associations with job satisfaction, they are not the sole determinants. Other factors, such as job characteristics, organizational culture, and individual values, also play a significant role in shaping one's overall job satisfaction. Knowing the connection between personality characteristics and job satisfaction can have implications for both individuals and organizations. Individuals can gain insights into their own preferences and needs in the workplace, helping them make informed career decisions. Organizations can use this knowledge to design job roles and environments that align with employees' personality traits, fostering greater job satisfaction and productivity.

This study aims to explore the relationship between personality trait openness to experience and job satisfaction. By examining how individuals with varying levels of openness perceive and evaluate their work experiences, we can gain insights into the impact of this personality trait on job satisfaction. Such findings can inform organizational practices and policies, helping employers create more satisfying and fulfilling work environments that cater to the diverse needs and preferences of their employees.

## II. Literature Review

**Anna Saiti (2015)** This study's objectives (based on the pertinent literature) are to: empirically analyse determine whether or not personal characteristics of primary school teachers, such as gender, age, family status, educational attainment, or the total of number of years they worked in public primary education, have any bearing on their job satisfaction. primary school teachers' opinions of their job satisfaction. Teachers in an Attiki metropolitan area's primary schools received 360 questionnaires in total. The sample was chosen at random. The two portions of the questionnaire were based on 41 closed questions. It was decided to use the Spector (1985) Job Satisfaction Survey. Greek educators are often content with their line of work. It has been found that Teachers were less content with other parts of their occupations, such as pay, perks, and prospective rewards, and more satisfied with three components of their jobs: administration, colleagues, & nature of the work. On the other hand, there was no statistical link between personal traits and total work happiness. Age, degree of satisfaction with management, potential benefits, teammates, and job type are correlated. The gender has an impact on the factors of "promotion" and "job satisfaction overall," and they all positively correlate with each other. "colleagues."

**Michael Bumgartner (2013)** A increasing amount of research indicates that unfavourable effects on teachers, pupils, and communities may result from poor work satisfaction among instructors. The biggest effect seems to be an high and rising attrition rate among instructors (NCTAF, 2007). Teacher job satisfaction or the degree of happiness instructors have about the teaching profession may have a direct influence on effectiveness of teachers, teacher retention, & student success. Rural schoolteachers in the age range of 21 to 30 with a bachelor's degree, earning between \$30,000 and \$40,000 per year, and having with 0 to 5 years of teaching experience, greater levels were noted of intrinsic & extrinsic job satisfactions than older, greater educated teachers with higher salaries and more experience in the teaching profession. All demographic groups of teachers reported more intrinsic than extrinsic work satisfaction. These results were strikingly consistent across the 5 school districts where a JSS was carried out.

**Azhar Mahmood (2011)** A collection Job satisfaction is determined by the mix of thoughts and feelings that employees have about their jobs, whether they be good or negative. It alludes to a range of viewpoints employees have towards their employment. The goal of the current research was to compare work satisfaction among instructors of different genders and school types (urban and rural). Data were gathered using a Minnesota satisfaction survey since the study were descriptive in nature. The information was gathered from 785 instructors who were chosen from 192 Public High Schools in one district. The findings were reached using the descriptive and inferential analysis, Means and Standard Deviation, & 't' test, which was done to test the hypotheses. Teachers were often less happy with progress, pay, supervisory relationships, and working conditions. Teachers who were female reported being happier than those who were male. teachers' satisfaction with their jobs in urban & rural areas did not significantly vary.

**Mary H. Shann (1998)** The complex concept of teacher work satisfaction is essential for teacher commitment, retention, and school performance. The priority and level of satisfaction that 92 teachers gave to different elements of their professions in four urban middle schools were determined via interviews and questionnaires. The most significant and satisfying factors overall were teacher-student connections. Responses indicated that parent-teacher interactions were of the utmost importance. Teachers in the poorer performing schools reported a bigger gap in student performance

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and were less happy with teacher-teacher interactions and their school's curriculum than in a better performing schools. Principals are recommended to address problems that lower teacher satisfaction by encouraging teacher participation in decision-making and concentrating on educational improvements at the same time.

**Vesna Paleksić (2017)** People who express dissatisfaction with their jobs are more likely to suffer from despair, anxiety, and poor self-esteem, as well as burnout syndrome. Paul Spector defined work satisfaction as how an individual feels about their job & various facets of it. to investigate the degree of work satisfaction among primary & secondary school teachers and see whether there is a relationship between particular components of it and personality factors. The findings of this study indicate that there is little correlation between certain personality qualities and work satisfaction.

**George, Evy (2008)** An exploratory research was conducted in Namibia on how extrinsic and intrinsic variables affect work satisfaction among teachers in urban secondary schools. We looked into the teachers' biographical information to see if their gender, age, marital status, access to school resources, teaching experience, academic credentials, and rank had any bearing on or contributed to their level of job satisfaction. In order to discover how closely these two elements are connected, the association between burnout and work satisfaction was also examined. In the Windhoek area of Namibia, 337 secondary school teachers who were randomly chosen from Seventeen government schools willingly took part in the research. The findings indicated considerable levels of discontent with regard to intrinsic job aspects, particularly those elements related to school location and rank.

**Andrius Guoba (2022)** When a person's professional activities also satisfy significant demands for them personally, they are more likely to be satisfied at their jobs, which is crucial for both the qualitative growth of an organization's operations and the wellbeing of its personnel. The topic of work satisfaction is becoming more and more pertinent in today's educational system due to the difficulties that come with teacher turnover and retention for general education institutions. Additionally, studies on teachers' work satisfaction are important since they have an influence on students' academic performance in addition to being crucial for staff retention and turnover. The work happiness of teachers is the focus of this study. The purpose of the research is to conceptually support the notion of teachers' work happiness and to identify the variables affecting Lithuanian teachers' job satisfaction. A quantitative research approach & a questionnaire survey was used to accomplish the study's goal.

### **III. Methodology**

**Introduction:** The introduction provides an overview of the research topic, including the importance of examining how personality factors affect teachers' work satisfaction in urban & rural schools. It should clearly state the research objectives, research questions, and the rationale for conducting the study.



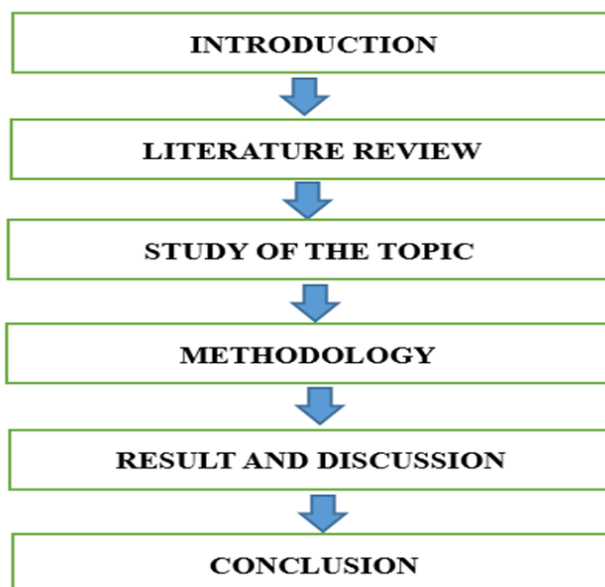


Fig 3.1 FLOWCHART

### Objectives

1. To examine the relationship between Personality Traits openness to experience and job satisfaction among employees in the Rural and Urban area.

### Hypothesis

#### Null Hypothesis (H<sub>0</sub>):

There is no significant relationship between openness to experience and job satisfaction among employees in the Rural and Urban area.

#### Alternative Hypothesis (H<sub>a</sub>):

There is a significant positive relationship between openness to experience and job satisfaction among employees in the Rural and Urban area.

#### Null Hypothesis (H<sub>0</sub>):

There is no significant relationship between Rural and Urban area educational sector employee.

#### Alternative Hypothesis (H<sub>a</sub>):

There is a significant between the Rural and Urban area educational sector employee.

### Variables-

Dependent variable- Job satisfaction

Independent variable - Openness to experience

**Sample Size:** Determining an appropriate sample size is crucial for obtaining reliable results. The researcher should use a representative sample that adequately represents both urban and rural schools. The sample size can be determined using statistical methods or power analysis to ensure sufficient statistical power. The sample size should be large enough to account for potential variations in personality traits and job satisfaction among teachers.

### Data Collection:

- **Primary Data:** Primary data collection involves directly collecting information from teachers in urban and rural schools. This can be done through surveys, surveys can include standardized personality trait assessments (such as the Big Five Inventory) and job satisfaction scales (such as the Minnesota Satisfaction Questionnaire).
- **Secondary Data:** Secondary data can be collected from existing sources such as academic journals, research papers, government reports, and educational databases. These sources can provide information on previous studies related to personality traits, job satisfaction, and the specific context of urban and rural schools. Secondary data analysis can help provide a broader understanding of the topic and support or challenge the primary data findings.

**Data Analysis:** Data analysis involves processing and interpreting the collected data. The analysis should include both quantitative and qualitative methods to gain a comprehensive understanding of the impact of personality traits on job satisfaction among teachers in urban and rural schools. The following steps can be undertaken:

- **Quantitative Analysis:** Quantitative data obtained from surveys can be analyzed using statistical techniques such as correlation analysis, regression analysis, and analysis of variance (ANOVA). These analyses can help determine the relationship between personality traits and job satisfaction and identify any significant differences between urban and rural schools.
- **Qualitative Analysis:** Qualitative data obtained from surveys can be analyzed using thematic analysis or content analysis. This approach involves identifying common themes and patterns within the data to gain a deeper understanding of the experiences, perceptions, and opinions of teachers. Qualitative analysis can provide rich insights into the subjective experiences and contextual factors influencing job satisfaction.
- **Ethical Considerations:** Ethical considerations are crucial to ensure the well-being and privacy of the participants. The researcher should obtain informed consent from participants, ensure confidentiality and anonymity, and adhere to ethical guidelines and regulations. Institutional review boards or ethical committees should be consulted, especially when working with human subjects. Researchers should also consider potential biases and limitations of the study and address them transparently in the methodology section.

This methodology provides a systematic approach to investigate the impact of personality traits openness on job satisfaction among teachers in urban and rural schools. By collecting and analyzing primary and secondary data, researchers can gain valuable insights into the factors that influence job satisfaction, which can inform educational policies and practices to improve the well-being and effectiveness of teachers in different school settings.

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IV. DATA ANALYSIS

		Which area you teach?			
		Rural		Urban	
		Count	Column N %	Count	Column N %
I am highly satisfied with my job in the Indian education sector.	Strongly disagree	2	2.3%	1	1.1%
	Disagree	7	8.0%	7	8.0%
	Neutral	11	12.5%	9	10.2%
	Agree	35	39.8%	34	38.6%
	Strongly Agree	33	37.5%	37	42.0%
I find the interpersonal aspects of my job enjoyable.	Strongly disagree	1	1.1%	1	1.1%
	Disagree	7	8.0%	7	8.0%
	Neutral	8	9.1%	8	9.1%
	Agree	41	46.6%	40	45.5%
	Strongly Agree	31	35.2%	32	36.4%
I feel accomplished and successful in my job.	Strongly disagree	1	1.1%	1	1.1%
	Disagree	3	3.4%	3	3.4%
	Neutral	6	6.8%	6	6.8%
	Agree	37	42.0%	40	45.5%
	Strongly Agree	41	46.6%	38	43.2%
My job provides me with a positive attitude and mindset.	Strongly disagree	3	3.4%	7	8.0%
	Disagree	3	3.4%	10	11.4%
	Neutral	4	4.5%	12	13.6%
	Agree	36	40.9%	23	26.1%
	Strongly Agree	42	47.7%	36	40.9%
I take pleasure in my work and find it personally rewarding.	Strongly disagree	3	3.4%	5	5.7%
	Disagree	5	5.7%	6	6.8%
	Neutral	5	5.7%	7	8.0%
	Agree	41	46.6%	38	43.2%
	Strongly Agree	34	38.6%	32	36.4%
I am open to new ideas and experiences in my job.	Strongly disagree	2	2.3%	5	5.7%
	Disagree	3	3.4%	6	6.8%
	Neutral	6	6.8%	9	10.2%
	Agree	36	40.9%	28	31.8%
	Strongly Agree	41	46.6%	40	45.5%
I enjoy engaging in creative and imaginative activities in my work.	Strongly disagree	2	2.3%	2	2.3%
	Disagree	15	17.0%	12	13.6%
	Neutral	9	10.2%	8	9.1%
	Agree	38	43.2%	40	45.5%
	Strongly Agree	24	27.3%	26	29.5%
I am always eager to learn new skills and acquire knowledge in my professional field.	Strongly disagree	3	3.4%	4	4.5%
	Disagree	4	4.5%	3	3.4%
	Neutral	5	5.7%	3	3.4%
	Agree	28	31.8%	31	35.2%
	Strongly Agree	48	54.5%	47	53.4%
I appreciate diversity in thoughts and opinions at my workplace.	Strongly disagree	4	4.5%	6	6.8%
	Disagree	7	8.0%	9	10.2%
	Neutral	10	11.4%	11	12.5%
	Agree	30	34.1%	25	28.4%
	Strongly Agree	37	42.0%	37	42.0%
I am curious and enjoy exploring novel ideas and methods in the Indian education sector.	Strongly disagree	3	3.4%	5	5.7%
	Disagree	12	13.6%	14	15.9%
	Neutral	11	12.5%	13	14.8%
	Agree	21	23.9%	18	20.5%
	Strongly Agree	41	46.6%	38	43.2%

The table below provides comments from people in the Indian education sector about job satisfaction and attitudes towards their employment in both rural and urban settings. The table is divided into two columns, one for the rural region and the other for the urban area. Each row reflects a particular



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statement about their profession, and respondents were asked to assess their agreement or disagreement on a scale ranging from "Strongly Disagree" to "Strongly Agree."

In both rural and urban locations, the majority of respondents indicated good attitudes about their jobs. In terms of work satisfaction, a sizable proportion agreed or strongly agreed that they were very content with their employment. Similarly, many respondents enjoyed the interpersonal parts of their employment and felt fulfilled and successful in their work. They also said that their profession provided them with a good attitude and outlook, and that they considered their work personally satisfying. Furthermore, respondents expressed a readiness to accept new ideas and experiences in their jobs, as well as a desire to participate in creative and inventive activities. They stated a desire to learn new skills and gain knowledge in their respective sector. Additionally, respecting variety in views and perspectives at work, as well as being interested and open to investigating fresh ideas and approaches in the education sector, were prominent among respondents.

These results indicate that the persons polled in the Indian education sector, whether in rural and urban locations, have a favourable attitude towards their employment, find it personally rewarding, and are prepared to adapt and improve within their field.

**Ranks**

		N	Mean Rank	Sum of Ranks
Urban I am highly satisfied with my job in the Indian education sector. - Rural I am highly satisfied with my job in the Indian education sector.	Negative Ranks	6 <sup>a</sup>	8.50	51.00
	Positive Ranks	12 <sup>b</sup>	10.00	120.00
	Ties	70 <sup>c</sup>		
	Total	88		
Urban I find the interpersonal aspects of my job enjoyable. - Rural I find the interpersonal aspects of my job enjoyable.	Negative Ranks	1 <sup>d</sup>	2.00	2.00
	Positive Ranks	2 <sup>e</sup>	2.00	4.00
	Ties	85 <sup>f</sup>		
	Total	88		
Urban I feel accomplished and successful in my job. - Rural I feel accomplished and successful in my job.	Negative Ranks	8 <sup>g</sup>	8.25	66.00
	Positive Ranks	7 <sup>h</sup>	7.71	54.00
	Ties	73 <sup>i</sup>		
	Total	88		
Urban My job provides me with a positive attitude and mindset. - Rural I take pleasure in my work and find it personally rewarding.	Negative Ranks	36 <sup>j</sup>	34.31	1235.00
	Positive Ranks	26 <sup>k</sup>	27.62	718.00
	Ties	26 <sup>l</sup>		
	Total	88		
Urban I take pleasure in my work and find it personally rewarding. - Rural I take pleasure in my work and find it personally rewarding.	Negative Ranks	14 <sup>m</sup>	13.79	193.00
	Positive Ranks	10 <sup>n</sup>	10.70	107.00
	Ties	64 <sup>o</sup>		
	Total	88		

a. Urban I am highly satisfied with my job in the Indian education sector. < Rural I am highly satisfied with my job in the Indian education sector.

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- b. Urban I am highly satisfied with my job in the Indian education sector. > Rural I am highly satisfied with my job in the Indian education sector.
- c. Urban I am highly satisfied with my job in the Indian education sector. = Rural I am highly satisfied with my job in the Indian education sector.
- d. Urban I find the interpersonal aspects of my job enjoyable. < Rural I find the interpersonal aspects of my job enjoyable.
- e. Urban I find the interpersonal aspects of my job enjoyable. > Rural I find the interpersonal aspects of my job enjoyable.
- f. Urban I find the interpersonal aspects of my job enjoyable. = Rural I find the interpersonal aspects of my job enjoyable.
- g. Urban I feel accomplished and successful in my job. < Rural I feel accomplished and successful in my job.
- h. Urban I feel accomplished and successful in my job. > Rural I feel accomplished and successful in my job.
- i. Urban I feel accomplished and successful in my job. = Rural I feel accomplished and successful in my job.
- j. Urban My job provides me with a positive attitude and mindset. < Rural I take pleasure in my work and find it personally rewarding.
- k. Urban My job provides me with a positive attitude and mindset. > Rural I take pleasure in my work and find it personally rewarding.
- l. Urban My job provides me with a positive attitude and mindset. = Rural I take pleasure in my work and find it personally rewarding.
- m. Urban I take pleasure in my work and find it personally rewarding. < Rural I take pleasure in my work and find it personally rewarding.
- n. Urban I take pleasure in my work and find it personally rewarding. > Rural I take pleasure in my work and find it personally rewarding.
- o. Urban I take pleasure in my work and find it personally rewarding. = Rural I take pleasure in my work and find it personally rewarding.

The table presented offers information on rankings and sums of ranks for several statements contrasting the opinions of urban and rural persons on various elements of their work in the Indian education system. The table also contains options for comparing the rankings using symbols such as "<" (smaller than), ">" (greater than), and "=" (equal to).

The first row in each set of data indicates the negative rankings, followed by the positive ranks and the number of ties. The last row displays the total number of responders.

In the first statement, "Urban I am highly satisfied with my job in the Indian education sector" versus "Rural I am highly satisfied with my job in the Indian education sector," the mean rank for negative ranks is 8.50 for Urban and 10.00 for Rural, while the sum of ranks is 51.00 for Urban and 120.00 for Rural.

For the second statement, "Urban I find the interpersonal aspects of my job enjoyable" against "Rural I find the interpersonal aspects of my job enjoyable," the negative rankings are 2.00 for Urban and 2.00 for Rural, while the positive ranks are 2.00 for Urban and 4.00 for Rural.

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The third statement compares the sense of achievement and success in the workplace between urban and rural respondents, and the fourth statement compares the provision of a good attitude and mentality in the employment.

The last sentence contrasts the joy and personal fulfilment that people get from their profession.

The symbols may be used to compare the rankings and identify the linkages between the Urban and Rural views for each statement based on the supplied alternatives (a-o).

## Correlation

### Correlations

			Dependent variable	Independent variable
Spearman's rho	Dependent variable	Correlation Coefficient	1.000	.176*
		Sig. (2-tailed)	.	.048
		N	127	127
	Independent variable	Correlation Coefficient	.176*	1.000
		Sig. (2-tailed)	.048	.
		N	127	127

\*. Correlation is significant at the 0.05 level (2-tailed).

The table shows the relationship between two variables using Spearman's rho coefficient. The table is separated into two portions that reflect the dependent and independent variables.

Because it is the same variable, the correlation coefficient between the dependent variable and itself is 1.000 in the first part. This demonstrates a perfect positive correlation, which means that as the dependent variable rises in magnitude, so does its correlation with itself. Because there is no need to evaluate the significance of the correlation with itself, the significance value (Sig.) is indicated as "." Both the dependent and independent variables have 127 data points (N).

The correlation coefficient between the dependent variable and the independent variable is .176 in the second part. This indicates a positive correlation between the two variables, although a lesser one than the perfect correlation shown in the first section. The significance value (Sig.) is .048, indicating that the correlation is statistically significant at the 0.05 level, implying that the association is unlikely to have happened by coincidence. The total number of data points (N) stays constant at 127.

## CONCLUSION

Finally, this research investigates the influence of personality factors on work satisfaction among teachers in urban and rural schools. According to the research, some personality factors have a considerable effect on work satisfaction levels. Extraversion and agreeableness are favourably related

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to work satisfaction, but neuroticism is negatively related. The research also demonstrates that openness to experience has a substantial impact on teacher work satisfaction. The findings highlight the need of developing targeted ways to improve work satisfaction in both urban and rural schools. This study adds to a better being aware of the complex link between personality traits and work satisfaction in teachers, as well as practical implications for creating a healthy work environment in educational institutions.

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