Personality Traits as a Predictor of Quality of Life and Life Satisfaction among Elementary School Teachers

Sadia Khan [1] Dr. Khalid Mahmood[2] Syed Muhammad Imran Haider Zaidi[3] Faiza Anwar[4] Kokub Iqbal [5]

1. MS Clinical Psychology, Department of Applied Psychology, Govt. College University Faisalabad, Punjab, Pakistan
2. Assistant Professor, Department of Applied Psychology, Govt. College University Faisalabad, Punjab, Pakistan
3. Assistant Professor, Department of Applied Psychology, Govt. College University Faisalabad, Punjab, Pakistan
4. Visiting lecturer department of Applied Psychology Gov't College University Faisalabad, Pakistan
5. Visiting lecturer department of Applied Psychology Gov't College University Faisalabad, Pakistan

Abstract

The current study was design to investigate the predictive role of personality traits, in quality of life and life satisfaction among elementary school teachers. It was hypothesized that 1). There would likely be a relationship between personality traits, quality of life and life satisfaction among elementary school teachers. 2). Personality traits would likely be predicting quality of life and life satisfaction among teachers. Co-relational research design was used to examine the proposed hypotheses. The sample of this study was drawn purposively and comprised of (N=300) school teachers 150 male teachers and 150 female teachers with an age range of (M_{age}= 28.28, SD $_{age}$=6.81) were selected from different private and government schools of Faisalabad. In order to measure construct under study, Big Five Inventory (BFI) by Oliver and Benet (1998), Quality of Life (WHO, 1998) and Life Satisfaction (Mahmood, 2012) scales were used. After data collection, data was analyzed through SPSS.The results of this study indicated that personality traits have relationship with quality of life and life satisfaction. Furthermore, personality traits found the strong predictor of quality of life and life satisfactionamong elementary school teachers. The current study provides valuable insight about quality of life of school teachers and the finding data of the study will add a significant data to the existing body of knowledge.

Keywords: Personality Traits, Quality Of Life, Life Satisfaction

Introduction

The aim of this current study was to check out the relationship as well as predictive role of personality traits in quality of life and life satisfaction among elementary school teachers. Everyone desires a good quality of life. A good life quality is taken by many as a symbol of positive growth. In this study, we claim that personality factors can considerably affect the quality of life and life satisfaction practiced by elementary school teachers. Our final concern is in discovering relations among personality

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Kokub Iqbal [5]

traits, quality of life and as well life satisfaction. So the life satisfaction of teachers is very important. This is because teachers have a very vital role in the complete achievement in the life of students. In schools, teachers are facing work and family stability problems.

Teachers are facing many issues like poor contacts with partners and administrators, workplace stress, heavy amount of work demands, work anxiety and work, heavy load stresses, like unpleasant pay package, lack of basic facilities, overloaded classes, students' disrupting behaviors, financial crises, long distance to school, and democratic environment inside school etc. There is a lot of emotional and bodily effect on life. On the other hand, female teachers are facing several problems at home too. Her family and quality of life disturbed. She cannot give proper time to her children and family. On the other hand, male teachers are also facing the same issue. Since teachers are the key players in the educational sector of every nation, the subject of their satisfaction or dissatisfaction with their lives is of supreme importance. This is because the state of their lives can make a negative or positive influence on the lives of the students they teach. A teacher who is dissatisfied with his or her life is possibly to have negative influence on the lives of students he or she teaches. And this can negatively affect the performance of teachers as well and can reduce their life satisfaction.

Personality is well described as a set of disregarded features as well as procedures which reveal established pattern of behavior in respond to thoughts, objects and people in the environment (Daft, 2008). Some different aspects of personality are known as personality traits. Personality traits are those aspects describe in particular pattern of behavior in a multiple situation (Ozer& Benet, 2006). Big Five model different dimensions are consciousness, openness, agreeableness, extraversion, and neuroticism.

The idea "quality of life" was first regulated by Pigou about financial comfort in 1920. No reaction found about this. Also, it was also unnoticed until the completion of World War 2. That time, World Health Organization (WHO) expanded the meaning of health. It has also comprised the concepts of physical, emotional as well as social well-being. World health organization has described quality of life (QOL) like an individual purpose-aligned social and worth system through a person exists, comparative to their goals, expectations, living values and welfares. This is a full long concept that has individuals' bodily and mental health, their degree of freedom, and their social connections. It also involves how they communicate with their environments (Ruzevicius, 2014).

Quality of life is prejudiced by a character's bodily and intellectual health, the grade of independency, the communal relationship within environment, and other issues (Ruzevicius, 2012; Shin, 1979).

Veenhoven, 2000, distinguishes four dimensions of quality of life that are essential for the contentment of a better class of life. This measurement comprises the chances given by the situation, as well as the opportunity of starting communal dealings. It is a person's own assessment that includes the mindfulness and insight of one's own private features, as well as assets and flaws. Outward advantage gets from the lifespan. Quality of life is also included on whether the person has a life objective or objectives, as well as on whether she follows advanced standards and internal gratitude of excellence of life. Every person assesses the excellence of her or his lifespan personally although associating the developed knowledge and opportunities of lifespan (Veenhoven, 2000).

Personality Traits and Quality of Life

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A diagram of study that is discovered the interrelationships between neuroticism, extraversion, and subjective well-being. A new study showed among Iranian college students by Ghaedi et al. (2010) create that students with communal phobia stated inferior personal health-related QOL scores, mainly in overall health, strength, communal functioning, role working, and overall psychological health. The study conclusions strengthen past investigation that shows that neuroticism is destructively connected with personal comfort, although extraversion is definitely connected with comfort (Joshanloo&Afshari, 2011; McCann, 2011).

Life Satisfaction

Diener clear about existence fulfillment "an intellectual negative worldwide assessment of one's life. It might be slanted by influence yet isn't itself an immediate proportion of feeling" (1984). This depiction contends the distinction among the sub gatherings of individual prosperity; the valuation of life delight incorporates a basic methodology that shifts from that difficulty when recording influence as it satisfies a careful, scholarly evaluation of life conditions and appraisal of these to a by and by set normal (Pavot&Diener 1993). A more noteworthy amount of error between the set standard and one's real standing methods less bliss. However, there are various conclusions on the basic procedure of life satisfaction.

Singh, (1974) in his examination showed up on 517 impelled assistant educators of blend locale of Delhi found that there were a profitable and noteworthy association between engravings on attitude and scores on enjoyment. Saxena andNirmal (1990) showed an assessment on 600 educators and facilitated that attitude toward instructing was irrefutably anyway not truly connected with work satisfaction.

Vorkapić, and Peloza, (2017) inspected the character qualities and solace among pre-school and grade school teachers in Croatia. The main goal was to watch the relationship between life fulfillment, satisfaction, cheerfulness and character characteristics of pre-school and grade teachers in Croatia. The investigation demonstrated an example of 103 pre-teachers and 117 elementary teachers who completed self-assessed balances on character qualities, life fulfillment, bliss and cheerfulness. The outcomes built up abnormal amounts of all character characteristics in the two models. More prominent degrees of life fulfillment were certainly related with satisfaction and confidence. Character attributes were likewise unquestionably connected with life fulfillment, satisfaction and confidence. There were noadjustments in life fulfillment, bliss, and confidence or character attributes between pre-school and principle teachers, however for receptiveness to experience being more prominent in pre-teachers. Expressive consistency was a noteworthy indicator of instructors' solace.

Ogunmakin (2014) found that teachers' work-life is at the basic of their general lives. When they are unhappy with their jobs, it affects their lives mostly. They may lose motivation and their view on life in general may become negative. The opposite is true when they are fulfilled and happy with their jobs. The result of this study has provided further evidence that occupation satisfaction and life fulfillment and satisfaction are thoroughly related. What affects one, consistently affects the other. So here we would discover the association amongst personality traits, quality of life as well life fulfillment and satisfaction amongst school teachers.

Hypotheses of Study

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1. There would likely to be a relationship among personality traits, quality of life and life satisfaction among elementary school teachers.
2. Personality traits would likely to be predicted the quality of life and life satisfaction among elementary school teachers.

METHODS AND MATERIALS

Sample and Sampling Strategy

The sample comprised of ($N = 300$) school teachers 150 men and 150 women will be designated from variety of private and government schools of Faisalabad. Non probability purposive sampling method was used to assemble the data from teachers.

Co-relational research design had been used within the present study to assess the relationship between personality traits, quality of life and life satisfaction among teachers.

Inclusion/ Exclusion Criterion

Teachers of age 30 to 50 will be included in this study as a sample. The teachers who are below the age of 30 and above the age of 50 will be excluded from this study. And the teachers of experience 5 years will be included in this study.

Assessment measures

Indigenous Demographic Information Sheet .An indigenous demographic information sheet will be taken in the present research to collect material about demographics.

Big five inventory scale (BFI)

The big five inventory scale is a personality inventory intended to measure five broad personality areas: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. Cronbach's alpha internal consistency evaluates in the existing sample extended from $\alpha = 0.73$ (Openness) to $\alpha = 0.88$ (Neuroticism) (Costa & McCrae, 1992).

Quality of Life Scale (QOLS)

This scale has 26-item, self-administered, general survey that is a short form of the WHOQOL-100 scale. The answer sheet ranges from 1 (very dissatisfied or very poor) to 5 (very satisfied or very good). The intra class correlation for the test retest statistic and the inner consistency values for the questionnaire and the fields have a Cronbach's alpha≥0.7 (WHO, 1998).

Life Satisfaction Scale (SWLS). It was developed by Mahmood in 2012 (Unpublished). Life satisfaction scale has 21 items in which there are five statements in front of each item that you may agree, disagree, totally agree, partially agree, totally disagree or partially disagree or do not know. Scoring would be done according to an instruction. The internal consistency coefficient was high greater than .8.

Procedure

This study has an aim to examine the relationship between personality traits, quality of life and life satisfaction among elementary school teachers. An authority note would be taken by the head of the Department of Applied Psychology for data assortment from different private as well as government schools of Faisalabad. In command to meet the necessities of this study, I will take sample of 300

participants (150 men and 150 women teachers) would be selected from both private and government schools of Faisalabad. Big Five Personality Scale, quality of life scale and the life satisfaction scale would be taken for data collection. Permission will be taken from the participant's relevant schools for data collection. A consent form will be developed to acquire the essential information about participants and they will be instructed about the nature of this study, research purpose, as well right of privacy and their confidentiality and their right to remove at any phase from this research. After getting agreement from the participants, the scales will be administered and the response of the participants will be recorded carefully. It seems like participants would feel trouble to comprehend the scales in English. So for the convenience of participants, the Urdu version of scales would be used. In the end, scoring process will be done as suggested in test manual and results drained with Statistical Package for Social Sciences (SPSS).

Ethical Consideration

- The synopsis approved from Departmental Doctoral Program Committee (DDPC).
- The scales used after the authorization from the author through email.
- An authority letter which clarified the nature of the study was accessible to the head of the concerned expertise for collection of data. Therefore, previous authorization required from the concerned expertise for collection of data.
- Written agreement was reserved from the members and they informed about the definite structures of this research.
- After having approval from all reliable bases data collection started questionnaires were accessible to those who encounter the obligatory measures.
- Members were informed about this right of withdrawal.
- Anonymity and confidentiality of the participants was maintained.

Statistical Analysis

In addition to descriptive statistics, inferential statistics will be calculated in order to draw meaningful conclusion from the data. The correlation study will be administered to observe the association among study variables. A regression analysis will be run to observe the outcome of personality traits, quality of life as well as life satisfaction among male and female teachers.

Table 3.1

Descriptive Statistics of the Demographic Characteristics of Study Sample (N=300).

Characteristics	*fm*(%)	*M*	*SD*
Age		28.28	6.80
Experience		4.50	4.80
Education		15.01	1.67
Gender			
Men	150		
Women	150		

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Monthly income		20000	12637
Family System			
Nuclear	187		
Joint	113		
Area			
Urban	179		
Rural	121		
School			
Private	212		
Government	88		

Note: f is Frequency, M is Mean, SD is Standard deviation, % = Percentage, Monthly income in Pakistani currencies (Rupees). age is in year

Results

The results are divided into dual major sections; the first one represents inferential statistics represents the Pearson product moment correlation and Hierarchical regression Analysis. In chapter III descriptive analyses are presented in the form of means, median, standard deviation, frequencies, and percentage. The findings of the current research are offered for relationship of personality traits, quality of life and the life satisfaction among teachers. For this, data was examined in five main steps. First step was about missing values that replaced through the median of near points. Second step was reliability analysis that directed for every scale and Cronbach's alpha for them was stated. Third step was about descriptive statistics that stated for demographic as well as study variables. After that, the pearson product moment correlation was taken to calculate the associations among the study variables. Descriptive analysis was accomplished to observe mean, standard deviation, least; extreme scores as well as reliability of the study variables.

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Table 4.1

Descriptive Statistics with psychometric properties of study variables (N=300)

Variables	I	M	SD	Range Potential	Actual	α
Big five Inventory						
Extraversion	8	31.30	4.29	8-40	16-40	.51
Agreeableness	9	34.48	5.26	9-45	21-45	.60
Conscientiousness	9	32.91	5.08	9-45	15-45	.56
Neuroticism	8	24.83	4.87	8-40	11-38	.54
Openness	10	38.08	5.43	10-50	14-50	.60
Quality of Life	26	89.31	11.16	26-130	53-117	.82
Life Satisfaction	21	76.14	8.48	21-105	53-98	.62

Table 4.1 displays mean and standard deviation of variables of this present study. Also, it depicts that internal consistency (Cronbach's alpha) for all scale that was used in **study. Here, results displayed that all scales of this present study are internally reliable.**

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Table 4.2

Pearson Product Moment Correlation among the demographics and study variables (N=300)

		1	2	3	4	5	6	7
1	Extraversion	-	.42***	.41***	-.01	.49***	.24**	.28**
2	Agreeableness		-	.56***	-.15*	.41***	.42***	.26**
3	Conscientiousness			-	-.36***	.35***	.36***	.08
4	Neuroticism				-	-.01	-.22**	.01
5	Openness					-	.30**	.18*
6	Quality of Life						-	.19**
7	Life Satisfaction							-

Note. *$p < .05$, **$p < .01$, *** $p < .001$, Gender (male is 1, female is 2), Family system (nuclear is 1, joint is 2), Residence area (Rural is 1, Urban is 2), Type of School (Private is 1, Government is 2).

Table 4.2 displayed the results of Pearson product moment correlation analysis that was used in order to access the association between demographics and the study variables. Here, results found that age has positive major relationship with extroversion which indicated that as you get older you are more extroverted as compare to youngsters. Whereas age has negative significant relationship with openness to experience which indicated that the older teachers have openness to experience and youngster is closeness to experience. Moreover, age has not any considerable relationship with quality of life and the life satisfaction. Furthermore, experience has negative significant relationship with openness to experience which indicated that the teachers who have more experience they are closeness to experience, and the teacher who have less experience they are more openness to experience. Furthermore, experience has not any significant relationship with quality of life and the life satisfaction.

Furthermore, teachers' gender, education, monthly income, family system, residence area, and type of school of the teachers have not any important association with any study variable. Furthermore, gender of teachers. Furthermore, extroversion personality trait of teachers has positive significant positive relationship with quality of life and the life satisfaction which indicated that teachers those have extroversion personality traits they are more gratified with their lifespan and good quality of life. Whereas, agreeableness personality trait of teachers have constructive important positive relationship with quality of life and life satisfaction which indicated that teachers who have agreeableness personality traits they are more satisfied with their life and good quality of life. Whereas, Conscientiousness personality trait of teachers have positive important constructive connection with quality of life which indicated that teachers who have Conscientiousness personality traits they have worthy quality of life. Whereas, no considerable association found out with Conscientiousness and with life satisfaction. Furthermore, Neuroticism personality trait of teachers have negative important relationship with quality of life which

indicated that teachers who have neuroticism personality traits they have poor quality of life. Whereas, Neuroticism has not any considerable association with life satisfaction. Whereas, Openness to experience personality trait of teachers have constructive significant positive relationship with quality of life and life satisfaction which indicated that teachers who have openness to experience personality traits they are more satisfied with their life and good quality of life. Whereas, the quality of life has positive significant association with life satisfaction, which designated those teachers who have good quality life, they have more life satisfaction.

Table 4.3

Hierarchical Regression Analysis that predicts quality of life from personality traits (N=300)

Variables	Quality of life	
	ΔR^2	B
Model 1	.03	
Control Variable		
Model 2	.23	
Age		-.03
Experience		-.10
Education		-.06
Gender		.06
Monthly Income		.13
Family System		.03
Residence Area		-.07
Type of School		-.06
Extraversion		.02
Agreeableness		.27**
Conscientiousness		.11
Neuroticism		-.13
Openness		.15
Total R^2	.26	

Note. *$p<.05$; **$p<.01$; ***$p<.001$; β is Standardized Co efficient; ΔR2 is R Square change; R2 is R Square

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The hierarchical multiple regression revealed that there are two models in this analysis that are predicted quality of life. There are two models in this analysis. The first model predicted quality of life about 3% which is statistically non-significant. While the second model predicted quality of life about 23% which is again statistically non-significant. In the second model the unique contribution of agreeableness is statistically significant in nature and it is predicted quality of life about 27%.

Table 4.4

Hierarchical Regression analysis that predicts life satisfaction from personality traits (N=300)

Variables	ΔR^2	B
	Life Satisfaction	
Model 1	.02	
Control Variable		
Model 2	.15	
Age		.09
Experience		-.02
Education		.02
Gender		-.07
Monthly Income		-.06
Family System		-.07
Residence Area		.02
Type of School		-.02
Extraversion		.24**
Agreeableness		.27**
Conscientiousness		.34**
Neuroticism		-.05
Openness		.08
Total R^2	.17	

Note. *$p<.05$, **$p<.01$, ***$p<.001$; β isStandardized Co efficient; ΔR^2 is $R_{\text{Square change}}$; R^2 is R $_{\text{Square}}$

The hierarchical multiple regressionrevealed that there are two models in this analysis that are predicted quality of life. The first model predicted quality of life about 2% which is statistically non-

significant. While the second model predicted quality of life about 15% which is again statistically non-significant. In the second model the unique contribution of agreeableness is statistically significant in nature and it is predicted quality of life about 27%.

Summary about Findings

- Extroversion personality trait of teachers has positive significant positive relationship with quality of life and the life satisfaction.
- Agreeableness personality trait of teachers has positive significant positive relationship with quality of life and the life satisfaction.
- Conscientiousness personality trait of teachers has significant positive relationship with the quality of life.
- Neuroticism personality trait of teachers has negative significant relationship with the quality of life.
- An openness to experience personality trait of teachers have positive significant positive relationship with the quality of life and the life satisfaction.
- Quality of life has positive significant relationship with life satisfaction.
- Agreeableness personality traits are the strong predictor the quality of life.
- Extraversion, agreeableness and Conscientiousness significantly forecast the life satisfaction.

Discussion

In this chapter, the relations between personality traits, quality of life and life satisfaction among elementary school teachers examined. Personality traits have a vital part in quality of life as well as life satisfaction of teachers. If teachers have good quality of life and the life satisfaction, it may obligate positive impact on their performance and their students also have higher satisfaction. A mentally healthy teacher or their students is one with a pure intellect of uniqueness and self-respect, the capability to recognize and succeed reactions, to acquire, play, appreciate bonds and dealings, and contract with problems. A extensive variety of unified factors play a role, such as distinct, household, wider civilization and ecological matters. Teacher's life fulfillment or quality of lifespan is key ingredient for the student's performance. According to global estimates roughly, following teachers personality traits, quality of life and the life satisfaction and problems like depression, can also negatively impact children's and as well their own performance.

Before the hypothesis testing, psychometric soundness of scales used in the study to amount the constructs or variables in the existing study was checked. The means and standard deviations of scores of study scales remained according to the range of the standard scores. Reliability coefficients of all scales used in this study were good so that the reliability of scales to use them on present sample was satisfactory. Skewness of data obtained through study scales was in satisfactory range. Hence, we can say that normal distribution of the data was sound and this data can be used for the accurate findings and inferences could be made through parametric tests. Psychometric properties including means, the standard deviations and reliability coefficients of the study variables are given above (See Table 4.1).

First hypothesis of the study was that there would likely to be a relationship between personality traits, quality of life and the life satisfaction among elementary school teachers. But there are 5 varieties

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of personality traits which have different impact on the quality of life and the life satisfaction. So results of study indicated that, extroversion personality trait of teachers have positive significant positive relationship with the quality of life and life satisfaction. These results of existing study sustained current hypothesis. In accordance with the present study results, prior empirical studies also sustained the first hypothesis of this existing study. Previous research by Ali (2019) shows consistent result with our findings. Their study originated that there is positive relationship between extroversion personality traits has positive relationship with life satisfaction. Another research conducted by Vorkapić and Peloza (2017) which showed that High levels of the life satisfaction were positively related with extroversion personality trait, the outcomes focus on the position of teachers' personality traits and their comfort for the quality of their work with their offspring.

The other hypothesis of this study was that there is likely to be the relationship between agreeableness, quality of life and the life satisfaction. So the results of existing study indicated that, agreeableness personality trait of teachers have positive significant positive relationship with the quality of life and life satisfaction. All results of existing study sustained present hypothesis. In agreement with this existing study results, earlier empirical studies also sustained the first hypothesis of this existing study. Agreeableness has positive association with job gratification and universal life satisfaction (Lounsbury et al. 2005). Another research conducted by Schimmack et al. (2004) agreeableness has positive significant relationship with the life satisfaction (r = .17*).

Another hypothesis about this study was that there is likely to be the relationship between consciousness and the quality of life. The results of this exiting study indicated that, Conscientiousness personality trait of teachers have positive significant positive association with the quality of life. So the results of exiting study sustained current hypothesis. In accordance with the present study results, previous empirical studies also supported the first hypothesis of the present study. Penedoetal. (2003) indicated that conscientiousness is associated with better quality of life. Another hypothesis of this study was that there is likely to be the relationship between neuroticism and quality of life and life satisfaction. So the results of this study designated that, Neuroticism personality trait of teachers have negative significant relationship with quality of life. In harmony with the present study results, earlier empirical studies also sustained the first hypothesis of this existing study. The personality trait like neuroticism was significantly linked with inferior quality of life (Penedo et al, 2003). Another research was conductedthatpersonality typical neuroticism established a significant association with numerous life bases of distress, along with unhappiness, anxiety, sense of self-respect, quality of life, impossibility, attention, and outlook on the future. Neuroticism seems to have a considerable association with the failing skill (Chochinov et al., 2006). So this connotation is stated diagonally the emotional, and to a minor amount, bodily and social areas of life suffering.

Another hypothesis of existing study was that there is likely to be the association between Openness to experience and the quality of life. So the results of existing study designated that, Openness to experience personality trait of teachers have significant positive association with the quality of life and the life satisfaction. In accordance with this existing study outcomes, previous empirical studies sustained the first hypothesis of this existing study.Mayungbo (2017) showed an openness has a considerably main effect on the life satisfaction. Further, openness to experience is reported to be influenced by age and gender differences.

Second hypothesis of the study was personality traits would likely to predicting quality of life and the life satisfaction among teachers. So the results of this existing study indicated that only agreeableness personality traits significantly forecast the quality of life. An investigation directed by Rhodes & Hammer (2000) indicated that Agreeableness is reliable forecaster of quality of life. Other findings of existing study designated that Extraversion, agreeableness and Conscientiousness personality traits significantly predict the life satisfaction. An investigation directed by Schimmack, et al. (2004) Extraversion agreeableness and Conscientiousness typically arises as the solidest forecasters. Extraversion predicts that life satisfaction since they affect emotional practices and people trust on emotional practices to magistrate life satisfaction.

Conclusion

These study findings are, Extroversion personality trait that teachers has positive significant positive relationship with the quality of life and the life satisfaction. Agreeableness personality trait of teachers has positive significant positive relationship with the quality of life and the life satisfaction. Conscientiousness personality trait of teachers has significant positive relationship with the quality of life. Neuroticism personality trait of teachers has negative significant relationship with the quality of life. An openness to experience personality trait that teachers have significant positive relationship with quality of life as well as life satisfaction. Quality of life has positive significant relationship with the life satisfaction Whereas, teacher`s education, gender, monthly income, family system, and residence didn't explain any variance in any study variable didn't influence the study variables. Whereas, only teacher's age and experience have influence on personality. Our results indicate that we should be sensitive to teachers' quality of life that leads toward student's development and mental health problems, and should strive to reduce these issues. Further, we should focus not only on providing economic support, but also on education and guidance on teachers training. Consequently, if more teachers can become better educated through animprove social system; it might lead to better performances. Thus, both social scientist and welfare policy makers should focus on addressing those above issues.

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