

Investigating the Correlation Between Personality Traits and Teacher Satisfaction of Selected Teachers at Sharjah American International School, Sharjah Campus

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ABSTRACT

Factors influencing teacher satisfaction must be recognized (Sharma & Jyoti, 2006, p. 349), yet limited research in Sharjah has explored correlations between teacher satisfaction and the Big Five personality traits. In a sample of 26 middle to high school teachers at Sharjah American International School, Sharjah, this study examined those correlations. The average Big Five profile of the sample and patterns among their demographics, satisfaction, and traits were also identified. Moreover, Likert surveys were used: the 50-item IPIP Big Five scale and a teacher satisfaction survey ($\alpha = 0.87$), and demographics were also assessed. A quantitative approach was adopted: Big Five traits were computed, Pearson correlation coefficients calculated, and trait-based grouping analysis found patterns. Conscientiousness was the highest Big Five trait in the sample ($M = 4.19$, $Mdn = 4.10$, $SD = 0.53$) and the strongest correlate of satisfaction ($r = 0.43$, $p < .05$). These findings indicate that organizational skills should be encouraged to enhance satisfaction. Other findings are that English Language and Literature teachers and those in their thirties were dominant in openness to experience, reflecting how younger teachers, as well as English teachers, are more inclined toward unconventional themes. Schools are recommended to foster organization and study teacher demographics to better decide placement of teachers. Further research is advised to explore how Big Five traits relate to demographic features.

Keywords: Big Five, Satisfaction, Teachers, School, Personality, Conscientiousness.

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TABLE OF CONTENTS

Abstract.....	2869
Acknowledgements.....	2870
Chapter One Introduction.....	2873
Statement of the Problem	2873
Objective of the Study.....	2873
Research Questions.....	2873
Significance of the Study.....	2874
Structure of the Study.....	2874
Chapter Two Literature Review.....	2875
Personality and the Origin of the Five-Factor Model	2875
Definitions of the Five Traits.....	2875
Openness to Experience	2875
Conscientiousness.....	2875
Extraversion.....	2876
Agreeableness.....	2876
Neuroticism	2876
Manifestations of Each Trait in the Teaching Profession	2876
Openness to Experience	2876
Extraversion.....	2876
Conscientiousness.....	2876
Agreeableness.....	2876
Neuroticism	2876
Validity of the Five-Factor Model	2876
Teacher Satisfaction.....	2876
Previous Literature on the Big Five Traits and Teacher Satisfaction	2877
Big Five Traits Positively Correlated to Teacher Satisfaction	2877
Negative Correlation of Neuroticism to Teacher Satisfaction and Demographics	2877
Mediated and Indirect findings on Big Five Traits and Teacher Satisfaction	2878
Summary and Research Gap.....	2878
Chapter Three Methodology	2880
Description of Data.....	2880
Methodology.....	2880
Procedure of the Analysis.....	2880
Rationale of the Study	2881
Conclusion.....	2882
Chapter Four Results and Discussion.....	2883
Data Presentation and Discussion	2883
Demographic Characteristics of Participants.....	2883
Genders of the Respondent Teachers	2883
Age Groups of the Respondent Teachers	2884
Nationalities of the Respondent Teachers	2884
Highest Qualifications of the Respondent Teachers.....	2885
Subjects Taught by the Respondent Teachers.....	2885
Grade Levels Taught by the Respondent Teachers	2886
Years of Experience of the Respondent Teachers.....	2886
Overview of Linkert Scales	2886
Research Question 1: Correlations Between Teacher Satisfaction and the Big Five Traits.....	2887
Correlation Between Teacher Satisfaction and Big Five Traits; Positive Associations.....	2887
Correlation Between Teacher Satisfaction and Big Five Traits; Negative Associations	2888
Research Question 2: Strengths and Weaknesses Based on Big Five Traits.....	2889
Highest Score Traits.....	2889
Lowest Score Traits.....	2889
Research Question 3: Satisfaction Across Personality Profiles and Demographics	2890
Openness to Experience	2890
Conscientiousness.....	2890
Agreeableness.....	2891
Chapter Five Conclusion.....	2892
Summary of the Findings	2892
Implications of the Study.....	2892
Delimitations of the Study.....	2892

Further Research.....	2892
Conclusion.....	2892
References.....	2893

CHAPTER ONE INTRODUCTION

➤ *Investigating the Correlation Between Personality Traits and Teacher Satisfaction of Selected Teachers in Sharjah American International School, Sharjah Campus:*

Teacher job satisfaction is an essential factor in combating the worldwide crisis of teacher shortage (Eryilmaz et al., 2025a) and is defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976, as cited in Reji, 2016, p. 125).

Supporting the above statement, teacher job satisfaction is a determinant factor in maintaining effective teachers and boosting their general wellness (Eryilmaz et al., 2025b). Moreover, fulfillment within the teaching profession is a vital concern due to its relation to teaching performance and, consequently, student success (Sharma & Jyoti, 2006, p. 349).

Additionally, having a proper comprehension of the elements impacting the contentment or dissatisfaction of teachers is crucial to assist an efficient educational system (Sharma & Jyoti, 2006, p. 349). The latter, therefore, indicates an essential need for the emergence of methods schools can implement to facilitate professional satisfaction for teachers; one of which is intertwining teaching with personality traits.

As an illustration, the relation between job satisfaction and the personality traits of teachers is exemplified by the Ghanaian study, titled "Personality Traits as a Predictor of Job Satisfaction among Student-Teachers in Ghana", which found that openness and neuroticism (two of the Big Five personality traits to be later mentioned) are predictors of satisfaction among a sample of prospective teachers from a university in Ghana (Amoaka, 2024).

Furthermore, a specific framework that can be used to study the personality traits of teachers is the Five-Factor Model (FFM) or the Big Five model, which includes the following traits: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits collectively explain performance, emotions, and cognitive patterns of individuals (Lim, 2025). This paper studies the correlation between the personality profiles, according to the Five-Factor Model (FFM), and the perceived teaching satisfaction of selected teachers in Sharjah American International School (Sharjah Campus).

➤ *Statement of the Problem*

Personality theories have been previously integrated into teaching contexts; for instance, two dissertations affiliated with the University of Central Florida and Cumhuriyet University, Turkey, investigated patterns among the Big Five personality traits with respect to job satisfaction and career duration among elementary teachers and the connection of the degrees of job satisfaction of high school teachers to different personality types, respectively (Rohani, 2017; Ayan & Kocacik, 2010).

Within Sharjah, previous research included examining the determinants of teacher job satisfaction and job stress (Rahman, 2018). Nevertheless, there is an evident void of research that addresses the correlation between personality traits and teacher satisfaction within Sharjah, explicitly utilizing the Big Five personality theory. Hence, the current paper offers valuable insight into job satisfaction from a personality-based perspective within Sharjah.

This research can contribute to an observation of how the diverse nature of Sharjah could manifest through the prominent personality traits evident within the sample examined. This is valuable since it can add perspective about Sharjah teachers to the pool of research on job satisfaction and personality conducted in other regions, considering how scarcely the current topic is explored in Sharjah.

Moreover, job dissatisfaction is the main factor causing teachers to leave their roles (Huberman, 1993, and Woods et al., 1997, as cited in Zembylas & Papanastasiou, 2004), and considering that, this study serves as an initiative to help counteract this issue by raising the awareness of teachers about the roles their personalities play in their profession. Additionally, there is limited focused research about this subject matter that examines teachers in Sharjah American International School, which further highlights the significance of the inquiry in the present study.

➤ *Objective of the Study*

The objective of the current research is to determine the correlation between the Big Five personality traits of SAIS middle to high school teachers and their average satisfaction with teaching. Moreover, the study aims to investigate what personality profiles reveal about the strengths and weaknesses of the teachers within their teaching roles. Finally, the present study examines the extent to which teaching satisfaction varies across teachers of different personality profiles while considering the demographic differences across the sample participants.

➤ *Research Questions*

The current research aims to answer the following questions:

- What is the correlation between each of the Big Five personality traits and teaching satisfaction of SAIS middle to high school teachers?
- In what ways do personality profiles reveal the strengths and weaknesses of SAIS middle to high school teachers within their teaching roles?
- To what degree does teaching satisfaction vary across SAIS middle to high school teachers of different personality profiles, considering their distinct demographics?

➤ *Significance of the Study*

The current research holds potential in bettering the fulfillment experienced by the SAIS, Sharjah middle to high school participant teachers within their teaching roles, as it has been illustrated by previous research that distinct teacher personality profiles are interrelated to variances in job satisfaction based on Big Five data (Perera, Granziera, & McIlveen, 2018). Therefore, teachers can learn to enhance certain characteristics of desirable Big 5 traits associated with better satisfaction.

The average Big Five personality profile of the selected middle to high school SAIS, Sharjah teachers could provide insight into the prominent personality traits amongst the teachers at the school. By correlating these traits with teacher satisfaction, proposals for areas of strength and improvement could be provided to the teachers to enhance their job satisfaction. In addition, a possible result of this study is that teachers integrate what they learn from the Big Five Model within the classroom environment, ultimately boosting their occupational satisfaction.

➤ *Structure of the Study*

The study commences with chapter one, which introduces the subject matter of the study as well as the problem statement, objectives, research questions, and the importance of the study. Next, chapter two: the Literature Review includes a further explanation of the Big Five personality theory and teacher satisfaction. The succeeding chapters explore methodology, analysis, and findings of the present research.

CHAPTER TWO LITERATURE REVIEW

The following chapter of the current research discusses the definition of personality, the origin and dimensions of the Big Five model, as well as its validity. Then, the concept of job satisfaction as well as its association with the Big Five model is explored. Followed by a thematic review of international and national literature related to the correlation between personality according to the Big Five model and teacher satisfaction. Finally, a summary is provided in addition to an address of the research gap aimed at being filled by the current research.

➤ *Personality and the Origin of the Five-Factor Model*

According to personality psychology, the term personality is a constitution of traits that are classified by observing the typical patterns, behaviors, thoughts, and feelings of an individual. While some personality traits are indeed innate, many others are considered adaptable and open to change under changing settings (McADMs, 2016, p.5). This may suggest that teachers can benefit their overall working satisfaction by developing their personality-related behaviors accordingly as they can evolve.

Personality psychologists have long analyzed the different personality traits of individuals and as a result developed a multitude of measures through which personality traits can be assessed. One of which being the Big Five personality theory concerning the current paper (McADMs, 2008, p. 5). The Big Five model was created to provide a framework that explains the majority of the various personalities detectable amongst individuals while only using a limited number of factor traits (Soto & Jackson, 2020).

The Big Five framework, according to the Oxford Handbook of the Five Factor Model, is considered an influential and dominant interpretation of personality traits within psychology and a reason for that is because of its agreeableness and integration of previous models of personality (Widiger, 2017, p. 1). The process by which the Big Five theory came to be began with the psychologists Gordon Allport and Henry Odbert in the 1930s, who applied lexical research; a hypothesis developed by Francis Galton (Kabiting, 2021).

McCrae and John he lexical hypothesis is based on the concept that language accounts for all the possible terms that imply distinctions between humans because they came from speakers of natural language that have uttered all the possible personality-oriented terminologies over time, and since these terms express the various personality traits, from them we can derive the main personality types of human individuals (McCrae & John, 1992, p. 184).

Moreover, Allport and Odbert searched the English Dictionary for terminology that revolved around the following: evaluations, traits, and states, according to psychology (McADMs, 2016, p. 5) and grouped them into categories (Kabiting, 2021). They collected a number of words exceeding 18,000, 4,500 of which passed as persistent dispositional traits. Then later during the 1940s-1960s another scientist named Catell further narrowed down the 4,500 traits, reducing them further while utilizing questioners and factor analysis as additional tools to the lexical method priorly used (Kabiting, 2021).

With the passage of time, psychologists shortened the latter list, and McCrae and Costa formally articulated the Five-Factor Model as a thorough framework for how the Big Five traits are measured, interpreted, and understood, including considerations of genetic, situational, and external factors that influence the expression of the five traits (McADMs, 2016, p. 5; Kabiting, 2021).

➤ *Definitions of the Five Traits*

Each of the Big Five traits is considered a spectrum on which different individuals receive different scores (Lim, 2025). The following are definitions of the five personality traits according to the Big Five model:

- *Openness to Experience*

Soto and Jackson (2020) explain that openness to experience is also known as Intellect. This trait explains the degree to which an individual is fond of having new experiences that are unconventional and exciting (Lim, 2025). Additionally, such individuals open to experience showcase a particular interest in aesthetics (Soto & Jackson, 2020). The extremities of this trait are high openness and low openness or closure. Therefore, individuals who score high levels of openness to experience reflect imaginativeness, inquisitiveness, and intellectual engagement while individuals who score low on openness to experience are practical, conventional, habitual (Lim, 2025), and are not interested in art (Soto & Jackson, 2020).

- *Conscientiousness*

According to Lim (2025), this trait expresses the inclination of an individual toward organization, discipline, cautiousness, and goal-achievement. Individuals who score high for this trait are diligent, and dependable meanwhile individuals who score low on conscientiousness are often procrastinators, more adaptable, and fluid (Lim, 2025).

- *Extraversion*

Lim (2025) indicates that extraversion concerns the degree of sociableness of an individual and the extent of their comfort in interacting with other individuals. Individuals who score high levels of extraversion, Lim explains, are talkative and often empowered by socialization. Soto and Jackson (2020) also say that such individuals are inclined to assertiveness. Conversely, individuals who score low for extraversion are often driven by solitude and isolation (Lim, 2025) and are quiet and restrained (Soto & Jackson, 2020).

- *Agreeableness*

Agreeableness refers to how helpful, compassionate, kind-hearted, and trustable a person is (Lim, 2025). High agreeableness characterizes an individual as civil and cooperative (Soto & Jackson, 2020) whereas an individual scoring low agreeableness is more self-centered, critical, and competitive (Lim, 2025), as well as combative and impolite (Soto & Jackson, 2020).

- *Neuroticism*

Neuroticism implies the level of emotional instability of an individual (Lim, 2025) and is often recognized by its antonym “Emotional Stability” (Soto & Jackson, 2020). Individuals who score low on neuroticism are mentally stable, secure, and emotionally regulated (Lim, 2025). Meanwhile, individuals who score high neuroticism often endure symptoms such as mood fluctuations, stress, and worry (Lim, 2025). As well as more negative emotions such as anxiety, depression, and irritation (Soto & Jackson, 2020).

➤ *Manifestations of Each Trait in the Teaching Profession*

- *Openness to Experience*

Musa and Edoh (2023) emphasized in a study that examined the relation between openness to experience and teacher job productivity in senior secondary schools in Adamawa state in Nigeria, that this trait can be tied to job productivity (Musa & Edoh, 2023).

- *Extraversion*

Göncz (2017) discusses how intermediate extraversion manifests as friendliness and novelty by teachers in the workplace. Göncz adds that it also enables teachers to accept other cultures they encounter (Göncz, 2017, pp. 86-87).

- *Conscientiousness*

An adequate amount of conscientiousness, Göncz (2017) illustrates, corresponds to proficiency, order, accountability, and determination in the workplace (Göncz, 2017, pp. 86-87).

- *Agreeableness*

Göncz (2017) highlights how high levels of agreeableness are crucial for effective instructional work (Göncz, 2017, pp. 86-87).

- *Neuroticism*

Göncz (2017) sheds light on how evident neuroticism is not a preferable trait for teachers as it can manifest as weak interpersonal and social skills (Göncz, 2017, pp. 86-87).

➤ *Validity of the Five-Factor Model*

Here are multiple indications to the validity of the Five-Factor model (Widiger & Crego, 2019). The theory is shown to hold true across multiple aspects including cross-linguistic and cross-societal confirmation of traits, and in prediction of substantial life outcomes (Widiger & Crego, 2019). For instance, a consistent finding across various countries including the United States, Germany, Italy, Portugal, Croatia, and South Korea is that individuals during the early to the intermediate periods of their adulthood are more conscientious and agreeable whereas their neuroticism, openness to experience, and extraversion deteriorate (Worthy, Lavigne, & Romero, 2025).

In another cross-sectional study by Cuijpers et al. (2010), examined on a large sample of 5054 participants from the general Dutch population primarily found that neuroticism is associated with excessive need for healthcare. Later in the paper it is claimed that individuals with neurotic inclination tend to get exposed to more mental disorders (Cuijpers et al., 2010). This indicates that the FFM can also be used to predict outcomes such as how the previous study noted that neurotic individuals are prone to excessive healthcare utilization (Widiger & Crego, 2019).

➤ *Teacher Satisfaction*

Teacher Satisfaction is a crucial aspect that affects the educational system and is determined by factors including work satisfaction (Viseu et al., 2016). As defined by Edwin A. Locke, job satisfaction occurs when the job of an individual elicits positive emotions for them (Locke, 1976, as cited in Demirtaş, 2010). What makes occupational satisfaction of primary importance is its

correlation to the general wellness state of both teachers and their students as well as the retention of teachers (Toropova, Myrberg, & Johansson, 2021).

According to the study conducted by Alkhyeli and Ewijk (2018) in UAE, Sharjah to first include the four pillar factors, that is, motivation, school leadership style, job characteristics, and cultural intelligence evidenced to influence teacher job satisfaction in a thorough model suiting the UAE, recognition, pay, and autonomy were found to be the most central worries for the teachers (Alkhyeli & Ewijk, 2018). While the study did examine some internal and external factors impacting job satisfaction, it did not explicitly tie job satisfaction to personality.

Similarly, Issah et al. (2025) investigated how school leaders, workload stress, and self-efficacy impact teacher satisfaction in the UAE by examining the 2018 Teaching and Learning International Survey. Issah and their team found that school leadership did not significantly correspond to job satisfaction unlike self-efficacy and workload-stress (Issah et al., 2025).

While the latter studies do investigate job satisfaction within the diverse UAE context, they do not explicitly incorporate nor solely focus on the personality component as a contributor to teacher job satisfaction as is the case of most studies concerning teacher job satisfaction conducted in the UAE.

It is important to emphasize the culturally diverse atmosphere in the UAE which adds value to studying the impact of personality on job satisfaction as mirrored by Buckner (2017) who investigated teacher satisfaction in the UAE and suggested that country context must be taken into account when examining teacher occupational contentment (Buckner, 2017).

➤ *Previous Literature on the Big Five Traits and Teacher Satisfaction*

The following is a review of both international and national previous literature exploring the Big Five model and teacher satisfaction either jointly or separately and directly, indirectly, or mediately.

➤ *Big Five Traits Positively Correlated to Teacher Satisfaction*

A study conducted in Putrajaya, Malaysia (Salaudin et al., 2019), investigated a sample of 150 randomly selected secondary school teachers from the total of 600 secondary school teachers in the region. It found a high positive correlation between job satisfaction and the Big Five traits and credited a portion of the teacher satisfaction perceived to the nature of the collegiality the teachers were surrounded by, promotion, and wage rise. Salaudin et al. (2019), nevertheless, only set forth the presence of a correlation between the Big Five traits and teacher satisfaction without explicitly correlating each trait to job satisfaction.

Meanwhile other studies, that is, a Pakistani study (Nadeem et al., 2024) on a sample of college teachers, an Indian study (Basu & Banerjee, 2024) on a combination of college and secondary to higher secondary school teachers, a Nigerian study (Ehigie, 2017) that examined secondary school teachers, and a Saudi Arabian study (Almutairi & Ahmed, 2022) which focused on primary to intermediate virtual teachers of students with difficulties, explored specific correlations of the Big Five traits to teacher satisfaction revealing that extraversion, agreeableness, conscientiousness, and openness to experience have reoccurring patterns of strong positive correlations to teacher satisfaction, excluding neuroticism, across the several teaching contexts mentioned (Nadeem et al., 2024; Basu & Banerjee, 2024; Ehigie, 2017; Almutairi & Ahmed, 2022).

➤ *Negative Correlation of Neuroticism to Teacher Satisfaction and Demographics*

The Pakistani study mentioned before (Nadeem et al., 2024) provides a standalone outcome concerning neuroticism and teacher satisfaction, as no correlation between them across a sample of 300 college teachers was found. By contrast, Basu and Banerjee (2024) conducted their study on roughly double the number of educators, sampling 606 teachers from secondary schools and higher educational institutions.

Basu and Banerjee (2024) utilized the Big Five personality inventory like how the Malaysian study did (Salaudin et al., 2019) with a few alterations. While Basu and Banerjee (2024) hypothesized neuroticism not to be significantly correlated to teacher satisfaction, such as in the outcomes of the study done by Nadeem et al. (2024), they contrastingly found an otherwise negative correlation, which is consistent with the findings of Ehigie (2017).

Ehigie (2017) examined an almost identical number of 600 secondary school Nigerian teachers selected from 100 schools and found a negative correlation of teacher satisfaction to neuroticism. The scope of the sample was like the Malaysian study (Salaudin et al., 2019) of secondary school teachers, yet they contained paradoxical contexts, with the Malaysian study teachers receiving poor, inconsistent incomes rather than a pay boost, highlighting different external factors on the outcomes (Ehigie, 2017; Salaudin et al., 2019).

The Nigerian study (Ehigie, 2017) also considered demographics, concluding older educators as well as ones within humanities are more satisfied; similarly, the Pakistani study by Nadeem et al. (2024) sampled college teachers all with higher education qualifications, with the majority being female and within the range of 0-5 years of experience, which was clearly reflected in the lack of correlation between neuroticism and teacher satisfaction (Ehigie, 2017; Nadeem et al., 2024).

Continuing with the consistent view of the negative association between neuroticism and teacher satisfaction yet narrowing down to more regional context. A study run in the GCC, namely Saudi Arabia, by Almutairi and Ahmed (2022), found that neuroticism had a significant negative correlation to job satisfaction with indications of statistical significance. It is important to note that the study highlights a point mentioned earlier in the current paper.

That point referred to is that the prevalent traits of the teachers entail a great deal about the nature of their interactions with their students and what arises from considerations regarding the types of personalities that should be sought in educators (Almutairi & Ahmed, 2022). Besides the study being quite insightful, it denotes the need to observe the same personality constructs in educators within other regions of the GCC, like the UAE, especially since most literature that does involve them is not directly correlated to teacher satisfaction but rather mediated.

➤ *Mediated and Indirect Findings on Big Five Traits and Teacher Satisfaction*

Tavcar and Arzenšek (2019), in a study regarding the relation of flow at work to job satisfaction and, consequently, the Big Five personality traits across a sample consisting of 890 elementary school teachers, only 80 of whom were males and with a wide range of ages from 25 to 60, indicated that flow at work and job satisfaction are positively related.

The study then examined the relation of flow at work to the Big Five traits, concluding that there is a weak positive correlation between flow at work and extraversion, a negative correlation to neuroticism, and a moderate positive correlation to conscientiousness (Tavcar & Arzenšek, 2019).

These correspondences are consistent with the aforementioned outcomes discussed in the previous section. They also mirror results of mediated outcomes found in relevant research in the Gulf region and are especially relevant to them in the sense that most GCC studies of this subject matter are likewise strictly or dominantly restricted to female populations only.

Centering on studies showcasing the regional configuration of studies revolving around the Big Five traits and teacher satisfaction. Most regional studies in the GCC involve mediators when linking personality to teacher satisfaction. For instance, Alkholy (2023) in a Saudi Arabian study investigated the immediate and non-immediate influences of general self-efficacy in the relationship between the Big Five and job satisfaction.

Alkholy (2023) sampled a relatively large number of 500 female students in the Early Childhood department at the Prince Sattam Bin Abdulaziz University, and found that conscientiousness, agreeableness, and extraversion enhance self-efficacy, which consequently raises job satisfaction, and that self-efficacy partially explains the effect of these traits, excluding openness and neuroticism, on job satisfaction (Alkholy, 2023).

In a similar fashion, Rahman (2018) intertwined self-efficacy with teacher satisfaction, providing closer regional insight, yet not incorporating the Big Five traits. Rahman investigated that 79, 33, and 3 teachers from Abu Dhabi, Sharjah, and other emirates, respectively, exhibited high self-efficacy. It was also demonstrated that higher self-efficacy corresponded to elevated job satisfaction and lower job stress.

Meanwhile, teachers in Sharjah experienced somewhat more stress than teachers residing in Abu Dhabi. A certain limitation of the study, however, is that the sample only consisted of females, specifically 115 female teachers (Rahman, 2018), as are most GCC relevant studies, which reflects common obstacles of collecting data in GCC studies from both genders.

That same limitation is found in the Awali (2025) study of 227 individuals concerning emotional intelligence, where the majority of the respondents of the study, 64.3%, were female compared to only 35.7% who were male. The study found that job satisfaction is a key mediator that can reduce the probability of emotionally intelligent teachers to leave their jobs. While the Big Five traits are not directly addressed in the study, emotional intelligence has been proven to have a substantial relationship with the Big Five traits (Andi, 2012); hence, its relevance to the discussion.

Reversibly, studies within the UAE that do involve the Big Five model still lack the context of teacher satisfaction, for instance, a survey research study conducted at the United Arab Emirates University in Al Ain, found that agreeableness, extraversion, openness to experience, and conscientiousness are the most significant approaches adopted by the students at the university (Al-Qirim et al., 2015). Although students and not teachers were examined, the study still incorporated the Big Five model, connecting it to the current paper.

➤ *Summary and Research Gap*

The previous literature establishes a strong background for expanding on the topic of the Big Five traits and their influence on teacher satisfaction while also paving an evident void in research directly targeting the correlation of teacher satisfaction with the Big Five traits within Sharjah. As the literature review came closer to addressing the regional area of Sharjah, less research was found engaging these two variables together.

Studies that directly discuss the association of the Big Five traits to teacher satisfaction were conducted outside Sharjah and are greatly influenced by external factors such as poor and inconsistent or boosted income (Ehigie, 2017; Salaudin et al., 2019). This raises the question of whether eliminating these factors when studying the correlation and solely focusing on internal demographics of teachers such as age could showcase different outcomes, which is a given in this current paper since only internal demographics are considered.

What cannot be left unnoticed is the lack of representation of male teachers, especially within the GCC studies reviewed, which is a common obstacle in most GCC study contexts. This adds to the value and insight this research could contribute since it involves both genders in the target population. The essence of Sharjah and generally the UAE as a diverse community as Assali (2025) pinpoints also adds value and weightage to the outcomes this study proposes.

CHAPTER THREE METHODOLOGY

In many regions across the globe, the personality phenomenon has been used as an indicator of teacher satisfaction; however, within Sharjah, particularly Sharjah American International School, this correlation was not previously explored while explicitly utilizing the Big Five personality framework, hence the purpose of this paper. The following methodology section entails the nature of the study, including the description of data, methodology, rationale, and analytical procedure used to fulfill the objective of the study. The research targets were to determine the correlation of the personalities of teachers while conforming to the Big Five model to teaching satisfaction, and what the correlation implied about assets, limitations, and diverse demographics of the sample.

➤ *Description of Data*

The study was based on primary data sought from Sharjah American International School middle and high school teachers. Teachers were not randomly approached; in fact, they were strictly restricted to only middle or high school teachers, and a sufficient sample size was pursued.

Acknowledged by the researcher was the difficulty that might encompass the data collection procedure, as teachers had busy schedules; nonetheless, the original aim was to gather responses from a minimum of 25 teachers for the research outcomes to have greater normality to reasonably represent the larger teacher environment within the school. Indeed, 38 teachers participated, but after filtering through the responses, only 26 responses were used.

The form targeted two main constructs: the Big Five personality profiles and teacher satisfaction. Another aspect was assessed as well: demographic-oriented inquiries encompassing gender, nationality, age, years of experience, highest qualification, subject taught, grades taught (middle or high school), and nationality. When collecting the data, the researcher deliberately focused on soliciting teachers of different nationalities to provide a diverse sample.

The type of surveys utilized to collect the required data included a 5-point Likert scale of the International Personality Item Pool (IPIP) 50-item questionnaire, providing numerical values that represent the exhibition of each of the Big Five traits within a spectrum from prominent to obscure. Furthermore, a comprehensive 5-item Linkert scale was designed and utilized to acquire numerical satisfaction scores from the participant teachers.

Finally, the demographics were sought through a 7-item questionnaire providing non-numerical data. The surveys were distributed via email, WhatsApp, and QR codes throughout the period from April 28th, 2026, up to April 30th, 2026, evening, which was also the span for which the form was open for the participants to fill it out.

➤ *Methodology*

The methodology was accordingly outlined by the researcher for the sake of achieving robust data for valid analysis. The essence of the study as quantitative research required that the researcher first prepare the instrument containing the questionnaires that the teachers were provided with. The instrument used to collect data from the teachers was a 3-part questionnaire constructed via Microsoft Forms.

The questionnaire included the three main variables of the research: the Big Five personality survey, the teacher satisfaction survey, and inquiries that accounted for teacher demographics. Throughout the period the form was open for receiving responses, the researcher was progressively receiving and filtering them. When all the data had been gathered and the form had closed, the researcher began analyzing the data to construct conclusions to the research questions. An Excel sheet was the medium used for the data analysis portion within the entirety of the procedure.

➤ *Procedure of the Analysis*

The data was analyzed using a quantitative approach. The analytical procedure constituted three parts analogous to the three research questions, which heavily guided the analysis. But prior to the three-constituent analysis, the dataset underwent multiple operational and preparational steps.

The preparational stage included rigorously scoring the Big Five survey of each respondent by reverse scoring where necessary, adding the values of the responses each pertaining to one of the five personality variables, and then taking the average of each group, providing a value that represented the weightage of the trait for each teacher. The same was done for scoring the teacher satisfaction values, although reverse scoring was not required at all.

Excel was the medium used to analyze all the data by integrating formulas for calculating Pearson correlations, Means, Medians, Standard Deviations, Alpha of Cronbach, and probability values. Similarly, Excel was also used to create figures, including bar charts and scatter plots for visual representation of the results.

Regarding the three-part analytical procedure, the first was related to the first research question, that is, “What is the correlation between each of the Big Five personality traits and teaching satisfaction of SAIS middle to high school teachers?” The Pearson correlation equation was used to correlate the mean score for each trait with the average teacher satisfaction value of all teachers. The preceding was done on five occasions, for there are five personality variables in the Big Five model: openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability (neuroticism). Each trait then had a correlational coefficient (r) associated with average teacher satisfaction, which, as per the coefficient value interpretation table, implied the strength and direction of the correlation from (+1) to (-1).

To answer the second research question, “In what ways do personality profiles reveal the strengths and weaknesses of SAIS middle- to high-school teachers within their teaching roles?” the average of each trait across all the teachers was reused from the previous analytical procedure, and then an interpretation was done of how those averages compared across the five traits. However, in addition to the mean scores calculated, the medians and standard deviations were also measured. Then the implications of the results were provided.

With regards to the preceding two questions, no account of demographics was involved in the analysis, as it was merely a broad insight that was sought regardless of demographics; nonetheless, the last research question was solely demographic-oriented: “To what degree does teaching satisfaction vary across SAIS middle-to high-school teachers of different personality profiles, considering their distinct demographics?” It was answered by first grouping teachers according to their most dominant trait, titling the trait to the group, taking the mean satisfaction corresponding to each group, and analyzing patterns in demographics as well as how they relate to the level of teacher satisfaction.

➤ *Rationale of the Study*

Each intricate detail of the procedure was carefully planned by the researcher to optimize the overall quality and reliability of the outcomes. Firstly, the researcher chose a quantitative approach to expand the credibility, generalizability, and replicability of the research, as quantitative methods are more likely to be replicated precisely. The target population was derived from Sharjah American International School, Sharjah branch, as it was the most convenient location for the researcher to feasibly collect data for the study.

SAIS, Sharjah, also holds international accreditation from Cognia (Sharjah Private Education Authority, n.d.), which enables the outcomes of the study to likely be respected within the body of relevant research. Similarly, teachers were chosen from middle to high school for accessibility purposes. A diverse sample was sought, as it was a prerequisite of the third research question; it properly represented the multicultural and diverse environment of Sharjah, and it enhanced the credibility of the outcomes.

Within this predominantly quantitative study, a minimum sample size of 25 individuals was sought to minimize the deviations that occur when applying quantitative calculations to smaller sample sizes. This number was considered feasible yet adequate for the research outcomes to be valid. The reason behind distributing the forms via email, WhatsApp, and QR codes was to accommodate the nature of the work of the teachers, which requires them to check their emails and WhatsApp daily. As for the QR codes, they were distributed to further encourage teachers to fill out the form. That was the way teachers were least likely to forget to fill the form out.

A lengthier time was supposed to be given for the teachers to fill out the form to encourage them to complete it comfortably in a manner that does not interfere with their work and makes them want to avoid it. However, due to time restraints, only three days were provided, but to compensate for that, a reminder to breathe was provided at the beginning of the form to ensure that no pressure was put on the teachers that could make them rush through the questions, as they needed focus, awareness, and steadiness to answer accurately.

The instrument used to collect data from the teachers was a 3-part questionnaire, and each part had a purpose behind it. The teacher satisfaction scale was designed by the researcher rather than utilizing an existing scale to ensure avoidance of questions directed to external factors such as income, which may introduce other variables in the study, minimizing focus on the main variables. As indicated in the previous chapter, several relevant papers, such as those by Ehigie (2017) and Salaudin et al. (2019), already incorporated external factors in their examinations, and so this study aims to zoom in on the mere correlation between job satisfaction and the Big Five, only considering limited internal demographics of the sample. Additionally, the researcher wanted to respect that such an inquiry could be perceived as inappropriate by the respondents.

For the purpose of measuring the personality profiles of teachers, the International Personality Item Pool (IPIP) 50-item questionnaire of the Five Factor model (Goldberg, 1992) was used by virtue of its easy accessibility since it is in the public domain and therefore could be modified in favor of the study, enabling the researcher to provide an Arabic translation of the survey to non-English-speaking teachers.

Microsoft Forms and Excel were used to create and analyze the questionnaires. Firstly, Microsoft Forms was used to create surveys due to its simplicity and utility. It is also recognized by the University of Oxford (n.d), making it a legitimate platform.

Secondly, Kumar (2023) directly investigated that Microsoft Excel is beneficial for researchers to use in analytical procedures since it is easy to use, as facilitated by the many tools integrated into the platform. Lastly, the Pearson Correlational Coefficient was used to assess the strength and direction of correlations, as it was commonly used in relevant previous literature, as indicated by Ehigie (2017), who explained that it is the “most widely used” correlational coefficient.

➤ *Conclusion*

This chapter studied the data description, methodology, rationale, and outline of the analytical procedure of the study. All steps included in the design and execution of the methodological process were to find the correlation between personality profiles of teachers and their satisfaction with teaching, the strengths and weaknesses of teachers within their teaching roles, and the degree to which teaching satisfaction varies across teachers of different personality profiles while considering the differences amongst the sample participants.

CHAPTER FOUR RESULTS AND DISCUSSION

The following chapter presents the results and discussions corresponding to the three research questions of the current study. Primary data were acquired from middle to high school teachers at SAIS, Sharjah. Moreover, the sample size of the study was 26 teachers. Microsoft Forms was the platform used to make the surveys containing the Big Five profile and personality assessments. Meanwhile, Excel was utilized to filter, organize, and analyze the responses. In this chapter, pie charts, scatterplots, and bar charts are displayed to convey the findings and their subsequent analyses.

➤ *Data Presentation and Discussion*

The demographics of the participant teachers are first presented. Then the outcomes and their subsequent discussions are displayed in the order of the three research questions of the paper:

- RQ1: “What is the correlation between each of the Big Five personality traits and teaching satisfaction of SAIS middle to high school teachers?”
- RQ2: "In what ways do personality profiles reveal the strengths and weaknesses of SAIS middle- to high-school teachers within their teaching roles?"
- RQ3: “To what degree does teaching satisfaction vary across SAIS middle-to high-school teachers of different personality profiles, considering their distinct demographics?”

➤ *Demographic Characteristics of Participants*

The following section involves a display of the demographic features pertaining to the sample of middle to high school SAIS teachers of the study.

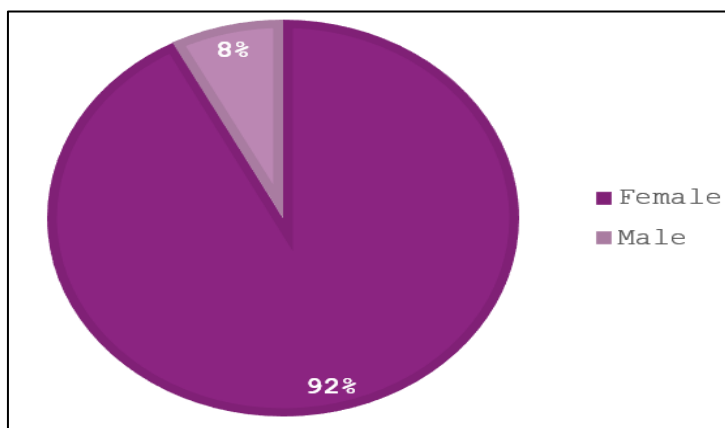


Fig 1 Genders of the Respondent Teachers

• *Genders of the Respondent Teachers*

In the figure above (Figure 1), the proportions of female to male respondent teachers are illustrated, where 92 % (n=24), roughly the total number of respondents, is attributed to female teachers compared to an extremely scarce account of only 8% (n=2) from male teachers.

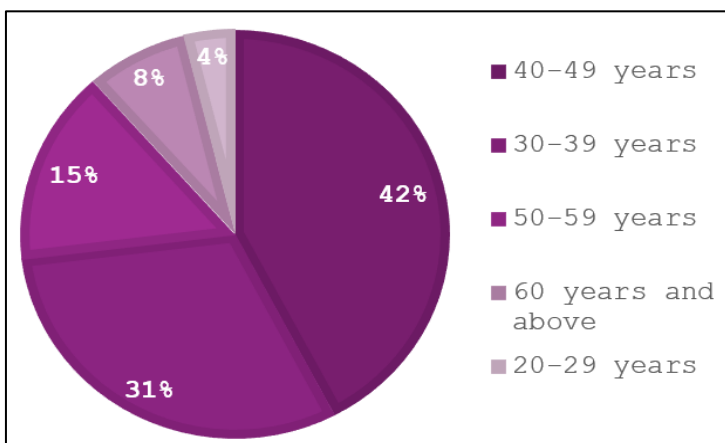


Fig 2 Age Groups of the Respondent Teachers

• *Age Groups of the Respondent Teachers*

Figure 2 showcases the variety of age groups found in the sample of the study. The ages ranged from 20 up to 60 years and above.

The largest age group: 40-49 years, accounted for 41 % (n = 11) of the total sample. Likewise, the 30-39 years age group had the second largest percentage with 31% (n=8) of the total cohort.

The remaining age groups each comprised sparse quantities. That is, the 50-59, 60 years and above, and 20-29 age groups contributed only 15 % (n=4), 8 % (n=2), and 4% (n=1), respectively.

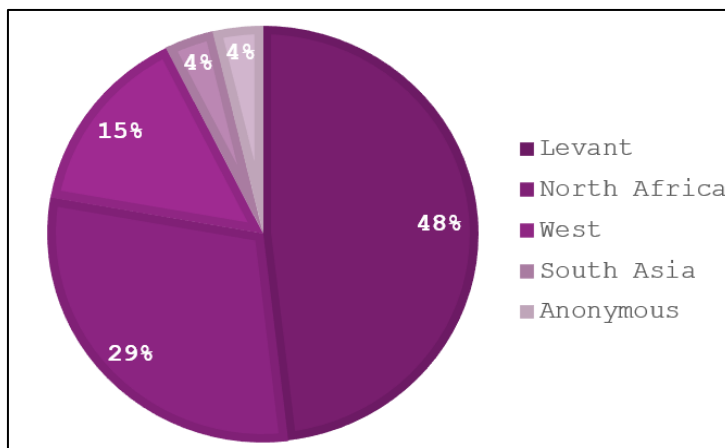


Fig 3 Nationalities of the Respondent Teachers

Note. The Levantine category includes Lebanon, Palestine, Jordan, and Syria. The North African category includes Egypt, Tunisia, and Sudan. The remaining two responses represent a Pakistani teacher allocated to the South Asian category, and another teacher with an ambiguous nationality.

• *Nationalities of the Respondent Teachers*

Figure 3 portrays the different nationalities of the respondent teachers ranging from five different nationality cohorts: Levant, North Africa, West, South Asia, and anonymous.

Ultimately, the Levantine portion of respondents was predominant with a 48% (n= 13) contribution. Meanwhile, the North African portion was the second largest: 29% (n=8). Comparatively, the Western, South Asian, and anonymous respondents were very minimal amounting to 15% (n=4) for the Western category and only 4% (n=1) for both the South Asian and anonymous categories.

Precisely, there are 7 nationalities that went under the Levant category: Lebanon, Palestine, Jordan, and Syria, with the highest contribution from the Lebanese respondents amounting 6 individuals in this category. Whereas the North African category includes Egypt, Tunisia, and Sudan, with primarily Egyptian respondents with a percentage identical to the number of Lebanese respondents in the Levant cohort: (n=6). The remaining two categories were one from the South Asian category, which was a singular response from a Pakistani teacher, and another from a teacher with an ambiguous nationality

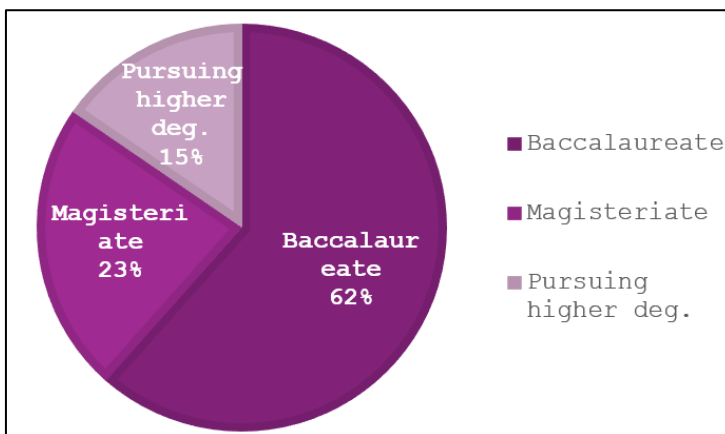


Fig 4 Highest Qualifications of the Respondent Teachers

Note. Postgraduate diploma in Education was not included in the higher degree category since it was highly likely that some teachers misunderstood the question and only considered their baccalaureate degree. Hence the scope of the qualifications is either baccalaureate (even if multiple), magisteriate, or currently pursued more or higher degrees regardless of the type.

• *Highest Qualifications of the Respondent Teachers*

Figure 4 represents the highest qualifications of the respondents. The baccalaureate degree category is the largest with 62% (n=16) of the total cohort. Second came the magisteriate category with 23% (n=6) , and finally the “Pursuing higher degree” category amounted to 15% (n=4).

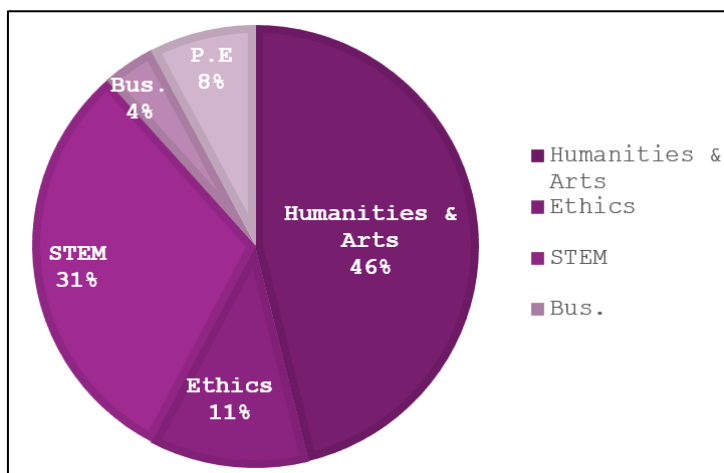


Fig 5 Subjects Taught by the Respondent Teachers

Note. The Humanities & Arts category includes teachers from the English, Arabic, History, Geography departments, and Art. The Ethics category encompasses Islamic Studies, UAE Social Studies, and Moral Education. Meanwhile, the STEM category involves Mathematics and Science.

• *Subjects Taught by the Respondent Teachers*

Figure 5 represents the subject categories the respondent teachers pertain to, including Humanities & Arts, Ethics, STEM, Business, and Physical Education.

Overall, most of the respondents were in the Humanities category, comprising 46% (n=12). Likewise, the STEM category is the second highest with 31% (n=8). Meanwhile, there is a very limited number of teachers in the Business and Physical Education categories, with only 8% (n=2) in Physical Education and 4% (n=1) in the Business category.

Thoroughly, the teachers most contributing to the total sample are the English teachers who dominate the Humanities & Arts category: (n=5). Similarly, the science teachers in the STEM category are the same number as that of English teachers: (n=5). The other specialties found within these categories but with minimal numbers are Arabic (n=3), Geography or History (n=3), and Art (n=1) in the Humanities & Arts, and Math (n=3) in the STEM category. Meanwhile, the Ethics group contained Islamic (n=2) and UAE Social Studies/Moral Education (n=1) teachers. Finally, the P.E category only contained two teachers (n=2), while only one was in the Business category (n=1).

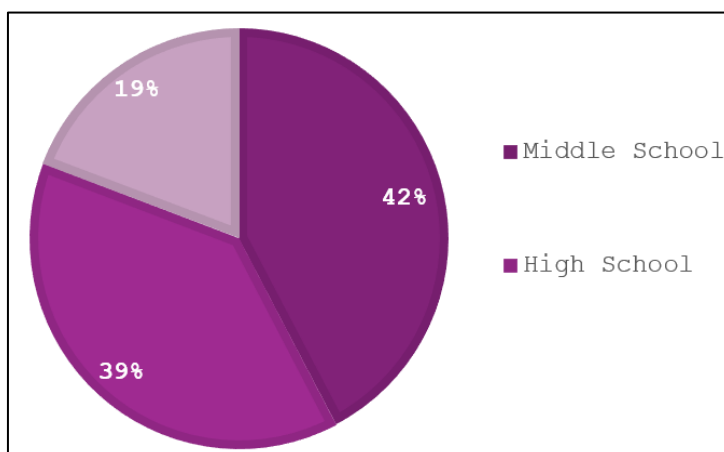


Fig 6 Grade Levels Taught by the Respondent Teachers

• *Grade Levels Taught by the Respondent Teachers*

Figure 3 depicts the grade ranges taught by the respondent teachers across three categories: middle school, high school, and both middle school and high school.

Overall, most of the teachers were allocated to the middle school range, amounting to 42% (n=11) of the total sample. The second greatest category, with exactly 39 % (n=10) of the teachers who responded, was high school. Meanwhile, a relatively much lower percentage of participants pertained to the dual category (Both Middle School and High School) with only 19 % (n=5).

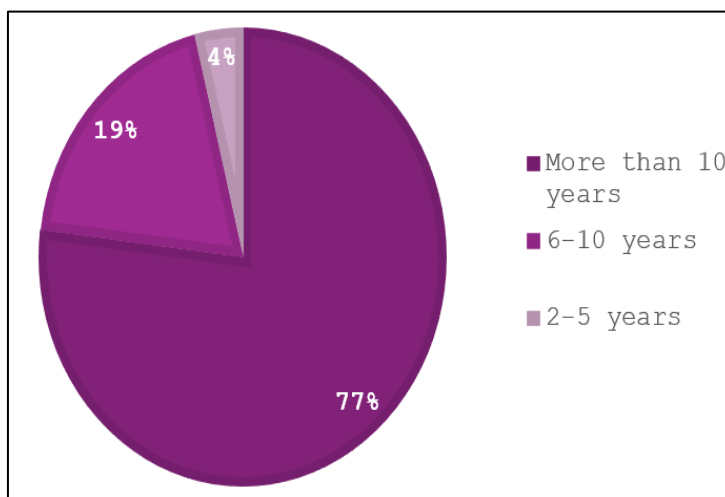


Fig 7 Years of Experience of the Respondent Teachers

• *Years of Experience of the Respondent Teachers*

Figure 7 illustrates the years of experience of the sample teachers. That includes More than 10 years, 6-10 years, and 2-5 years.

Specifically, the dominant group of this cohort is the teachers with more than ten years of experience (77%; n=12). Moreover, 19% (n=5) of the teachers had six to ten years of experience, leaving only a singular teacher in the last category of teachers between two to five years of experience: 4% (n =1).

➤ *Overview of Linkert Scales*

Two Likert scales were utilized in this study. Firstly, the International Personality Item Pool (IPIP) 50-item questionnaire was used to assess the personality profiles of the teachers according to the Big 5 theory. Moreover, ten short questions corresponded to each trait. For instance, “I am full of ideas” was a short statement assigned to openness to experience. Within the survey, the groups of questions pertaining to each trait were dispersed and included reverse-scored questions.

The Personality Item Pool website states that alternating between positively and negatively scored items and scattering the questions pertaining to the same trait so that they are not compiled actually boosts the accuracy with which individuals respond to the questions, as they become less likely not to evaluate similar questions if they are apart from each other (Goldberg, 1992). Moving on, teacher satisfaction was assessed through a 5-item scale designed by the researcher. The scale contained five similar questions (Table 1) measuring the satisfaction of the teachers within their teaching roles. The questions focused on intrinsic motivation aside from that of external. Additionally, the survey showed a high Alpha of Cronbach score: $\alpha = 0.87$, showing strong internal consistency.

Table 1 Teacher Satisfaction Scale

Number of Question	Question
Question 1	I am satisfied as a teacher.
Question 2	I feel fulfilled within my teaching career.
Question 3	I am content with my teaching career.
Question 4	I am happy with my performance as a teacher.
Question 5	Teaching gives me a sense of purpose and satisfaction.

Note. An Arabic translation was provided alongside each question for non-English speakers.

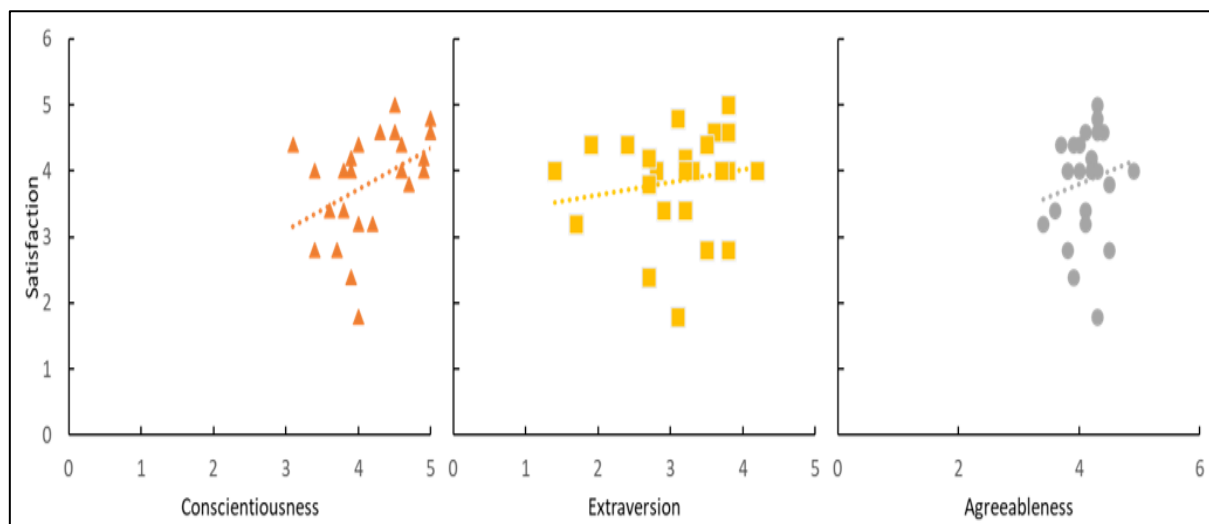


Fig 8 Correlation between Teacher Satisfaction and Big Five Traits; Positive Associations

Note. Correlations: Conscientiousness, $r = 0.43$, $p = 0.03$; Extraversion, $r = 0.19$, $p = 0.36$; Agreeableness, $r = 0.16$, $p = 0.43$;

➤ *Research Question 1: Correlations between Teacher Satisfaction and the Big Five Traits*

• *Correlation between Teacher Satisfaction and Big Five Traits; Positive Associations*

Figure 8 illustrates the findings in particularly the positively correlated traits to teacher satisfaction, including conscientiousness, extraversion, and agreeableness.

Overall, the three traits showed upward slopes indicating positive correlations. Conscientiousness was found to have the strongest positive correlation relative to the other two traits: extraversion and agreeableness. Whereas extraversion was classified as the second strongest correlate to satisfaction, leaving agreeableness the least positively correlated to it.

Detailly, in the graph concerning conscientiousness (figure 8) the plot points are relatively closely clustered, showcasing a correlation value that is not necessarily drastic, but not nonexistent either, and that is exactly mirrored in the Pearson correlation value calculated for its correlation to satisfaction, that is .43. This value demonstrated a positive moderate relationship. In addition, the correlation of conscientiousness to satisfaction possesses a probability value of .03, this indicates that it is a statistically significant correlation. The implication of this correlation is that as the teaching satisfaction of the sample teachers increases, their conscientiousness likewise rises and vice versa.

Moreover, extraversion and agreeableness both indicated weak positive correlations to satisfaction, with probability values over .05 for each indicating the statistical insignificance of these correlations. Nevertheless, agreeableness shows a stronger correlation than extraversion ($r=0.19 > r=0.16$).

These findings are erratic to the literature earlier reviewed on the positively correlated traits to satisfaction, in that although conscientiousness consistently portrayed a positive correlation to satisfaction, that relation was “strong” rather than moderate. Likewise, extraversion and agreeableness were incongruent to the literature reviewed, in which extraversion and agreeableness were found to have “strong” rather than weak correlations to satisfaction (Nadeem et al., 2024; Basu & Banerjee, 2024; Ehigie, 2017; Almutairi & Ahmed, 2022).

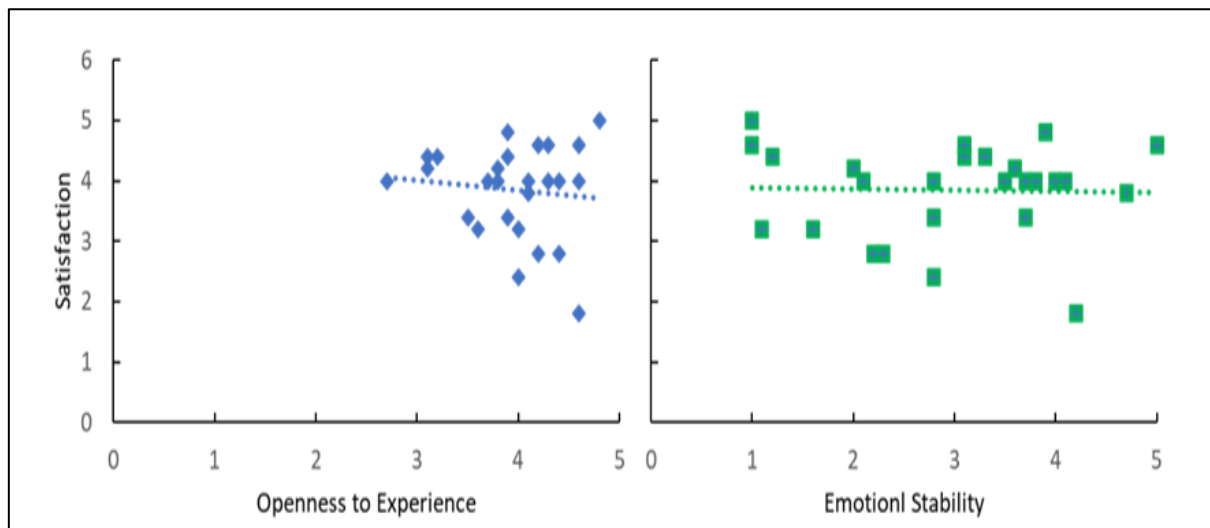


Fig 9 Correlation between Teacher Satisfaction and Big Five Traits; Negative Associations

Note. Correlations: Openness to Experience, $r = -0.11$, $p = 0.59$; Emotional Stability, $r = -0.03$, $p = 0.90$.

• *Correlation between Teacher Satisfaction and Big Five Traits; Negative Associations*

Figure 9 highlights the traits found to be negatively correlated to satisfaction: openness to experience and emotional stability.

Both traits were found to have statistically insignificant correlations ($p > .05$) showcasing very weak negative and nearly nonexistent correlations, as demonstrated by the decreasing slope for openness to experience ($r = -0.11$) and the roughly straight slope in the emotional stability graph ($r = -0.03$), respectively.

The findings for openness to experience were inconsistent with those of Almutairi and Ahmed (2022), who contrastingly found it strongly positively correlated to satisfaction. Similarly, emotional stability as virtually uncorrelated to satisfaction was inconsistent with the findings of Nadeem et al. (2024), Basu & Banerjee (2024), Ehigie (2017), and Almutairi & Ahmed (2022), who all found it positively correlated to satisfaction.

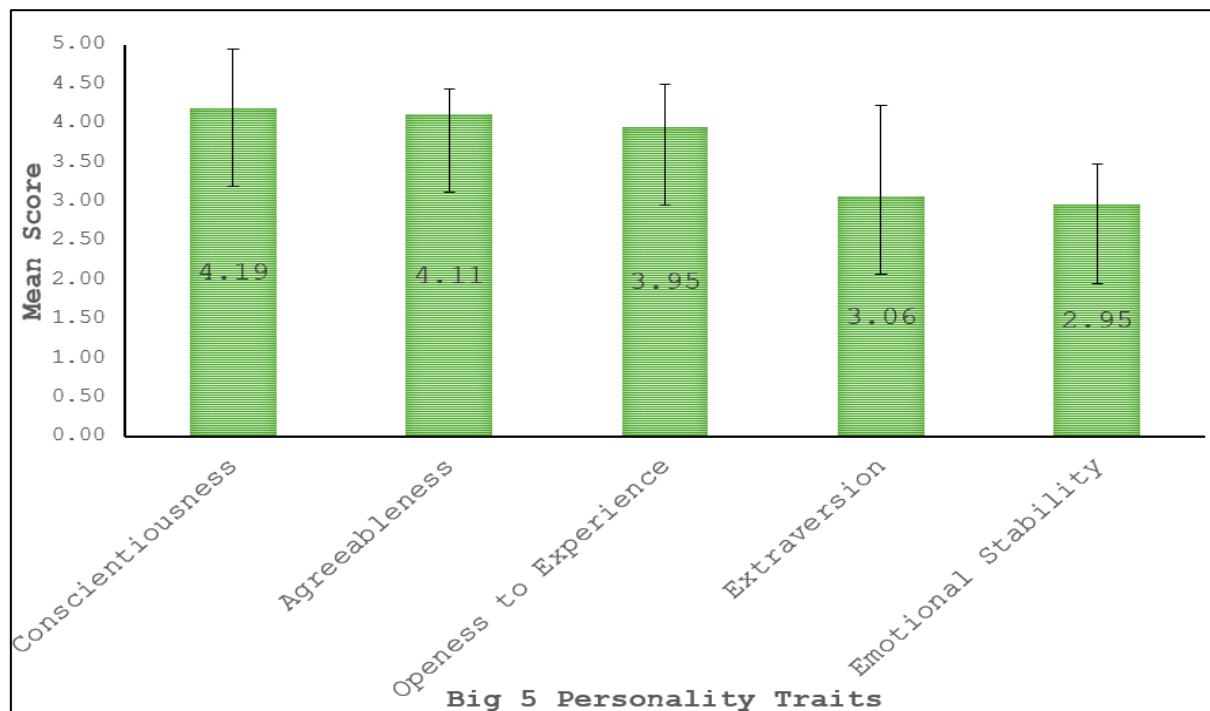


Fig 10 Big Five Traits Mean Scores for Teachers

Note: Error bars show ± 1 standard deviation from the mean. Median scores for each trait are 4.1, 4.15, 4, 3.2, and 3.1, in the displayed order.

➤ *Research Question 2: Strengths and Weaknesses Based on Big Five Traits*

Figure 10 demonstrates the total mean scores of the 26 respondent teachers over the Big Five traits: conscientiousness, agreeableness, openness to experience, extraversion, and emotional stability, along with their corresponding standard deviation values: 0.53, 0.32, 0.52, 0.75, and 1.16, respectively.

Overall, the sample showed the highest scores in conscientiousness, 4.19; agreeableness, 4.11; and openness to experience, 3.95. Whereas the lowest scores were found in extraversion: 3.06 and emotional stability: 2.95.

• *Highest Scored Traits*

On the one hand, all the highest scored traits in the sample were within the range of moderate to high and merely moderate. With a mean value of 4.19, virtually identical to its median (Figure 10), and a moderate SD value of .53, conscientiousness was found to be the most exemplified trait in the moderate to high range within the sample, with a moderate variability in the responses to its mean score.

This is consistent with the findings of Islam and Saira (2025), who also found conscientiousness to be amongst the most dominant traits in their study on secondary school teachers within Pakistan. The moderate to high score of conscientiousness suggests that the sample teachers are more inclined towards an organized, disciplined, cautious, and goal-oriented character (Lim, 2025), which manifests as proficiency, accountability, and order in the workplace (Göncz, 2017, pp. 86-87). But this analysis cannot be completely generalized due to the modest variability of the scores of the teachers to conscientiousness, denoted by the SD value of 0.53.

Moving on, agreeableness had the second highest mean value of 4.11 and a median value of 4.15, which is also within the moderate-to-high range. The SD for this trait is .32 showing the lowest variability in contrast to the four other traits, hence teachers experienced this trait in a relatively similar intensity. This medium to high score implies that the teachers are generally civil and cooperative (Soto & Jackson, 2020), which positively impacts their instructional attitude (Göncz, 2017, pp. 86-87). The Pakistani study previously mentioned reported that agreeableness was the most dominant trait in their sample; that finding resonates with the current result (Islam & Saira, 2025). Moving forward, openness to experience was found to confirm a mean score of 3.95 with a median of 4 and an SD of 0.52, showing moderate variability, as in conscientiousness.

Compared to the last two traits, openness to experience was the lowest score and was merely moderately exhibited. With moderate openness to experience, the sample of the current research was modestly amenable towards atypical and nontraditional experiences and therefore moderately demonstrated creative thinking, curious tendency, and intellectual engagement (Lim, 2025). While within the work environment, these teachers are likely more prone to exhibiting job productivity (Musa & Edoh, 2023). This is somewhat consistent with the findings of Gonzaga (2023), who found that this trait is moderately to highly expressed amongst the sample teachers in their study.

• *Lowest Scored Traits*

On the other hand, emotional stability and extraversion had the two lowest scores relative to the rest of the Big Five traits. With a mean of 3.06 and a median of 3.2, extraversion was portrayed as a neutrally expressed trait among the teachers sampled. It is essential to mention that the SD for this trait was considerably on the high end: .75, thus not all teachers scored similarly to this mean value. Therefore, it cannot be stated that, on average, the teachers were neither too social nor powered by socializing and are linked to a more assertive endeavor, nor too isolated or quiet and restrained, as there were a variety of responses to this trait. Similarly, emotional stability had an SD value of 1.16 showcasing that the variety of responses was very high for conclusions to be drawn based on the mean score of 2.95.

Table 2 Patterns in Demographics and Satisfaction According to Dominant Trait

Openness to Experience				
Demographic	Age	Subj.		
	30-39	English		
Conscientiousness				
Demographic	Age	Gr. Level	Natl.	Gender
	60 years and above	High school	Leb.; Egy.	group with males
Satisfaction	Highest			
Agreeableness				
Demographic	Gr. Level			
	Middle School			

Note. The features selectively mentioned under each category (gender, grade level, nationality, qualification, and satisfaction) across the three cohorts are within the connotation of the most repetitive or dominant feature within the cohort. If one of the categories mentioned is not found to have a notable trend, then it is not mentioned under the cohort altogether.

➤ *Research Question 3: Satisfaction Across Personality Profiles and Demographics*

According to Table 2, patterns in demographic results were found in three main groups of teachers grouped in accordance with their highest scored trait: openness to experience, conscientiousness, and agreeableness. Due to the small sample size of the study, the reliability of the findings is weakened; the findings and analyses can be regarded as a starting point for further research.

• *Openness to Experience*

Table 2 demonstrates the findings after grouping teachers according to their predominant Big five trait and qualitatively analyzing patterns in demographics and satisfaction.

All in all, teachers grouped within the category of openness to experience showed patterns in age, qualification, and subject. Then, in the conscientiousness category, age, grade level taught, nationality, and gender showcased trends. Finally, qualification was the only feature with notable recurrences within the agreeableness cohort.

To begin with, the openness to experience cohort with a size of (n=7) was primarily occupied by teachers in their thirties (n=5). This is reflected in the study conducted by Donnellan and Lucas (2008), in which they examined the variance of the Big Five traits on different age groups and found that openness to experience is negatively associated with age.

Therefore, it can be implied that the youngest age group of the whole sample (except for one teacher in her twenties) was predominantly within the openness to experience category due to their comparatively younger age. This might suggest that the younger respondents from the SAIS middle to high school teachers have more ease with experiencing unconventional themes or implementing innovative ideas in the classroom, which is mirrored in the study reporting openness to experience was immensely intertwined with innovation and creativity amongst teachers in Malaysia (Adams et al., 2025).

Moving on, the second feature with regularity in this cohort was qualification. Out of the 6 teachers within the whole sample (n=26) with higher degrees, four (n=4) of them were clustered within this category; in other words, this is the group where most of the teachers with higher degrees were located. This occurrence is reasonable since those teachers with higher degrees likely require the characteristics prominent in openness to experience, such as imaginativeness and inquisitiveness. This is reflected in the findings of Hashimi and Naz (2020), who found that openness to experience was second to conscientiousness in determining the academic achievement of a teacher.

Lastly, in terms of the last feature in this cohort, that is, the subject taught. The sample was mostly from the English language and literature faculty. That might be interpreted as due to the unconventional ideas practiced in English literature, such as in poetry, while, as far as what the researcher had found, studies exploring English teachers and the Big Five do not note any peculiarity about openness to experience (Hrushkova, 2013).

• *Conscientiousness*

Table 2 illustrates that the second cohort is dominant in conscientiousness. Age, grade level taught, nationality, and gender: these are the features associated with notable findings.

On the first hand, the respondents with the age of 60 or above are found to possess conscientiousness as their most dominant trait or, in the case of one of the teachers, one of their two equally dominant traits. This is consistent with the findings of Lehman et al. (2013), who found that across teachers ranging from 16 to 60, older teachers scored higher on conscientiousness. These findings might suggest that teachers within this age group are more inclined to organizational characteristics that manifest in the classroom as order and proficiency.

The second category feature in this cohort, grade level, has the highest amount of high school teacher input found in it. Reflectively, teachers with higher conscientiousness possess a better capability in planning, organizing, and maintaining the proficiency required when teaching higher grades, as reflected by Maina, Muiru, and Ngundo (2019), who discussed that students form better relationships with teachers of high conscientiousness due to the concern they convey for their students, particularly in their academic futures through their high proficiency. Nonetheless, the specific grades of the sampled students in the study are not reported but acknowledging that the sampled students were from secondary school, which is typically “high school,” in the Kenyan education system, a relation could indeed be inferred about grade level.

An interesting repetition found in this cohort of conscientiousness is that it had the highest clusters of Lebanese and Egyptian teachers both found in equivalent numbers (n=3). In a study conducted by Boustani (2006) on Lebanese and American individuals found that the Lebanese scored highest in conscientiousness, which is mirrored in this cohort, and it was also found that it was highly correlated to achievement. Another study conducted on a sample of employees in the public sector in Egypt showcased that job engagement is significantly associated with conscientiousness (Shaban, 2018).

This might indicate that within the sample of middle to high school SAIS teachers, Lebanese and Egyptians might have the highest conscientiousness levels. Moreover, the only 2 male responses were also most dominant in this trait, but as mentioned in the

study of Weisberg, DeYoung, and Hirsh (2011), there is no substantial difference in conscientiousness level across gender noteworthy of being mentioned, yet with that being said, the implication of this observation cannot be fully drawn due to the remarkably small sample of men in the study.

Finally, conscientiousness was the cohort with the highest teacher satisfaction out of all three traits depicted in Table 2.

- *Agreeableness*

This cohort comprised most of the middle school respondents, which could be interpreted by the need of middle school students for friendliness, helpfulness, and compassion, which could manifest by teachers as better instructional work. Some literature indicates that the agreeableness of teachers does not influence the educational journey or results of students (Kim, Jörg, & Klassen, 2019).

CHAPTER FIVE CONCLUSION

This paper examined the correlation between teacher satisfaction and the Big 5 traits, identified the average personality profile, and studied the patterns in demographics, the Big 5 traits, and teacher satisfaction among middle to high school teachers at Sharjah American International School. A quantitative approach was taken to address these phenomena, and it was found that conscientiousness was the strongest correlate to teacher satisfaction and the most dominant trait among teachers.

In terms of demographics and the Big Five, teachers in their thirties and those teaching English and literature were found to have the highest openness to experience, which is reasonable for English and literature teachers, as they prioritize explaining unconventional and innovative ideas in literature. Moreover, the most significant observations in the openness to experience cohort in terms of demographics are that it contained the most Lebanese and Egyptian responses, and high school teachers were the highest for this trait. Finally, the agreeableness cohort contained most middle school teachers.

➤ *Summary of the Findings*

Because of the limited sample of the study ($n=26$), the findings cannot be readily generalized; this, however, does not undermine the results, as valuable observations have been drawn. Since conscientiousness was found to be most correlated to teacher satisfaction, it can be indicated as a trait that teachers could seek to increase to enhance their satisfaction in teaching. Moreover, the interesting patterns found between certain demographics: subject taught, age, qualification, and grade level taught and certain Big 5 traits: openness to experience, conscientiousness, and agreeableness showcase the importance of expanding the research on the dimensions that control the intensity of the Big Five traits in order to understand what qualities are to be strengthened or diminished in favor of increasing the favorable traits from them, especially those contributing most to teacher satisfaction, such as conscientiousness in the case of the current paper.

➤ *Implications of the Study*

This research underscored the invaluableness of using psychological concepts such as the Big 5 to better understand the characteristics that should be strengthened in school educators to optimize satisfaction. According to this study, schools should provide an environment that promotes teachers to incline towards organization, a feature in Conscientiousness which has been shown to have a trajectory parallel to teacher satisfaction. Furthermore, acknowledging the influence of demographics on the Big Five traits, schools can be more particular about the placement of teachers in certain grades according to their demographics in order to achieve satisfaction on behalf of the teacher.

➤ *Delimitations of the Study*

Multiple limitations were faced by the researcher on multiple occasions in the study. Firstly, due to the time restraints, a limited amount of time was available to collect primary data from a limited scope of middle to high school SAIS teachers, increasing the difficulty in increasing participation in the survey. Secondly, the male representation in the study was very scarce, which is a constant limitation in Gulf region studies, such that female representation overpowers that of male teachers.

➤ *Further Research*

Further research can enrich the ties between demographics of teachers and the Big 5 traits, as well as their influence on teacher satisfaction, as it can be very impactful to many fields, especially in the psychological realm. As seen in the pattern found in this study between openness to experience and English Language and Literature teachers, further research can explore such coincidences in other subjects to better understand the psychological reasons behind teachers and their subjects. Furthermore, studies can reinforce whether conscientiousness is universally most essential to achieve teacher satisfaction or whether in some regions it can be overlooked. Lastly, it is essential that research in the GCC incorporates a thorough quantity of male representation in order to have a better record of male teacher insights on teacher satisfaction according to the Big Five theory in the Arab world.

➤ *Conclusion*

This chapter included an overview of the main findings, implications, and delimitations of the study. As well as recommendations for further research. Conscientiousness is noted as a required trait for teacher satisfaction. Moreover, demographics such as age were explained to affect the expression of traits. Secondly, these findings imply that schools should consider the Big Five characteristics and demographics of teachers to ensure the best placement of teachers in grades and environments that will enhance their satisfaction in their careers. Thirdly, the limitations of the study were covered, and recommendations were given to expand on the current research.

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