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*Relationships of the Light Triad with Job and Life Satisfaction
among Teachers: The Mediating Function of Meaning in Life*

Związki między Jasną Triadą a satysfakcją z pracy i życia wśród nauczycieli: medycyjna rola poczucia sensu życia

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ABSTRACT

The study aimed to investigate whether the presence of meaning and search for meaning were possible mediators between the Light Triad, job and life satisfaction among Polish teachers. The research involved 285 teachers from different educational sectors. Most of the participants were female (88%), reflecting the characteristics of the examined group. The Light Triad Scale (LTS), The Meaning in Life Questionnaire (MLQ), The Job Satisfaction Scale (SSP) and The Satisfaction with Life Scale (SWLS) were used in our research. Correlation analysis showed significant associations between the Light Triad subscales, job and life satisfaction, and presence of meaning. In contrast, the pursuit of meaning did not exhibit any significant associations with the Light Triad. The presence of meaning served as a mediator in the relationship between job and life satisfaction and all but one

dimension of the Light Triad. There was no statistically important mediation effect between Faith in humanity and life satisfaction. Future studies should investigate the impact of job-related stress and feelings of failure among education professionals.

Keywords: early education teachers; the Light Triad; life and job satisfaction; meaning in life; mediation

INTRODUCTION

The role of a teacher is portrayed as demanding and vital for society, primarily due to the immense responsibility of shaping the minds of new generations. Teachers not only impart knowledge to their students but also serve as role models, exemplifying values and behaviors. It is expected that teachers demonstrate responsibility and competence – qualities they must both acknowledge and actively cultivate (Lauermann, 2014). However, the teaching profession requires more than a deep reservoir of knowledge; it demands a diverse set of skills that facilitate the effective transmission of knowledge in both group and individual settings. One such essential trait is empathy, which enhances communication and, consequently, improves the educational process (Stojiljković, 2012). While understanding others' emotions is crucial, equally important is recognizing the impact of expectations and attitudes. A teacher's expectations can significantly influence students' motivation, ultimately shaping educational outcomes (Gershenson et al., 2016). This highlights the importance of teachers maintaining a positive perspective toward their students and fostering a broader belief in the goodness of humanity.

The Light Triad is a personality construct rooted in positive psychology, emphasizing a view of humans as inherently good and deserving of care and support. It consists of three subscales: Faith in Humanity, Humanism, and Kantianism (Kaufman et al., 2019). Faith in Humanity reflects a belief in the intrinsic goodness of all individuals. Humanism underscores the significance and autonomy of every person, while Kantianism involves treating others with dignity and respect, standing in contrast to the Machiavellian traits characteristic of the Dark Triad. The dimensions of the Light Triad are particularly important in the teaching profession because they foster a positive learning environment, enhance teacher–student relationships, and contribute to overall educational success. Teachers with a stronger pro-social orientation, as determined by personality traits, are more inclined to adopt positive coping strategies. Among these, positive reappraisal is the most commonly developed approach, helping educators manage stress by reducing negative emotions, which is particularly beneficial in a demanding professional environment (Bălan et al., 2023).

The Light Triad, across all three dimensions, has been shown to positively correlate with empathy, compassion, and honesty–humility (Kaufman et al., 2019; Gerymski, Krok, 2019). Higher levels of empathy are often observed

among education professionals (Stojiljković, 2012). However, this heightened empathy can also make teachers susceptible to compassion fatigue and secondary traumatic stress (Christian-Brandt et al., 2020). These challenges may stem from both elevated empathy levels and feelings of failure when students underperform. In some cases, such failures are attributed to the student group rather than the teacher, a tendency more commonly observed among elementary school teachers (Guskey, 1982). Teachers who exhibit Light Triad traits are more likely to emphasize collaboration with their students and adapt teaching methods and requirements, potentially leading to greater satisfaction and improved educational outcomes (Neumann et al., 2020). Moreover, previous research has shown a positive correlation between emotional intelligence and job satisfaction (Gopinath, Chitra, 2020).

Several studies have indicated that higher levels of Light Triad traits are linked to increased job satisfaction (Lamiani et al., 2020; Overton, 2022). Job satisfaction refers to an individual's emotional and cognitive evaluation of their workplace (Zalewska, 2003). Although researchers have explored whether satisfaction with life mediates the relationship between job satisfaction, findings remain inconclusive (Overton, 2022). Nevertheless, these two constructs are strongly correlated. Life satisfaction is understood as an individual's perception that their life aligns with their ideal or their lack of desire for any significant changes (Diener et al., 1985). A high level of satisfaction with life is linked to greater emotional intelligence (Ignat, Clipa, 2012), a construct similar to empathy (Ioannidou, Konstantikaki, 2008), which is also positively associated with the Light Triad (Kaufman et al., 2019; Gerymski, Krok, 2019).

The concept of meaning in life is rooted in an individual's assessment of their life circumstances and it can be understood as the recognition of structure and consistency in one's existence, combined with striving toward and attaining personal goals, which fosters a sense of existential fulfillment (Steger, 2009). Frankl (2004) emphasized that humans have an inherent need to comprehend the purpose of their existence and, moreover, to align their actions with this understanding, thereby creating a sense of existential harmony. Having a sense of meaning in life is crucial for an individual's psychological, emotional, and social well-being. It is associated with a higher quality of life, resilience to stress, and greater motivation to take action. People frequently seek meaning and are prepared to put effort into redefining their perception of challenging or distressing experiences that test their beliefs and perspectives (Heine et al., 2006). However, perceiving one's life as meaningful does not necessarily imply that the presence of meaning is at an optimal or satisfying level. Conversely, the search for meaning often reflects dissatisfaction with the current state of life's meaning rather than the absence of its perception (Steger et al., 2006).

Numerous studies have explored the connection between well-being and meaning in life, showing a strong interrelation between these concepts. A greater sense

of life's meaning is linked to higher well-being, with some analyses suggesting that subjective well-being is largely influenced by the perception of life as meaningful (Li et al., 2021). This relationship is particularly strong when measured using the satisfaction with life scale, a key measure of subjective well-being. Furthermore, research has demonstrated the mediating role of meaning-making in the relationship between Light Triad traits and inner harmony, a construct closely linked to life satisfaction (Kjell, Deiner, 2021; Krok et al., 2023). Life satisfaction has also been recognized as a mediating factor in the relationship between meaning in life and religious experiences (Głaz, 2022). The relationship between job satisfaction and meaning in life has also been widely studied. Research conducted among Korean seniors revealed a strong association between job satisfaction and meaning in life, mediated by a sense of vocation (Lee et al., 2017). Another study carried out during the COVID-19 pandemic emphasized a positive connection between job satisfaction, purpose, and a sense of meaning in life (Simard et al., 2022).

Idealism is often associated with social workers, and research suggests that teachers with more idealistic beliefs tend to experience lower work satisfaction and a lack of self-efficacy (Richardson, Watt, 2016). Positive beliefs about humanity create specific expectations, such as anticipating that students will be motivated and proactive learners. However, these expectations can result in either the internalization or externalization of causes, challenging one's view of humanity or posing a threat to self-perception (Heine et al., 2006). The meaning maintenance model suggests that individuals are inclined to invest additional energy, effort, and willpower into reframing and re-evaluating situations that contradict their internal beliefs. Teachers' behaviors may reflect both of these reactions, depending on the characteristics of their student groups. For example, when teaching more elementary material, teachers may externalize a perceived lack of meaning by attributing it to the group. Conversely, those teaching more abstract and complex material in higher education contexts may exhibit different behaviors (Guskey, 1982). Another variable suggesting a potential connection between the Light Triad and meaning in life is empathy, which shares similarities with meaning in life (Damiano et al., 2017). Based on this, we anticipate a connection between the Light Triad scales and meaning in life scales.

THE PRESENT STUDY

The purpose of this study is to explore the connection between the Light Triad and job satisfaction, as well as satisfaction with life, among Polish teachers by investigating a mediation model that includes meaning in life as a mediator (Figure 1). Based on past research we formulated three hypotheses: (1) The Light Triad dimensions will be positively related to job satisfaction and life satisfaction; (2) Presence of meaning will mediate the relationship between the Light Triad and job satisfac-

tion; more specifically, higher levels of the Light Triad will be related to stronger presence of meaning, which will be connected to higher job satisfaction; (3) Presence of meaning will be a mediator between the Light Triad and life satisfaction; more specifically, higher levels of the Light Triad will be connected to higher presence of meaning, which then will be connected to greater life satisfaction.

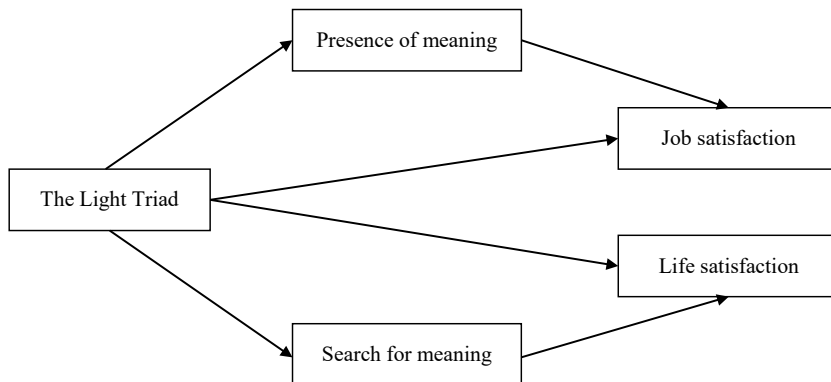


Figure 1. The general mediation model

Source: Authors' own study.

METHOD

Participants and procedure

The study involved a group of 285 teachers aged between 22 and 70 years, with a mean age of 45.3 years ($SD = 10.15$). The participants varied in terms of age, gender, workplace, and seniority. The sample consisted predominantly of females (88%) compared to males (12%). The longest work experience reported was 50 years, while the shortest was 1 year, with an average job seniority of $M = 20.5$ years ($SD = 11.50$). Participants were employed at various levels of education: preschool (11%), primary (61%), secondary (27%), and university (1%).

Participants were recruited from different workplaces to ensure a representative sample of teachers. During recruitment, they were provided with a set of questionnaires which contained details regarding the study's aim and participation instructions. The participants had the option to complete the forms either online or in a printed format, both of which were identical. These forms included: instructions, sociodemographic questions, the Light Triad Scale, the Meaning in Life Questionnaire (MLQ), the Job Satisfaction Scale, and the Satisfaction with Life Scale (SWLS). The study was conducted anonymously, and participants were encouraged to provide honest responses to all questions.

Measures

The Light Triad Scale (Kaufman et al., 2019) is a 12-item questionnaire designed to measure three dimensions: Faith in humanity (e.g. “I think people are mostly good”), Humanism (e.g. “I enjoy listening to people from all walks of life”), and Kantianism (e.g. “I would like to be authentic even if it may damage my reputation”). These subscales reflect an empathetic and altruistic approach toward others. Participants responded on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Gerymski and Krok (2019) adapted the questionnaire into Polish. In the present study, the reliability coefficients for the subscales were .80 for Faith in humanity, .70 for Humanism, and .64 for Kantianism.

The Meaning in Life Questionnaire (Steger et al., 2006) consists of two subscales: presence of meaning and search for meaning, comprising 10 items assessed on a 7-point Likert scale. The presence dimension reflects the degree to which individuals perceive their lives as meaningful (e.g. “I have discovered a satisfying life purpose”), while the search dimension captures active exploration for meaning in one’s life (e.g. “I am seeking a purpose or mission for my life”). The questionnaire was adapted into Polish by Krok (2011). In the present study, the reliability coefficients were .87 and .84 for the presence and search dimensions, respectively.

The Job Satisfaction Scale (Zalewska, 2003) includes five items evaluated on a 7-point scale. It is designed to measure overall job satisfaction and was inspired by the approach used in the Satisfaction With Life Scale (SWLS) by Diener et al. (1985), which evaluates cognitive reflections on overall life satisfaction. Sample items from the scale include: “I have excellent working conditions” and “I am satisfied with my job”. The reliability coefficient for this scale was .83 in the present study.

The Satisfaction With Life Scale (Diener et al., 1985) was developed to assess an individual’s overall level of life satisfaction. This well-established and validated scale assesses the extent to which an individual perceives overall satisfaction with their life. It consists of five items answered on a 5-point scale, where higher scores indicate greater life satisfaction. Sample items include: “If I could live my life over, I would change almost nothing” and “The conditions of my life are excellent”. The scale was validated into Polish by Jankowski (2015), and the reliability coefficient in the present study was .85.

Data analysis

To maintain methodological rigor, *a priori* power analysis was performed using G*Power (Faul et al., 2009) to estimate the necessary sample size. The following parameters were applied to ensure a statistical accuracy of our calcula-

tions: test family: F tests; statistical test: Linear multiple regression: Fixed model, R^2 deviation from zero. The analysis indicated that a sample of 285 participants would be adequate for this study. Moreover, the sample was proportionally reflective of the general population of teachers in Poland. Given that mediation analysis was a key focus of the study, we first checked the variance inflation factor (VIF) to assess potential multicollinearity (Hair et al., 2009). The VIF value was 1.32, confirming that multicollinearity was not a concern. Subsequently, Pearson's r correlations were conducted to explore initial relationships among variables. Finally, mediation analysis was performed using SPSS 28 and PROCESS v4.2 (Model 4) with two parallel mediators. Bootstrapping methods (10,000 samples; 95% confidence intervals) were utilized to examine both direct and indirect effects (Hayes, 2018).

RESULTS

In the beginning, correlational analysis was conducted among the Light Triad, job satisfaction, life satisfaction, and meaning in life variables (Table 1).

Table 1. Mean scores, standard deviations, and zero-order Pearson correlation coefficients among the Light Triad, job satisfaction, life satisfaction, and meaning in life ($N = 285$)

Variables	M	SD	1	2	3	4	5	6	7
1. Age			—						
2. Faith in humanity	3.71	.66	.07	—					
3. Humanism	3.94	.57	.03	.41***	—				
4. Kantianism	4.28	.54	.06	.34***	.37***	—			
5. Job satisfaction	4.47	1.24	-.05	.25***	.30***	.13*	—		
6. Life satisfaction	4.32	1.12	-.02	.19**	.22***	.16**	.47***	—	
7. Presence of meaning	5.51	1.04	.07	.09	.13*	.15*	.27***	.51***	—
8. Search for meaning	4.50	1.10	.05	.08	.11	.06	-.13*	-.21***	-.18**

* $p < .05$; ** $p < .01$; *** $p < .001$

Source: Authors' own study.

Apart from age, most of the results were significant. Faith in humanity, Humanism, and Kantianism had positive associations with job satisfaction and life satisfaction. Humanism and Kantianism, but not Faith in humanity had positive links with presence of meaning. On the contrary, no statistically significant rela-

tionships were identified between the Light Triad dimensions and search for meaning. Job satisfaction and life satisfaction showed a positive relationship with the presence of meaning, but a negative relationship with the search for meaning.

To investigate whether meaning in life mediates the relationship between the Light Triad and both job satisfaction and life satisfaction, we used a mediation model with two parallel mediators (Model 4). Within the model, Faith in humanity, Humanism, and Kantianism, were independent variables, respectively; presence of meaning and search for meaning were parallel mediators, and job satisfaction and life satisfaction were dependent variables, respectively (Table 2).

Table 2. Indirect effects for presence of meaning and search for meaning in the relationship of the Light Triad with job satisfaction and life satisfaction (standardized coefficients)

Indirect effects	Effect	SE	LLCI	ULCI
Faith in humanity (independent variable) and Job satisfaction (dependent variable)				
Faith in humanity – Presence of meaning – Job satisfaction	.02	.02	.01	.06
Faith in humanity – Search for meaning – Job satisfaction	-.01	.01	-.03	.01
Presence <i>minus</i> Search (Indirect effect contrast)	.03	.02	-.01	.07
Humanism (independent variable) and Job satisfaction (dependent variable)				
Humanism – Presence of meaning – Job satisfaction	.03	.02	.01	.07
Humanism – Search for meaning – Job satisfaction	-.02	.01	-.04	.01
Presence <i>minus</i> Search (Indirect effect contrast)	.05	.02	.02	.08
Kantianism (independent variable) and Job satisfaction (dependent variable)				
Kantianism – Presence of meaning – Job satisfaction	.04	.02	.01	.07
Kantianism – Search for meaning – Job satisfaction	-.01	.01	-.03	.01
Presence <i>minus</i> Search (Indirect effect contrast)	.04	.02	.01	.08
Faith in humanity (independent variable) and Life satisfaction (dependent variable)				
Faith in humanity – Presence of meaning – Life satisfaction	.04	.03	-.01	.10
Faith in humanity – Search for meaning – Life satisfaction	-.01	.01	-.03	.01
Presence <i>minus</i> Search (Indirect effect contrast)	.05	.03	-.01	.11
Humanism (independent variable) and Life satisfaction (dependent variable)				
Humanism – Presence of meaning – Life satisfaction	.06	.03	.01	.12
Humanism – Search for meaning – Life satisfaction	-.02	.01	-.04	.01
Presence <i>minus</i> Search (Indirect effect contrast)	.08	.03	.02	.14
Kantianism (independent variable) and Life satisfaction (dependent variable)				
Kantianism – Presence of meaning – Life satisfaction	.07	.03	.02	.12
Kantianism – Search for meaning – Life satisfaction	-.01	.01	-.03	.01
Presence <i>minus</i> Search (Indirect effect contrast)	.08	.03	.03	.13

Source: Authors' own study.

For job satisfaction as a dependent variable, the analysis of indirect effects revealed that neither the presence of meaning nor the search for meaning mediated the relationship between Faith in Humanity and job satisfaction. Next, presence of meaning mediated between Humanism and job satisfaction ($B = .03$, 95% $CI = .01, .07$). Humanism had positive connections to presence of meaning ($B = .13$, 95% $CI = .04, .45$), which in turn had positive associations with job satisfaction ($B = .21$, 95% $CI = .12, .38$). Presence of meaning was also a mediator between Kantianism and job satisfaction ($B = .04$, 95% $CI = .01, .07$). Thus, Kantianism was positively linked to presence of meaning ($B = .14$, 95% $CI = .16, .51$), which consequently was positively linked to job satisfaction ($B = .33$, 95% $CI = .07, .51$). In contrast, search for meaning did not serve as a mediator in the associations between either Humanism and job satisfaction or Kantianism and job satisfaction.

In case of life satisfaction, no indirect effects were found between Faith in humanity and life satisfaction. However, the relationship of Humanism with life satisfaction was mediated by the presence dimension ($B = .06$, 95% $CI = .01, .12$). Humanism showed a positive correlation with the presence of meaning ($B = .13$, 95% $CI = .04, .45$), which consequently was positively associated with life satisfaction ($B = .45$, 95% $CI = .14, .53$). Next, presence of meaning was also found to mediate the relationship of Kantianism with life satisfaction ($B = .07$, 95% $CI = .02, .12$). In that case, Kantianism had a positive association with presence of meaning ($B = .14$, 95% $CI = .16, .51$), which consequently was positively related to life satisfaction ($B = .46$, 95% $CI = .39, .61$). Conversely, search for meaning was found to play no mediational role for Humanism, Kantianism, and life satisfaction.

Finally, we checked the total effects of Faith in humanity, Humanism, and Kantianism on job satisfaction and life satisfaction, respectively. They all turned out to be statistically significant, which is shown in Table 3.

All the results presenting total effects turned out to be statistically significant, indicating robust relationships between the examined variables. Specifically, faith in humanity demonstrated positive associations with both job satisfaction and life satisfaction, suggesting that individuals who maintain a strong belief in the goodness of people tend to experience greater fulfilment in their work and overall well-being. Similarly, humanism exhibited positive connections to job satisfaction and life satisfaction, reinforcing the idea that a human-centred ethical perspective contributes to enhanced professional and personal contentment. Finally, Kantianism was positively related to both job satisfaction and life satisfaction, implying that adherence to moral principles and a duty-based ethical framework may foster a greater sense of satisfaction in life and work domains.

Table 3. Total effects for the relationship of the Light Triad with job satisfaction and life satisfaction (standardized coefficients)

Total effect	Effect	<i>SE</i>	<i>LLCI</i>	<i>ULCI</i>
Faith in humanity – Job satisfaction	.25	.10	0.25	0.67
Humanism – Job satisfaction	.30	.12	0.41	0.89
Kantianism – Job satisfaction	.14	.13	0.05	0.58
Faith in humanity – Life satisfaction	.19	.10	0.13	0.52
Humanism – Life satisfaction	.21	.11	0.19	0.64
Kantianism – Life satisfaction	.16	.12	0.08	0.56

Source: Authors' own study.

DISCUSSION

The purpose of this study was to identify whether meaning in life mediates the connection between the Light Triad and job and life satisfaction among Polish teachers. The findings indicated that the Light Triad traits correlated positively with both life satisfaction and job satisfaction, which confirmed the first hypothesis. These findings align with previous research by Kaufman et al. (2019), in which all of the Light Triad scales showed positive and significant correlations with life satisfaction. Similarly, Gerymski and Krok (2019) confirmed these results within a Polish sample. Another study conducted on working students revealed significant correlations between Light Triad scales and job satisfaction, except for Kantianism (Overton, 2022). However, in contrast to the present study, Overton's (2022) research showed non-significant correlations between the Light Triad traits and life satisfaction. Nevertheless, these correlations in our research were positive, which may have been influenced by the sample size. The lack of a significant correlation between Kantianism and job satisfaction in Overton's study (2022) may also be related to the use of different psychometric tools. In different research conducted by Neuman and colleagues (2020), it was shown that people who were classified as those of lighter personality, scored higher on subjective well-being. They also perceived others as good, they were more empathic and had less tendency to aggressive behaviors. All of those traits are related to positive perception of the world, and with higher quantity of positive life experiences, which in turn may shed more light onto the Light Triad's relation with life satisfaction. As for job satisfaction, it is important to point out that the characteristics of teacher's work are very specific (Lauermann, 2014). Teachers are in a job burnout risk group (Madigan et al., 2023), and looking for good in other people

could reduce this risk, as well as being empathetic (Stojiljković, 2012), which is connected to the Light Triad (Kaufman et al., 2019; Neumann et al., 2020).

The second and third hypotheses posited the mediating role of the presence of meaning in the relationship between the Light Triad, life satisfaction, and job satisfaction. The second hypothesis was confirmed. It was found that the presence of meaning mediates all the relationships between the Light Triad and job satisfaction. The third hypothesis was partially confirmed, as the presence of meaning mediated all but one of the associations between the Light Triad and life satisfaction. This study is one of the first to explore this particular topic, although other studies suggest the existence of similar relationships between these and related constructs. Both empathy and emotional intelligence are connected with higher levels of meaning as well as satisfaction (Ignat, Clipa, 2012; Ioannidou, Konstantikaki, 2008; Richardson, Watt, 2016). In our research presence of meaning did not mediate the relationship between faith in humanity and life satisfaction, although the same relation is important in case of job satisfaction. This relation also is not supported on the correlation level. The relationship of faith in humanity to job satisfaction is more significant, because it may be a burnout reducing factor. As shown in research (Brenninkmeijer et al., 2001), teachers who struggle with feeling of inferiority and experience more burnout, also affect their students. We speculate that faith in humanity may be a factor that leads to more understanding behaviors from teachers to students, and thus it is reflected in satisfaction with job. Although confirming this thesis may require more research. Then as it comes to life satisfaction, the relationship may not be as important, either because of the context (Stojiljković, 2012) and need of meaning and empathy of this particular work group (Neuman et al., 2020). Also, as it is shown in Tas and Iskender research (2018), higher life satisfaction may be a result of many other factors that were not controlled in our research.

Although some literature suggests a negative relationship between idealism and job satisfaction, for example, Richardson and Watt (2016) found that the higher the idealistic beliefs of workers, the lower their job satisfaction, we believe this result may indicate workplace situations that conflict with one's belief system and challenge an idealistic point of view. This may result in a lower sense of meaning in life. The results of this study are also consistent with others showing that meaning, and more specifically meaning making, mediates the relationship between the Light Triad and inner harmony, which is closely related to life satisfaction (Kjell, Deiner, 2021; Krok et al., 2023). A different study also highlighted a significant relationship between empathy and job satisfaction (Yue et al., 2022). This study further showed that high levels of empathy are associated with low levels of job burnout, with this relationship also mediated by job satisfaction. Our findings support the role of the presence of meaning in life as a mediator for life satisfaction. However, we also found no mediation for be-

lief in humanity and job satisfaction, which is similar to Richardson and Watt's (2016) study, although a connection between these two variables was shown in the correlation analysis.

We did not observe any significant relationships between the Light Triad and the search for meaning, although the search for meaning was negatively connected with both the presence of meaning and life satisfaction. Some studies suggest that stress and experiencing failure are linked to lower scores on the Light Triad traits (Krok et al., 2023), which together may lead to challenges in internal beliefs and a heightened search for meaning. Life satisfaction also negatively correlates with perceived stress and negative affect (Pavot, Diener, 2008). However, Groden and Jose (2015) show that a higher sense of meaning can mitigate the negative relationship between the search for meaning and life satisfaction, which may explain the non-significant relationships between the search for meaning and the Light Triad scales.

LIMITATIONS AND CONCLUSIONS

The present study, of course, had some limitations. First, our study utilized a cross-sectional model rather than a longitudinal one, so we cannot draw causal conclusions about the traits investigated. Second, alternative measures of the search for meaning could have been used to assess its role in relation to the Light Triad and life and job satisfaction, as these relationships were found to be insignificant in the current study. Third, other potential factors, such as work-related stress or occupational burnout, could have been examined, as they may have influenced our results. Future studies should focus on the search for meaning and its possible connections to the Light Triad, empathy, perceived stress at work, and job satisfaction. Investigating stress levels or burnout among teachers in the context of the Light Triad will also be a promising area for future research.

Nonetheless, our study sheds light on the relationships between meaning, life satisfaction, job satisfaction, and the Light Triad traits among teachers. Specifically, our analysis showed positive associations between the Light Triad and both life and job satisfaction. Furthermore, the presence of meaning mediated the relationship between the Light Triad and both job and life satisfaction. This suggests that relying on positive personality traits, along with increasing the sense of meaning in life, may be beneficial for teachers in terms of experiencing happiness and satisfaction.

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ABSTRAKT

Celem badania było sprawdzenie, czy obecność i poszukiwanie sensu życia mogą pełnić rolę mediatorów między Jasną Triadą a satysfakcją z pracy i życia wśród polskich nauczycieli. W badaniu wzięło udział 285 nauczycieli z różnych sektorów edukacji. Większość uczestników stanowiły kobiety (88%), co odzwierciedla charakterystykę badanej grupy. W badaniach zastosowano następujące narzędzia: Skalę Jasnej Triady (LTS), Kwestionariusz Sensu Życia (MLQ), Skalę Satysfakcji z Pracy (SSP) oraz Skalę Satysfakcji z Życia (SWLS). Analiza korelacji wykazała istotne związki między podskalami Jasnej Triady, satysfakcją z pracy i życia oraz obecnością sensu życia. Poszukiwanie sensu życia nie wykazało natomiast żadnych istotnych korelacji z Jasną Triadą. Obecność sensu życia mediowała związki między wszystkimi wymiarami Jasnej Triady a satysfakcją z pracy i życia, z wyjątkiem jednego. Nie zaobserwowano statystycznie istotnego efektu mediacji między wiarą w ludzkość a satysfakcją z życia. W przyszłych badaniach warto zbadać rolę stresu zawodowego oraz poczucia porażki doświadczanego przez nauczycieli.

Słowa kluczowe: nauczyciele wczesnej edukacji; Jasna Triada; satysfakcja z życia i pracy; poczucie sensu życia; mediacja

