

EXAMINATION OF PERSONALITY DIMENSIONS DETERMINING THE CAREER MOTIVATION OF TRAINEE TEACHERS

SZILVIA BORBELY^{1*}, DAVID OLAH^{2,3}

ABSTRACT. In our research, we are interested in how personality dimensions can influence the career choices of students entering teacher education and the extent to which sport appears as a preference variable in the strength of career motivation factors. There is a shortage of teachers, and the prestige of teachers is low (Borbély, 2016). The contradictory social situation of teachers is characterised by the incongruence of knowledge and material benefits related to the profession and prestige (Fónai, 2014). The teaching career is preferred among people with repressive personality traits (Figula, 2000). In our study, we used the Eysenck personality test and the Factors Influencing Teaching Choice Scale career motivation test. Our sample is given by 244 trainee teachers participating in the teacher training of the University of Nyíregyháza, whose average age is 21.93 years. The sample includes physical education trainee teachers (56.6%) and non-physical education trainee teachers (43.4%) of the undivided teacher training. Students majoring in physical education are more willing to take risks, are more sociable, more extroverted than non-physical education trainee teachers, and are more emotionally stable and respond more calmly to various stimuli. The risk-taking personality trait has a negative effect on career motivation and increases the secondary career nature of the teaching profession. Impulsivity shows a positive relationship with personal usefulness, secondary career path, and social influence, while social conformity shows a positive relationship with the beauty of the teaching profession and social usefulness. Our studies provide a picture of the motivation of the physical education trainee teachers and other trainee teachers, as well as the differences between the groups. It helped to explore the factors influencing teacher career motivation and the degree of correlation. Our research proved that during the time spent in training, the perspective of trainee teachers about the teaching career changes, and their motivation, and thus the attraction of the career, decreases.

Keywords: *teacher career motivation, personality dimensions, teacher training, physical education teacher*

¹ *Institute of Physical Education and Sport, University of Nyíregyháza, Hungary*

² *Hungarian Football Federation*

³ *University of Physical Education, Budapest*

* *Corresponding author: Szilvia Borbely, urbinneszilvi@gmail.com*

Introduction

Educational has an essential role in the development of society. The Hungarian public opinion generally agrees that there are severe shortcomings in our training system, the reasons for which can be found, among other things, in the number of teachers. Young educators are missing, and leaving the profession is becoming more common among teachers (Paksi et al., 2015). According to the data of the Central Statistical Office, the number of teachers decreased compared to the number of teachers in the early 2000s (KSH, 2011). Nevertheless, the number of applicants for teacher training shows the opposite direction, as the number of applicants for training increased steadily between 2008 and 2016 (FELVI, 2019). At the same time, during or after their studies, a significant dropout can be detected, or sometimes they start another career. Based on this, it can be stated that the proportion of teachers under the age of 30 and between the ages of 30 and 39 is continuously decreasing while the proportion of those over the age of 50 is increasing. Thus, it can be stated that the pedagogical society is slowly ageing (Hajdu et al., 2019). In addition to dropout, another problem is that the prestige of the teaching career is declining due to the low social and material appreciation (Borbély & Fónai, 2016).

Our research aims to examine the shortage of young teachers and its reasons among the trainee teachers of the University of Nyíregyháza, especially among the students majoring in physical education. For this reason, we would like to examine how the career choices of students entering teacher education can be influenced by the personality dimensions and the extent to which sport, as a preference variable, appears in the strength of career motivation factors.

The relevance and theoretical background of the topic

The situation of the teaching profession

Nowadays, the teachers' prestige and financial and social appreciation are low, which is out of balance with the career's difficulty (Paksi et al., 2015). The most significant advantages of the profession are job security, joy in raising and educating children and working in a more compatible way with family. The disadvantage is that the salary is lower and fewer opportunities can be found for professional careers. At the same time, secondary school students choosing a career as a teacher have a better evaluation of the career as a teacher than students choosing other majors, which can positively affect the career choice process (Paksi et al., 2015; Veroszta, 2015). Both educators and trainee teachers consider that the prestige of their profession is lower compared to professions (Borbély & Fónai, 2016). Teachers with a bachelor certificate earn approximately

80%, while teachers with mastery level certificate earn 60% of the salaries of graduates with similar qualifications working in other jobs. The financial appreciation of male teachers is even worse than other male graduates (Hajdu et al., 2019). In the case of professional teachers, those who do not have a large difference between the income available in the teaching and non-teaching positions remain in the teaching career (Bacsá-Bán, 2019). The low esteem of the teaching career also affects the motivational environment of teachers. They are less willing to work and have less pleasure from working (Tóth, 2015). The low appreciation of the teaching career has a negative effect on career choice, and after graduation, the salary of the teacher also plays an essential role in comparison with the salaries of other graduates. The larger the pay gap between teaching and non-teaching occupations, the more likely a person with a teaching qualification will not become a teacher or leave the teaching profession (Varga, 2007). More than half of those who left the teaching profession left the profession due to financial reasons, and two-thirds did not start pedagogical work after completing their teacher training. Those who stayed on the field were motivated to stay by the joy of teaching, the beauty of working with children, and loyalty to the teaching career. Among the most important motives for choosing a job, interesting work comes first, followed by a good salary and then safe working conditions (Kocsis, 2002). Nonetheless, what are the factors that will guide children into the teaching profession? In the next chapter, we map the motivational factors for choosing a career as a teacher.

The choice of the teaching profession and its motivational factors

The first stage of entering the teaching profession is career choice and the choice of teacher training in higher education (Varga, 2007). Career choice is the process by which an individual selects and decides for which activity or occupation he or she begins to study to prepare for a career (Di Blasio, 2010). Before the 1990s, career choice as a concept was considered a decision between two or more options. In the 1990s, the concept of career guidance emerged. Career orientation is a process of career choice consisting of smaller and larger decisions. Several conditions must be met to select the right track. Of these, adequate self-knowledge and knowledge related to the profession are the most important ones (Kenderfi et al., 2012). Personality also plays a significant role in career choice, so the individual needs a self-defining ability (Di Blasio, 2010). The basic needs of individuals are also important to carry out the activity of their choice in accordance with their values (Tóth, 2015). Choosing a career is a significant decision that can affect our entire lives. In addition to personality, interests, personal desires, and dispositions also play an important role in

career choices, and everyone wants to work in an exciting area and compatible with their personal values (Hegy-Halmos, 2015). It can also be indicated by motivation, which is an external or internal force, urge or drive affecting the individual, which activates, directs and maintains the action (Oláh, 2006). The motifs can be divided into two main groups known as basic motifs and human-specific motifs. Basic motives are essential elements for an organisation to maintain proper physiological functioning. According to the literature, human-specific motivation can be divided into extrinsic and intrinsic motivation. In the case of extrinsic motivation, the activity is initiated by some external reason (e.g. achieving a result, reward, or avoiding punishment), while in intrinsic motivation, the focus is on the self-rewarding nature of the action, i.e. an activity that causes pleasant feeling and joy (Berkes, 2019; N. Kollár, 2011; Tóth, 2015). The literature divides extrinsic motivation into four different groups based on the autonomy of action. These are external regulation, introjection, identification, and integration (Berkes, 2019; Tóth, 2015). However, in our research, examining the different motivational factors, we only distinguish intrinsic and extrinsic motivation due to the available procedures and methods.

The first of the main steps in becoming a teacher is to choose teacher training. This is followed by employment in this profession after higher educational graduation and finally staying in the profession (Varga, 2007). Interest in teaching careers appears among young people at the age of 13-14, and career choice decisions are most common at the age of 16-17 (Dráviczki, 2002). Concerning the attractiveness of the career, it can be said that women, those living in a poorer financial situation and those with poorer academic results, are more likely to choose this career. The most important external motivational factors are prestige, labour market opportunities and expected income (Veroszta, 2015). Certain personality traits may also have a motivating effect on career choice, but this is not true in all cases (Di Blasio, 2010). Choosing a career as a teacher has mostly intrinsic and altruistic motivational factors. The most important and typical of these are working with children, helping children, transferring knowledge, the nature of the occupation's intellectual work, and social utility. Extrinsic motivational factors include job security, summer vacation, good relationships with colleagues, easy access to employment, compatibility of salary, work and time spent with the family (Barmby, 2006). Only almost half of the students of teacher training institutes choose the career due to the love of the profession. The other half presumably choose teacher training due to other external circumstances, motivational factors and social influence. According to the active teachers, the attraction of the profession was the most important as a career choice motivation, and the most important motivating factors were loving children, family values, the joy of knowledge

transfer and positive experiences (Máthé, 2019). Those interested in teacher training have a significantly less important motivation for working abroad, a leadership position, high salary, and a less restricted lifestyle than those interested in other disciplines. Among secondary school students applying for teacher training and those participating in teacher training, the most important motivating factors are individual skills, social expediency, working with children and shaping their future. These motivational factors are somewhat weaker among applicants for the teaching profession, for whom professional interest and previous learning and teaching experience are more important than for other groups of educators. Among women, the time spent with family, working with children, and social influence are more decisive motivating factors. Among the currently working teachers, time spent with the family and job security were not essential factors in their own career choice decision, but they were also not characterised by the profession's secondary career nature (Paksi, 2015).

Pedagogical role and personality

Teaching career is the most attractive occupation for women. The proportion of women working as full-time teachers is higher than 80%, and their proportion is slightly lower among those working in other forms of employment. The teacher's role aims to educate children, for which society expects the right personality in addition to expertise. Besides teaching the curriculum and knowledge, the teacher's task is to provide children with personalised support, which helps them achieve better results and become successful (N. Kollár and Szabó, 2004). Teaching is a profession that involves serious responsibilities, as one of the most important tasks of teachers is to help and guide the personal development of students. Interest in the subjects and altruistic qualities play an important role in the formation of professionalism and commitment. Under the influence of the purpose of life and the joy of work, the teaching career becomes a profession (Dráviczki, 2002). Teachers must have adequate self-knowledge as well as a commitment to be congruent. Expectations express diversity. Empathy for children and adults is also needed. Instead of repressive behaviour towards children, there is a need for teachers who support children, and a positive attitude towards children is also essential for proper professional preparation. Teachers also set a pattern for children with their manifestations, as well as their behaviour and activities. Therefore, they have to live following these behaviours as this kind of lifestyle cannot be faked (Szebedy, 2005). The personality of teachers is the same as the role required by the teaching profession, and the personality and the role of the teacher interact with each other. Young people can choose a career as a teacher because they think that this activity suits their personality, and the role

of a teacher can also influence their individuality and shape it in the right direction (Zétényi, 1998). The expectation of educators is also not to stick to previous views and practices but to be able to change them if necessary. The development of this attitude of trainee teachers is the task of teacher training, where, in addition to the transfer of theoretical knowledge, it is essential to acquaint students with the rich variety of new methods and procedures (Falus, 2002).

Personality dimensions and characteristics

Personality plays a vital role in career choice, especially in the case of a teaching career. The development of behaviours begins when the young child first starts to imitate their family members (Kozma 2001). In the following, we will only introduce the personality traits and dimensions that we examine in our research.

Personality is a continually changing system related to the social and natural environment, which contains a set of psychological processes, functions and states characteristic of the individual built up of inherited and acquired characteristics. The state of the nervous system can also affect the personality, which displays two types of personality. These are the introverted and extroverted types. Of these, the introvert is more characterised by loneliness, shyness, sensitivity, and that the individual does not like company and does not feel good in the crowd. In contrast, the extroverted personality type is characterised by a social being who is open, loves social events, and can easily connect with others. However, these personality dimensions are most often mixed in individuals, with the dominance of one of the personality types (Fodor, 2005). Sport also plays a key role in the development of the values represented by education. It increases respect for authority and self-confidence, strengthening the desire for academic success, which can also influence personality traits (Pusztai, 2009). Eysenck's factor analysis was also examined by Fodor (2005), in which the examination of personality types took place on two levels. Depending on extroversion-introversion and emotional stability-lability, four personality types can be developed. These are the stable-introverted, unstable-introverted, stable-extroverted and unstable-extraverted types, between which no sharp line exists, and personality types are value-neutral (Fodor, 2005). Mirnics (2006) also examined the personality dimensions of Eysenck. Three main personality dimensions can be found here, known as extraversion, neuroticism, and psychoticism. Individuals with high level of psychoticism may be characterised by disregarding the rules, insensitivity, aggression harmful for others, and often hostile and strange habits. Neurotic individuals are often worried, anxious, prone to stress, have

mood swings, and are emotionally unstable. In addition to the main personality dimensions, impulsivity, venturesomeness, and social conformity are also essential personality traits. The impulsive person is characterised by thoughtlessness, often doing things due to impetuous impulse, inability to wait, hunger for excitement, and impulsivity. Venturesome people, like impulsive ones, also look for excitement, but at the same time, they are aware of the dangerous nature of their activities, act thoughtfully, and take the possible requirements into account (Mirnics, 2006). The lie scale was initially used to check the authenticity of the responses. Later, Eysenck recognised that its value also measures social conformity, the high value of which indicates the need for meeting social expectations (Batta et al., 2020).

Empirical research

The question arises that if more people have applied or entered teacher training in recent years, how is it possible that the number of young teachers is still decreasing and the shortage of teachers is increasing? Why is the number of young people employed in the teaching profession so low, and where do the young people completing teacher training disappear? We examine which factors most influence the career choice of students entering teacher education today. What personality traits are the most characteristic of trainee teachers? What effect do personality dimensions have on a teacher's career choice?

Our hypotheses

Based on the questions mentioned above, we set up the following hypotheses.

H1: Among trainee teachers' personality dimensions, the higher level of extraversion and venturesomeness will be typical for physical educators than for non-physical education majors.

H2: Sporting habits will most strongly determine personality dimensions.

H3: In the career motivation of trainee teachers, the secondary career character will be more likely for PE trainee teachers than in the case of non-physical education majors.

H4: Students' career motivation decreases as the grade increases.

The introduction and characterisation of the sample

Our sample is given by 244 trainee teachers participating in the teacher training of the University of Nyíregyháza, whose average age is 21.93 years. Among the students learning in undivided training, physical education trainee teachers (56.6%) and non-physical education trainee teachers (43.4%) can be found, among whom there are also undivided non-physical education teacher and pedagogue students. The participating students study in teacher education from grade 1 to 4. In terms of gender, the proportion of women is higher (52.8%) than that of men (47.2%) (Figure 1). The reason for the small difference between males and females is that the proportion of men is significantly higher among physical education students than among non-physical education trainee teachers.

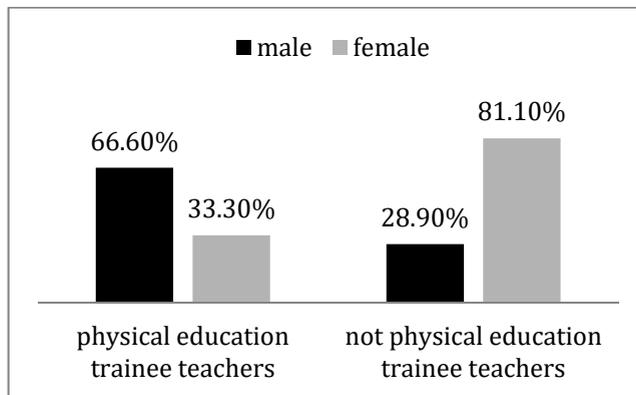


Figure 1. The distribution of the sample according to gender and major (%) N=244

Regarding sporting habits, a significant proportion of our sample pursued sports in childhood, and most took part in competitions (118 people). Many pursued sports at the hobby level (95 people), and only a few did not pursue sport regularly (28 people). Current sports habits differ significantly as the number of non-athletes has increased (44 people), the majority of students engage in regular sporting activities at the hobby level (141 people), and the number of students playing sports in the competition system has significantly decreased (58 people).

Our sample is characterised by empathy and extroversion as the most likely personality traits, while not favourable psychoticism appears to a much lesser extent (Figure 2). Significant gender differences can be observed for social conformity, venturesomeness and psychoticism. Men are less likely to be

compelled to live up to societal expectations, are more honest, but at the same time, more psychoticism, more prone to oppose norms and break the rules, to have more extreme behaviours, and much more willing to take risks than women. Women are somewhat more empathetic. However, there is no significant difference in empathy. Concerning extroversion, emotional lability and impulsivity, only minor differences can be observed according to gender.

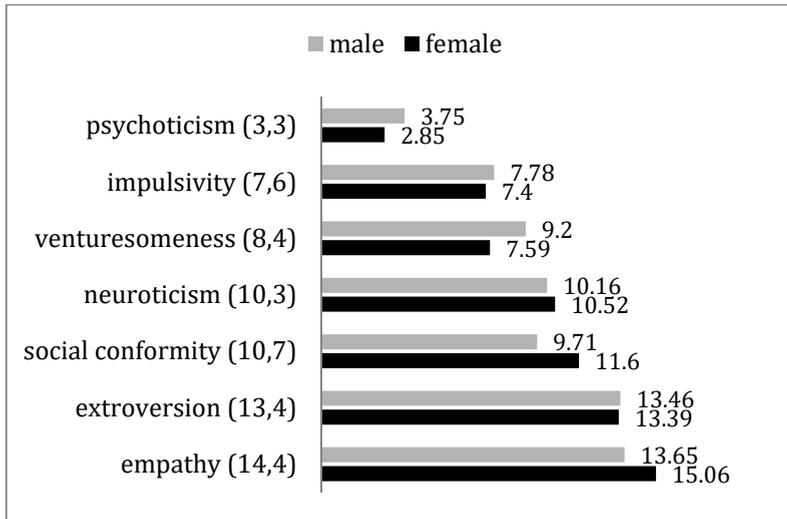


Figure 2. The distributions of personality dimensions according to gender (mean) N=244

Methods

In our research, we used the Eysenck Personality Questionnaire (EPQ), the Impulsivity- Venturesomeness-Empathy (IVE) questionnaire, and the FIT-Choice-scale teacher career motivation test for data collection. EPQ is a psychological test measuring extroversion, neuroticism, social conformity, and psychoticism, while the IVE questionnaire examines impulsivity, venturesomeness and empathy (Arany et al., 1994). The FIT-Choice-scale is a questionnaire suitable for evaluating a teacher's career, which examines the career image, which is formed by the expectations and the benefits of the career, which are determined by the sub-factors of expertise, the difficulty of the career, social status and salary. On the other hand, it examines the main motivational factors influencing the pedagogical career and career motivation by measuring personal utility and social utility factors and 12 sub-factors (Paksi et al., 2015).

The examination of the hypotheses

Examining the first hypothesis of our research, we were curious to see whether different traits are likely for physical education majors compared to not PE trainee teachers. The results of the two-sample test showed significant differences in personality traits between physical education and non-physical education trainee teachers in extroversion ($F=0.415$; $p=0.015$), neuroticism ($F=0.016$; $p=0.000$), and venturesomeness ($F=1.912$; $p=0.000$; $p=0.000$) personality dimensions. Physical education students are significantly more extroverted, sociable, venturesome, and emotionally stable than non-physical education trainee teachers (Figure 3). Simultaneously, it is more characteristic of non-physical education trainee teachers to be more sympathetic, humane, or more impulsive, more prone to take risks due to an impetuous impulse. However, these differences are not outstanding. There is no significant difference between the two groups in the areas of psychoticism and social conformity either.

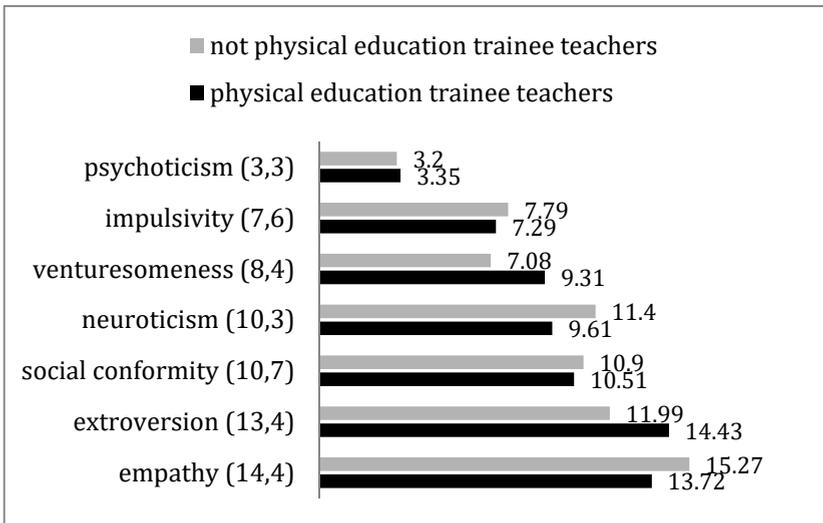


Figure 3. The investigation of personality dimensions according to major (mean) $N=244$

According to our second hypothesis, sporting habits have the strongest effect on personality traits (Table 1). We wanted to examine what factors influence personality traits and whether an order can be set among the factors influencing it to determine which factor affects personality dimensions. To examine this, we performed correlation analyses, which partly confirmed and partly refuted our hypothesis. This is due to the fact that some personality traits

show the strongest correlation between current and childhood sporting habits. However, there are personality dimensions where gender, age and physical education correlate. Among the visible correlations, the significant results were highlighted (Table 1).

Table 1. Significant correlation values of factors affecting personality traits (Cronbach alpha=0.864)

	Psycho- ticism	Impulsi- vity	Ventures- omeness	Neuro- ticism	Social confor- mity	Extro- version	Empathy
Level of sport			0.260	-0.270			-0.126
Sport in childhood			0.191	-0.220			
PE major			0.315	-0.248		0.161	
Female (gender)	-0.133		-0.229		0.250		
Age		-0.130					

Our hypothesis was partly confirmed, as sporting habits together with physical education show a positive, moderately weak correlation with venturesomeness and a moderately weak negative correlation with neuroticism. This means that previous and current sporting activities and studies in physical education increase students' risk-taking habits, and these students are more likely to take risks to gain success or experience. However, at the same time, they are more likely to control their feelings, are emotionally more stable, and their nature is less changeable. Current sporting habits negatively affect empathy; they are less humane or sympathetic, and are more sociable and feel better in larger communities. At the same time, our hypothesis is refuted because impulsivity correlated only with age as the tendency for impetuous impulses and venturesomeness without assessing the consequences decreases by age. Gender also affects personality traits as men are more prone to break the rules and extreme manifestations, while women are less likely to do so. Women are more likely to comply with social rules and moral norms. Being a woman has an effect opposite to sporting habits concerning venturesomeness; they are more restrained and less likely to engage in risky activities. Overall, although sporting habits have a significant effect on several personality traits, they mostly influence venturesomeness and neuroticism, while other factors influence some personality traits, so we were only able to prove our hypothesis partially.

In our third hypothesis, we aimed to examine whether there is a significant difference in career motivation factors between physical education and non-physical education trainee teachers. To demonstrate this, two-sample

independent t-tests were used. When examining the motivational factors, we found significant differences between the two groups, and these differences mostly point out that non-physical education trainee teachers have more positive characteristics as they are more motivated. Among physical education trainee teachers, only the value of the secondary career path achieves a higher score (Figure 4), which means that students in physical education are more likely to have chosen this career not only because of the love of the career but because of the lack of better opportunities or they were motivated by possible second jobs and the opportunity to start a coaching career. This fact is also supported by the fact that other motivational factors show a higher level among non-physical education trainee teachers.

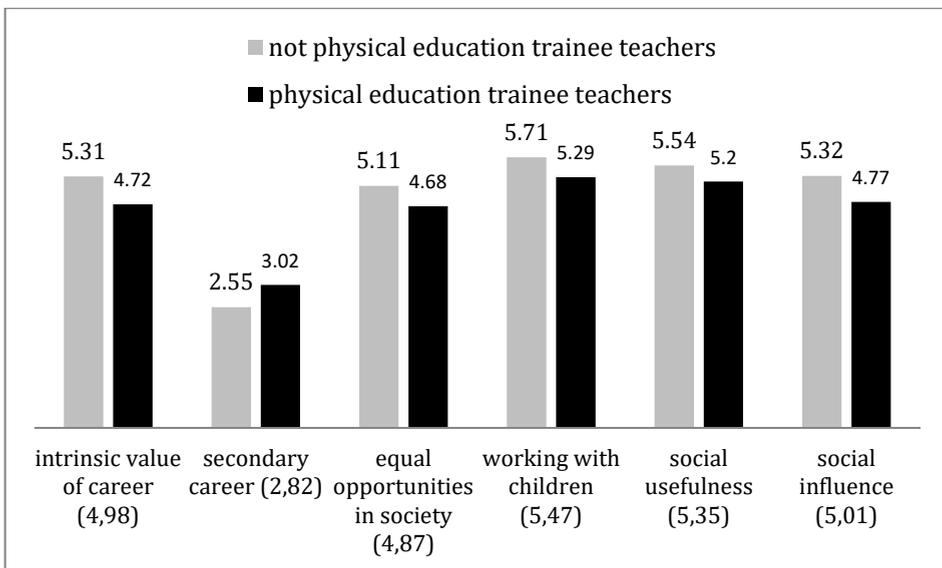


Figure 4. The investigation of motivational factors according to majors (mean) N=244

An impressive result is that even for those factors where no significant difference could have been detected between the two majors, there is a general tendency for non-physical education teacher majors to be slightly more motivated. At the same time, based on the sub-factors belonging to the personal usefulness factor, it can be said that the difference in terms of personal usefulness is minimal ($M_{PE}=4.33$, $M_{non-PE}=4.30$). In contrast, a significant difference can be observed regarding the social usefulness factor, which is higher among non-physical education trainee teachers ($M_{PE}=5.20$, $M_{non-PE}=5.54$).

Our fourth hypothesis stated that there is a correlation between grade, gender and motivational factors. It was based on the fact that the majority of teachers are women, and a significant proportion of graduates are not employed in the teaching profession. The reasons for this can be found in career motivation and the attractiveness of the profession. Our research examined the correlation between grade and gender and the value of motivational factors by correlation analysis. We found a negative correlation between the grade and the students' motivation level, i.e. the career motivation of the trainee teachers decreases with the increase of the grade (Table 2).

Table 2. Values of correlation of grade and gender with motivational factors (N=244)

Motivational factors	Correlation coefficient of the year
Ability	-0.152 ^x
Intrinsic value of career	-0.141 ^x
Secondary career path	0.091
Job security	-0.064
Time spent with family	-0.084
Workplace mobility	-0.133 ^x
Personal usefulness	-0.112
Shaping the children's future	-0.161 ^x
Strengthening equal opportunities in the society	-0.104
Social contribution	-0.142 ^x
Work with children	-0.117
Social usefulness	-0.149 ^x
Previous teaching experience	-0.128 ^x
Social influence	-0.102
Teaching career motivation	-0.158 ^x

This means that trainee teachers lose motivation already during the time spent in teacher training. Thus, the level of motivation after the training is lower than that observed when entering the training. Significant values are

highlighted in the table. Several reasons can cause a decrease in motivation. The individual may recognise his/her unsuitability for the career during the training. However, during the time spent in the training, the intrinsic value of pedagogical work and the social usefulness of the teaching status also decrease in the eyes of the students, which change the image of the students. Based on our results, it can be said that this change is negative, and this significant difference can be found even in career motivation as a main factor. Only the secondary career path sub-factor shows a positive direction, which indicates that the teacher candidate did not choose the profession due to the beauty and attractiveness of teaching. Although these results give a picture of trainee teachers' career motivation, they serve as basic information as the creators of the Fit-Choice-scale measuring career motivation did not take into account career motivation as a main factor and personal or social benefit factors, only their sub-factors.

In addition to grade, personality traits also have a significant effect on motivational factors, which was confirmed by correlation analysis (Table 3).

Table 3. The correlation between personality traits and motivational factors (N=244)

	Psychoticism	Impulsivity	Venturesomeness	Social conformity	Extroversion
Ability			-0.140		
Intrinsic value of career			-0.228	0.192	
Secondary career path	0.208	0.153	0.182		
Workplace mobility		0.149			
Personal usefulness		0.128			
Strengthening equal opportunities in the society			-0.137		
Social contribution					0.156
Work with children	-0.174		-0.187	0.147	
Social usefulness				0.150	
Social influence		0.141	-0.147		

As venturesomeness increases, career motivation factors change in a negative direction. Intrinsic motivational factors are less important for risk-takers, and the profession's secondary career nature is more important. On the other hand, the increase in social conformity and the desire to meet social expectations positively affect career motivational factors. According to them, teaching is a value; they prefer to deal with children and consider the social

usefulness of pedagogical work more significant. Among the personality traits, impulsivity also has a positive effect on motivational factors. They are those being prone to make rash decisions, which is confirmed by the results because they can be influenced more easily, have a higher level of social influence, and in addition to the social influence, they are motivated mainly by personal usefulness and workplace mobility, but also by secondary career path. On the positive side, the secondary career path, which expresses that the person did not choose a career because of the beauty of the teaching work or the social usefulness, is the most noticeable to those personality traits that are less characteristic of trainee teachers.

Discussion and conclusion

Before starting our research, it was typical that the number of young teachers decreased despite the increase in the number of students enrolling for teacher education. This can be traced back to the lack of material and social appreciation of the pedagogical society. According to the teachers and the students participating in teacher training, the difficulty of the career is not proportional to the salaries. The wage of teachers compared to other graduate jobs plays an important role when applying for training or after graduation, which can reduce the attractiveness of the teacher career. However, intrinsic and altruistic motivational factors are more important for applicants of teacher education. The teaching career is mostly attractive for women, which is also confirmed by the gender distribution of teachers, as approximately 80% full-time teachers are women. In addition to knowledge transfer, educational tasks and personality development are also part of the pedagogical profession, which requires a mature personality. Personality dimensions also influence teaching career choice motivation. Concerning motivation, it is crucial to carry out activities following our values.

In our research, the sample was given by 244 trainee teachers of the University of Nyíregyháza, whose personality traits and career motivation were examined by a questionnaire. In our study, applying two-sample independent t-tests, we proved that the personality traits of physical education trainee teachers significantly differ from those of non-physical education trainee teachers. Physical education trainee teachers are more willing to take risks, are more sociable, more extroverted than non-physical education trainee teachers, and are more emotionally stable and respond more calmly to various stimuli. Our study confirmed previous research findings (Batta et al., 2020) with correlation analysis between sporting habits and personality traits, according

to which sporting habits have a positive effect on venturesomeness and extroversion and reduce emotional lability and empathy. However, we did not find a significant relationship between sporting habits and physical education concerning other personality traits. It does not show a significant relationship with psychoticism. Men are much more prone to extreme behaviour, while in the case of impulsivity, age shows a negative correlation as the degree of impulsivity decreases with age.

Regarding career motivation, we found that there is a significant difference between the two groups. Physical education trainee teachers are less motivated than non-physical education trainee teachers, and the secondary career nature of the profession is more important for physical education trainee teachers than for non-physical education trainee teachers. This may be due, among others, that the proportion of men in physical education is higher than that of women and that gender also has a significant effect on motivational factors. This is evidenced by the fact that the correlation between gender and motivational factors is stronger than the correlation between physical education and motivational factors. Women are much more motivated, and the nature of the teaching profession and the social benefits of work are more important for them. For non-physical education trainee teachers, the secondary career nature shows a negative relationship, indicating that they are more attracted to the beauty of the career. We also examined the relationship between grade and motivational factors with correlation analysis which showed that career motivation significantly decreases by grade, and the level of input motivation is higher than the level of output motivation. We also found a significant correlation concerning the effect of personality traits on career motivation. We observed that venturesome personality traits negatively influence career motivation and increase the secondary career character of the teaching profession. Also, impulsivity shows a positive association with personal usefulness, secondary career path and social influence, while social conformity correlates with the beauty of the teaching profession and social usefulness.

Our research confirmed the significant differences between athletes and non-athletes concerning personality. Also, it shows the appearance of this among both physical and non-physical education trainee teachers. Our research provides a picture of the motivation of the physical education teacher and other trainee teachers, as well as the differences between the groups. It helps to explore the factors influencing teacher career motivation and the degree of correlation. Our research proved that during the time spent in training, the image of trainee teachers about the teaching career changes, their motivation and thus, the attractiveness of the career decreases.

REFERENCES

- Arany, E., Girasek, J., Pinczésné Palásthy, I. (1994). *Pszichológiai vizsgálati módszerek gyűjteménye*. Debrecen, Magyarország: Kölcsey Ferenc Református Tanítóképző Főiskola.
- Bacsa-Bán, A. (2019). A szakmai pedagógusok (pedagógusi) pálya elhagyásának vizsgálata több dimenzióban. *Opus et Educatio*, 6:2, pp. 257-269.
- Barmby, P.W. (2006). Improving teacher recruitment and retention: the importance of workload and pupil behaviour. *Educational research*, 48 (3), pp. 247-265.
- Batta, K., Oláh D., Borbély, Sz. (2020). Különböző sportágak személyiségre kifejtett hatásának vizsgálata. In: Hamar, Pál (szerk.) *Mesterségük címere - Sportpedagógus: Születésnap neveléstudományi konferencia* Bíróné dr. Nagy Edit és dr. Gombocz János tiszteletére. Budapest, Magyarország: Testnevelési Egyetem, pp. 96-114.
- Berkes, T. (2019). Rekreáció, motiváció és flow. In: Gósi Zs., Boros Sz., Patakiné Bősze J. (eds.): *Sokszínű Rekreáció: Tanulmányok a rekreáció témaköréből*. Budapest, Magyarország: ELTE Pedagógiai és Pszichológiai Kar (ELTE PPK), pp. 22-39.
- Borbély, Sz., Fónai, M. (2016). A pedagógus pálya, a testnevelők és a testnevelés tantárgy presztízse a mindennapos testnevelés bevezetését követően. In: Karlovitz János Tibor (ed.): *Tanulás és fejlődés. A IV. Neveléstudományi és Szakmódszertani Konferencia válogatott tanulmányai*. Komárno, Szlovákia: International Research Institute, pp. 185-192.
- Di Blasio, B. (2010). Pedagógus hallgatók pályaválasztása élettörténeteik tükrében. *EDUCATIO*, 19: 4, pp. 655-659.
- Dráviczki, S. (2002). *A pedagógus*. Nyíregyháza, Magyarország: Bessenyei Könyvkiadó, Nyíregyháza.
- Figula, E. (2000). A tanár-diák kapcsolatban szerepet játszó személyiségtulajdonságok. Új pedagógiai szemle, (50), pp.76-81.
- Fodor, L. (2005). Nevezetes személyiségtipológiák. *Magiszter*, III. 2005/4.
- Hajdu, T., Hermann, Z., Horn, D., Varga J. (2019). *A közoktatás indikátorrendszere 2019*. Budapest, Magyarország: Közgazdaság- és Regionális Tudományi Kutatóközpont, Közgazdaság-Tudományi Intézet.
- Hegy-Halmos, N. (2015). A pályaeorientáció elmélete és gyakorlata a hazai köznevelési intézményekben, a pedagógusok szerepe a pályaeorientációs tevékenységben. In: Torgyik Judit (szerk.): *Százarcú pedagógia*. Komárno, Szlovákia: International Research Institute 513 p., pp. 440-445.
- Kenderfi, M., Jereb, K., Lukács, F., Suhajda, Cs. (2012). *Pályaeorientáció: E-learninges tananyag*. Gödöllő, Szent István Egyetem Gazdaság- és Társadalomtudományi Kar Pályatervezési és Tanárképző Intézet.
- Kocsis, M. (2002). Tanárok véleménye a pályáról és a képzésről. *Iskolakultúra: Pedagógusok szakmai-tudományos folyóirata*, 5, pp. 66-78.
- Kozma, T. (2001). *Bevezetés a nevelésszociológia alapjaiba*. Budapest: Nemzeti Tankönyvkiadó

- Máthé, B. (2019). *A pedagógus magánéleti körülményeinek és munkájának kölcsönhatása*. [PhD értekezés], Eszterházy Károly Egyetem Neveléstudományi Doktori Iskola, Eger.
- Mirnic, Zs. (2006). *A személyiség építőkövei*. Budapest, Magyarország: Bölcsész Konzorcium.
- N. Kollár, K. (2011). Tanárjelöltek pályaképe, képzéssel való elégedettségük és nehézségei. *Pedagógusképzés: Pedagógusképzők És -Továbbképzők Folyóirata* 9 (38): 1-2, pp. 5-29.
- N. Kollár, K., Szabó, É. (2004). *Pszichológia pedagógusoknak*. Budapest, Magyarország: Osiris Kiadó.
- Oláh, A. (2006). *Pszichológiai alapismeretek*. Budapest, Magyarország: Bölcsész Konzorcium.
- Paksi, B., Veroszta, Zs., Schmidt, A., Magi, A., Vörös, A., Endrődi-Kovács, V., Felvinczi, K. (2015). *Pedagógus-pálya-motiváció: Egy kutatás eredményei*. Budapest, Magyarország: Oktatási hivatal.
- Pusztai, G. (2009). *A társadalmi tőke és az iskolai pályafutás*. Budapest: Új Mandátum Kiadó.
- Szebedy, T. (2005). A pedagóguspálya sajátosságai és a foglalkozási ártalmak: az iskola a szereplők együttműködésének függvénye. In: *Új Pedagógiai Szemle*, 2005. (55. évf.) 7-8. sz.
- Tóth, L. (2015). A motiváció, mint folyamat komplex értelmezése az iskolai testnevelés és sport műveltségi terület keretében. In L. Révész, T. Csányi (szerk.): *Tudományos alapok a testnevelés tanításához II. kötet: A testnevelés és az iskolai sport neveléstudományi, pszichológiai és kommunikációs szempontú megközelítései*. Budapest, Magyarország: Magyar Diáksport Szövetség 286, pp. 105-134.
- Varga, J. (2007). Kiből lesz ma tanár? A tanári pálya választásának empirikus elemzése. *Közgazdasági Szemle*, 54: 7-8 pp. 609-627.
- Veroszta Zs. (2015). Pályakép és szelekció a pedagóguspálya választásában. *Educatio* 2015/1 pp. 47-62.
- Zétényi Á. (1998). A hatékony tanár. *Iskolakultúra: Pedagógusok Szakmai És Tudományos Folyóirata VIII*: 10 pp. 68-74.