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NEUROTICISM AND EMOTIONAL INTELLIGENCE OF POLISH TEACHERS*

Introduction: The implementation of educational tasks by teachers occurs in the context of emotional relationships with students, their parents, the school administration, and other teachers. Neuroticism and emotional intelligence are particularly important given that this is one of the most emotionally exhausting professions.

Research Aim: The aim of the study was to explore whether neuroticism is a predictor of teachers' emotional intelligence and whether there is variation in these given seniority and the type of subject taught.

Method: The following questionnaires were applied: Eysenck Personality Questionnaire EPQ-R(S); scale the Neuroticism in the NEO-PI-R personality questionnaire; Popular Questionnaire of Emotional Intelligence PKIE.

Results: A predictor of high emotional intelligence is low neuroticism (of the Big Three-PEN Eysenck). Low neuroticism among teachers is associated with high emotional intelligence. Teachers with seniority of more than 20 years have significantly lower neuroticism (of the Big Five) including depressive sub-trait and higher emotional intelligence including control over their own emotions.

Conclusions: Increasingly proficient emotion management can be predicted with years of service provided, but when the teacher is low in neuroticism. These findings may be important for the diagnosis and professional counseling of teachers and inspire continuous psycho-educational interventions to improve their emotional intelligence.

Keywords: teacher, emotional personality traits, emotional intelligence, seniority.

INTRODUCTION

The role of emotions in the professional pedagogical and educational work of teachers is multifaceted, as on the one hand, it provides a climate for the quality of these interactions, and on the other hand, it can lead to severe stress and to emotional exhaustion. These issues are repeatedly raised in the work of educators (Przybylska, 2006; Grabowiec, 2013; Bakker and Demerouti, 2017).

Of the many definitions of emotion in the context of teacher's work, it is worth quoting Doliński, according to whom the emotion is defined as "a subjective mental state that triggers a priority for a related program of action. Its feeling is usually accompanied by somatic changes, facial and pantomimic expressions, and behavior" (Doliński, 2006, p. 322). 86% of teachers express the opinion that their workload is higher than in other professions (Pyżalski, 2010). Kwiatkowski (2018) raises the issue of optimal matching – from the perspective of generally understood internal potential and well-being – to a teacher's potential career path choice. He points out that there is such a need, especially when working with preschool and early childhood children, while Twardowska-Staszek and Alberska (2020) remind us of teachers dealing with students with special educational needs. Inevitably, it is worth adding that matching emotional potential to the teaching profession is expected at all school stages.

The is unexpected in the school environment for students to express negative emotions. In contrast, some teachers believe that their display of negative emotions can sometimes be a positive means of educational influence on students (Grzegorzewska, 2012). Awareness of emotions in a teacher's work, both negative and positive, and the ability to manage them allows one to build a good educational climate and one's own emotional balance in this emotionally exhausting profession (Przybylska, 2006; Grzegorzewska, 2012). When embarking on a teacher's career path or hiring a teacher, one does not check his or her personal emotional inclinations or competence in this area. The stereotype of the out-of-control teacher's emotions in a Polish school is strongly entrenched and fueled by the teacher's seniority. This issue is raised in Polish pedagogical literature (Kwiatkowski, 2018) but sporadically diagnosed and monitored in the context of selected emotional personality traits of Polish teachers. We are particularly interested in the group of Polish teachers due to the scarcity of research on this topic. Emotional constructs of the teacher are important in building the emotional climate of student motivation. This difficult to diagnose is neglected research-wise, but on the other hand important in the effective performance of the student's role.

Among the many attempts at psychological explanations of the mechanism of emotions, the theories of emotion captured within the cognitive, biological, and integrative approaches deserve special attention. In the cognitive approach, emotion is a consequence of a person's specific cognitive orientation to the en-

vironment. In the integrative approach, four systems are ascribed significant importance: neuronal, sensorimotor, motivational, and cognitive. In turn, according to the biological position, emotion has its origin in neural, cerebral and also biochemical mechanisms (Doliński, 2000).

However, the leading view in this article is the personality basis of emotion. Considering the classification of research on teachers (Göncz, 2017), this research is concerned with the emotional characteristics of teachers in the context of personality. Findings from personality theory deserve closer attention from educational psychology in an effort to better explain the role of teachers' personalities in the educational process, job effectiveness and job satisfaction (Göncz, 2017; Bernacka et al., 2019).

Due to the purposeful selection, the trait theories of the PEN and the Big Five were taken as the theoretical basis for the considerations carried out.

NEUROTICISM

Three dimensions: (P) psychoticism, (E) extraversion, (N) neuroticism (PEN) form the basis of Eysenck's three-factor theory of personality. In his model of personality, he indicated that traits as mediating variables explain individual differences in behavior. A trait refers to a set of interrelated behaviors that either co-occur or repeatedly occur together (Eysenck, 1994). These traits combine to form more basic types. Individual differences in types are based on constitutional factors (i.e. genetic, neurological, and biochemical) (Pervin, 2002).

A person with higher levels of neuroticism PEN is characterized as being anxious (constitutional), worrying about anything, constantly concerned that things could go wrong, and reacting strongly with anxiety to these thoughts. In addition, he or she is moody, prone to crises and emotional breakdowns, often depressed, and easily hurt. They experiences failures and criticism strongly and dwells on unpleasant events for a long time, which can cause problems with sleep, concentration, and somatic complaints. A person has low resistance to stress and overreacts to stimuli and finds it difficult to quickly return to equilibrium, which disorganizes his or her behavior and adaptation (he or she reacts irrationally, rigidly) (Jaworska, 2012). A person with a low neuroticism score is calm, balanced, composed, does not worry, quickly returns to emotional equilibrium, keeps a cool head, and to some extent is thick-skinned (Jaworska, 2012).

The Big Five Theory (Costa and McCrae, 1995; Siuta, 2006) distinguishes the following dimensions: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. The trait is defined as a dimension of individual differences in terms of the tendency to exhibit consistent patterns in thinking, feeling, and acting. It is a disposition rather than a determinant. The higher the degree

of possession of a trait, the greater the likelihood of manifesting the behavior for which the trait is available. Traits are universal, i.e. the way they manifest themselves is similar in all people, regardless of geographical location or culture.

Neuroticism BF refers to individual differences in emotional regulation and stability, an individual's tendency to experience unpleasant emotions and anxiety, which is reflected in thinking and behavior. Individuals with high scores on this dimension tend to experience negative emotions frequently, including anxiety, anger and rage, sadness, discouragement, coping incompetently with stress, and tend to be withdrawn and helpless in difficult situations (Siuta, 2006).

Within the neuroticism BF dimension, the following six components are distinguished: anxiety, aggressive hostility, depressiveness, excessive self-criticism, impulsivity and hypersensitivity (Zawadzki et al., 1995; McCrae and Costa, 2005). Anxiety is the tendency to react with tension, fear, nervousness; it is a tendency to worry. Aggressive hostility refers to a readiness to become angry, irritable, frustrated, and bitter. Depressive hostility is a tendency to experience feelings of guilt, helplessness, and sadness, becoming quickly discouraged and feeling depressed. Self-criticism, on the other hand, manifests itself in a tendency to experience shame, embarrassment, fear of ridicule, and social anxiety. Impulsivity refers to the tendency not to control desires, needs, and drives. Hypersensitivity is expressed in susceptibility to stress, inability to cope with stress, and panic in difficult situations (Siuta, 2006).

A study of 390 Polish teachers using the NEO-FFI (Poraj, 2009) shows that neuroticism is higher in women than in men. This result appears to be consistent with research findings on a group of 258 Polish teachers (Bernacka et al., 2019) and foreign research (Fatemi and Sazegar, 2016). A sense of professional efficacy regardless of gender is accompanied by low neuroticism (Poraj, 2009). Occupational burnout in teachers occurs regardless of gender (Poraj, 2009). Individuals with high levels of neuroticism become more vulnerable to stress (Kokkinos, 2011) and more predisposed to occupational burnout (Manlove, 1993; Piedmont, 1993; Watson et al., 1994; Kurowicka, 2015; Chmielewska, 2021). Research diagnosing the minimal state of the neuroticism trait in the group of students preparing for the teaching profession indicates that there are too few people who have the expected, i.e. low level of this trait (Kwiatkowski, 2018). It is worth noting, however, that personality traits, according to the Big Five theory, are shaped until about the age of thirty (Siuta, 2006). After that age, there are still development opportunities, e.g.: "continuous work on improving one's own emotional self-awareness; analysis of how the teacher's behavior is perceived by the student; increasing positive emotions and reducing negative emotions" (Grzegorzewska, 2012, p. 45).

The personality tendency to "emotional" thinking and using emotional energy is also expressed in emotional intelligence.

EMOTIONAL INTELLIGENCE

The term "emotional intelligence" was extracted from social intelligence (Mayer and Salovey, 1990, 1999). There are various models of emotional intelligence. Model (Bar-On, 1997; Goleman, 1997) includes personality traits in the scope of the aforementioned term, while the second defines them as a set of mental abilities relating to emotions and intellect (Sadowska and Brachowicz, 2008).

For Mayer and Salovey (1999, p. 34) – representatives of another model – emotional intelligence is "the ability to track other people's and one's own feelings and emotions, distinguish between them and use this type of information to guide one's own thinking and actions", i.e. differentiated mental ability of a fitness nature. Emotional intelligence consists of four groups of abilities, namely the ability to: perceive and express emotions, support emotional thinking (assimilate emotions in the course of cognitive processes), understand and analyze emotions, use emotional knowledge, control and regulate one's own and other people's emotions (Mayer and Salovey, 1999, 1993). This theoretical model was adopted as the basic one in this work. This paper's definition of emotional intelligence is consistent with the scientific model. Therefore, it is treated as the ability to recognize, understand and control one's own and other people's emotions, as well as the ability to effectively use emotions in managing one's own actions (Salovey and Mayer, 1999; Jaworowska and Matczak, 2001).

Emotional intelligence is useful in the areas of interpersonal and intrapersonal functioning involving emotions (see Matczak and Knopp, 2013). It performs a regulatory and adaptive function (Obuchowski, 2004), thus, enabling optimal use of capacities. In addition, it minimizes the negative impact of too strong emotions and generates positive emotions with a mobilizing direction (Tugade and Fredrickson, 2002; Przybylska, 2007, 2008). It supports the processes of thinking and solving problems, including creative ones (Przybylska, 2008; Pracka, 2021). In addition, it helps in setting priorities (Salovey and Meyer, 1990, 1993) and achieving the intended goals (Aronson and Wieczorkowska, 2001; Sękowski, 2004), as well as in coping with stress (Bar-On, 1997).

In the work of a teacher, many benefits of high emotional intelligence can be seen, among others: it secures the increasing didactic competencies of the teacher in the profession; stimulates creative activities; contributes to an increase in professional efficiency and a sense of professional success; facilitates cooperation and communication processes; facilitates the prevention and resolution of interpersonal conflicts; stimulates emotional intelligence in students; contributes to the deepening of knowledge about emotions; supports the teacher's personal development; allows to make better decisions in private and professional life; increases resistance to stress; reduces the risk of occupational burnout or mitigates its effects; supports the process of professional development (Przybylska, 2006, p. 92).

The importance of emotional intelligence in the work of a teacher has been shown by study conducted among high school teachers. Among the benefits associated with the use of emotional intelligence in relations with students, teachers pointed to good relationships with them, understanding their emotions and the ability to manage them (especially negative emotions), the ability to control feelings, feeling sympathy from students, easier work with them, the ability to properly assess in situations that are difficult for the student, and to anticipate educational situations. High school classroom teachers, in the context of the importance of intelligence for their work, also mentioned benefits in their relationships with other teachers. According to their statements, it can be concluded that emotional intelligence allowed them to: to speak openly about their feelings and emotions, to give colleagues appropriate advice, to recognize the feelings of other teachers, to understand the needs of colleagues, to build relationships with others in the working environment that are based on acceptance, understanding, and partnership (Grabowiec, 2013). In contrast, low levels of emotional intelligence in a teacher can result in pessimism, and nervousness, which can translate into lower teaching achievement, reduced quality of relationships with students, and overall classroom climate (Grabowiec, 2013).

In conclusion, it should be emphasized that a high level of emotional intelligence in a teacher's work actually has two dimensions, on the one hand, it will affect the relationship with the environment (students, students' parents, other teachers, management), and on the other hand it will be a kind of protection against the influence of negative emotions, often leading to burnout in this one of the most emotionally exhausting professions.

In the study of emotional intelligence conducted by Twardowska-Staszek and Alberska (2020) among special school teachers ($N = 100$), there was a strong increase in the scale of controlling one's own emotions. Teachers scored average in the ability of empathy, self-awareness of their own emotions, accepting, and expressing as well as using emotions in practice. It also turned out that senior teachers were characterized by higher emotional intelligence (Twardowska-Staszek and Alberska, 2020). Also, a study conducted by Kwiatkowski (2018) among primary school teachers ($N = 142$) showed average values of emotional intelligence with a high emotion control component. Wróbel (2013) examined primary, middle, and high school teachers ($N = 186$) in the context of emotional labor, professional burnout, and emotional intelligence. As the results showed, the group of surveyed teachers characterized by average emotional intelligence was more prone to professional burnout doing shallow emotional work (showing positive feelings to those around them and experiencing negative emotions at the same time), while no such relationship was observed for those with high levels of emotional intelligence. In contrast, research on emotional intelligence and personality traits shows that there is a positive association with extraversion and a negative association

with neuroticism. Less significant associations occurred with openness to experience, agreeableness, and conscientiousness (Dawda and Hart, 2000; Petrides and Furnham, 2001; Salkofske et al., 2003).

In summary, the existing theoretical and study output of pedagogy and psychology indicates the validity of monitoring teachers' emotional backgrounds, including neuroticism and emotional intelligence. From the context of the above, it is clear that the combination of these three emotional constructs has not been a frequent object of study in the teacher population. Given that different factors are important at different times in teachers' careers (see Gaś, 2001, 2002), therefore, in our own study, two groups of variables, namely personality in psychological terms and those relating to the specifics of the profession, were decided to be collated and differentiated. Professional variables included: a) type of school: primary, high school; b) type of subjects taught: humanities, sciences; c) as well as years in the teaching profession: 0–9 years, 10–19 years, over 20 years.

STUDY AIM AND QUESTION

The aim of the study is to examine the emotional personality traits and emotional intelligence of teachers in the context of seniority in the profession and the type of subject taught. Based on the theoretical considerations outlined above and the study results presented, the following research hypotheses were formulated:

1. Neuroticism PEN and neuroticism Big Five as a personality trait a predictor of teachers' emotional intelligence.
2. Teachers differ in neuroticism PEN and neuroticism Big Five emotional intelligence considering seniority.
3. Teachers differ in neuroticism PEN, neuroticism Big Five and emotional intelligence given the subject taught.

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

Sample

Sample consisting of 310 female teachers aged 25–60 ($M = 35.43$, $SD = 11.13$) was examined. Only female teachers were invited to participate in the study, because there are usually so few men in the sample that it is difficult to statistically analyze the results. They mostly lived in cities (42%) and towns (39%), and there were fewer rural residents (19%). Taking age into account, the largest group of 35% were female teachers aged 40–50, those aged 51–60 accounted for 25% of women, those aged 30–39 accounted for 30% of women and those aged 25–29 accounted for 10% of women. The seniority of female teachers ranged from one year to more than 20

years. The largest portion of the study group was made up of female teachers with seniority of more than 20 years – 47%, followed by those with seniority of 10–19 years 43% and 1–9 years 10% of women. The vast majority of female teachers surveyed 81% work in elementary school, while the rest work in secondary school (19%). Almost half of those surveyed teach a humanities subject – 46%, a science subject is taught by 32%, while the remainder – 22% – declared teaching another subject.

Instruments

Neuroticism Big Five: We used scale the Neuroticism in the NEO-PI-R personality questionnaire by McCrae and Costa (1992), in the Polish translation by Siuta (2006). The scale consists of six subscales: 1. Anxiety, 2. Angry Hostility, 3. Depression, 4. Self-Consciousness, 5. Impulsiveness, 6. Vulnerability. The scale includes 48 statements, for example: "In critical situations, I keep my cool". The items are rated on a five-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Cronbach's alpha was at 0.86 for Neuroticism, α = 0.68 for Anxiety, α = 0.60 for Angry Hostility, α = 0.65 for Depression, α = 0.56 for Self-Consciousness, α = 0.51 for Impulsiveness and α = 0.70 for Vulnerability.

Neuroticism PEN: We used scale Personality Questionnaire EPQ-R(S) by H. Eysenck and S. Eysenck (1975) in the Polish translation by Jaworowska (2012). The scale consists of three subscales: 1. Neuroticism, 2. Psychoticism, 3. Extraversion. The scale includes 48 statements, for example: "Do you often have mood swings?". The items are rated *yes* or *no*. Cronbach's alpha was at 0.66–0.72 for Neuroticism, α = 0.60–0.80 for Extraversion, α = 0.86–0.88 for Psychoticism.

Emotional Intelligence: We used Popular Questionnaire of Emotional Intelligence PKIE by Jaworowska, Matczak, Ciechanowicz, Stańczak, Zalewska (2005). The scale consists of four subscales: 1. Accepting, expressing and using one's own emotions in action; 2. Empathy, that is, understanding and recognizing other people's emotions; 3. Control, including cognitive control, over one's own emotions; 4. Understanding and becoming aware of one's own emotions. The scale includes 94 statements, for example: "I can easily see someone's sadness". The items are rated on a five-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Cronbach's alpha was at 0.90, α = 0.70 for four subscales.

Procedure

The participants were requested to participate in the study voluntarily – no remuneration was offered. A cross-sectional web-based survey was used to collect data. The study used the method of a snowball methods, and an electronic questionnaire was prepared using Google Forms, which enabled the collection of responses from the respondents. All the respondents provided their informed consent online. The responses were anonymous, and confidentiality of information was assured. The

participants were informed about their right to terminate the survey at any time. Data collection lasted from February to May 2022.

Statistical data analysis procedure

The collected data was analyzed using the IBM SPSS statistical program. We used regression analysis to verify the research hypothesis on the prevalence of predictors of emotional intelligence. The hypothesis 2, 3 and 4 were tested by Anova variance. *Post hoc* comparisons were made using the Games–Howell test.

RESULTS

Emotional personality trait a predictor of female teachers emotional intelligence

In order to verify the research hypothesis on the prevalence of predictors of emotional intelligence, regression analysis was used using the input method (Table 1).

Table 1.
Results of the regression analysis

Variable	B	SE	β	t	p
$F_{(2;307)} = 22.64; p < 0.001; R^2$ adj. = .34					
Constant	323.074	28.344		11.746	.000
Neuroticism (PEN Eysenck)	−3.965	1.087	−.425	−3.786	.000
Neuroticism (BF Costa and McCrae)	.377	.259	−.165	1.653	.113

Source: Authors' own study.

The analysis showed that the model tested was a good fit to the data. The *R2* coefficient value of .34 indicates that the variables in the model predict 34% of the variation in emotional intelligence. Neuroticism PEN, but not neuroticism BF, proved to be significant predictors in the model. The negative value of the standardized beta coefficients indicates an medium increase in emotional intelligence as neuroticism decreases. In summary, hypothesis one should be considered verified.

Emotional background of female teachers with different seniority

Anova variance analysis was used to verify the research hypothesis regarding the existence of differences in emotional intelligence, neuroticism PEN and neuroticism BF taking into account the seniority of female teachers (Table 2). Then *post hoc* comparisons were made using the Games–Howell test (Table 3).

Table 2.
Results of the variance analysis

Variable	Between groups seniority		
	Average square	F	p
Emotional intelligence	10616.773	14.262	.000
Neuroticism PEN	22.417	2.262	.089
Neuroticism BF	648.648	3.712	.024
Accepting	340.816	6.206	.002
Empathy	118.687	2.208	.114
Control emotions	310.342	6.721	.002
Understanding emotions	5.136	.310	.655
Anxiety	11.934	1.356	.266
Aggressive hostility	12.715	1.049	.367
Depressiveness	153.814	1.170	.000
Excessive self-criticism	12.435	.837	.456
Impulsivity	13.335	.824	.455
Hypersensitivity	74.420	4.079	.021

Source: Authors' own study.

The results of the statistical analysis (Table 2) indicate that emotional intelligence and its components: accepting, control emotions; and neuroticism BF and its components: depressiveness, hypersensitivity differ significantly in female teachers considering their seniority.

The statistical analyses presented in Table 3 indicate that the group with seniority of more than 20 years on significantly higher emotional intelligence than the group with seniority of 10–19 years and the group with seniority of up to 10 years. Besides, the group with seniority of 10–19 years has significantly lower emotional intelligence than the group with seniority of more than 20 years. In contrast, the intelligence of the 9 years and 10–19 years group is not significantly different. In terms of the component of emotional intelligence, which is control over one's own emotions, this group has a higher intensity than other groups, taking into account seniority. The group with up to 9 years of seniority has higher neuroticism than those with more than 20 years of seniority. The depressive subtheme was found to be significantly more severe in groups with lower seniority. In conclusion, the hypothesis should be considered verified.

Table 3.
Games–Howell comparisons of emotional intelligence and neuroticism PEN in groups of female teachers with different seniority

Variable	(I) Seniority years	(J) Seniority years	Average difference (I-J)	p
Emotional intelligence	0–9	10–19	–1.473	.984
		>20	–28.367*	.000
	10–19	>20	–26.884*	.001
Neuroticism PEN	0–9	10–19	–7.506	.144
		>20	–9.809*	.022
	10–19	>20	–2.203	.772
Accepting	0–9	10–19	–2.324	.439
		>20	–6.488*	.002
	10–19	>20	–3.874	.056
Control emotions	0–9	10–19	–0.475	.955
		>20	–5.191*	.034
	10–19	>20	–4.514*	.003
Depressiveness	0–9	10–19	–5.037*	.002
		>20	–4.420*	.002
	10–19	>20	0.517	.704
Hypersensitivity	0–9	10–19	–1.152	.654
		>20	–2.012	.056
	10–19	>20	–1.770	.204

Source: Authors' own study.

Emotional background of female teachers and subject taught

In order to verify the research hypothesis regarding the existence of differences in emotional intelligence, neuroticism PEN and neuroticism BF taking into account the subject taught, Anova variation analysis was used (Table 4). In summary, the hypothesis should be considered unverified.

Table 4.
Results of the Anova

Variable	Average square	F	p
Emotional intelligence	2318.823	2.822	.065
Neuroticism PEN	9.521	0.983	.365
Neuroticism BF	304.979	1.717	.173

Source: Authors' own study.

DISCUSSION

The aim of the study was to explore the emotional personality traits in relation to the emotional intelligence of female teachers in the context of seniority in the profession and the type of subject taught. The presented findings reinforce the importance of emotional personality traits in relation to emotional intelligence in teachers. The importance of low intensity of neuroticism and neuroticism in the growth of emotional intelligence is in line with the current state of research on this topic (Dawda and Hart, 2000; Petrides and Furnham, 2001; Salkofske et al., 2003). The lower the severity of neuroticism, the more likely it is for teachers to manifest composure, calmness, quick recovery of emotional balance, weaker experiencing of unpleasant emotions and anxiety (Jaworska, 2012). These traits form the basis for developing emotional intelligence, understood as the ability to recognize, understand and control one's own and others' emotions (Salovey and Mayer, 1999; Jaworowska and Matczak, 2001). This ability has a key role in the interpersonal relationships of female teachers, who initiate and manage the emotional climate by virtue of their professional role (Tugade and Fredrickson, 2002; Obuchowski, 2004; Przybylska, 2007, 2008; Matczak and Knopp, 2013). The results of our own study also indicate that the female teachers surveyed have a highly developed control over their own emotions, which is not a new result (Kwiatkowski, 2018; Alberska, 2020), but confirming a positive image of the emotional sphere of this professional group, in spite of circulating stereotypical information.

In the light of the study sent, it can be concluded that the personality trait that is the basis for the development of emotional intelligence and especially control over one's own emotions is primarily neuroticism. This trait is, according to Eysenck's concept, a specific tendency of the nervous system to work with negative emotions (Jaworska, 2012), and has proven to be a predictor of increasing emotional intelligence in female teachers. According to Kwiatkowski (2018) research, there is a demand for an increase in the number of female pedagogy students with a low intensity of such a trait.

Another conclusion synthesizing our own study indicates that female teachers with seniority of more than 20 years have significantly lower neuroticism including depressiveness sub trait and higher emotional intelligence, including control over their own emotions, compared to female teachers with seniority of less than 20 years. Female teachers with seniority of more than 20 years have significantly higher emotional intelligence than female teachers with seniority of 10–19 years and female teachers with seniority of up to 9 years. The emotional intelligence of female teachers with seniority of 10 years and 10–19 years is not significantly different. The result indicating that female teachers have significantly the highest emotional intelligence after 20 years of work is explained in light of similar

research (Twardowska-Staszek and Alberska, 2020) by life experience, during which the ability to identify, understand and be self-aware of one's own emotions and feelings is formed. However, such an explanation is incomplete. The role of neuroticism BF, especially its low depressiveness, may be significant in the context of seniority (Siuta, 2006). Emotional intelligence as the ability to use emotions effectively in directing one's own actions (Jaworowska and Matczak, 2001; Salovey and Mayer, 1999) is associated with low depressiveness in light of our own study. Helps to take a "challenge" attitude, mobilize in the face of setbacks and treat them temporarily (Przybylska, 2006). Low depressiveness together with emotional intelligence, they form an emotional base that protects against professional burnout and sustains the motivation and quality of teaching activities and professional improvement (Przybylska, 2006; Grabowiec, 2013). According to our own study, depressiveness was found to be significantly more severe in groups with lower seniority. Low depressiveness therefore feeds into the motivational dimension of emotional intelligence.

Finally, it should be mentioned that female teachers who taught a humanities subject or a science subject did not differ in the components of emotional background, namely emotional intelligence and neuroticism. This result is confirmed by other studies (Bernacka et al., 2019) and can be explained by the neutrality of the importance of this trait for the specific content of the subject taught.

CONCLUSIONS

Awareness of the importance of emotional background in the professional practice of teachers provides a number of justifications for designing specific psycho-educational activities.

First of all, in diagnostics and career counseling, it is worth emphasizing the importance of low neuroticism PEN as an emotionally predisposing trait for the teaching profession. In the broadest perspective, it is neuroticism that precedes the effective growth of emotional intelligence and professional self-actualization of the teacher but also of the students.

Secondly, it is postulated in the stage of pedagogical preparation to include workshops for raising emotional intelligence. It is reasonable for teachers to attend them regardless of seniority. Raising emotional intelligence is most expedient, but it will have the greatest effect on people with low neuroticism PEN.

Special attention should be paid in the workshop to the preventive lowering of depressiveness as a component of neuroticism BV especially in younger senior female teachers. Seniority in currently active female teachers is an asset in the context of their emotional intelligence. In senior female teachers, emotional intelligence is at a higher level.

STUDY LIMITATIONS

It is important to note the limitations of this study. First, the sample was only female. For example, previous studies shows that neuroticism is higher in women than in men (Poraj, 2009; Bernacka et al., 2019). Thus, future studies with an equal gender ratio should be conducted to minimize the effects caused by gender differences. Second, in future studies, researchers might use data from longitudinal studies. Third, respondents were recruited randomly via the Internet using the "snowball" method. This type of research design is associated with a greater risk of participants displaying certain specific personality traits. Fourth, the personality trait neuroticism was assessed using a selected single scale. In future studies, researchers might use all question. Fifth, teachers may give a more socially expected answer and the results may do not reflect the actual state. Finally, in future research, it would also be worth including others factors might have an important to teachers' emotional backgrounds.

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NEUROTYZM I INTELIGENCJA EMOCJONALNA POLSKICH NAUCZYCIELI

Wprowadzenie: Realizacja zadań edukacyjno-wychowawczych przez nauczycieli zachodzi w kontekście relacji emocjonalnych z uczniami, ich rodzicami, dyrekcją oraz innymi nauczycielami. Neurotyzm, neurotyczność i inteligencja emocjonalna są istotne wobec faktu, że jest to jeden z najbardziej emocjonalnie wyczerpujących zawodów.

Cel badań: Celem badań było poznanie czy neurotyzm i neurotyczność są predyktorami inteligencji emocjonalnej nauczycieli oraz czy występuje ich zróżnicowanie, biorąc pod uwagę staż pracy i typ nauczanego przedmiotu.

Metoda badań: W badaniach zastosowano: Kwestionariusz Osobowości Eysencka EPQ–R(S), Inwentarz Osobowości NEO-PI-R, Popularny Kwestionariusz Inteligencji Emocjonalnej PKIE.

Wyniki: Predyktorem wysokiej inteligencji emocjonalnej jest niski neurotyzm (z Wielkiej Trójki-PEN Eysencka). Niskie nasilenie neurotyzmu i neurotyczności (z Wielkiej Piątki) nauczycieli występuje z wysokim nasileniem inteligencji emocjonalnej. Nauczyciele o stażu pracy powyżej 20 lat mają istotnie niższą neurotyczność w tym podcechę depresyjność i wyższą inteligencję emocjonalną w tym kontrolę nad własnymi emocjami.

Wnioski: Można prognozować wraz z latami pracy coraz sprawniejsze zarządzanie emocjami, pod warunkiem jednak że nauczyciel jest nisko neurotyczny. Wnioski te mogą mieć znaczenie w diagnostyce i w doradztwie zawodowym nauczycieli oraz inspirować do nieustannych oddziaływań psychoedukacyjnych podnoszących ich inteligencję emocjonalną.

Słowa kluczowe: nauczyciel, emocjonalne cechy osobowości, inteligencja emocjonalna, staż pracy.