



Original Article

Examining the personality traits and life goals of nurses and teachers: The sample of Van

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Abstract

Objectives: This research was carried out to determine the relationship between the personality traits and life goals of nurses and teachers, as well as determining the differences between nurses and teachers in terms of personality traits and life goals.

Methods: This study was based on the relational screening model and consisted of 308 participants, 184 teachers and 124 nurses working in Van, Turkey during the 2015–2016 academic year. Study data were collected using a personal information form, the Life Goals Scale (LGS) and the Quick Big Five Personality Test (QBFP). Correlation and two-way ANOVA technique were used to analyze the data. Normal distribution of the data was assessed by Kolmogorov-Smirnov analysis.

Results: According to the results of the research, there was a significant positive correlation between personality traits and life goals of teachers and nurses. According to the comparison between teachers and nurses, both occupation and occupational happiness had a significant effect on the emotional stability personality trait. There was a significant difference between the participants in terms of extrinsic life goals; the extrinsic life goals scores of the nurses were higher than those of the teachers.

Conclusion: The extrinsic life goals scores of the nurses were higher than those of the teachers; therefore, further research of nurses' extrinsic motivations, extrinsic life goals and other variables affecting these sub-goals would be beneficial. The study illustrated that the teachers' extraversion and emotional stability personality traits did not show any meaningful relationship with any subfactors of life goals. Consequently, the effects of teachers' extraversion and emotional stability personality traits on life goals and occupational happiness can be demonstrated through qualitative and quantitative scientific studies

Keywords: Big five; life goals; nurse; occupation; personality traits; teacher.

“Personality” stems from the word “persona”, a name given to the masks used by drama artists in ancient Greece and is a concept emphasized and given importance today. Personality refers to a concept consisting of an individual's intrinsic resources and consistently covering an individual's behavior, learning, perceptions, way of thinking and coping styles.^[1] Various differences emerge as personality has an abstract meaning and in defining personality many theories emerge creating difficulty. However, many researchers^[2–4] are in agreement that the differentiated personalities of individuals can be explained with five basic personality traits.

These traits known as the “big five” are classified as extraversion, agreeableness, conscientiousness, emotional stability and openness to experience.^[2] Individuals with extrinsic characteristics are described as talkative, active, attach importance to interactions with other people, and like to follow innovations.^[5] Well-adjusted individuals are gentle, modest, warm-hearted, and they exhibit harmonious relationship with others and tend to display relevant behaviors ensuring that the people they are in contact with are well and peaceful. Individuals who are open to experience exhibit patterns of being intellectual, creative, sensitive, innovative, autonomous, toler-

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What is known on this subject?

- Researchers studying personality theorize that personality has five traits and basic characteristics. These five personality traits can have an effect on intrinsic and extrinsic, short and long-term life goals, and that, accordingly, these life goals can have significant effects on personality traits.

What is the contribution of this paper?

- This study found a significant relationship between the personality traits of teachers and nurses, and subfactors of life goals at different levels. However, while the extraversion and emotional stability personality traits of the teachers did not show a significant relationship with any subfactors life goals, the nurses' five basic personality traits were found to be significantly related to more than one subfactor life goal. Comparing the teachers and nurses in term of their life goals showed that the nurses' extrinsic goals were significantly higher than those of the teachers.

What is its contribution to the practice?

- Research addressing which of the intrinsic and extrinsic goals is more important both for teachers and nurses in maintaining their occupation can be carried out and a holistic perspective can be provided by evaluating the relationship between these goals and occupational happiness. In addition, studies on which of the big five personality traits related to these occupations play a motivating role in sustaining the profession are suggested.

ant to others' thoughts, highly motivated and target oriented.^[3,5] Those with high levels of conscientiousness tend to show patterns of being careful, responsible and meticulous, those with high levels of emotional stability tend to display patterns of being anxious, depressed, angry, insecure, and unbalanced.^[5,6] As seen, the five basic personality traits may differ from one another based on distinctive characteristics.

Researchers studying personality as five basic characteristics have indicated that these big five personality traits can have an effect on intrinsic and extrinsic, short and long-term life goals, in addition these life goals can have significant effects on personality traits.^[7-10] Individuals with extroverted and self-disciplined (conscientiousness) personality traits can turn toward both intrinsic and extrinsic goals; individuals with a tendency to emotional stability seem to be directed toward extrinsic goals.^[11] A review of the relevant literature shows studies reporting a significant relationship between individuals' big five personality traits and their subfactors of life goals.^[12,13]

Life goals are important for individuals in their self-definition because they are related to the situations and lifestyle to which they attribute short or long-term meaning^[14] and in this context, it is connected with the individual's personality pattern. Life goals refers to a conceptual space where the individual is directed in the context of their actions in which they place value and meaning in their inner world.^[14,15] Life goals can also differ in various areas such as education, work, romantic relationships and social goals.^[15-18] Based on these differences, life goals are also managed intrinsically and extrinsically. While intrinsic goals include personal growth/development, emotional intimacy, interpersonal relationships, and being beneficial to society, extrinsic goals include financial success, physical appearance, social recognition and popularity.^[19-21] Intrinsic goals show patterns consistent with human nature and needs; however, extrinsic goals are shaped by social status symbols

such as brand and money due to the influence of culture and are patterned with needs such as gaining appreciation by other people.^[20,22] Accordingly, while intrinsic goals are related to the individual's intrinsic resources, extrinsic sources are related to external sources of how the individual is perceived by others.

Personality traits have an effect on life goals, as well as on other variables such as age,^[23,24] gender,^[24,25] and marital status,^[23] that are related to an individuals' living space. For example, in terms of age, older people can move away from goals which are related to work.^[14] The area of career and profession,^[26] which covers an individual's financial environment, can also have an impact on life goals. As individuals go into professions they like and that fit their personal characteristics, they can move toward their job-oriented goals.^[27] Thus, as the level of satisfaction of an individual increases, their goal of achieving occupational orientation increases and it may be possible to provide a high level of self-efficacy.^[27] Personality patterns of an individual such as the purpose of life, can also be effective in orientation of the individual to a profession that provides satisfaction. For example, individuals with an altruism-oriented and responsible personality pattern toward helping people may tend to work in workplaces that are established to help people.^[14] In fact, personality patterns are reported to be related to job performance and being autonomous plays a role as a mediator between personality structure and job performance.^[28]

While maintaining professions, nurses and teachers may show similar personality traits such as "altruism". In the teaching profession, personality traits such as being responsible for the educational, personal and social development of students, and being aware of emotions and expressing feelings are important.^[29] Similarly, in the nursing profession, it is important to take responsibility for following the necessary procedures regarding patients' health, establishing good relations with health professionals and patients; in other words, maintaining positive relations in the context of professional life.^[30,31]

When looking at teachers in terms of life goals, their satisfaction with life, attributing meaning and value to life positively, and having intrinsic and extrinsic life goals can contribute to the development of children and to a higher-quality educational process.^[29,32] The explicit goals teachers have for a higher-quality educational system include "developing teacher identity", "developing special learning skills and processes", "helping other students and teachers in their development", "economic purpose for family and financial security", "appreciation by others", "developing good relationships with students, parents and colleagues", "promoting career", "being a more reliable teacher", and "participating in social activities".^[32] Similarly, "life satisfaction" and "life goals" of nurses are also important in order for the healthcare system to function better and to provide quality healthcare for patients.^[33] In addition to variables such as workplace environment, working hours, and working conditions, there are studies in the

literature emphasizing that life goals such as “social activity”, “physical health”, “being energetic”, “feeling emotionally well” affect nurses’ job satisfaction and motivation.^[33] For a person to maintain their job, job satisfaction, feeling emotionally well and being motivated are associated with the variable of “occupational happiness”. Occupational happiness is defined as an individual being happy, experiencing positive feelings, and having positive and meaningful experiences at work, leaving themselves open to the course of events in the workplace and having intrinsic motivation.^[34] Occupational happiness is directly related to an individual’s ability to devote himself/herself to work (go with the flow of the work), job satisfaction, active participation in work, experiencing positive emotions in the workplace and psychological well-being.^[34,35]

As studies reported, it is important that individuals in both teaching and nursing professions have a high level of occupational happiness and various life goals through variables such as gaining appreciation from their environments and working in motivating work environments. Studies have also emphasized that individuals in both professions establish good and meaningful relationships with people that they provide service to and adopt social personality patterns in their work system. Based on similar studies, individuals in both professions are said to be in favor of helping people (such as students, patients) and the life goals and personality characteristics of the individuals who perform these professions are similar. However, there are not enough studies in the literature examining both personality traits and life goals in various occupational groups such as in teaching and nursing. Comparing these two professions in terms of personality traits and life goals and occupational happiness can help reveal similarities and differences between individuals who pursue two different professions regarding their life goals and personality traits. In this context, even if different careers are in question, addressing important life goals and personality traits of both occupational groups will contribute to increasing their professional happiness toward their work. As a result, comparing the personality traits and life goals related to various demographic variables such as profession and occupational happiness according to different occupational groups is also important. This study aims to examine the life goals and personality traits of nurses and teachers in terms of the variable of “occupational happiness”.

The study also determines the relationship between the personality traits of nurses and teachers, and their life goals. Finally, the study aims to reveal the differences between nurses and teachers in terms of personality traits and life goals. Based on these aims, answers to the following questions were sought in this research:

1. Is there a relationship between life goals and personality traits of nurses?
2. Is there a relationship between life goals and personality traits of teachers?
3. Are there any significant differences between teachers and nurses in terms of life goals and personality trait scores?

4. Do the personality traits and life goals of nurses and teachers differ according to variables such as occupation, gender, marital status, satisfaction in the profession, and professional regret?

Materials and Method

Research Design

This study used a descriptive and relational research design.

The Population and Sample of the Study

The population of the research consisted of teachers working in various educational institutions (pre-school, primary school, secondary school, Anatolian high school, science high school, vocational and technical high school) and nurses working in various health institutions in the province of Van, Turkey in the 2015-2016 academic year. The study sample was developed using the “convenience sampling method”, a purposeful sampling method. Regarding the easily accessible case sampling, a researcher investigates a case that is close and easily accessible, and provides the researcher with convenience in factors such as practicality, time and cost.^[36] In this study, being a “nurse” and a “teacher” and personality traits and life goals were examined in terms of occupational happiness, and the aim was to discuss, in a practical and accessible way, with those in these professions; therefore, the “convenience sampling” was preferred. The study included a total of 308 participants, 184 of whom were teachers (101 were male (55%) and 83 were female (45%). Of the participants, 124 were nurses, 73 of whom were male (59%) and 51 were female (41%) working in Van Lokman Hekim Hospital and Van Yüzüncü Yıl University Education and Research Hospital. The age of the participants ranged from 17 to 58 with the average age being 29.28 years.

Data Collection Tools

Personal Information Form: Prepared by the researchers, the personal information form included variables such as gender, age, profession, perception of income level, perception of professional regret and perception of occupational happiness. Participants answered the questions by responding “yes”, “partially”, or “no” options for the questions “Is your income sufficient?”, “Are you happy in your profession?”, and “Do you feel regret because you have chosen this profession?” on the personal information form. The participants completed the form including gender, profession and age.

The Life Goals Scale (LGS): The Life Goals Scale (LGS), a 7-point Likert-type scale, was developed by İlhan^[37] and it consists of 47 items. In the first and second level factor analyses conducted to determine the factor structure of the LGS, İlhan found a nine-factor structure and two-factor structure, respectively. In the scale, intrinsic goals include contribution to community, interpersonal relatedness, meaningful life, personal development, contribution to family, and physical health. The extrinsic goals include financial success/wealth, being famous/recogni-

tion and image/attractiveness as subscales. The nine sub-scale factors (six intrinsic goals, three extrinsic goals) explained 64.1% and the top two factors (per intrinsic goals and extrinsic goals) explained 61.3% of the total variance for life goals. The Cronbach's alpha coefficients related to the reliability of the LGS were calculated and the reliability coefficients of the sub-factors were found in the range of 0.74–0.90. The reliability coefficients of the top two factors of the LGS were found as 0.85 for intrinsic goals and 0.77 for extrinsic goals. However, in this study, the top factors' reliability coefficients of the LGS were 0.94 for intrinsic goals and 0.88 for extrinsic goals.

The Quick Big Five Personality Test (QBFPT): The Quick Big Five Personality Test (QBFPT) adapted to Turkish by Morsünbül^[38] consists of 30 items and five subfactors: agreeableness, extraversion, conscientiousness, emotional stability, and openness to experience. Analyses of the confirmatory factor results confirmed the existing factor structure of the QBFPT the Turkish version of the reliability coefficient was reliable. Each subfactor of QBFPT consists of six items, and responses to the items in the test are given according to a 7-point Likert-type scale. Goldberg^[39] developed the big five test consisting of 100 items. According to Morsünbül^[38] in their study Verlmuts and Geris (2005) chose 30 adjectives among 100 proposed by Goldberg related to personality factors. Morsünbül^[38] used the confirmatory factor analysis (CFA) to determine the factor structure of the test and obtained the χ^2/sd value as 3.76. According to the results of the analysis, comparative fit index (CFI) value was .92, normed fit index (NFI) value was .91, non-normed fit index (NNFI) value was .91, and Root Mean Square Error of Approximation (RMSEA) was .08. Cronbach's alpha reliability coefficients of the subfactors ranged from .71 to .81; Cronbach's alpha reliability coefficients of the subfactors obtained by test-retest method were found in the range of .80-.87. In this study, Cronbach's alpha reliability coefficients of the subfactors ranged from .64 to .80.

Ethical Considerations

The participants were informed about study aims and verbal consent was obtained, prior to completing the data collection forms. Necessary institutional approvals were obtained from "Van Yüzüncü Yıl University Institute of Educational Sciences" and "Directorate of Van Lokman Hekim Hospital".

Data Analysis

Data were evaluated using IBM SPSS V.20 software package. Kolmogorov-Smirnov test was used to determine whether data were normally distributed. Pearson's correlation and two-way ANOVA tests were administered after establishing that data were normally distributed.

Limitations of the Study

Data collection tools are identified as one of the limitations of the study. This study investigated the relationship between

the life goals of nurses and teachers as well as their personality traits using quantitative variables and analyses such as the LGS and the QBFPT. Examining personality traits and life goals of the nurses and teachers in terms of the variable "occupational happiness" was also performed using quantitative variables and analyses. Qualitative research patterns were not used in the study and the meaning given by nurses and teachers in terms of their life goals and personality traits regarding their occupational happiness were not supported by qualitative research questions. This was also a limitation of the study.

Data collection process was another limitation of the study. Administration time and the places where the data were collected led to a limitation of the research. Data collection time for both teachers and nurses varied between 15 and 20 minutes. Teachers were approached in the teachers' room during their breaks and free time and asked to complete the data collection tools. Some of the teachers stated that they answered the questions quickly because they were busy. Moreover, the participating teachers stated they came to the teachers' room to rest between classes and that meant there was a spatial limitation. Nurses were interviewed in the break room at the hospital and were asked to complete the data collection tools at their earliest convenience. Most of the nurses also stated that they read and responded to the questions quickly due to a heavy workload. Similarly, it was also observed that there was a spatial limitation in the break room because some nurses wanted to take short breaks and rest for a short time.

Results

Table 1 gives the descriptive statistics of nurses and teachers regarding personality traits and mean scores of life goals.

Table 1 shows descriptive data about the life goals of the nurses and teachers and the big five personality traits. Teachers and nurses' mean scores of life goals were found to be similar to each other and the results of two-sample independent t-test were examined to determine whether there was a difference between the scores of life goals in terms of the "occupation" variable. When the life goal scores were examined in terms of occupation by means of t-test, there was a significant difference between the scores of "extrinsic goals", "goal for a meaningful life", "goal for financial success", and "goal of contribution to community" ($p < .05$). Similarly, the mean scores of teachers and nurses were similar in terms of the QBFPT. The results of the two-sample independent t-test were examined to determine whether there was a difference between the big five personality traits scores in terms of the occupation variable. There was no difference between teachers' and nurses' big five personality traits in terms of the occupation variable.

Table 2 shows the correlation results regarding the personality traits and life goals of nurses and teachers.

As seen in Table 2, there were positive relationships between the nurses' agreeableness personality trait and all of the subfactors of life goals; between extraversion personality trait and

Table 1. The mean life goals scores and personality traits of the nurses and teachers (n=308)

		Nurses (n=124)				Teachers (n=184)			
		Mean	SD	Min.	Max.	Mean	SD	Min.	Max.
Life goals	Interpersonal relatedness	37.38	4.39	24.00	42.00	37.86	4.16	21.00	42.00
	Contribution to community	41.41	7.08	7.00	49.00	42.96	5.49	25.00	49.00
Intrinsic goals	Physical health	25.44	3.09	17.00	28.00	25.44	2.93	16.00	28.00
	Personal development	38.03	4.24	26.00	42.00	38.53	3.76	26.00	42.00
	Contribution to family	38.38	4.83	23.00	42.00	38.60	4.41	24.00	42.00
Extrinsic goals	Meaningful life	17.55	3.41	9.00	21.00	18.33	2.60	11.00	21.00
	Financial success/wealth	34.74	5.63	20.00	42.00	33.21	5.98	17.00	42.00
	Image/Attractiveness	27.93	5.53	11.00	35.00	26.81	5.46	10.00	35.00
	Being famous/Recognition	19.14	5.51	4.00	28.00	18.58	5.81	4.00	28.00
Total intrinsic goals		198.19	22.17	133.00	224.00	201.71	18.95	134.00	224.00
Total extrinsic goals		81.81	13.15	52.00	105.00	78.60	14.41	37.00	105.00
Personality traits	Agreeableness	35.25	5.49	12.00	42.00	35.35	4.56	20.00	42.00
	Extraversion	25.89	7.71	7.00	42.00	26.27	7.67	6.00	42.00
The big five	Conscientiousness	31.78	6.86	12.00	42.00	32.60	6.32	11.00	42.00
	Emotional stability	25.96	6.37	10.00	39.00	26.17	6.54	6.00	40.00
	Openness to experience	31.75	5.54	19.00	42.00	31.92	4.79	21.00	42.00

Table 2. The relationship between nurses and teachers' QBFPT and LGS subfactors (n=308)

The big five	Life goals										
	Interpersonal relatedness	Contribution to community	Physical health	Image/attractiveness	Personal development	Contribution to family	Being famous/recognition	Meaningful life	Financial success/wealth	Intrinsic goals	Extrinsic goals
Nurses (n=124)											
Agreeableness	.54**	.42**	.31**	.29**	.47**	.44**	.18*	.35**	.22*	.52**	.29**
Extraversion	.23**	.03	.14	.16	.25**	.08	.06	.04	.10	.15	.14
Conscientiousness	.24**	.35**	.25**	.15	.27**	.27**	.21*	.21*	.14	.34**	.21*
Emotional stability	.18*	.18*	.12	.07	.10	.14	.08	.09	.05	.18*	.08
Openness to experience	.39**	.30**	.24**	.38**	.43**	.25**	.25**	.30**	.17	.39**	.34**
Teachers (n=184)											
Agreeableness	.39**	.38**	.29**	.12	.31**	.30**	.08	.24**	.16*	.41**	.15*
Extraversion	.04	.01	.07	.10	.08	-.06	-.02	-.05	.08	.02	.06
Conscientiousness	.18*	.13	.18*	.08	.17*	.20**	.06	.02	.11	.19**	.10
Emotional stability	.02	.01	.02	-.06	.02	.00	-.07	-.06	-.04	.01	-.07
Openness to experience	.28**	.25**	.15*	.26**	.28**	.20**	.22**	.14	.28**	.28**	.30**

*p<.05, **p<.01.

“interpersonal relatedness” and “personal development” life goals; between conscientiousness personality trait and all the life goals except for “image/attractiveness” and “financial success/wealth”. There were also positive significant relationships between nurses’ emotional stability personality trait and “interpersonal relatedness” and “contribution to community” life goals and “intrinsic goals”; between openness to experience personality trait and all the life goals except “financial success/wealth”. There were positive significant relationships between the teachers’ agreeableness personality trait and all life goals except “image/attractiveness” and “social recognition”; between the conscientiousness personality trait and “interpersonal relatedness”, “physical health”, “personal development”, “contribution to family” and “intrinsic goals”; between open-

ness to experience personality trait and all life goals except “meaningful life”.

In addition to correlation analysis, the two-way ANOVA analysis was used to determine the variables that affected the nurses and teachers’ personality traits and life goals. Before conducting the ANOVA analysis, normality assumptions and variance homogeneity were checked for subfactors of life goals the big five personality traits. Based on the two-way ANOVA results, the variables “gender”, “marital status”, “perception of income level”, and “professional regret” did not affect any personality traits or life goals. In line with the two-way ANOVA results, it was found that the variables “occupation” and “occupational happiness” together had a significant effect on the emotional stability personality trait. The variable “occupation” alone

Table 3. Emotional stability and “extrinsic goals” scores of nurses and teachers in terms of the variable “occupational happiness” (n=308)

Occupational Happiness Variable	Nurses (n=124) (Emotional stability scores)			Teachers (n=184) (Emotional stability scores)			Total (Emotional stability scores)		
	N	M	SD	N	M	SD	N	M	SD
Yes	42	25.18	7.11	116	27.03	6.28	158	26.54	6.54
Partially	68	26.25	5.93	57	24.19	6.66	125	25.31	6.33
No	14	26.93	6.32	9	27.88	7.20	23	27.30	6.53
Total	124	25.96	6.37	182	26.18	6.55	306	26.09	6.47

Occupational Happiness Variable	Nurses (n=124) (Extrinsic goals scores)			Teachers (n=184) (Extrinsic goals scores)			Total (Extrinsic goals scores)		
	N	M	SD	N	M	SD	N	M	SD
Yes	42	82.65	13.21	116	78.73	13.94	158	79.77	13.82
Partially	68	81.19	13.82	57	78.86	14.85	125	80.13	14.29
No	14	82.33	9.85	9	72.12	16.52	23	78.33	13.51
Total	124	81.81	13.15	182	78.45	14.35	306	79.81	13.95

Table 4. The comparison of nurses and teachers’ “emotional stability” personality traits (n=308)

Source of variations	Squares Total	SD	Squares Mean	F	p	η^2 (Partial Eta-square)	Scheffe (Comparison of emotional stability scores)
Occupation	2.24	1	2.24	.05	.81	.000	X teacher>X nurse
Occupational happiness	109.55	2	54.77	1.32	.26	.009	X occupational unhappiness> X occupational happiness> X partial happiness
Occupation X Occupational Happiness	241.86	2	120.93	2.92	.05	.019	X teacher + occupational unhappiness>X nurse + occupational unhappiness>Xt + occupational happiness> Xn + partial unhappiness>Xn + happiness>Xt + partial happiness
Error	12398.88	300	41.33				
Total	12781.96	305					

had a significant effect on “extrinsic goals”. Based on the data obtained, the nurses and teachers’ mean scores of emotional stability and “extrinsic goals” in the context of occupational happiness are given in Table 3 below.

Table 3 shows the emotional stability and “extrinsic goals” scores of the participants who responded to “occupational happiness” as “no” and “yes”.

Table 4 gives the two-way ANOVA test results regarding the emotional stability personality trait.

The variables “occupation” and “occupational happiness” together had a significant effect on emotional stability personality trait ($F(2, 300) = 2.92, p = .05, \eta^2 = .019$).

Table 5 gives the two-way ANOVA results regarding the nurses and teachers’ “extrinsic goals” scores.

The variable “occupation” alone had a significant effect on “extrinsic goals”, $F(1, 300) = 5.65, p = .01, \eta^2 = .018$.

Discussion

In this study, the nurses’ total extrinsic goals scores as well as those of “financial success”, “image” and “being famous”, which are among the extrinsic goals, were higher than the teachers’ scores. In addition, according to independent t-test results, a significant difference was found between their “extrinsic goals” scores in terms of the “occupation” variable. In this context, it can be concluded that while the nurses continue in the profession, their life goals and motivations for situations such as being liked and recognized by others are higher than the those of the teachers. Hee and Kamaludin^[40] reported that nurses may tend to be rewarded externally in continuing their jobs and in this context their extrinsic motivation may be effective in maintaining their professions. Regarding nurses’ work motivations, Dave et al.^[41] found that nurses’ intrinsic motivation was influential in 72% of the nurses in maintaining

Table 5. The comparison of nurses and teachers' "extrinsic goals" scores (n=308)

Source of variations	Squares Total	SD	Squares Mean	F	p	η^2 (Partial Eta-square)	Scheffe (Comparison of emotional stability scores)
Occupation	1095.147	1	1095.147	5.651	.01	.018	X _{nurse} >X _{teacher}
Occupational happiness	225.003	2	112.501	.580	.56	.004	X _{partial happiness} > X _{occupational happiness} > X _{partial unhappiness}
Occupation X Occupational Happiness	292.122	2	146.061	.754	.47	.005	X _{nurse + occupational happiness} >X _{n + occupational unhappiness} >X _{n + happiness} >X _{n + partial happiness} >X _{t + partial happiness} >X _{t + occupational happiness} >X _{t + occupational unhappiness}
Error	58143.309	300	193.811				
Total	594177.925	305					

their profession; their extrinsic motivation was also highly effective. Toode^[42] reported in a thesis study that teachers had high level of intrinsic goals toward their profession; however, they had medium level career-oriented "extrinsic goals". In another study, extrinsic goals such as "personal growth" and "being hopeful for working conditions and working environment" affected nurses commitment to their profession; however, intrinsic motivation such as "giving meaning to life" had no effect.^[43]

The current study found that there was a significant relationship between the personal characteristics of teachers and nurses and the subfactors of life goals. However, while the extraversion and emotional stability personality traits of the teachers did not show a meaningful relationship with any subfactors of life goals, the nurses' five basic personality traits were significantly related to more than one subfactor of life goals.

Literature review has shown that there are similar studies^[9,44,45] which found a linear significant relationship between personality traits and subfactors of life goals. Similar to the finding of this study, Watson^[46] concluded that there was no significant relationship between teachers' extraversion personality trait and subfactors of life goals. On the other hand, significant relationship between nurses' extraversion personality trait and extrinsic life goals were found at different levels and literature includes studies supporting these findings.^[47,48] Considering that the extraversion personality trait is related to "interpersonal relatedness" and "personal development" life goals in terms of nurses, extraversion can play a role in maintaining their profession, relationship with patient and patients' relatives and personal development in their profession.

According to the results, there was no significant relationship between the teachers' emotional stability levels and their subfactors of life goals; moreover, this finding was supported^[49,50] by studies in the literature. Although the emotional stability personality trait includes some characteristics such as "openness to criticism", "calmness and comfort", traits attached to the teaching profession, the fact that there was no relationship between emotional stability and any life goals in terms of teachers suggests other situational factors. Accordingly, it can

be argued that teachers can regulate themselves emotionally, but that rather than their emotional stability personality trait, teachers' agreeableness, conscientiousness and openness to experience personality patterns may be related to their intrinsic and extrinsic life goals. Contrary to this finding, Otero-López et al.^[48] found in their study that they conducted with general adult individuals a significant positive relationship between the emotional stability personality trait and "financial success", "image" and "being famous", which are among the extrinsic goals.

There was a low level of significant relationships between nurses' emotional stability personality trait and "interpersonal relationship", "contribution to society" and "intrinsic goals". This finding can be attributed to the fact that nurses can maintain their interpersonal relationships when they can regulate and balance their emotions. González et al.^[51] found that nurses' relationship status, that is, a dimension of the interpersonal variable, was related to their general emotional stability levels.

The current study found that the variables "occupation" and "occupational happiness" together had a significant effect on the emotional stability personality trait. The emotional stability personality trait of teachers who said "no" to "occupational happiness" was more positive than the nurses who said "no". It can be argued that being a teacher and perception of "occupational happiness" together had a significant effect on the emotional stability personality trait. The emotional stability dimension can be more positive if the individual can balance their anger, tension and reveal their self-efficacy against various phenomena.^[52,53] Roberts and Robins,^[50] reported that individuals who positively reflected their emotional stability personality trait could cope with such stressful situations using their intrinsic powers. In this context, teachers who stated they were unhappy while maintaining their professions, are able to cope with this phenomenon and balance themselves emotionally. On the other hand, Sutin et al.^[54] found that there was a reverse relationship between the emotional stability personality trait and "job satisfaction". Researchers have found that the participants who were emotionally stable had higher income and higher professional satisfaction.

The current study showed that the variable that affected teachers and nurses extrinsic goal scores was "occupation". The fact that teachers' "extrinsic goal" scores were lower than those of the nurses' indicated that being a nurse had a higher effect on extrinsic goals than being a teacher. Nurses' extrinsic motivations were more explicit than teachers while working in their professions, as shown in the results of the descriptive statistics

The study findings illustrated that while teachers continue their teaching profession, their intrinsic goals are more explicit than in other professions. Studies in the literature in which teachers' life goals were examined have reported that teachers gravitate toward both intrinsic and extrinsic goals. Mansfield et al.^[55] found that pre-service teachers had both intrinsic and extrinsic goals and their intrinsic goals were more explicit than their extrinsic goals. In addition, according to a study which found a significant relationship between teachers' job satisfaction and their orientation toward extrinsic goals^[56] reported significant relationships between extrinsic goals such as "income status", "working conditions" and intrinsic goals such as "job orientation" and "job satisfaction".

Conclusion

This study found that the agreeableness and conscientiousness personality traits had a positive relationship with at least one subfactor of life goals for the participating nurses and teachers. Investigating the relationship of these personality traits with various life goals in different occupational groups will contribute to the field. In addition, because agreeableness and conscientiousness are important both in teaching and nursing professions, intrinsic and extrinsic goals that support these personality traits should be examined through qualitative and quantitative research. For example, when the life goals related to the workplace supporting the agreeableness personality trait of nurses are investigated (e.g., social life goals in the workplace), the life goals and work process of the nurses can be established. Considering the result that teachers' extraversion and emotional stability personality traits did not show a meaningful relationship for any subfactors of life goals, how teachers' regard life motivation, life goals and their effects of occupational happiness should be investigated through qualitative and quantitative scientific studies. The study further found that there were low level meaningful relationships between the nurses' emotional stability personality trait and "interpersonal relationship", "contribution to society" and "intrinsic goals". Based on this finding, supporting nurses' emotional stability personality trait will also reinforce their interpersonal relations positively. Supportive education should be given for nurses and other health personnel to reduce emotional burn out between each other, develop effective communication skills, and give balanced and appropriate responses for the tensions that may occur between patients and nurses. Considering that the variables "occupation" and "occupational happiness" together had a meaningful effect

on the emotional stability personality trait, future studies are suggested to investigate the relationships and levels between the emotional stability personality traits and "occupational happiness" among various occupational groups. Based on the fact that nurses' extrinsic goals scores were higher than those of the teachers', it is important to conduct studies regarding nurses' extrinsic motivations and goals and the variables that affect these subfactors of life goal. Moreover, in the light of such studies, organizing nurses' work environments in a way that makes them satisfied (in terms of financial improvement, providing appropriate equipment in their workplace, establishing business relationships that creates hope/motivation in the workplace) and supporting career opportunities that will allow them to develop personally are important for them to carry out their profession more enthusiastically.

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