

*Relationship of Personality Traits  
and Hope With Job Satisfaction  
in the Life of Polish Artists  
and Pedagogues\*\**

## ABSTRACT

The purpose of this paper was to show the relationship between personality traits and hope, as well as the job satisfaction in the lives of artists and pedagogues (teachers). The research was conducted among artists and pedagogues living and working in Poland. Research tools such as: Job Satisfaction (SSP) by Zalewska, Personality Inventory (NEO-FFI) by Costa and McCrae, and the Hope Scale (HS) by Snyder were used. The obtained results show that extraversion correlates significantly and positively with job satisfaction, while neuroticism – negatively – in the group of pedagogues. Agency correlates significantly and positively with job satisfaction in the group artists and pedagogues. Result of multiple regression analysis reveals that agency and pathways have a statistically significant and positive relationship with job satisfaction in the group of artists and pedagogues. Extraversion and neuroticism have a statistically significant relationship with job satisfaction in the group of pedagogues. Extraversion has a positive relationship with job satisfaction and neuroticism negative. In addition, extraversion and neuroticism have a significant impact on job satisfaction in the group of pedagogues, where the function of the mediator is fulfilled by hope.

*KEYWORDS: personality traits; hope; job satisfaction; artists; pedagogues.*

---

\* Correspondence regarding the paper should be sent to: Stanisław Głaz (ORCID: 0000-0002-2342-0345), Institute of Psychology, Jesuit University Ignatianum in Kraków, ul. Mikołaja Kopernika 26, 31-501 Kraków, Poland; e-mail: zjglaz@cyf-kr.edu.pl.

\*\* This publication is funded by the Jesuit University Ignatianum in Kraków.

## INTRODUCTION

In recent years, scientists have shown great interest in personality traits (Costa & McCrae, 1992; Bruk-Lee et al., 2009; Noworol & Głaz, 2021), hope (Snyder et al., 2003; Krok, 2016), and job satisfaction (Zalewska, 2003; Bille et al., 2013; Głaz, 2022). Some researchers have demonstrated the benefits of these aspects in the individual and social lives of individuals (Judge et al., 2002; Halama, 2010). This article aims to show the relationship that exists between personality traits that are considered as relatively constant personality traits, hope, and job satisfaction in the lives of Polish artists and pedagogues.

*Personality traits*

The traits theory is based on the view that the human personality is relatively constant, i.e. the individual configuration of features remains unchanged. Eysenck has developed a three-dimensional model of personality (Eysenck & Eysenck, 1975). Cattell constructed six-dimensional model of personality (Cattell & Mead, 2008). McCrae and Costa (1997), who claim that personality traits are typically defined as descriptions of people in terms of relatively stable patterns of behavior, emotions, and thoughts, constructed five-dimensional model of personality. The Five-Factor Model (FFM) is the most broadly researched taxonomy of traits worldwide; within this model, a large number of traits are combined into five broad trait dimensions that load onto orthogonal factors.

The study conducted at the School of the Art Institute of Chicago by Csikszentmihalyi and Getzels (1973), shows that the results obtained in the Sixteen Personality Factor Questionnaire (16PF) by Cattell correlate with the values from the Allport–Vernon–Lindzey Value Scale. For instance, superego strength, shrewdness and self-sentiment are positively correlated with economic value but negatively with aesthetic value for both male and female subjects.

The study by McManus and Furnham (2006) found that individuals who score high on openness display more positive aesthetic attitudes such as beliefs that art can be appreciated without complete emotional understanding, appreciation of aesthetic quality and aesthetic relativism, and a value for arts in general. Furnham and Zacherl (1986), who examined the relationship between the dimensions of extraversion, neuroticism and psychoticism, with job satisfaction found that only extraversion significantly correlates with job satisfaction. While other studies show that neuroticism was negatively correlated with job satisfaction and openness to experience has a negligible impact on job satisfaction (Judge et al., 2002).

Studies by Gaś (2001) indicated that teachers with a high level of self-esteem manifest a greater sense of responsibility, understanding of others, a sense of optimism, greater ability to take initiatives and the ability to act creatively than teachers with a low level of self-esteem. What is more, the results obtained in the Cattell Anxiety Scale proves that teachers with high level of self-esteem have a low level of anxiety, which suggests that they have a stable emotional sphere, a sense of trust in the environment, and teachers with low self-esteem exhibit a high level of anxiety.

The research conducted by Götz and Götz (1979) was to investigate some personality characteristics of especially successful artists in comparison with those of less successful artists. Successful artists scored much higher on psychoticism than the less successful artists. Research by Colquitt and Simmering (1998) showed that conscientiousness is positively associated with motivation to learn and the search for new experiences. Major and his colleagues (2006), examining the aspects of motivation predictors, showed that the extraversion aspects of activity and positive emotions, aspects of openness, ideas and values, aspects of conscientiousness, competences, dutifulness and achievement striving are significantly interrelated.

Singh and Kaushik (2015) proved that creativity positively correlates with extraversion. The study of Wolfradt and Pretz (2001) reveals that high scores on intuition and extraversion were the best predictors for creativity. The more creative people expressed more extraversion than the less creative ones. Creativity and extraversion are positively correlated, which means that with the increase of creativity extraversion of artists also increased. Roy (1996) found differences between artists and non-artists: artists are more introverted, independent, and tender-minded than non-artists. Meta-analytical studies of Feist (1998) have shown that extraversion, neuroticism, and openness are positively related to creativity, whilst conscientiousness and agreeableness are negatively related. In general, according to Szyszko (2007), creative people are more open to new experiences, less conventional and less conscientious, more self-confident, self-accepting, driven, ambitious, dominant, hostile, and impulsive.

### *Hope*

In the 1950s and 1960s attention was paid to the issue of hope, when Manninger (1959) together with his co-workers defined hope as a positive expectation of achieving a goal. According to Zavalloni (1991), hope refers to something that will happen in the future. Fromm (1968) emphasizes that having hope means a constant, intrinsic readiness of the individual to face the challenges that are to come. In this sense, hope is an expression of intense – though not yet fulfilled – human activity. According to Peterson (2000), hope is a particularly interesting attribute that can serve as a motivational factor to help initiate and sustain action toward goals and has also been linked to happiness, perseverance, achievement. According to Snyder (Snyder et al., 2003; Kwiatek, 2012), hope is a psychological construct, and contains two basic beliefs: first, that success will be achieved, and secondly, that this success depends on the person's own competence. Both of the

elements have a cognitive and motivational dimension. Hope is a dynamic and multidimensional thought process, which consists of the following elements: goal, willpower and waypower. On the basis of such idea of hope, Snyder constructed the Hope Scale (HS). The scale has two dimensions: agency and pathways. In contrast, the proposed concept of hope by Erikson (1968) contains two beliefs: there is a universal order in the world and there is a general sense in it, this order and meaning are basically favorable to man. Hope is shaped since early childhood. It refers to the basic strength inherent in a person (ego), and concerns internal processes.

Research shows that people with a high level of hope display more mature personality traits, accompanied by stronger emotions such as happiness or joy (Snyder et al., 2003). Hope had a positive correlation with job stress (Law & Guo, 2017). The higher the level of hope, the lower the level of depression (Kwon, 2002), the greater the response of positive emotions (Snyder et al., 1991) and lower intensity of negative thoughts (Spector, 1997). The results obtained in the group of teachers showed that 24.1% of them showed a low level of hope, 38.7% mean, 37.2% high. The low level of hope was associated with low level of job satisfaction and high level – with high level of satisfaction (Poraj, 2011). Moreover, the hope estimated on Snyder's Hope Scale correlates negatively with neuroticism and positivity with extraversion and conscientiousness, acts as a mediator between the mentioned traits and the satisfaction with life measured by Satisfaction With Life Scale by Diener (Halama, 2010). Cramer and Dyrkacz (1998) demonstrated that the agency subscale was a stronger predictor of psychological maladjustment than the pathways subscale score. Trzebiński and Zięba (2003), based on the concept of so understood hope by Erikson (1968), constructed the Basic Hope Questionnaire (BHI-12). It is a one-dimensional tool. The results obtained in the questionnaire positively correlate with openness to experience (Szyszko, 2007; Trzebiński & Zięba

2004). Hope was positively associated with religious orientation and religious meaningfulness (Krok, 2016). The greater the hope, the easier it is to forgive the harm suffered, the more experienced gratitude for the received goodness and help (Gruszecka & Trzebiński, 2006, 2012). In addition, the more hope the greater the efficiency of the individual, the easier to overcome obstacles, the greater persistence in achieving goals, the easier it is to cope with the difficult situation, the higher the self-esteem and the sense of job satisfaction (Łaguna et al., 2005).

### *Job satisfaction*

Job satisfaction is most often understood as a degree of positive or negative well-being created as a result of tasks performed in specific physical and social conditions (Gros, 2003). It is a kind of attitude through which the individual reveals his internal state, the assessment of the extent to which the work experienced is beneficial or unfavorable to the person expressed in affective reactions and cognitive assessments (Furnham & Zacherl, 1986; Popek, 2001). The cognitive aspect concerns the evaluation of work, also in terms of values, and the emotional aspect includes feelings about work, mood and well-being in the workplace (Locke, 1976; Zalewska, 2003).

Research has shown that manual workers reveal less job satisfaction than social workers (Zalewska, 2003), women working as teachers more often declare job satisfaction than men (Lisowska, 2017), and with age, satisfaction with the work increases (Clark et al., 1996). More than a half of the examined pedagogues undertook self-education to achieve promotion at work (Grądzka-Tys, 2005). Better educated people experience greater job satisfaction than those less educated (Salinas-Jimenez et al., 2011). Pedagogues with high level of job satisfaction showed a higher level of activity, effectiveness in action, openness in interpersonal relations and satisfaction with their professional position than teachers with

low level of satisfaction (Gaś, 2001). Artists exhibit significantly higher satisfaction or happiness with their work, than non-artists (Bille et al., 2013).

Professional development, salary and employment stability have a positive impact on job satisfaction (Panari et al., 2010; Springer, 2011). In pedagogues, the type of work and good relations with employees have the greatest impact on job satisfaction, and dissatisfaction with the work performed in the surveyed group is mostly affected by non-pay benefits (Lisowska, 2017). Studies have shown that people who performed work in accordance with their skills and abilities were more satisfied with their occupation than those who did not have such abilities (Elton & Smart, 1988; Kliszcz et al., 2004). People tailored to the profession are more active, full of enthusiasm and satisfied with work than those that are not adapted to their profession (Lipińska-Grobelny & Głowacka, 2009; Wołowska, 2013). In addition, studies have shown that self-efficacy had a significant positive association with job satisfaction and organizational commitment (Law & Guo, 2017). Personality traits such as conscientiousness and extraversion (Bruk-Lee et al., 2009), as well as optimism and emotionality correlate positively with job satisfaction (Heller et al., 2002).

### *The problem of the work*

In artists, the work and private lives tend to overlap more often, they have a higher risk of becoming unemployed, but they can be more independent in their working hours and work places than pedagogues, who can count on a more stable lifestyle and work in the creative process (Strzałecki, 1989; Sołowiej, 1997). The creative process of artists and pedagogues is conditioned by personality traits (Amabile, 1996). They are also accompanied by the hope that the work begun will be crowned with a sense of satisfaction (Sołowiej, 1997). Artists create works of art, pedagogues support young people in developing their talents. Both are at the

same time focused on self-fulfillment, perfecting their own work technique, expecting fulfillment (Strzałecki, 1989; Amabile, 1996). According to the researchers, in order for the creative process to proceed properly, pedagogues are expected to have such qualities as empathy, responsibility, understanding, emotional maturity, diligence, extraversion (Banach, 1995; Wilski, 2011), while creativity, unconventional thinking, nonconformity, openness to new experiences is expected from artists.

The findings show that personal characteristics have important relationship with job satisfaction (Sołowiej, 1997; Feist, 1999), while job satisfaction is related to the ability of the individual to fulfill his or her needs, goals, and values (Bartkowiak, 2009). On the one hand, job satisfaction can give strength to action and enforces development, creativity, pleasant mental climate in the workplace, and is one of the conditions of mental health and professional success of the employee (Gaś, 2001). On the other hand, a lack of job satisfaction can motivate people to improve qualifications or sometimes encourage frustration, and occupational burnout (Currall et al., 2005). The obtained results indicate that job satisfaction not only depends on factors inherent in the organization or in the occupied position, but also on the individual characteristics of the person (Sołowiej, 1997). The research results indicate that the level of job satisfaction and its components are diverse (Spector, 1997; Halam, 2010). They depend on the cultural conditions or individual characteristics, education and competence (Spector, 1997; Heller et al., 2002), gender and age of the individual (Clark et al., 1996).

The study shows that openness to experience and extraversion are related to scientific and artistic creativity (Sołowiej, 1997; Feist, 1998). Extraversion is predisposed to experience positive emotions (McCrae & Costa, 1997), and positive emotionality likely generalizes to job satisfaction and looking for creative solutions related to hope. Sołowiej (1997) argued that agreeableness which involves getting along with other people in pleasant, satisfying



relationships should be related to job satisfaction because agreeable individuals have greater motivation to work with others and tendency to cooperative. Organ and Lingl (1995) suggest that conscientiousness should be related to job satisfaction because it represents a general work involvement tendency and thus leads to a greater likelihood of obtaining satisfying work rewards. Neuroticism has been described as the primary source of negative affectivity, would lead to diminished levels of job satisfaction.

Literature shows that hope, perceived as capability to derive pathways to desired goals and positive motivate oneself via agency thinking to use those pathways, is an important psychological resource for positive human development, related to the achievements, and job satisfaction (Snyder, 2002). Furthermore, existing researches that confirmed the role of hope as mediator of depression, religiosity, satisfaction with life between psychological traits, depressive symptoms (Van Ness & Larson, 2002; Halama, 2010). Moreover studies show that with age, the level of hope increases (Kwiattek, 2012) and with employment and age, job satisfaction increases (Clark et al., 1996).

Among the publications related to satisfaction, there is a lack of agreement on the role of cultural, environmental and individual factors in the process of shaping job satisfaction in the stages of the goal implementation process by various social groups (Spector, 1997; Gruszecka & Trzebiński, 2006; Nair, 2007). The question how much job satisfaction is associated with performing certain functions and social roles (Kwon, 2002), and how much it is a result of the work environment, cultural conditions in which the individual resides and how much of personality traits and predispositions is still open (Heller et al., 2002; Piccolo et al., 2005). The present article attempts to show how much job satisfaction, including its cognitive component, in professional groups of artists and pedagogues, is related to individual factors such as personality traits and hope, taking into account its cognitive-motivational aspect. Hope that is very important for every person involved in

professional activities and is particularly important in the face of strong competition and job insecurity that characterizes the current working environment (Snyder et al., 2003), is expected to have a significant positive correlation with job satisfaction in the lives of artists and pedagogues. It is assumed, as the literature and some empirical research show (Sołowiej, 1997; Popek, 2001), that there is a positive relationship between openness, extraversion, conscientiousness, agreeableness, and negative between neuroticism and job satisfaction in the life of artists and pedagogues. It is also expected that hope plays an important mediating positive function between personality traits and job satisfaction in the lives of artists and pedagogues. This article assumes independent variables to be personality traits and hope, and a dependent variable – job satisfaction. Several research hypotheses have been developed on the basis of the analysis of the issue undertaken.

### **Hypotheses**

1. Artists and pedagogues demonstrate a high level of hope (agency, pathways) and job satisfaction, as well as personality traits such as conscientiousness, openness to experience, agreeableness, extroversion, and a low level of neuroticism.
2. In the lives of pedagogues, there is a stronger and positive relationship between hope (agency, pathways) and job satisfaction than in the case of artists.
3. There is a significant positive relationship between openness, extraversion, conscientiousness, agreeableness, and negative between neuroticism and job satisfaction in the life of artists and pedagogues.
4. Hope acts as a mediator between personality traits and job satisfaction in the life of artists and pedagogues.

## METHOD

### **Participants and procedure**

In order to collect empirical data the study was conducted in Kraków, Poland. The tests were carried out using the paper-pencil method. The respondents were born in Poland and grew up in a Christian family. Everyone declared that they belong to the Christian community. Two groups of adults were included in the study. The first group were artists – active painters. They participate in painting plein-air, take part in painting exhibitions. In total, the group of respondents consisted of 91 people aged from 34 to 70 years ( $M = 46.3$ ;  $SD = 9.40$ ). 48.9% of the surveyed population were men and 51.1% women. The second group consisted of pedagogues, i.e. people who teach the Polish language, mathematics and physics employed in junior high and high school. The group of teachers consisted of 101 people aged 31 to 56 ( $M = 39.8$ ;  $SD = 6.04$ ). 13.8% of the surveyed population were men and 86.2% women.

### **Instruments**

*Personality Inventory (NEO-FFI)* Costa and McCrae (1992) were used to examine the permanent personality traits. The NEO-FFI is one of the most widely used brief indicators of the Big Five personality dimensions. NEO-FFI factors include Neuroticism (i.e., tendency to experience negative effects, such as fear, anger, sadness, and embarrassment), Extraversion (i.e., tendency to like people, prefer being in large groups, and desire stimulation and excitement; likely to be assertive, agitation, and active), Openness (i.e., tendency to have an active imagination, esthetic sensitivity, intellectual curiosity, and be attentive to feelings), Agreeableness (i.e., tendency to be altruistic, cooperative, and trusting), and Conscientiousness (i.e., tendency to be purposeful, organized, reliable, determined, and ambitious). The Polish adaptation of NEO-FFI was done by Zawadzki and co-workers (Zawadzki et al., 1998).

It consists of 60 items. Items are rated on a five-point scale ranging from 1 = "disagree strongly" to 5 = "agree strongly". The internal consistency reliability of the Polish adaptation of NEO-FFI was generally adequate (Cronbach alpha: Neuroticism – 0.80, Extraversion – 0.77, Openness – 0.68, Agreeableness – 0.68, Conscientiousness – 0.82).

*The Hope Scale (HS)* by Snyder (1991) was used to measure cognitive and motivational dimension of hope which defines hope as a positive motivational state that is based on an interactively derived sense of successful (a) Agency (goal-directed energy), and (b) Pathways (planning to meet goals). The scale contains of 12 items. Four items measure hope agency, which pertain to an individual's sense of successful determination in striving towards valued goals (e.g. 'I've been pretty successful in life'). The remaining 4 items measure the construct of pathway hope, which relate to a person's cognitive appraisal of his or her capacity to generate the means necessary for surmounting obstacles and reaching important goals (e.g. 'Even when others get discouraged, I know I can find a way to solve the problem'). Four items are fillers. Items from both subscales can be summed to a total hope score. The higher the score obtained in the scale, the higher the level of hope. Participants respond to each item using a 4-point scale ranging from definitely false to definitely true (from 1 = "definitely not" to 4 = "definitely yes"). The addressees of the scale are people who are above 15 years old. The scale was adapted to Polish conditions in the Department of Personality of the Humanities and Social University in Warsaw (Trzebiński & Zięba, 2003). Reliability of the scale has been assessed, where the Cronbach's alpha coefficient ranges from 0.76 to 0.89.

*Job Satisfaction Scale (SSP)* by Zalewska (2003) was used to assess overall job satisfaction. The developed tool was inspired by The Satisfaction With Life Scale (SWLS) by Diener and colleagues (1985). The SSP scale measures the cognitive aspect of job satisfaction, which concerns the formulation of value judgments based

on conscious reflection and various comparisons (e.g. with others, with the situation). The SSP scale is one-dimensional and consists of 5 statements. A 7-point scale was assigned to each claim: ranging from 1 = "disagree strongly" to 7 = "agree strongly". The scale indicates high internal cohesion, with Cronbach's alpha 0.88, and also validity, where the correlation coefficients of the scale with other tools measuring job satisfaction were high.

### **Statistical Analysis**

The analysis was carried out on the basis of mean values (*M*) and standard deviations (*SD*). In order to determine the strength of the relationship and its character between the variables analyzed in this work, Pearson's correlation coefficient *r* was calculated and the multiple regression analysis procedure was applied. In order to show more complex causal relationships between variables, the technique of structural equations was used. All analyses except for structural equation modeling were performed using SPSS and structural equation modeling was conducted by Amos.

## ANALYSIS AND RESULTS

At the first stage of the analysis of the issue addressed, differences in personality traits, hope and job satisfaction between the group of artists and pedagogues were shown. The Student's *t* test results are presented in Table 1.

The highest score was obtained by artists and pedagogues in the factor of extraversion, and conscientiousness, while the lowest in pedagogues in the openness factor, and artists, in the neuroticism factor (Table 1). There is only one statistically significant difference between the artists and pedagogues. This suggests that artists exhibit a higher level of openness than pedagogues ( $t = 2.97; p = .003$ ). In addition, both groups achieved a high score in agencies, pathways, and job satisfaction.

Table 1. Arithmetic mean (*M*), standard deviations (*SD*), and Student's *t* test results for a group of artists and pedagogues obtained in the Personality Inventory (NEO-FFI), The Hope Scale (HS), and the Job Satisfaction Scale (SSP).

Variables	Artists		Pedagogues		Test <i>t</i>		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
C	42.3	3.27	41.6	3.27	1.59	190	.113
U	37.7	4.64	37.3	4.52	.58	190	.562
O	37.1	3.83	35.7	3.95	2.97	190	.003
E	42.9	5.04	42.7	4.15	.44	190	.659
N	35.2	4.85	36.2	5.44	-.74	190	.465
Na	3.1	0.63	3.0	0.63	1.29	190	.198
Nb	3.0	0.44	3.0	0.37	.43	190	.662
SSP	4.6	1.48	4.7	1.15	-.28	190	.774

Legend: C = conscientiousness, U = agreeableness, O = openness, E = extraversion, N = neuroticism, Na = agency, Nb = pathways, SSP = job satisfaction.

Subsequently, the interdependence of personality traits, hope and job satisfaction in the life of artists and pedagogues was shown. Pearson's correlation results are presented in Tables 2 and 3.

Table 2. Pearson's correlations for variables obtained in Personality Inventory (NEO-FFI), The Hope Scale (HS), and Job Satisfaction Scale (SSP) in the group of artists.

Variables	C	U	O	E	N	Na	Nb	SSP
C	1.00	–	–	–	–	–	–	–
U	.159	1.00	–	–	–	–	–	–
O	.151	.080	1.00	–	–	–	–	–
E	.383**	.192	.074	1.00	–	–	–	–
N	-.035	.172	.072	.063	1.00	–	–	–
Na	.186	-.054	.063	.254*	-.243*	1.00	–	–
Nb	.310**	.124	.030	.225*	-.227*	.633**	1.00	–
SSP	.055	-.038	.138	.151	-.159	.373**	.189	1.00

Legend: C = conscientiousness, U = agreeableness, O = openness, E = extraversion, N = neuroticism, Na = agency, Nb = pathways, SSP = job satisfaction.

\*\* $p < .01$ ; \* $p < .05$ .

In the group of artists (Table 2), a statistically significant correlation occurs between extraversion and conscientiousness ( $r = .383; p < .01$ ), conscientiousness and pathway ( $r = .310; p < .01$ ), extraversion and agency ( $r = .254; p < .05$ ), and extraversion and pathways ( $r = .225; p < .05$ ), as well as between agency and pathways ( $r = .633; p < .01$ ), and agency and job satisfaction ( $r = .373; p < .01$ ). Their relationship is positive. In addition, between neuroticism and agency ( $r = -.243; p < .05$ ), and neuroticism and pathways ( $r = -.227; p < .05$ ), their relationship is negative.

Table 3. Pearson's correlations for variables acquired in Personality Inventory (NEO-FFI), The Hope Scale (HS), and Job Satisfaction Scale (SSP) in the group of pedagogues.

Variables	C	U	O	E	N	Na	Nb	SSP
C	1.00	-	-	-	-	-	-	-
U	.266**	1.00	-	-	-	-	-	-
O	.195	-.037	1.00	-	-	-	-	-
E	.367**	-.067	.048	1.00	-	-	-	-
N	.131	.443**	.008	-.098	1.00	-	-	-
Na	.111	-.254*	.116	.357**	-.218*	1.00	-	-
Nb	.171	-.051	-.063	.010	-.211*	.348**	1.00	-
SSP	.029	-.159	.087	.252*	-.217*	.328**	.149	1.00

Legend: C = conscientiousness, U = agreeableness, O = openness, E = extraversion, N = neuroticism, Na = agency, Nb = pathways, SSP = job satisfaction.

\*\* $p < .01$ ; \* $p < .05$ .

In the group of pedagogues (Table 3), a statistically significant relationship occurs between agreeableness and conscientiousness ( $r = .266; p < .01$ ), extraversion and conscientiousness ( $r = .367; p < .01$ ), and neuroticism and agreeableness ( $r = .443; p < .01$ ). Between extraversion and job satisfaction ( $r = .252; p < .05$ ), agency and job satisfaction ( $r = .328; p < .01$ ), agency and pathways ( $r = .348; p < .01$ ), and extraversion and agency ( $r = .357; p < .01$ ). This correlation is positive. In addition, between agreeableness

and agency ( $r = -.254; p < .05$ ), neuroticism and agency ( $r = -.218; p < .05$ ), neuroticism and pathways ( $r = -.211; p < .05$ ), and neuroticism and job satisfaction ( $r = -.217; p < .05$ ). These correlations are negative.

Next, the multiple regression analysis procedure was applied. Influence of personality traits and hope on job satisfaction in the group of artists and pedagogues was shown. The results of multiple regression analyses are given in Tables 4 – 7.

Table 4. Influence of hope on job satisfaction in a group of artists and pedagogues. Result of multiple regression analysis.

Regression summary for dependent variable: job satisfaction in the group of artists $R = 0.467; R^2 = 0.14; F(2, 88) = 7.23; p < .001$				
Variables	$\beta$	$b$	$t$	$p$ -value
Agency	0.95	0.41	3.27	.002
Pathways	0.86	0.22	2.70	.008
Regression summary for dependent variable: job satisfaction in the group of pedagogues $R = 0.332; R^2 = 0.11; F(2, 88) = 5.59; p < .001$				
Variables	$\beta$	$b$	$t$	$p$ -value
Agency	0.62	0.13	3.08	.003
Pathways	0.13	0.04	2.76	.0007

In the group of artists (Table 4), the two components of hope – agency and pathways – have a statistically significant and positive impact on job satisfaction and explain 14% of the variance. Similarly, in the group of pedagogues, both components of hope have a statistically significant impact on job satisfaction and they explain 11% of the variance. Their relationship with job satisfaction is positive.



Table 5. Influence of personality traits on job satisfaction in a group of pedagogues. Result of multiple regression analysis.

Regression summary for dependent variable: job satisfaction in the group of pedagogues $R = 0.341$ $R^2 = 0.12$ ; $F(2, 88) = 2.67$ ; $p < .05$				
Variables	$\beta$	$b$	$t$	$p$ -value
Extraversion	0.65	0.23	2.41	.017
Neuroticism	-0.41	-0.19	-2.01	.046

In the group of pedagogues (Table 5), two independent variables, extraversion and neuroticism, have a statistically significant impact on job satisfaction. They explain 12% of the variance. At the same time, extraversion has a positive impact on job satisfaction and negative neuroticism. However, in the group of artists, none of the personality traits has a significant impact on job satisfaction.

Table 6. Influence of personality traits on hope (agency and pathways) in a group of artists. Result of multiple regression analysis.

Regression summary for dependent variable: agency in the group of artists $R = 0.392$ ; $R^2 = 0.13$ ; $F(2, 88) = 6.39$ ; $p < .001$				
Variables	$\beta$	$b$	$t$	$p$ -value
Extraversion	0.85	0.40	3.25	.003
Neuroticism	-0.72	-0.23	-2.87	.007
Regression summary for dependent variable: pathways in the group of artists $R = 0.341$ ; $R^2 = 0.12$ ; $F(3, 87) = 5.61$ ; $p < .001$				
Variables	$\beta$	$b$	$t$	$p$ -value
Conscientiousness	0.51	0.14	3.10	.002
Extraversion	0.18	0.05	2.90	.008
Neuroticism	-0.22	-0.9	-3.09	.003

In the group of artists (Table 6), the two personality traits – extraversion and neuroticism – have a statistically significant correlation with agency and explain 13% of the variance. The first trait has a positive relationship with the agency, and the second has a negative relationship with the agency. In addition, in the group of artists, conscientiousness, extraversion, and neuroticism have a statistically significant relationship with pathways and they explain 12% of the variance. Neuroticism has a negative relationship, but conscientiousness and extraversion positive with pathways.

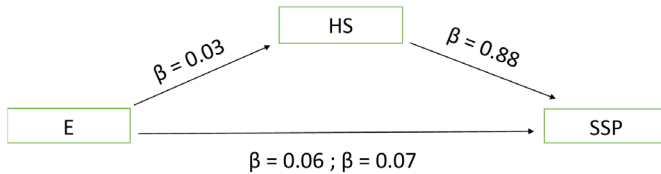
Table 7. Influence personality traits on hope (agency and pathways) in a group of pedagogues. Result of multiple regression analysis.

Regression summary for dependent variable: agency in the group of pedagogues $R = 0.413$ ; $R^2 = 0.16$ ; $F(3, 97) = 9.21$ ; $p < .001$				
Variables	$\beta$	$b$	$t$	$p$ -value
Agreeableness	-0.47	-0.32	-2.63	.009
Neuroticism	-0.14	-0.8	-2.16	.03
Extraversion	0.13	0.9	3.12	.002
Regression summary for dependent variable: pathways in the group of pedagogues $R = 0.185$ ; $R^2 = 0.5$ ; $F(1, 99) = 2.59$ ; $p < .01$				
Variables	$\beta$	$b$	$t$	$p$ -value
Neuroticism	0.19	0.6	2.30	0.02

In the group of pedagogues (Table 7), conscientiousness, extraversion, and neuroticism have a statistically significant relationship with agency, and they explain 16% of the variance. Extraversion has a positive relationship, but conscientiousness and neuroticism have negative with agency. Furthermore, in the group of pedagogues, the one personality trait – neuroticism – has a statistically significant correlation with pathways and explain 5% of the variance. Their relationship is negative.

In addition, a mediation analysis was performed, where the mediating role in the regression model is fulfilled by hope, the dependent variable is job satisfaction, and independent variables are personality traits. These models of regression analysis were presented, whose test values were statistically significant. Two models of regression analysis proved to be important (Figure 1 and 2).

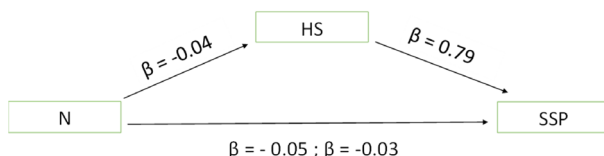
Figure 1. Hope (HS) as mediating the association between extraversion (E) and job satisfaction (SSP).



The first model of the regression equation concerns the relationship of extraversion and job satisfaction in the group of pedagogues, where hope is the mediator (Figure 1). Extraversion has a positive and significant impact on job satisfaction ( $\beta = 0.06$ ,  $t(99) = 1.96$ ;  $p = .05$ ), it also has a significant positive statistical impact on hope ( $\beta = 0.03$ ,  $t(99) = 2.49$ ;  $p = .015$ ), while hope in the control of extraversion has a significant positive impact on job satisfaction ( $\beta = 0.88$ ,  $t(99) = 2.61$ ;  $p = .011$ ). However, after introducing the mediator – hope – into the model of the regression equation between extraversion and job satisfaction, an increase in the  $\beta$  coefficient is recorded ( $\beta = 0.07$ ,  $t(99) = 2.58$ ;  $p = .010$ ). The test value is:  $z = 1.98$ ;  $p < .05$ ).

The second model of the regression equation refers to the relationship between neuroticism and job satisfaction also in the group of pedagogues, where the functions of the mediator are also fulfilled by hope (Fig. 2). Neuroticism has a significant and negative job satisfaction ( $\beta = -0.05$ ,  $t(99) = -2.31$ ;  $p = .019$ ), it also has a significant statistical negative impact on hope ( $\beta = -0.04$ ,

Figure 2. Hope (HS) as mediating the association between neuroticism (N) and job satisfaction (SSP).



$t(99) = -2.29$ ;  $p = .014$ ), while hope under the control of neuroticism has a significant positive impact on job satisfaction ( $\beta = 0.79$ ,  $t(99) = 2.53$ ;  $p = .013$ ). However, after introducing the mediator – hope – into the model of the regression equation between neuroticism and job satisfaction, the  $\beta$  coefficient dropped ( $\beta = -0.03$ ,  $t(99) = -2.21$ ;  $p = .029$ ). The test value  $z = 1.91$ ;  $p < .05$ ).

## DISCUSSION AND CONCLUSION

The aim of the work was to show the issue of job satisfaction and its determinants, personality traits and hope in the life of artists and pedagogues. The research hypotheses and the analysis of the subject were verified.

The first hypothesis, which postulates that artists and pedagogues display a high level of hope (agency, pathways) and job satisfaction, as well as personality traits such as conscientiousness, openness to experience, agreeableness, extroversion, and a low level of neuroticism was only partially confirmed. Data analysis shows that there is no statistically significant difference between artists and pedagogues regarding personality traits, job satisfaction, and hope in relation to openness, where artists exhibit a higher level of openness to experience than pedagogues. Both groups obtained high scores on the Hope Scale (HS): agency and pathways, and on the Job Satisfaction Scale (SSP). Current research show that artists and pedagogues have high motivation

and a lot of energy in achieving a specific goal and reveal the right strategy in pursuing their goals, display constructive coping in difficult situations and threats. They suggest also that both groups show satisfaction with the tasks entrusted to them, and display satisfaction with their implementation and with working conditions. This one research results confirmed previous studies carried out by other researchers (Wilski, 2011; Bille et al., 2013). A high level of hope makes the individual struggling with a greater degree of willingness to turn to people with whom he or she feels somehow connected, in addition, people with high level of hope are characterized by greater social and professional competences (Kwon, 2002). In addition, both groups obtained on the Personality Inventory (NEO-FFI) the highest score in the factor of extraversion, and conscientiousness, while the lowest in pedagogues in the openness factor, and artists in the neuroticism factor. The average results were obtained by the artists in the factor of openness and agreeableness, and by the teachers in the factor of agreeableness and neuroticism. The obtained research results coincide with the results of Feist (1998) and Kliszcz (2004), where artists obtained a higher result in the factor of openness than other professional groups. Moreover the highest scores both, artists and pedagogues received in dimensions of conscientiousness and extraversion. This suggests that both professional groups are characterized by carefulness, responsibility, self-control, independence, positive emotion, self-acceptance, sociability. However the lowest result achieved pedagogues in the openness factor, while according to earlier researchers' results, a higher result was expected (Popek, 2001), and artists – the lowest in the neuroticism factor. This suggests that pedagogues are not interested in experiencing new experiences, learning new things, but prefer the well-known practices. Artists, in turn, exhibit emotional stability. They cope well with stress and their self-esteem is stable.

The second hypothesis, which suggests that in the lives of pedagogues, there is a stronger and positive relationship between

hope (agency, pathways) and job satisfaction than in the case of artists, has been confirmed partially. The strength of the relationship for the group of artists and teachers is on the same level. Current correlation analysis results reveal that in the group of artists ( $r = .373$ ;  $p < .01$ ) and pedagogues ( $r = .328$ ;  $p < .01$ ) there is a significant and positive correlation between only one dimension of hope – the agency and job satisfaction, which suggests that artists and pedagogues who believe that they have the capacity and power to achieve a desired goal have also greater satisfaction with the type of work undertaken. What is more, the procedure of multiple regression analysis shows that in the group of artists and pedagogues, both factors of hope: agency and pathways, have a significant positive relationship with the satisfaction with work of artists and pedagogues. They explain 11–14% of the variance of this variable, which suggests that the energy of the mind and the motivation associated with it in pursuing the goal and the right strategy have a significant association with the satisfaction of the work in the lives of artists and pedagogues. This result was confirmed previously by other researchers (Sołowiej, 1997; Poraj, 2011).

The third hypothesis, which postulates that there is a significant positive relationship between openness, extraversion, conscientiousness, agreeableness, and negative between neuroticism and job satisfaction, and hope in the life of artists and pedagogues, has been confirmed to some extent. Current correlation analysis results reveal that in the group of artists there was not found significant relationship between personal traits and job satisfaction. There is a significant correlation between only two personal traits: extraversion and neuroticism with job satisfaction in group of pedagogues. According to the hypothesis, extraversion has a positive correlation with job satisfaction and neuroticism – negative. Similarly, the analysis of the regression procedure indicates that the same variables: extraversion and neuroticism are associated with job satisfaction in pedagogues and explain 12% of the vari-

ance of this variable. Extraversion is positively associated with job satisfaction and negatively with neuroticism. This suggests that the greater the activity and the ability to experience positive emotions and the lower inclination to experience negative emotions, as well as the lower susceptibility to psychological stress, the greater satisfaction with the work performed in the lives of pedagogues. This indicates that the current research did not confirm the previous results of research conducted by Furnham and Zacherl (1986), as well as Bruk-Lee (2009), which showed a significant positive relationship of openness and conscientiousness with the job satisfaction in the artists. Similarly, the important relationship of conscientiousness, openness, and agreeableness with job satisfaction in the lives of pedagogues suggested by hypothesis and Sołowiej (1997) has not been confirmed in our study. In addition, in the group of artists, a statistically significant relationship (as shown by the correlation and regression analysis) occurs between conscientiousness and pathway, extraversion and agency, and extraversion and pathways. Their relationship is positive but between neuroticism and agency, and neuroticism and pathways, their relationship is negative. But in the group of pedagogues, a statistically significant relationship occurs between extraversion and agency – this correlation is positive, between agreeableness and agency, neuroticism and agency, neuroticism and pathways – this correlations are negative. This suggests that in the lives of artists, extroversion and conscientiousness are beneficial to achieving goals, and extroversion has an important influence on the artists' activity in pursuit of those goals. But neuroticism is not conducive to the pursuit and realization of goals. Perhaps in the life of pedagogues, extroversion is conducive to their activity in the pursuit of the chosen goals and their realization, agreeableness and neuroticism does not hinder this process. It has been confirmed, as suggested by some researchers (Cramer & Dyrkacz, 1998), that neuroticism is not conducive to hope and its development, but rather the opposite.

The fourth hypothesis, which postulates that hope acts as a mediator between personality traits and job satisfaction in the lives of artists and pedagogues has been confirmed only partially. Two personality traits: extraversion and neuroticism are significant associated with job satisfaction only in the group of pedagogues, where the function of the mediator is fulfilled by hope. In both regression models, the strongest and positive relationship was found between hope and job satisfaction, the remaining relationships between variables are weak. This shows that extraversion and neuroticism have weak direct and indirect impact on job satisfaction. However, hope has a strong indirect impact on job satisfaction in the lives of pedagogues. This suggests that the cognitive-motivational dimension of hope plays an important role as a mediator and has a strong impact on the cognitive dimension of job satisfaction in a group of pedagogues, while the personality traits of extraversion and neuroticism are limited to a small extent. According to the suggestion of such researchers as Sołowiej (1997), Heller and others (2002), it was expected that there was a stronger significant relationship between the mentioned personality traits and job satisfaction and hope, which plays an important role as a mediator, and between other personality traits and job satisfaction in the life of artists and pedagogues.

Data analysis shows that there is no statistically significant difference between artists and pedagogues regarding personality traits, job satisfaction, and hope in relation to openness, where artists exhibit a higher level of openness to experience than pedagogues. The obtained research results coincide with the results of Feist (1998) and Kliszcz (2004), where artists obtained a higher result in the factor of openness than other professional groups. In addition the highest scores both artists and pedagogues received in dimensions of conscientiousness and extraversion. This suggests that both professional groups are characterized by carefulness, responsibility, self-control, independence, positive emotion, self-acceptance, sociability. However the lowest result



achieved pedagogues in the openness factor, while according to earlier researchers' results, a higher result was expected (Popek, 2001), and artists – the lowest in the neuroticism factor. This suggests that educators are not interested in experiencing new experiences, learning new things, but prefer the well-known practices. Artists, in turn, exhibit emotional stability. They cope well with stress and their self-esteem is stable. Correlation analysis shows that in the group of artists the strongest statistically significant correlation is noted between the agency and pathways, while the weakest statistically significant interdependence between the agency and extraversion. Their relationship is positive. In the group of pedagogues the strongest statistically significant interdependence takes place between agreeableness and neuroticism, their relationship is positive, while the weakest statistically significant interdependence between pathways and neuroticism, their relationship is negative.

These findings imply that the relationships among the personal traits, hope and job satisfaction, are more complex than shown in the literature (Popek, 2001; Wilski, 2011; Law & Guo, 2017). Popek (2001) rightly notes that in Poland the personality of the artists and pedagogues changes under the influence of social, environmental, cultural, and intentional educational and self-realization interactions. Therefore, the presented research results in this article among artists and pedagogues have not been confirmed to the full extent by previous research results obtained by other researchers. There are fast and continuous changes in the social life of Poles, it is sometimes difficult to determine which personality traits of artists and pedagogues are the most desirable at the moment and which should be developed.

The analysis of the subject has confirmed that there is a significant relationship between relatively permanent personality traits, a cognitive-motivational aspect of hope, as well as the cognitive aspect of job satisfaction in the life of artists and pedagogues. Obtained high results in the dimension of conscientiousness and

extraversion, as well as on the scale of hope and job satisfaction suggest that in the creative process of artists and pedagogues an important role is played by the ability to achieve long-term and goal-oriented active work and a cheerful mood, as well as conviction that in the future there will be success, which largely depends on own competences.

This analysis does not fully cover the issue raised. Nevertheless, it provides another view of the analyzed problem. It also has its limitations. All respondents grew up in a Christian family, and they live in one city – Krakow. Only one measure of personal traits, hope, and satisfaction with work was used, which limits the findings. Weakness of the present study was that I only had access to self-reports, which is only one of many ways to assess personal traits, hope, and satisfaction with work.

Despite that limitations described, that study results have several important implications. It is one of the first empirical studies that examined the relationship between personal traits, hope, and satisfaction with work in the life of Polish artists and pedagogues. Researchers in the area of positive psychology have pointed to the beneficial impact of personal trait as well as of hope on satisfaction with work in the life of Polish artists and pedagogues.

I believe that the presented study may contribute to stimulating further research in personality traits, hope, satisfaction with work, and everyday life experience. In the future, similar research should be carried out on another social group or in a different social environment.

#### REFERENCES

- Amabile, T. M. (1996). *Creativity in Context: Update to the social psychology of creativity*. Westview Press.
- Banach, C. (1995). Cechy osobowościowe nauczycieli [Personality traits of teachers]. *Nowa Szkoła*, 3, 37–40.

- Bartkowiak, G. (2009). *Człowiek w pracy. Od stresu do sukcesu w organizacji* [Man at work. From stress to success in the organization]. Polskie Wydawnictwo Ekonomiczne.
- Bille, T., Fjællegaard, C. B., Frey, B. S., & Steiner, L. (2013). Happiness in the arts – International evidence on artists' job satisfaction. *Economics Letters*, *121*, 15–18. <https://doi.org/10.1016/j.econlet.2013.06.016>
- Bruk-Lee, V., Khoury, H. A., Nixon, A. E., Goh, A., & Spector, P. E. (2009). Replicating and Extending Past Personality/Job Satisfaction Meta-analyses. *Human Performance*, *22*, 156–189. <https://doi.org/10.1080/08959280902743709>
- Cattell, H. E. P., & Mead, A. D. (2008). The Sixteen Personality Factor Questionnaire (16PF). In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds), *The SAGE handbook of personality theory and assessment. Vol. 2. Personality measurement and testing* (pp. 135–159). Sage.
- Clark, A., Oswald, A., & Warr, P. (1996). Is Job Satisfaction U-shaped in Age? *Journal of Occupational and Organizational Psychology*, *69*, 57–81. <https://doi.org/10.1111/j.2044-8325.1996.tb00600.x>
- Colquitt, J., & Simmering, M. (1998). Conscientiousness, goal orientation, and motivation to learn during the learning process: A longitudinal study. *Journal of Applied Psychology*, *83*(4), 654–665. <https://doi.org/10.1037/0021-9010.83.4.654>
- Costa, P., & McCrae, R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Odessa, FL: Psychological Assessment Resources.
- Cramer, K. M., & Dyrkacz, L. (1998). Differential prediction of maladjustment scores with the Snyder hope subscales. *Psychological Reports*, *83*, 1035–1041. <https://doi.org/10.2466/PR0.83.7.1035-1041>
- Csikszentmihalyi, M., & Getzels, J. W. (1973). The Personality of Young Artists: An Empirical and Theoretical Exploration. *British Journal of Psychology*, *1*, 91–105. <https://doi.org/10.1111/j.2044-8295.1973.tb01331.x>
- Currall, S. C., Towler, A. J., Judge, T. A., & Kohn, L. (2005). Pay satisfaction and organizational outcomes. *Personnel Psychology*, *58*, 613–640. <https://doi.org/10.1111/j.1744-6570.2005.00245.x>
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, *49*, 71–75. [https://doi.org/10.1207/s15327752jpa4901\\_13](https://doi.org/10.1207/s15327752jpa4901_13)
- Elton, C. F., & Smart, J. C. (1988). Extrinsic job satisfaction and person-environment congruence. *Journal of Vocational Behaviour*, *2*(32), 226–238. [https://doi.org/10.1016/0001-8791\(88\)90016-4](https://doi.org/10.1016/0001-8791(88)90016-4)
- Erikson, E. (1968). *Identity: Youth and crisis*. Norton.

- Eysenck, H. J., & Eysenck, S. B. G. (1975). *Manual of the Eysenck Personality Questionnaire*. Hodder and Stoughton.
- Feist, G. J. (1998). A meta-analysis of personality in scientific and artistic creativity. *Personality and Social Psychology Review*, 2(4), 290–309. [https://doi.org/10.1207/s15327957pspr0204\\_5](https://doi.org/10.1207/s15327957pspr0204_5)
- Feist, G. J. (1999). The influence of personality on artistic and scientific creativity. In R. J. Sternberg (Ed.), *Handbook of creativity* (pp. 273–296). Cambridge University Press.
- Fromm, E. (1968). *The Revolution of Hope. Toward a Humanized Technology*. Harper & Row publishers.
- Furnham, A., & Zacherl, M. (1986). Personality and job satisfaction. *Personality and Individual Differences*, 7, 453–459. [https://doi.org/10.1016/0191-8869\(86\)90123-6](https://doi.org/10.1016/0191-8869(86)90123-6)
- Gaś, Z. B. (2001). *Doskonalą się nauczyciel. Psychologiczne aspekty rozwoju zawodowego nauczycieli* [Improving teacher. Psychological aspects of teachers' professional development]. Wydawnictwo UMCS.
- Głaz, S. (2022). The Relationship Between Meaning in Life, Life Satisfaction and Job Satisfaction with Religious Experience in the Life of Polish Nurses. *Journal of Religion and Health*, Published: 08 June 2022. <https://doi.org/10.1007/s10943-022-01589-3>
- Götz, K. O., & Götz, K. (1979). Personality characteristics of successful artists. *Perceptual and Motor Skills*, 49(3), 919–924. <https://doi.org/10.2466/pms.1979.49.3.919>
- Grądzka-Tys, A. (2005). Rola samokształcenia zawodowego pedagogów w doskoleniu warsztatu pracy [The role of self-education of professional pedagogues in improving work skills]. In A. Karpińska (Ed.), *Edukacja* [Education] (pp. 304–313). Trans Humana.
- Gros, U. (2003). *Zachowania organizacyjne w teorii i praktyce zarządzania* [Organizational behavior in management theory and practice]. Wydawnictwo Naukowe PWN.
- Gruszecka, E., & Trzebiński, J. (2006). Nadzieja podstawowa i typ więzi międzyludzkiej a doświadczanie wdzięczności [Basic hope and type of interpersonal relationship and experiencing gratitude]. *Studia Psychologiczne*, 4(44), 17–29.
- Gruszecka, E., & Trzebiński, J. (2012). Siła nadziei podstawowej, poziom samooceny i typ więzi między ludźmi a odczuwanie i wybaczenie krzywd – badanie autobiograficzne [The strength of basic hope, the level of self-esteem and the type of relationship between people and feeling and forgiveness of wrongs – autobiographical study]. *Przegląd Psychologiczny*, 3(55), 215–232.

- Halama, P. (2010). Hope as a Mediator between Personality traits and life satisfaction. *Studia Psychologica*, 52, 309–314.
- Heller, D., Judge, T. A., & Watson, D. (2002). The Confounding Role of Personality and Trait Affectivity in the Relationship between Job and Life Satisfaction. *Journal of Organizational Behavior*, 7(23), 815–818. <https://doi.org/10.1002/job.168>
- Judge, T. A., Heller, D., Mount, M. K. (2002). Five-Factor Model of Personality and Job Satisfaction: A Meta-Analysis. *Journal of Applied Psychology*, 7(3), 530–541. <https://doi.org/10.1037/0021-9010.87.3.530>
- Kliszcz, J., Nowicka-Sauer, K., Trzeciak, B., & Sadowska, A. (2004). Poziom lęku, depresji i agresji u pielęgniarzek, a ich satysfakcja z życia i z pracy zawodowej [The Level of Anxiety, Depression and Aggression in Nurses and Their Life and Job Satisfaction]. *Medycyna Pracy*, 6(55), 461–468.
- Krok, D. (2016). The Importance of Meaning in Life as a Mediator of Religiousness and Hope in Late Adolescents. In R. Cooper (Ed.), *Religiosity: Psychological Perspectives, Individual Differences and Health Benefits* (pp. 15–30). Nova Science Publishers.
- Kwiatek, P. (2012). Znaczenie i rozwój psychologii nadziei w ujęciu Charlesa Richarda Snydera [The Psychology of Hope: Meaning and Development According to the Theory of Charles Richard Snyder]. *Seminare. Poszukiwania naukowe*, 31, 157–170.
- Kwon, P. (2002). Hope, Defense Mechanisms, and Adjustment: Implications for False Hope and Defensive Hopelessness. *Journal of Personality*, 70(2), 207–231. <https://doi.org/10.1111/1467-6494.05003>
- Łaguna, M. (2006). Nadzieja i optymizm a intencja założenia własnej firm [Hope and optimism and the intention to set up your own business]. *Przegląd Psychologiczny*, 4(49), 419–443.
- Law, F. M., & Guo, G. J. (2016). Correlation of Hope and Self-Efficacy With Job Satisfaction, Job Stress, and Organizational Commitment for Correctional Officers in the Taiwan Prison System. *International Journal of Offender Therapy and Comparative Criminology*, 60(11), 1257–1277. <https://doi.org/10.1177/0306624X15574997>
- Lipińska-Grobelny, A., & Głowacka, K. (2009). Zadowolenie z pracy a stopień dopasowania do zawodu [Job satisfaction and the degree of adjustment to the profession]. *Przegląd Psychologiczny*, 52(2), 181–194.
- Lisowska, E. (2017). Zawodowe uwarunkowania zadowolenia z pracy wśród nauczycieli [Occupational determinants of job satisfaction among teachers]. *Forum Pedagogiczne*, 1, 227–243. <https://www.doi.org/10.21697/fp.2017.1.16>

- Locke, E. A. (1976). *The Nature and Causes of Job Satisfaction*. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1343). Rand McNally.
- Major, D. A., Turner, J. E., & Fletcher, Th. D. (2006). Linking Proactive Personality and the Big Five to Motivation to Learn and Development Activity. *Journal of Applied Psychology*, 4, 927-935; <https://doi.org/10.1037/0021-9010.91.4.927>
- Manninger, K. (1959). *A Psychiatrist's World: Selected Papers*. Viking Press.
- McCrae, R. R., & Costa, P. T. (1997). Personality trait structure as a human universal. *American Psychologist*, 52(5), 509-516. <https://doi.org/10.1037/0003-066X.52.5.509>
- McManus, I., & Furnham, A. (2006). Aesthetic activities and aesthetic attitudes: Influences of education, background and personality on interest and involvement in the arts. *British Journal of Psychology*, 97, 555-587. <https://doi.org/10.1348/000712606X101088>
- Nair, P. K. (2007). *A Path Analysis of Relationship among Job Stress, Job Satisfaction, Motivation to Transfer, and Transfer of Learning: Perceptions of Occupational Safety and Health Administration Outreach Trainers*. Doctoral dissertation. Texas A&M University.
- Noworol, A. M., Głaz, S. (2021). Religiosity, Personality and Maturity. *Journal for Perspectives of Economic Political and Social Integration. Journal for Mental Changes*, 27(2), 113-141. <https://doi.org/10.18290/pepsi-2021-0010>
- Organ, D. W., & Lingl, A. (1995). Personality, satisfaction, and organizational citizenship behavior. *The Journal of Social Psychology*, 135, 339-350. <https://doi.org/10.1080/00224545.1995.9713963>
- Panari, Ch., Guglielmi, D., Simbula, S., & Depolo, M. (2010). Can an opportunity to learn at work reduce stress? A revisitiation of the job demand-control model. *Journal of Workplace Learning*, 22, 166-179. <https://doi.org/10.1108/13665621011028611>
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55(1), 44-55.
- Piccolo, R., Judge, T. A., Takahashi, K., Watanabe, N., & Locke, E. A. (2005). Core self-evaluations in Japan: relative effects on job satisfaction, life satisfaction, and happiness. *Journal of Organizational Behavior*, 26(8), 965-984. <https://doi.org/10.1002/job.358>
- Popek, S. (2001). *Człowiek jako jednostka twórcza [Man as a creator]*. Wydawnictwo UMCS.
- Poraj, G. (2011). Nadzieja na sukces jako predyktor adaptacji zawodowej nauczycieli [Hope for success as a predictor of professional adaptation of teachers]. In L. Golińska, & E. Bielawska-Batorowicz (Eds), *Rodzina i praca w warunkach*

- kryzysu* [Family and work in crisis] (pp. 314–324). Wydawnictwo Uniwersytetu Łódzkiego.
- Roy, D. D. (1996). Personality Model of Fine Artists. *Creativity Research Journal*, 9(4) 391–394. [https://doi.org/10.1207/s15326934crj0904\\_10](https://doi.org/10.1207/s15326934crj0904_10)
- Salinas-Jimenez, M. M., Artes, J., & Salinas-Jimenez, J. (2011). Education as a positional good: A life satisfaction approach. *Social Indicators Research*, 103, 409–426. <https://www.doi.org/10.1007/s11205-010-9709-1>
- Singh, Th., K., & Kaushik, S. (2015). A Study of Creativity In Relation To Big 5 Personality Traits. *The International Journal of Indian Psychology*, 3(1), 124-128. <https://www.doi.org/10.25215/0301.162>
- Snyder, C., R, Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The Will and the Ways: Development and Validation of an Individual-Differences Measure of Hope. *Journal of Personality and Social Psychology*, 60(4), 570–585. <https://doi.org/10.1037/0022-3514.60.4.570>
- Snyder, C. R., Lopez, S. J., & Shorey, H. S. (2003). Hope theory, measurements, and applications to school psychology. *School Psychology Quarterly*, 18(2), 122–139. <https://doi.org/10.1521/scpq.18.2.122.21854>
- Sołowiej, J. (1997). *Psychologia twórczości* [Psychology of creativity]. Wydawnictwo Uniwersytetu Gdańskiego.
- Spector, P. E. (1997). *Job Satisfaction, Application, Assessment, Cause, and Consequences*. SAGE Publication.
- Springer, A. (2011). Wybrane czynniki kształtujące satysfakcję pracownika [Selected factors that shape employee satisfaction]. *Problemy Zarządzania*, 4(34), 162–180.
- Strzałecki, A. (1989). *Twórczość a style rozwiązywania problemów praktycznych: ujęcie prakseologiczne* (Creativity and styles of solving practical problems: praxiological approach). Zakład Narodowy im. Ossolińskich.
- Szyszko, M. (2007). Otwartość na doświadczenia w ujęciu poznawczym. [Openness to experience in a cognitive approach]. *Studia Psychologica*, 7, 210–229.
- Trzebiński, J., & Zięba, M. (2003). Nadzieja, strata i rozwój [Hope, loss and development]. *Psychologia Jakości Życia*, 2, 5–33.
- Trzebiński, J., & Zięba, M. (2004). Basic-hope as a world-view: an outline of a concept. *Polish Psychological Bulletin*, 35(3), 173–182.
- Van Ness, P. H. & Larson, D. B. (2002). Religion, senescence, and mental health. *American Journal of Geriatric Psychiatry*, 10, 386–397.
- Wilski, M. (2011). Osobowość i specyficzne problemy psychologiczne nauczycieli [Personality and specific psychological problems of teachers]. In S. Kowalik

- (Ed.), *Psychologia ucznia i nauczyciela* [Psychology of student and teacher] (pp. 124–148). Wydawnictwo Naukowe PWN.
- Wolfradt, U., & Pretz, J. E. (2001). Individual differences in creativity: personality, story writing, and hobbies. *European Journal of Personality*, *15*(4), 297–310. <https://doi.org/10.1002/per.409>
- Wołowska, A. (2013). Satysfakcja z pracy i jej wyznaczniki a poczucie jakości życia urzędników [Job satisfaction and its predictors, and the sense of life quality among white-collar workers]. *Rocznik Andragogiczny*, *20*, 113–132. <https://doi.org/10.12775/RA.2013.006>
- Zalewska, A. (2003). Skala Satysfakcji z Pracy – Pomiar Poznawczego Aspektu Ogólnego Zadovolenia z Pracy (Scale of Satisfaction at Work – Measurement of the Cognitive Aspect of General Job Satisfaction). *Acta Universitatis Lodzianensis. Folia Psychologica*, *7*, 49–61.
- Zavalloni, R. (1991). *Psicologia della speranza. Per sentirsi realizzati*. Paoline.
- Zawadzki, B., Strelau, J., Szczepaniak, P., & Śliwińska, M. (1998). *Inwentarz osobowości NEO-FFI Costy i McCrae* [Personality Inventory – NEO-FFI]. Pracownia Testów Psychologicznych PTP.