Examination on Personality Traits and Life Goals of Teachers

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Abstract

When it is taken into consideration that situations and emotions to which individuals give importance lead them to actions, it can be said that varying personality patterns can be effective upon goals. According to researchers, life goals have been associated with different variables, a lot of factors such as age, gender relationship quality, personality traits, marital status, carrier related factors and occupation. At this study, it has been aimed to investigate the relations between the life goals and personality traits of teachers and it has been questioned whether their life goals differentiate according to a set of variables. Life Goals Scale (LGS) and Quick Big Five Personality Test (QBFPT) were used as measures. When relations between personality traits and life goals of teachers were examined, statistically significant positive correlations were obtained. According to two-way ANOVA tests, it has been concluded that variables like gender and marital status together caused a significant effect on inner goals of teachers, $F (1, 186) = 5.04$, $p = .026$, $\eta^2 = .026$. In terms of scores of extrinsic goals, perception of income and dissatisfaction of occupation variables composed a significant interaction effect as well and these two variables together composed a higher effect $F (3, 181) = 3.053$, $p = .030$, $\eta^2 = .048$.

Keywords: Life goal, big five, gender, marital status, job satisfaction

While keeping on his life, humankind gives meaning to his life creating various goals. When considering that each individual has different values and cultures for life, it is possible that their life goals can show differences. In the direction of individual's goals, his values and meanings related to life get formed and needs for forming values can be provided through life goals of this individual (Locke, 2002). In this context, goals in life include planned actions towards needs and values of individual and at the same time define direction, profoundity and duration of these actions. As a result, life goals are formed by needs, values and actions of the individual in this direction (Locke, 2002). In addition to these, life goals can be also formed by individual's sense of efficiency in communication, good social relationships and development of his/her relationships, level of self-determination and problem solving ability (Hunt, McDonnell & Crockett, 2012).

In literature, it has been reported that life goals are categorized as intrinsic and extrinsic (Kasser & Ryan, 2001): it has been seen that whereas some goal fields such as personal growth, emotional intimacy, service for society are explained as intrinsic goals; some other fields such as financial performance, physical attractiveness, social fame and popularity are explained as extrinsic goals. Goals that are directly associated with relatedness needs, community and self-determined behaviors can be referred as intrinsic goals which serve inherent satisfactions for humans (Kasser & Ryan, 2001; McHoskey, 1999). Opposite to this, extrinsic goals (e.g. financial success, attractiveness and social fame) are directly linked to the positive considerations of those and rewards ensure external satisfactions that not contribute to intrinsic growth (Kasser & Ryan, 2001; Yamaguchi & Halberstadt, 2012). It is indicated that intrinsic goals including deep relations in society are directed to self-knowledge and they show harmony with needs of human nature; however, extrinsic goals formed by culture and includes symbols of social status are less compatible with human nature (Brdar, Rijavec & Miljković 2009). In other words, while intrinsic goals of individual are directed to relations developed by people around him/her and recognition of himself/herself hold supportive qualifications for human nature; hir/her extrinsic goals including status defined by his/her culture, social fame and money hold less supportive qualifications for human nature.

Individual, according to values that she/he has, may go towards intrinsic or extrinsic goals. In other words, individual reaches values that he/she needs in the direction of (Locke, 2002). Emotions, which are the main factors that lead an individual towards his/her goals and values, can be considered as a psychologial and physical locomotive for acquiring goal-

oriented actions (Locke, 2002). Thanks to his/her emotions, individual can reach a successful action, that's his/her goals, by abstaining from painful actions.

Individual's life goals can undergo changes according to developmental stage at which he/she is. According to experts (Nurmi, 1992; Salmela-Aro, Aunola & Nurmi, 2007), while goals such as "education, getting a job, mate selection, involvement in social groups" come to the forefront at term of young adulthood; at middle phase, goals such as "career, income level, purposes for parental desires, keeping marriage active, governing family" are in the forefront. At the term of late adulthood, goals such as "health, retirement and being compatible with this situation, religion, life philosophy, and coping with loss" draw attention. Life goal is a concept that can be formed and explained by an individual consciously in various phases of life (Nair, 2003). So, individual can explain that his/her life goal is to select a partner for himself/herself at the early adulthood phase and create this fact consciously.

According to researchers, who associate with life goals with different variables, a lot of factors such as age (Holahan, 1985; Rapkin & Fischer, 1992; Strough, Berg, & Sansone, 1996), gender (Hammersla & Frease-McMahan, 1990; Marttinen & Salmela-Aro, 2012; Perrone, Sedlacek, & Alexander, 2001; Strough, Berg, & Sansone, 1996), relationship quality (Avivi, Laurenceau, & Carver, 2009), personality traits (Robinson et al., 2015; Sun, 2011), marital status (Rapkin & Fischer, 1992), carrier related factors and occupation (Buddeberg-Fischer et al., 2008) and state of health (Lu, 2002) have influences on life goals as well. Furthermore life goals can be affected by both positive and negative life experiences (Nair, 2003).

Twenge, Campbell, and Freeman (2012) have underlined extrinsic values such as money, fame and image perception can be effective while extrinsic life goals. Opposite to this, intrinsic values as personal growth, commitment to society can be important for intrinsic goals. The gender differences also can be seen in the direction of life goals. Hammersla and Frease- McMahan (1990) have found that men's goal vs. relationship choices were directed by the variables warm and compassion; women's choices were directed by strong personality and love for children. As a result a number of variables can be effective on human's life goals. The fact that individual meets unexpected and sudden situations leads that individual to change his/her life goals or search different ways.

From the viewpoint of personality traits, it has been indicated that values individuals have and to which goals they give more importance are related to their personalities (Reisz, Boudreaux, & Ozer, 2014). When it is taken into consideration that situations and emotions to

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which individuals give importance lead them to actions, it can be said that varying personality patterns can be effective upon goals. It has been stated that social roles and personality trait of individuals direct their daily lives and short-term goals and that individual differences processes and lead to differentiation of long-term goals and as a result, different effects on personalities occur (Heller, Perunovic, & Reichman, 2009). As the researches has stated, it can be said that there is a relation between personality structure and characteristics of individual, and life goals.

Taking into consideration that definition of personality is an abstract concept and carries various differences while being tried to be explained with a number of theories, it can be said that researchers of personality have various difficulties. However, it is seen that many researchers (Bee & Boyd, 2009; McCrae & John, 1992; Tatlılıoğlu, 2014) compromise on the subject that varying individual personalities can be explained with five basic characteristics. These characteristics known as "Big Five" have been classified into "extraversion", "agreeableness", "conscientiousness", neuroticism" and "openness to experience" (Bee & Boyd, 2009). "Big Five" plays an important role in understanding various human behaviours (Paunonen & Ashton, 2001). It is pointed out that individuals, who are inclined to neuroticism, show tendency for being perfectionist and become anxious, insecure, aggressive, angry and nervous, fail in overcoming the stress and have physical problems (Mahmood & Farooq, 2014; Tatlılıoğlu, 2014). "Extraversion" shows how social, active in interpersonal relations, determined, friendly and outgoing the individuals are that can be understood by sociability and ambition scales (John & Srivastava, 1999; Mahmood & Farooq, 2014; Tatlılıoğlu, 2014).

"Openness" is associated with the abilities that individual can express himself/herself, transfer data to others clearly and correctly and express his/her opinions and suggestions of his/her actions (Tatlılıoğlu, 2014). In addition to these, individuals, who are open to experiences, are ready to changes and new confrontations and also present curious standing (Komarraju et al., 2011; Mahmood & Farooq, 2014). While looked at "conscientiousness", it becomes prominent that individual, showing high self-discipline, is determined, conscious and tidy with his/her "goal-oriented" attitudes that are represented by prudence (John & Srivastava, 1999; Komarraju et al., 2011; Tatlılıoğlu, 2014). In this context, it can be said that if an individuals "conscientiousness" is high, he/she can develop attitudes for his/her own life goals and be tidy and planned for this issue.

When the studies, in which relations between life goals and personality traits of individuals are explained are considered (Reisz et al., 2014; Salmela-Aro et al., 2012), there are comments that as life goals can be effective on personality traits of individual, personality traits also determine life goals. In line with these studies some researchers (e.g. Gomez, Allemand, & Grob, 2012; Najafy et al., 2015) have underlined the findings point to concurrent relations between big five traits and various life goals as contribution to society, physically health, interpersonal relation, hedonism and personal growth.

As seen in literature, personality traits can play an important role for individual in various living fields and be associated with life goals. In this study, in which it is mainly aimed to examine the relation between life goals and personality traits among teachers. With this research, it is predicted that taken concepts of life goal and personality traits together will clear up studies for other occupational groups. As mentioned before, it has been stated by researchers that various demographic variables have been associated with life goals. The previous studies generally were conducted over college students (e.g. Avivi, Laurenceau, & Carver, 2009; Reichl et al., 2014; Strough, Berg, & Sansone, 1996). The study among tachers will be able to ensure us learn effective variables related to dimensions of life goals in a sample of specified occupation. Mansfield, Wosnitza and Beltman (2012) have mentioned that goals can be thought as a self and self-in-context focused, accounting for the social structure of the teaching profession. Mansfield et al. (2012) have also stated that goals can be reffered as 'stage appropriate' and therefore useful for understanding career stages and motivation styles of teachers. The more we know about the domain variables related to life goals of those will be able to improve work satisfaction. In this context second aim of this study is to determine the effective variables associated with life goals over teachers. It is searched for answers of following questions:

Research questions

1. Are there signicant relations between life goals and personality traits of teachers?

2. Do life goals of teachers differ from each other according to variables such as gender, age, marital status, perception of income level, branch, school type, period of working, whether being happy or not about doing the job, job satisfaction, whether psychological problems experienced or not and perception of the state of health?

Method

This study, in which life goals and personality traits of teachers are examined and whether these traits may be differentiate or not according to some variables is searched, is based on correlational research model within the context of quantitative research.

Participants

The population of the study consists of teachers in Van, Turkey in the 2015-2016 educational year. Total 191 teachers participated in the study, 105 of whom are males (55%) and 86 of whom are females (45 %). Sample of the study consists of: 9 pre-school, 67 primary school, 34 secondary school, 41 anatolian high school, 4 science high school, 1 anatolian teacher high school, 32 vocational and technical high school, 1 anatolian religious high school and 2 from other school teachers. Participant age ranged from 22 to 58 years and the age average was 31.73 (*SD = 7.32*). 109 participants were married while 81 of those were single and 1 missing data obtained as well.

Measurements

Life Goals Scale. Life Goals Scale (LGS) is a scale which was developed by İlhan (2009) and consists of 47 items and is evaluated with a 7 likert -scale. The reason for using this scale is that it has been developed in accordance with Turkish culture and the results have been obtained from the data of Turkish university students. In the scale, while contribution to society, interpersonal relation, significant life, contribution to family and physically health are found to be the subscales of intrinsic goals; financial success/wealth, being celebrity/publicity and image/attractiveness are found as subscales of extrinsic goals. Nine subscales explained 64.1% of total variance and two higher-order factors explained 61.3% of total variance (İlhan, 2009). Cronbach-Alpha coefficients LGS has been calculated by the researcher and reliability coefficient of subscales has been found in the range of .74 -.90. Reliability coefficient of subscales have been found .85 for intrinsic goals and .77 for intrinsic goals by the researcher.

Quick Big Five Personality Test. Quick Big Five Personality Test (QBFPT) was adapted by Morsünbül (2014) into Turkish and it consists of five factors: "agreeableness", "extraversion", "emotional stability", "conscientiousness" and "openness to experience". QBFPT includes 30 items and each dimension is evaluated with a 7 likert scale consisting of 6 items. Researcher have stated that QBFPT was used for adaptation study to measure personality traits. Goldberg (1992) have revealed 100 adjectives of personality traits. 30 adjectives were developed by Verlmuts and Geris (2005) according to adjectives that

Goldberg (1992) have revealed (Morsünbül, 2014). Morsünbül (2014) used "confirmatory factor analysis" (CFA) to determine the factor structure of the test. According to results of CFA, χ2/sd was obtained as 3.76 by the researcher. It can be stated that this value is fit in with the suggested factor model. It can be stated that the observed data is in accordance with the five dimensions model and path coefficients have been found in the range of .40 - .90 (Morsünbül, 2014). Cronbach-Alpha coefficients QBFPT has been calculated by the researcher and reliability coefficient of subscales has been found in the range of .71 - .81 whereas test-retest Cronbach-Alpha coefficients QBFPT has been found in the range of .80 - .87.

Demographic Information Form. Demographic Information Form was developed by the researchers to investigate the variables that are associated with life goals of teachers. In this regard demographic information consisted of gender, age, marital status, branch, school type, period of working, whether being happy or not about doing the job, job satisfaction, perception of income, whether psychological problems experienced or not and perception of the state of health.

Data analysis

In data analysis, SPSS 20 statistics package and was used. After normal data distribution was obtained, correlation test and two way ANOVA test were used. We used Pearson Correlation Test to assess the relationship between subscales of QBFPT and LGS among teachers. We used two way ANOVA test to find out the effective variables of life goals of those.

Findings

Correlation results

Results of Pearson Correlation Analysis applied in order to examine relation between the score of QBFPT and LGS are seen in the Table 1.

Table 1
Results of pearson correlation analysis between subscales of QBFPT and LGS

Big Five	Life Goal										
	Goal Relation	Goal Society	Goal Health	Goal Ima.	Goal P.Growth	Goal Family	Goal S.Fame	Goal Sig.	Goal Suc.	Intri. Goal	Extri Goal
Agreeableness	.42**	.39**	.24**	.09	.34**	.31**	.07	.24**	.13	.42**	.12
Extraversion	.03	.00	.08	.13	.05	-.07	.00	-.09	.11	.00	.09
Conscientious.	.19**	.14*	.16*	.08	.18**	.19**	.08	.01	.11	.19**	.11
E. Stability	.02	.02	.04	.04	.03	.01	-.06	-.06	-.01	.02	-.04
Oppenes to E.	.30**	.26**	.11	.21*	.30*	.22*	.21*	.20*	.22**	.30**	.25**

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

As is seen in Table 1, while examining relation between subscales of QBFPT and LGS of teachers, statistically significant positively relations were obtained.

Accordingly, it has been conducted that there was a strong positively relation between "agreeableness", one of the factors of big five, and following life goals factors: "interpersonal relation", $r(189) = .422$, $p< .01$, "contribution to society", $r(189) = .397$, $p< .01$, "physically health", $r(189) = .244$, $p< .01$, "personal growth", $r(189) = .345$, $p< .01$, "contribution to family", $r(189) = .319$, $p< .01$ and "signicant life", $r(189) = .242$, $p< .01$. Furthermore, it has been found that there was a positive significant relation between teachers' agreeableness scores and intrinsic life goals. It has been conducted that there was low significant relation between conscientiousness and "interpersonal relation", $r(189) = .192$, $p< .01$, "contribution to society", $r(189) = .146$, $p< .05$, "physically health", $r(189) = .162$, $p< .05$, "personal growth", $r(189) = .188$, $p< .01$ and "contribution to family" $r = .192$, $p< .01$ and intrinsic life goals $r(189) = .193$, $p< .01$. It has been found that there were moderate significant relation between openness to experience, and "interpersonal relation" $r(189) = .304$, $p< .01$, "contribution to society" $r(189) = .268$, $p< .01$, "image" $r(189) = .211$, $p< .05$, "personal growth" $r(189) = .304$, $p < .05$, "contribution to family" $r(189) = .227$, $p< .05$, "social fame" $r(189) = .210$, $p< .05$, "significant life" $r(189) = .201$, $p< .05$ and "financial success" $r(189) = .225$, $p< .01$. Furthermore, it has found that there was a positive significant relation between openness to experience and intrinsic life goals $r(189) = .303$, $p< .01$, and also extrinsic life goals $r(189) = .254$, $p< .01$. According to these results, it can be said that there was a linear relationship between big five personality traits and levels of teachers, and their life goals and levels and that their levels show increase together.

Two-way ANOVA Analyses Results

In addition to correlation analyses, two way ANOVA analyses have been applied in order to determine variables affecting teachers' life goals. Prior to ANOVA, the normality assumptions were checked both for intrinsic and for extrinsic life goals. The results indicated that the assumptions were met for both life goals. Furthermore "Levene's test of Equality of Error variances" table was investigated to find out the variance homogeneity. As a result, variance homogeneity $p > .05$, was obtained for all of those showed below.

Descriptive results for the variables that affecting intinsic goals are shown in Table 2 and variables affecting intinsic goals are shown in Table 3.

Table 2
Descriptive statistic table for results of scores of teachers' intrinsic goals

	Married(M)			Single (S)			Total (T)		
Gender	N	M	SD	N	M	SD	N	M	SD
Male	66	203.30	18.83	38	194.59	23.38	104	200.12	20.92
Female	43	199.75	19.76	43	204.11	16.83	86	201.93	18.38
Total	109	201.90	19.19	81	199.65	20.60	190	200.94	19.78

As is seen in Table 2, while looking scores of intrinsic goals of teachers in terms of gender, mean score of male participants was 200.12 ($SD = 20.92$, $n = 104$). While mean score of intrinsic goals of married males was 203.30 ($SD = 18.83$, $n = 66$), those of single ones was 194.59 ($SD = 23.38$, $n = 38$). In terms of females, mean score was 201.93 and with a standard deviation of 18.38 ($n = 86$). While mean score of married females was 199.75 ($SD = 19.76$, $n = 43$), those of single ones was 204.11 ($SD = 16.83$, $n = 43$). In Table 3, results of Two-way (factorial) ANOVA were given for scores of teachers' intrinsic goals.

Table 3
Two way ANOVA results of intrinsic goals in terms of gender and marital status of teachers

Resource of Variance	Sum of Squares	sd	Average of Squares	F	p	η^2 (Partial Eta-squared)	Scheffe (comparison of point average of intrinsic goal)
Gender	405.326	1	405.326	1.053	.306	.006	XMarried man>XMarried woman
Marital Status	214.312	1	214.312	.557	.457	.003	XSingle woman >XMarried woman
Gender x Marital Status	1940.097	1	1940.097	5.04	.026	.026	XSingle woman>XMarried man XMarried man> XMarried woman
Error	71596.823	186	384.929				
Total	73987.454	189					

As is seen in Table 3, it has been found that there was a significant difference between intrinsic goals when gender and marital status are considered together. In other words, it was seen that gender and marital status together had a significant effect on intrinsic goals. It has been concluded that gender itself did not have a significant effect on intrinsic goals of teachers $F(1, 186) = 1.053$, $p > .05$. Similarly, it has been found that there was no significant difference between scores of intrinsic goals in terms of marital status $F(1, 186) = .557$, $p > .05$. However, the interaction effect of gender and marital status affected intrinsic goals of teachers significantly, $F(1, 186) = 5.04$, $p < 0.05$, $\eta^2 = .026$.

Descriptive results for variables affecting extrinsic goals of teachers were shown in Table 4 and variables affecting extrinsic goals were shown in Table 5.

Table 4

Descriptive statistic table for results of scores of teachers' extrinsic goals

Perception of Income	Low Dissatisfaction of Occupation			Medium Dissatisfaction of Occupation			High Dissatisfaction of Occupation			Total		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Low	38	76.64	15.92	34	80.58	13.77	23	83.84	13.56	95	79.79	14.75
Medium	46	76.26	13.93	28	76.28	17.84	11	68.94	12.84	85	75.32	15.23
High	6	69.16	21.12	3	93.00	7.00	-	-	-	9	77.11	20.81
Total	90	75.95	15.23	65	79.30	15.73	34	79.02	14.92	189	77.65	15.35

As seen in Table 4, while mean scores of extrinsic goals of teachers, who have perceived income at low level and stated their dissatisfaction about their occupations at high level, is 83.84 (SD = 13.56, n = 23), means of those, who have perceived income at low level and dissatisfaction of occupation at medium level, is 80.58 (SD = 13.77, n = 34); average of those, who have perceived income at low level and stated dissatisfaction of occupation at low level, is 76.64 (SD = 15.92, n = 38). Scores of their extrinsic goals obtained when their levels of occupational dissatisfaction were higher than scores their extrinsic goals obtained when their levels of occupational dissatisfaction were low and sense of income was low as well.

Table 5
Two way ANOVA results of extinsic goals in terms of perception of income and dissatisfaction of occupation of teachers

Resource of Variance	Sum of Squares	sd	Average of Squares	F	p	η^2 (Partial Eta-square d)	Scheffe (point average of extrinsic goal)
Perception of Income	1647.097	2	823.548	3.635	.028	.039	Xlow p. income>X high p. i.>X med. p. i.
Dissatisfaction of Occupation	1278.469	2	639.234	2.821	.062	.030	Xmed. level d.> X h. level d.> X low level d.
Income X Dissatisfaction of Occupation	2075.450	3	691.817	3.053	.030	.048	Xlow p. i.+ h. d.> X low p. income +med. d.> X low p. i. + low level d.
Error	41008.818	181	226.568				
Total	44336.406	188					

As seen in Table 5, in terms of level of income perception, there was a significant difference among scores of extrinsic goals $F(2, 181) = 3.63$, $p < .05$, $\eta^2 = .039$. In terms of scores of extrinsic goals, perception of income and dissatisfaction of occupation variables

composed a significant interaction effect as well and these two variables together composed a higher effect $F(3, 181) = 3.053, p< .05, \eta^2= .048$.

Descriptive results for variables related to social fame were shown in Table 6 and variables affecting their goals of social fame were shown in Table 7.

Table 6
Descriptive statistic table for score results of subgoal "social fame" of teachers

Sense Level of Income	Dissatisfaction of Occupation											
	High Level D.			Medium Level D.			Low Level D.			Income Total		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Low	23	20.11	5.50	34	18.97	5.52	38	18.84	6.47	95	19.19	5.88
Medium	11	13.90	4.27	28	18.84	5.88	46	17.40	5.47	85	17.42	5.62
High	-			3	24.66	1.52	6	15.16	7.02	9	18.33	7.34
Tending Total	34	18.10	5.86	65	19.17	5.65	90	17.86	6.03	189	18.35	5.87

According to Table 6, while taking scores of "social fame" goal among subgoals of teachers in terms of income perception into consideration, mean score of teachers perceiving income at low level is 19.19 with a standard deviation of 5.88 ($n = 95$). Mean scores of those, who perceived income at medium level, was 17.42 ($SD = 5.62, n = 85$) and means of those ($SD = 7.34, n = 9$), perceiving income at high level, was 18.33. In terms of occupational dissatisfaction, mean scores of "social fame" goal of teachers who have occupational dissatisfaction at high level was 18.10 ($n = 34$) and their standard deviation was 5.86. Means of 'social fame' goal of teachers, having medium dissatisfaction of occupation, was 19.17 ($SD = 5.65, n = 65$) and those having at low level was 17.86 ($SD = 6.03, n = 90$).

Seen in the Table 6, whereas the mean score of "social fame" goal of teachers, who had high dissatisfaction of occupation and perceived low level of income, was ($n = 23$) 20.11 ($SD = 5.50$); means of those, having medium dissatisfaction of occupation and perceiving low level of income was 18.97 ($SD = 5.52, n = 34$) and mean scores of those, having low dissatisfaction of occupation and low level of income together was 18.84 ($n= 38, SD = 6.47$).

Table 7
Two way ANOVA for score results of social fame in terms of levels of teachers' perception of income and their dissatisfaction of occupation

Resourse of Variance	Subs of Squares	sd	Averages of Squares	F	p	η^2 Partial Eta-squared	Scheffe (Comparison of Point average of being famous goal)
Perception of Income	258.637	2	129.318	3.936	.021	.042	Xlow p. income>Xhigh p. income > X medium p. income
Dissatisfaction of Occupation	249.903	2	124.951	3.803	.024	.040	Xmedium level d.> X high level d.> X low level d.
Income X Dissatisfaction of Occupation	337.016	3	112.339	3.419	.019	.054	Xlow p. income + high level d.> X low p. income + medium level d.> X low p.

				income + low level d.
Error	5947.350	181	32.858	
Total	6486.857	188		

As seen in Table 7, it has been found that there was a significant difference between scores of social fame in terms of income perception, $F(2, 181) = 3.93$, $p< .05$ and it has been obtained that income as a variable was effective on social fameat moderate level, $\eta^2 = .042$. It has been also seen that dissatisfaction of occupation created a significant effect on scores of social fame $F(2, 181) = 3.80$, $p< .05$, $\eta^2= .040$. In terms of scores of social fame, income perception and dissatisfaction of occupation as variables together created a significant difference and these two variables create higher level effect together $F(3, 181) = 3.41$, $p< .05$, $\eta^2= .054$.

Discussion and Conclusion

According to findings, it has been obtained that there is a significant and linear relation between sub-dimension scores of teachers' goals and big five personality traits,that is similar to studies in literature (Bleidorn et al., 2010; Dumas, 2014; McCabe et al., 2013; Roberts & Robins, 2000; Salmela-Aro et al., 2012). In this research, significant relations between "extraversion" personality trait and life goals subscales were not found. This finding is line with a previous research (Watson, 2012) related to concurrent correlations between personality traits and achievement goal orientation. However, Hudson and Roberts (2014), in their studies, has found the result that there is a positively significant relation between emotional goals and goals for extraversion and interpersonal/friendship relations. There can be also seen from other studies (e.g. Romero, Fraguela & Villar, 2012; Hietalahti, Rantanen & Kokko, 2016) that have found out that "extraversion" personality correlates with intrinsic and exrinsic life goals significantly. In this study, unrelated finding of those factors can be acknowledged by outcomes in the workplace. John and Srivastava (1999), have stated that big five traits are associated with major outcomes of occupation. It can be said that teaching profession is related to traits as contribution to society, sense of responsibility and cooperativeness whereas traits of other professions can be associated with prominence and competition in marketing and sale. John and Srivastava (1999) have stated that extraversion trait is coherent with success in sales and management that include advance positions.

There is a linear and significant relation between contribution of society and consienciousness, and intrinsic goals. This finding can be interpreted that teachers internalize this occupation in order to be benefical for society and with their "consienciousness"

personality trait and thus they can go towards this occupation with a healthy and insistent attitude. In other words, goal of service to society can be associated with occupation of teacher. In the literature, there are some research related to this finding. In their study on college students choosing to be teachers, Reichl et al. (2014), assessed the relation between their motivations of chosing to be teacher and their personality traits, and attitudes associated with the occupation. Researchers have pointed out that "high level consienciousness" personality trait and having high intrinsic motivation are associated with being healthy and insistent for teaching profession. At present study, it has been found that there is not a relation between "neuroticim" personality trait and subscales of life goals. This finding is parallel with previous studies including the relations between personality traits and life goals (Gomez, Allemand & Grob, 2012; Roberts & Robins, 2000).

On the other hands, Lüdtke, Trautwein and Husemann (2009) examined study of correlations between big five traits and sub-factors of life goals among students in a two year period at the gradation from school to college or occupation. According to their findings, a low significant correlation was found out between neuroticism and image when students were in their last year of upper secondary schooling. Taking into consideration that "neuroticism" personality trait is associated with not being able to be consistent and balanced on emotions, we can expect that it is not associated with any field of life goals. Watson and Clark (1992) examined general and specific factors of emotions and their relations with five-factor traits. Researchers have found significant and strong relations between neuroticism and various negative sensations.

Furthermore Reichl et al. (2014), at their researches, have obtained the result that "neuroticism" personality trait is a risk factor for unhealthy emotions. Moving onto the attributes of occupation, teaching profession can be thought as a work that gives importance to self-decipline, management and sense of responsibility. In this context, individuals who are low on neuroticism tend to choose non-profit public sector carriers compared to others who have higher levels of neuroticism. In addition to those non-profit employees can have goals related to be succeed by completing given assignments related to traits as sense of responsibility and self-control. In line with these considerations, Hussain et al. (2012) have emphasised that the non-profit public sector professions require aims consisted with completing given instructions punctually and traits as low levels of neuroticism, high levels of conscientiousness, self-decipline and self-control.

In present research, it has been obtained that gender is not effective on intrinsic goals alone, but gender together with marital stuatus affects intrinsic goals of teachers significantly. Studies about the fact that gender itself is not effective on scores of intrinsic goals are shown. Öztürk (2015), has found that scores of teachers' intrinsic goals do not change according to gender. In contrast Rijavec, Brdar and Miljković (2011) have revealed that women contain more scores on intrinsic goals than the boys significantly (p<.01). Moreover Merkaš, Raboteg-Šarić and Miljković (2011) have found that girls are more oriented toward intrinsic goals as contribution to society, phsically health and affiliation than boys. In literature, it is proposed that females are more oriented towards intrinsic goals. Gender can effect life goals in this way: while females show tendency of choosing goals for family and social goals, males can show tendency of choosing economic goals and goals related to occupations (Roberts & Robins, 2000).

As it is understood from descriptive statistics, while looking the effect of gender and marital status together on intrinsic goals, it has been found that mean scores of intrinsic goals of single females is higher than point average of intrinsic goals of married males. In this direction, it can be interpreted that being single and female can be more effective variables on intrinsic goals. On the other hands, it has been found that the means of intrinsic goals of married males is higher than the means of intrinsic goals of married female teachers. In this context, it can be said that being married and male is more effective than being married and female on intrinsic goals.

As the results indicated, when occupational dissatisfaction is higher and income perception is lower social fame goals of the teachers increase. This result can be interpreted that teachers considering income as low aim to go towards an occupation where they can obtain higher income and be more popular. Similarly, while taking into consideration that means of teachers perceiving higher dissatisfaction of their occupation and lower income level, it can be defined that teachers, not having pleasing attitudes to occupation and perceiving income at low level, can go towards extrinsic goals including money, fame, taking seniority. In addition to those it can be seen that perception of income itself composes a significant effect over extrinsic goals of teachers.

Moving onto literature, parallel conclusions (e.g. Kasser et al. 1995; Royo & Kasser, 2015) are carried out as low income group places extrinsic goals more than those that are weallthier. Perception of income can be associated with power as people tend to see themselves as more powerful and dominant to others to a larger extent in cultures with a

higher level of income inequality (Loughnan et al. 2011). Based on a research conducted by Çalışkan, Sapmaz and Uzunkol (2015) relationship between value preferences and life goals were examined. Researchers have revealed that there is moderate significant relation between extrinsic life goals and power. As it is mentioned in findings of this study, teachers' dissatisfaction of occupation itself does not place significant role over extrinsic life goals. A study carried out by Akroyd, Richards and O'Briean (1992) relationship between teachers' work satisfaction and intrinsic and extrinsic life goals were examined. Researchers have mentioned that extrinsic goals as "income" and "working conditions" contribute to teachers' perception of work satisfaction significantly. Moreover researchers have found that a sub-intrinsic goal as "task involvement" correlates with teachers' perception of their work satisfaction significantly.

It has been obtained that among scores of intrinsic goals of teachers, means of single female teachers are higher than those of married male teachers. In this context, another research can be done for searching intrinsic goals of females and some comparisons can be made for intrinsic goals of females before and after marriage and their interpersonal relations. While taking into consideration, low perception income and high dissatisfaction of occupation together have an effect on scores of extrinsic goals of teachers $M = 83.84$, $\eta^2 = .048$, it is considered that conducting research for increasing satisfaction of teachers' occupation will provide important contributions to the literature in future. Furthermore it has been found that among scores of social fame, means of teachers that have high level dissatisfaction and low perception income are higher than those that have medium level dissatisfaction and low perception income. In this regard it is considered that performing research for increasing popularity of teaching profession and examining the relation between job satisfaction and social fame will be able to make significant contributions to the future studies.

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Endnote-1: Some parts of this study was presented as an oral presentation at "All Aspects of Teacher Symposium" that took place at Yuzuncu Yil University, Van on 23-24 November 2015.