

Satisfaction With Professional Activity as a Condition for Teacher Personality Self-Implementation

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The most important condition for the development of professional activity of a teacher is job satisfaction. Most of all, teachers are satisfied with the recognition of their personality by colleagues, parents of pupils, interest in work, payment and job security. Dissatisfaction with work is expressed in tension, apathy, irritation, fatigue, which often leads to turnover of teaching staff.

The purpose of the article is to research the satisfaction with the professional activities of teachers.

Material and methods. The research material was compiled by publications of scientists and practitioners on the problems of professional satisfaction, protocols of the Minnesota Satisfaction Questionnaire, protocols of the five-factor personality questionnaire. Teachers from different types of education establishments (state and private universities, independent colleges) from Guizhou Province of the People's Republic of China were involved in the study. Statistical methods of material processing using the SPSS 11,5 application program were used. Correlation and regression analysis were carried out

Findings and their discussion. The results of the research indicate the relationship of the personal characteristics of the teacher (self-organization and self-discipline, extraversion, kindness, neuroticism, openness) with general and internal satisfaction with professional activity. The influence of age, education, specialty, gender, professional rank, personal characteristics on the success of a teacher's professional activity are analyzed. It is proved that satisfaction with professional activity is a condition for teacher self-implementation.

Conclusion. The results of the research should be taken into account when solving issues related to preparation for professional activity, at the student stage including, in the practice of psychological counseling in the context of personal and socio-psychological problems of teachers, as well as career guidance to identify risk factors for dissatisfaction with professional activity. The obtained data allow us to build psychocorrective work aimed at leveling the problems of dissatisfaction with work. Also, the results obtained can be used in the field of education management of teachers for purposeful planning of a successful career and professional growth, professional development, development of professional competencies.

Key words: satisfaction with professional activity, work activity, professionalism, profession, self-implementation, teacher.

Удовлетворенность профессиональной деятельностью как условие для самореализации личности педагога

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Важнейшим условием развития профессионального самосознания педагога является удовлетворенность трудом. Больше всего педагогов удовлетворяют в работе признание своей личности со стороны коллег, родителей воспитанников, интерес к труду, оплата и гарантированность труда. Неудовлетворенность трудом выражается в напряженности, апатии, раздражении, быстрой утомляемости, что часто приводит к текучести педагогических кадров.

Цель статьи – изучить удовлетворенность профессиональной деятельностью педагогов.

Материал и методы. Материал исследования составили публикации ученых и практиков по проблематике удовлетворенности профессиональной деятельностью, протоколы Миннесотского опросника удовлетворенности (Minnesota Satisfaction Questionnaire), протоколы пятифакторного личностного опросника. К исследованию были привлечены педагоги из разных типов учреждений образования (государственные и частные университеты, независимые колледжи) из провинции Гуйчжоу Китайской Народной Республики. Использовались статистические методы обработки материала с помощью прикладной программы SPSS 11.5. Были проведены корреляционный и регрессионный анализы.

Результаты и их обсуждение. Полученные результаты исследования говорят о взаимосвязи личностных характеристик педагога (самоорганизации и самодисциплины, экстраверсии, доброты, невротизма, открытости) с общей и внутренней удовлетворенностью профессиональной деятельностью.

Особое внимание уделяется влиянию возраста, образования, специальности, пола, профессионального звания, личностных характеристик на успешность профессиональной деятельности педагога. Доказано, что удовлетворенность профессиональной деятельностью выступает в качестве условия самореализации педагога.

Заключение. Результаты исследования должны быть учтены при решении вопросов, связанных с подготовкой к профессиональной деятельности, в том числе на этапе студенчества, в практике психологического консультирования в контексте личностных и социально-психологических проблем педагогов, а также профориентации для выделения факторов риска по неудовлетворенности профессиональной деятельностью. Полученные данные позволяют выстроить психокоррекционную работу, направленную на нивелирование проблем неудовлетворенности трудом. Также полученные результаты можно использовать в сфере управления образованием педагогов для целенаправленного планирования успешной карьеры и профессионального роста, повышения профессионализма, развития профессиональных компетенций.

Ключевые слова: удовлетворенность профессиональной деятельностью, трудовая деятельность, профессионализм, профессия, самореализация, педагог.

Satisfaction with professional activity, according to modern researchers (A.A. Baranova, F.P. Berezina, V.N. Gordienko, A.A. Rean etc.), is one of the significant conditions for the success of teachers in the profession, their professional and personal improvement [1].

In the most general sense, satisfaction is defined as the feeling of someone who is satisfied with the fulfillment of their aspirations, desires, needs, and profession is the main occupation, work activity. Based on this, satisfaction with professional activity should be understood as a state that arises as a result of the fulfillment of aspirations, desires, and needs related to the realization of labor activity.

In psychological and pedagogical research, the concept of “satisfaction with professional activity” is revealed by scientists through various aspects of this phenomenon: an integrative indicator reflecting the attitude of the subject to the chosen profession (A.A. Rean, Ya.L. Kolominsky [2]); the system of value orientations and social attitudes related to the profession and to the specifics of the specific organization in which a person works, the reaction to a set of objective and subjective factors related to work (age, gender, social status, work experience, level of remuneration, relations between people in the organization) (B.Yu. Berzin, A.V. Maltsev [1]); fulfillment of human expectations from the material, social and spiritual and moral results of their work (D.P. Schultz); assessment of the degree of saturation of the needs that a person seeks to satisfy in the field related to the labor process (V.A. Yadov); the ratio of expectations, needs, requests of teachers and their fulfillment regarding the content aspects, conditions and results of work (V.N. Gordienko).

According to V.G. Podmarkov, the main groups of needs that a teacher seeks to realize in his work, along with material needs, the desire to realize personal potential, include the need for the prestige of the profession, the need to realize his social role, to take part in socially significant activities [3].

A number of authors also point to an emotional component in satisfaction with their professional activities. So, A.A. Prokhvatilov singled out an emotional component in the holistic attitude of a person to his profession, along with cognitive and behavioral, using the following criteria

of the latter: attractiveness of the work performed (like – dislike); passion for work; mood caused by work. E.A. Klimov, interpreting cosmogonic myths and speaking about the phenomenon of satisfaction with what he has done, explains this concept as follows: “I created and saw that it was good” [4].

In the works of foreign and domestic scientists related to this topic, the issues of the relationship between motivation and job satisfaction are actively being worked out. The theory of two factors by F. Herzberg caused a wide resonance among scientists and managers [5]. He researched two hundred engineers and accountants in order to identify motivational factors and their strength. Employees were asked two questions: “Can you describe in detail when you feel exceptionally good at work?” and “Can you describe in detail when you feel exceptionally bad at work?”. As a result of the research, two groups of factors clearly emerged that clearly do not equally affect the motivation of work. The first group of factors is F. Herzberg. He called hygiene factors (hygienic factors), the second – motivators. The term “hygiene” is used here in its medical meaning – hygiene as a warning, prevention of disease, and not as a treatment for it. By themselves, hygienic factors do not cause satisfaction, but their deterioration generates dissatisfaction with work. When improving hygienic factors, dissatisfaction is not felt, but when such an improvement is perceived by employees as natural, self-evident, then there is no satisfaction. Hygienic factors include: relationships with colleagues, superiors and subordinates; the moral climate in the organization; remuneration (in the case of a fixed salary); the ability of the manager; physical working conditions; stability of the workplace. The second group of factors consists of motivators that directly cause job satisfaction, a high level of motivation and labor achievements. They act as stimulators of effective work. These include: achievement of goals, recognition, interesting content of work, independence (your area of work) and responsibility, professional and job growth, opportunities for personal self-realization. Of course, the boundaries between individual hygienic factors and motivators are relative, mobile. So, money in the form of a fixed salary refers to hygiene factors, at the same time, such a motivator as job

growth also implies a salary increase. In order to avoid dissatisfaction with work, it is enough to have hygienic factors in the usual volume, while increasing labor productivity is achieved with the help of motivators. Summarizing the results of his research, F. Herzberg made a number of conclusions: 1) the absence of hygienic factors leads to dissatisfaction with work; 2) the presence of motivators can only partially and incompletely compensate for the absence of hygiene factors; 3) under normal conditions, the presence of hygienic factors is perceived as natural and does not have a motivational effect; 4) a positive maximum motivational effect is achieved with the help of motivators in the presence of hygiene factors.

Despite the large number of works by domestic and foreign authors, the problem of studying teacher satisfaction with professional activity in other socio-cultural, territorial, socio-economic conditions has not been raised in any of the works and is insufficiently developed and relevant. Proceeding from the position that the achievement of satisfaction with professional activity occurs through the self-actualization of the individual in the teaching profession and the implementation of professional orientation (E.A. Klimov, N.V. Kuzmina, L.M. Mitina, A.K. Markova etc.), all researchers note the high importance of achieving teacher satisfaction with professional activity for the effectiveness of the pedagogical process. However, the current level of professional satisfaction is assessed by school teachers as medium or low. Hence the contradiction between the high desired and required teaching profession and the prevailing low real level of achievement of professional satisfaction. The resolution of this contradiction determines the main problem of the study – the study of indicators of teacher satisfaction with professional activity. The novelty of this research will be the study of satisfaction with professional activity on a sample of teachers from various educational institutions from China.

The relationship between teachers' personal situation and personality characteristics and professional activity satisfaction can provide reliable basis for school management, targeted career planning guidance for teachers; teachers can also consciously improve and utilize their personality characteristics, treat work with a positive attitude and effectively promote professional development.

Since the concept of professional activity satisfaction was proposed, scholars at home and abroad have begun to devote themselves to the research of professional activity satisfaction. However, the definition of professional activity satisfaction is different. For example, Hoppock said that professional activity satisfaction is a kind of single concept of psychological integrity, refers to the staff satisfaction in physical and psychological aspects, that is, employee subjective response to the

working environment, so the most inconvenient way to measure the satisfaction of professional activities, is to directly consult the staff work satisfaction degree, without having to divide several different levels to measure. Vroom determined professional activity satisfaction as emotional orientation held by individuals to the work role played at present. If he holds a positive attitude towards the work, he represents the work satisfaction. If he holds a negative attitude towards the work, he is not satisfied with the work. The view of Zhang Chunxi of professional activity satisfaction is that it is the degree to which the individual or the majority of the employees are satisfied with the work they perform [6].

There are many factors affecting professional satisfaction with activities, which can roughly be classified as internal satisfaction (such as work content, work stability, supervisor leadership style), external satisfaction (such as salary, welfare and promotion channels), general satisfaction (such as working environment, relationships, etc.), and demographic variation (such as age, gender, education, etc.) [7; 8].

There are different general theoretical methods for studying the satisfaction of professional activities:

- Work Satisfaction Indicator Scale (An Index of Job Satisfaction, IJS) Work Satisfaction Indicator Scale is an attitude scale to measure the overall work satisfaction of individuals, not 18 scales and Sixstone mixed five-point scale

- Job Description Index (Job Descriptive Index JDI). The work description indicators are divided into five levels: work, colleagues, promotion, supervision and salary. Each level is composed of nine to 18 topics, which is an adjective inspection scale. The score of each scale represents the satisfaction sheet of the answer, while the total score of the five components represents the overall situation of the work.

- Working Diagnosis Indicators (Job Descriptive Survey, JDS). The work diagnosis indicators have three main questions: JDS long topic book, JDS short question book and work evaluation scale.

- General Workload Table (Job In General Scale, JIG). The general worksheet is used to measure overall employee work satisfaction.

- Minnesota Satisfaction Questionnaire (Minnesota Satisfaction Questionnaire, MSQ). The Minnesota satisfaction questionnaire is divided into long and short types, using the five-point scale. Both questions all have 20 configurations. There are five questions in each configuration book, a total of 100 questions. Short question this each configuration surface has a question, a total of 20 questions. Both questionnaires can achieve internal satisfaction, external satisfaction and general satisfaction.

- The five-factor personality questionnaire, better known as the "Big Five" ("The Magnificent

Five”) was developed in 1983–1985 by American psychologists R. McCrae and P. Costa. Subsequently, the questionnaire was improved and finally presented in 1992 with the NEO PI test (from the English “neuroticism, extraversion, openness – a personal questionnaire”). According to the authors, the five independent variables identified on the basis of factor analysis (neuroticism, extraversion, openness to experience, cooperation, conscientiousness) are quite sufficient for an adequate description of the psychological portrait of a person.

Each teacher has a stable and inclined professional personality characteristic, which determines a variety of teaching styles, affects the choice of a variety of educational behaviors, and produces direct teaching benefits.

The purpose of the article: study the relationship between satisfaction with the teacher's professional activity and the level of self-realization, relationship of personality characteristics and satisfaction of professional activities

Material and methods. With college teachers in Guizhou Province, this study mainly collects and handles the data through a questionnaire survey. In this study, 6 selected schools (2 public universities, 1 private university and 3 independent colleges), a total of 340 questionnaires (60 public universities, 110 private universities, 170 independent colleges), 297 recycled questionnaires (57 public universities, 89 private universities and 151 independent colleges) with a recovery rate of 87,4%. Excluding incomplete answers, the valid number is 280 (52,5 public universities, 85 private universities, 143 independent colleges) and an effective recovery rate of 82,4%.

In the recovered effective questionnaire, the analysis of sample data is as follows:

- gender sample data: 33% males, 67% females.
- age of the respondents: 20–30 years – 28%, 31–40 years – 39%, 41–50 years – 19%, 51–60 years – 14%.
- education level: graduate students – 70%, university undergraduate degree – 30%.
- job title: general teacher – 91%, department director – 8%, school-level leader – 1%.
- work seniority: for less than three years – 35%, 4–9 years – 40%, 10–15 years – 20%, 16 years and more – 5%.
- professional title: teaching assistant – 43%, instructor – 48%, associate professor – 8%, professor – 1%.

After excluding the incomplete or obviously perfunctory questionnaire, the data is archived, and the SPSS11.0 FOR WINDOWS software conducts statistics and analysis. The analysis methods include:

- confidence Analysis

The questionnaire scale of this study came from famous questionnaires abroad and translated by domestic scholars. Due to the different subjects,

the reliability index of the scale was Cronbach's a value.

- Descriptive Statistical Analysis (Descriptive Statics Analysis)

The distribution of gender, age, education degree, working life, position, professional title and other samples of the basic personal data is made for the number of distribution and percentage analysis. See Table 3–1 Sample Data Descriptive Statistical Analysis Table for details.

- Single Factor Variability Analysis (Oneway Anova)

The single-factor variability analysis is used to verify whether there are significant differences between different individual basic situation and personality characteristics and professional activity satisfaction.

- Pearson Wood Mu Analysis (Pearson correlation analysis)

Pearson correlation analysis to test the correlation of personal basic variables and personality characteristics to the satisfaction of professional activities.

- Regression Analysis

The study used regression analysis to discuss the influence of personal basic situation, personality characteristics on professional activity satisfaction and whether their significance

This research divided five views of personality traits into extroversion, kindness, neuroticism, openness and self-discipline.

Extraversion: refers to the degree that a person is comfortable with the relationship with others, and if a person is more comfortable with him, the more outgoing.

Kindness: refers to the degree that a person follows the rules set by others, the higher the score, the higher the degree of kindness.

Self-discipline: refers to a person's concentration, concentration on the goal of the pursuit, if the less a person's goal, the more dedicated to it, the higher the degree of self-discipline.

Neuroticism: represents the tendency to worry experience in cognition and behavior style. Openness: refers to a small interest and depth, relative depth, higher openness.

Findings and their discussion. Five categories of personality traits are measured by the NEO Five-factor Assessment (Form S) Personality Characteristics Questionnaire of Costa & McCrae. This study simplified the scoring method, changed Likert to five points, which was 1 = very disagree to 5 = respectively. The reverse score is 1 = very disagree to this 5 =, and simply averaged the score of the topic, as the score of the personality trait.

The scale title used in this Institute are translated into Chinese and revised. Morrison (1996)

measures total dealers in four industries in the US, with Cronbach d coefficient, 0,77. Discipline is 0,82, 0,78, neuroticism, 0,84. openness is 0,66.

The definition of the satisfaction of professional activities measures the degree of satisfaction of the work from the internal satisfaction, external satisfaction and general satisfaction. Seashore & Taber (1975) organizes the major variables related to professional activity satisfaction into a conceptual architecture that will affect factors affecting work satisfaction, roughly divided into individual variants, organizational, and environmental variants.

This study used the Minnesota Professional Activity Satisfaction Questionnaire (Minnesota Satisfaction Questionnaire, for MSQ), which is presented by Weiss Davis England & Lofquist (1967) was prepared from. Weisset al. (1967) For the results of 1723 subjects in six different occupations, the overall confidence of 0,87 to 0,92, internal satisfaction of 0,84 to 0,91 and external satisfaction of 0,77 to 0,82.

Short topic has an acceptable internal consistency confidence. This study used short book (20 questions) as the questionnaire.

Professional activity satisfaction questionnaire has three levels, divided into 6 internal satisfaction (topics 1, 2, 3, 4, 3, 7, 8, 8, 9, 10, 11th, 15, 16 and 20), 6: external satisfaction (topics 5, 6, 12, 12, 13, 14 and 19), plus 20 questions of internal satisfaction and 17 and 18. The score adopts the Likert five-point scale, with 1–5 points (5 very agreed, 1 very disagree). The higher the score, the higher the tested teachers' satisfaction of professional activities, and the lower the satisfaction of professional activities.

This article analyzes the survey data to explore whether different personality characteristics and personal variables have an impact on work satisfaction, and whether there are significant differences.

Descriptive statistical analysis of the factors of personality characteristics: teachers have low neuroticism, 2,381, and the average score of kindness, self-discipline, extroversion, and openness is above 3,0, among which especially self-discipline is the highest, with the average value of 3,625.

Descriptive statistical analysis of professional activity satisfaction: it is seen that the teacher's internal satisfaction and overall satisfaction with work are above 3,2, while the external satisfaction with work is slightly lower than 2,8893. It shows that the teachers are basically satisfied with the feelings of their work.

In terms of internal satisfaction, external satisfaction or overall satisfaction, the satisfaction of teachers in public universities is slightly higher, with the lowest satisfaction of private universities: 3,3098 and 2,8235 and 3,1871 respectively. Internally and overall, teachers have the highest satisfaction between 41 and 50 years basically showed an satisfaction trend with age, with a slight decline after 50.

Teachers with a master's degree have the highest professional activity satisfaction and the lowest for college undergraduate students, especially with external dissatisfaction (2,8708). The internal, external and overall professional activity satisfaction of middle school teachers

Table 1 – The reliability factor of the personality characteristics

| Study variation | Questionnaire item | Cronbach coefficient |
|-----------------|---------------------------------------------|----------------------|
| Kindness | 4, 9, 14, 19, 24, 34, 39, 49, 59 | 0,77 |
| Self-discipline | 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60 | 0,82 |
| Extraversion | 2, 17, 22, 32, 37, 42, 52, 57 | 0,78 |
| Neuroticism | 1, 6, 11, 16, 21, 26, 3, 36, 41, 46, 51, 56 | 0,84 |
| Openness | 8, 13, 18, 23, 28, 43, 48, 53 | 0,66 |

Table 2 – Descriptive statistical analysis of the factors of personality characteristics

| | Kindness | Self-discipline | Extraversion | Neuroticism | Openness |
|---------------|----------|-----------------|--------------|-------------|----------|
| Valid | 280 | 280 | 280 | 280 | 280 |
| Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | 3,263 | 3,625 | 3,313 | 2,381 | 3,24 |
| Standard dev. | 2,2890 | 2,4429 | 2,5033 | 2,4405 | 2,42 |
| Min | 2,3 | 2,2 | 1,9 | 1,0 | 1,2 |
| Max | 4,1 | 4,8 | 4,8 | 4,1 | 5 |

increases with the improvement of their positions, with the school-level leaders, department directors and ordinary teachers from high to low. The internal satisfaction of teachers is rising along with the improvement of professional title. The internal, external and overall satisfaction of professors are the highest. Min external satisfaction for instructor teacher (2,8408).

For a differential analysis of professional activity satisfaction among teachers in different school classes, we found $P = 0,006 > 0,003$, both less than 0,01, thus showing very significant differences between them. For teacher and professional activity satisfaction, there was no significant difference between age and work satisfaction ($P > 0,05$).

There are significant differences between different teacher positions and external satisfaction ($P = 0,047 < 0,05$), but no significant differences between internal and overall satisfaction. There are no significant differences between the different professional titles ($P > 0,05$), however, there were significant differences in overall satisfaction ($P = 0,04 < 0,05$).

There was no significant difference between kindly personality traits and professional activity satisfaction ($P > 0,05$). Extroverted personality traits differ very significantly between internal, external, and overall satisfaction ($P < 0,05$).

There were no significant differences between internal, external, and overall satisfaction ($P > 0,05$). Analysis on the difference between the openness personality characteristics and the satisfaction of professional activities shows that $P = 0,607 > 0,220$, 0,347 between 0,220 and overall satisfaction are greater than 0.05, so there is no significant difference between open personality traits and internal, external satisfaction and overall satisfaction. Self-disciplined personality traits differ significantly between internal, external, and overall satisfaction ($P < 0,01$).

This article mainly studies the correlation between various factors of personality traits and professional activity satisfaction to obtain significant levels and relevance between different variants. This

study uses a method of Pearson product correlation analysis to identify the relationship strength between the two variables.

The correlation shows us: negative correlation between the school category and overall job satisfaction ($r = -0,121, P = 0,043 < 0,05$) is, the more ordinary the school, the lower the overall teacher satisfaction. Significant correlation between position and external satisfaction ($r = 0,128, P = 0,032 < 0,05$). There were significant associations between professional title and internal and overall satisfaction ($r = 0,143, P = 0,016 < 0,05$; $r \geq 0,129, P = 0,031 < 0,05$).

Relevant analysis between various factors of personality characteristics and professional activity:

- There is an extremely significant correlation between kindness and intrinsic satisfaction ($r = 0,534, P = 0,000 < 0,01$), kindness and overall satisfaction ($r = 0,125, P = 0,037 < 0,05$) was significantly related.

- Self-discipline and overall satisfaction of personality traits ($r = 0,371, P = 0,000 < 0,01$). Extraverted and overall satisfaction ($r = 0,445, P = 0,000 < 0,01$); internal discipline and internal satisfaction ($r = 0,341, P = 0,000 < 0,01$), extroversion and intrinsic satisfaction ($r = 0,427, P = 0,000 < 0,01$); and external satisfaction of personality traits ($r = 0,222, P = 0,000 < 0,01$). Significant correlation between extroversion and external satisfaction ($r = 0,329, P = 0,000 < 0,01$);

- Neuroticism has an extremely significant negative correlation with intrinsic satisfaction ($r = 0,235, P = 0,000 < 0,01$), with overall satisfaction ($r = -0,230, P = 0,000 < 0,01$), and with external satisfaction ($r = -0,133, P = 0,027 < 0,05$).

- Openness and intrinsic satisfaction ($r = 0,166, P = 0,005 < 0,01$). Openness and overall satisfaction ($r = 0,182, P = 0,002 < 0,01$) has an extremely significant correlation.

Regression analysis is a method to study the extent of the influence of one or several variables on the other, find out the relationship between them according to the data, and speculate on the value or range of the known values of explanatory variables. Whether the basic information, individuals

Table 3 – Regression Analysis of Personality Characteristics to External Satisfaction

| Model | Unstandardized coefficients | | Standardized coefficients | T | Sig |
|-----------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. error | Beta | | |
| Constant | 1,650 | 608 | | 2,71 | 0,007 |
| Kindness | 1,257 | 0,142 | 0,117 | | 0,071 |
| Self-discipline | 1,229 | 0,101 | 0,159 | 2,26 | 0,024 |
| Extraversion | 1,387 | 0,085 | 0,306 | 4,57 | 0,000 |
| Neuroticism | 1,927E-02 | 0,091 | 0,013 | 0,211 | 0,833 |
| Openness | -2,47E-02 | 0,087 | 0,017 | 0,283 | 0,778 |

has a significant impact on professional activity satisfaction is shown. Degree ($P = 0,020 < 0,05$) has a significant impact. Personality traits have significant effects on professional activity satisfaction.

There are very significant implications on the self-discipline of personality traits ($P=0,000 < 0,01$) and overall satisfaction ($P = 0,000 < 0,01$). Self-discipline and external satisfaction of personality traits ($P = 0,024 < 0,05$) have very significant implications. External insic satisfaction of personality traits ($P=0,000 < 0,01$). External satisfaction ($P=0,000 < 0,01$) and overall satisfaction ($P = 0,000 < 0,01$) both had very significant implications.

Conclusion. The problem of the teacher's personality as a subject of activity is currently being considered in various aspects. At the same time, we mean the intensification and complication of the teacher's activities, the development of his spiritual and personal potential and the corresponding growth and realization of his needs for recognition and respect from other subjects of the educational process, parents of pupils and the whole society as a whole. The creation of optimal conditions in the process of pedagogical activity for the personal growth of a teacher, the realization of his capabilities in the pedagogical process and determines the increase in the criteria of personal and professional growth, leads to professional and personal satisfaction with pedagogical activity. The expansion of opportunities to choose forms and means of activity, as well as the recognition of this profession as socially significant, lead to an improvement in the psychological and social well-being of the individual, satisfaction with this activity and its result. The psychological and social well-being of a teacher can be understood only on the basis of an analysis of the activity and those personal properties and qualities that are formed and developed at the same time.

According to the survey, the factors affecting the satisfaction of teachers' professional activities are mainly as follows:

1. Relationship between the personal basic information and the satisfaction of the professional activities:

- the internal satisfaction and overall satisfaction of public university teachers are significantly higher than that of the other two schools, but there is no significant difference in the outside satisfaction, and the satisfaction of private university teachers is the lowest;

- has significantly different between education degree and external satisfaction, which is an important factor affecting external satisfaction.

Professional activity satisfaction of teachers with master's degree is significantly higher than teachers with undergraduate degree;

- has significant differences in external satisfaction of teachers from different positions. With the improvement of positions, external satisfaction increases;

- there is a significant difference between the professional title and the overall satisfaction, and with the improvement of the professional title, the overall satisfaction also increases.

2. Relationship of personality characteristics and satisfaction of professional activities:

- kindly personality traits and intrinsic satisfaction are significantly related with overall satisfaction;

- open personality traits are significantly associated with internal and overall satisfaction;

- extroverted personality traits are extremely significantly associated with internal, external, and overall satisfaction. The level of exersion is significantly different from the satisfaction of professional activities;

- neuroses have a very significant negative correlation with internal satisfaction and overall satisfaction, and a significant negative correlation with external satisfaction;

- self-discipline personality characteristics are extremely significantly related to internal satisfaction, external satisfaction and overall satisfaction. There are significant differences between the level of self-discipline and professional activity satisfaction.

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