

THE STUDY OF THE IMPACT OF PERSONALITY TRAITS ON JOB SATISFACTION
AND COMMITMENT AMONG EMPLOYEES IN AN EDUCATIONAL SETTING

by

Madeleine Georges Eid

A Thesis Submitted in
Partial Fulfilment of the
Requirements for the Degree of

Master of Arts

in

Educational Psychology

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To my parents, George and Maryam, for their
unconditional love and support,

To my brother and sister, Alain and Sandra, for
their love, care and support,

To my husband, Anthony, for his love, faith,
wisdom, and encouragement,

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for being my intellectual and spiritual mentor,

To my boss, Mr. Pierre Harfouche, for all his
respect, support, and care,

Last, but not least, to the memory of our beloved
Dr. Walid Sarkis and his blessed soul.



FACULTY OF
HUMANITIES
DEPT. OF PSYCHOLOGY,
EDUCATION & PHYSICAL EDUCATION

—LOUAIZE—

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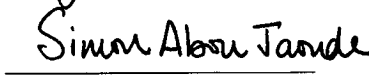
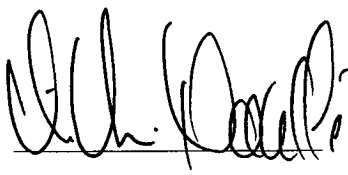
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Abstract

Personality constructs have been demonstrated to be of the main predictors for explaining and predicting the satisfaction and commitment of employees at work. Employees' personalities and personality traits play a significant role in their perception of life as individuals in general, and of work life as employees in organizations in particular. This thesis examines the impact that Personality Traits have on teacher-employees' level of Job Satisfaction and Commitment. A correlational study was performed to identify the relationships between the variables, where 99 employees ($n=99$), in a representative sample of the working Lebanese teachers who are employed at private educational centers, complete the Big Five Inventory 2 (BFI-2) for personality and the Minnesota Satisfaction Questionnaire (MSQ) for Job Satisfaction. The scales were statistically analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 19. Results showed that the dimension of agreeableness was positively correlated with job satisfaction ($r = .31, p < .01$), and marginally correlated with job commitment ($r = .09, p = .17$). The opposite pattern was observed for the neuroticism dimension of the BFI, where neuroticism scores were negatively associated with job satisfaction scores ($r = -.35, p < .01$) but positively correlated with job commitment ($r = .18, p = .03$). Conscientiousness was positively correlated with job satisfaction ($r = .18, p = .03$) and marginally positively correlated with job commitment ($r = .12, p = .10$). Sociability, another name for extraversion, was marginally positively correlated with both job satisfaction ($r = .10, p = .14$) and commitment ($r = .09, p = .18$). No correlation was found between openness to experience and job satisfaction and commitment. In the light of these results, the cumulative data reports the apparent correlation coefficients between personality traits and job satisfaction and commitment, an agenda for future research in other educational and organizational settings.

Keywords:

Personality, Personality Traits, Big Five Traits, Job, Employees, Teachers, Job Satisfaction, Job Commitment, Organizational Trust, Personality Instruments, Educational Setting

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LIST OF ABBREVIATIONS

ALLC	American Lebanese Language Center
ALLCS IH	American Lebanese Language Center International House – Sin El Fil
ANOVA	Analysis of Variance
ANCOVA	Analysis of Covariance
APA	American Psychological Association
BFI-2	Big Five Inventory – 2 (revised personality test)
CELTA	Cambridge Certificate for English Language Teaching to Adults
LAU	Lebanese American University
MBTI	The Myers-Briggs Type Indicator
NSSF	National Social Security Funds
OCEAN	Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism
QWL	Quality of Work Life

Glossary of Terms

Adaptation:

1. a change in a plant or animal that makes it better able to live in a particular place or situation
2. the process of changing to fit some purpose or situation: the process of adapting
3. adjustment to environmental conditions: as
 - a: adjustment of a sense organ to the intensity or quality of stimulation
 - b: modification of an organism or its parts that makes it more fit for existence under the conditions of its environment

Adaptive: capable of, suited to, or contributing to adaptation <... adaptive traits that enhance survival and diversification of species ...—Science News 1 Feb. 1986>

Expressive: showing emotions and feelings clearly and openly

Genotype: all or part of the genetic constitution of an individual or group (compare phenotype)

Neuropsychic: of or relating to both the mind and the nervous system as affecting mental processes

Phenotype: the observable properties of an organism that are produced by the interaction of the genotype and the environment

Psychophysical: of or relating to psychophysics; sharing mental and physical qualities

PROLOGUE

I have always been highly fascinated by how much an individual's environment may affect their "psyche", moods, and thus, perceptions, attitudes and behaviors, and by how much that phenomenon is reciprocal. A person's environment may alter their moods, perceptions, attitudes and behaviors, and in return, that person's moods, perceptions, attitudes, and behaviors, may affect and alter their environment. I have always observed and seen that phenomenon all around me, ever since I was a child. For instance, at home, if mother is unhappy with grandmother, her attitudes and moods may affect her performance as a mother, and also affect all of the people in her home. At school, if teachers are unhappy with their jobs or their salaries, for example, their whole attitudes towards their work and workplace and towards their students may be altered. At my school, we would jokingly tell tales about grumpy teachers, saying things like "he must have had a fight with the principle and now he is all angry at us" or "she has already spent her salary and now she needs to buy food and diapers for her children but has no more money to do so and that is why she is feeling down and is impatient with the students" or "he is in a bad mood because the kids from the other class were rude and drove him crazy", etc. However, what I have been most intrigued about are the differences in the reactions of people who are in the same situation in terms of perceptions, attitudes, moods, and behaviors, that is to say the differences in their personalities and traits which are driving them to act in one way and not the other. For instance, we would have ten teachers facing the same kind of students, or the same kind of stress or situation, but each reacting or responding much differently than most others. This subject of personality and satisfaction, namely when it comes to job satisfaction has always intrigued and fascinated me. Seeing how a teacher's mood may affect their whole day

and ours too, I have always been fascinated by how much better an employee can do and a whole organization can do if that individual employee was actually satisfied with their job.

To illustrate, later on in my adult life, the subject drew my attention more and more, especially when I started working professionally with people. To tell all the stories and instances where I was observing this phenomenon would take up a whole novel, so here I only tell the latest story from when I began teaching English as a Foreign Language at the American Lebanese Language Center (ALLC). In my few years of experience at the ALLC, I met more teachers and more students than I could keep count of, and what I have gathered, other than acquaintances, was an interest in the subject which is explored in this thesis. I met teachers who were so happy and satisfied with their job that they had been in it for dozens of years, knowing that it is a job that does not offer any social security or medical insurance for its teacher employees, and that it is an “uncertain” or unstable job, in the sense that there come times when the institution is not gaining enough profit because of seasonal or occasional lack of students (mostly during the summer season when students tend to take a break from studying languages). I also met teachers who came and taught for a few months, but then quit for different reasons; some found better jobs, some could not deal with the stress of teaching adults and children in the same classroom, some could not keep up with the program’s requirements or technology, and some others were not feeling comfortable enough working in an “uncertain” job and preferred sitting at home and searching for other more stable jobs instead. That being said, there are some requirements that are needed in Lebanon and in this day and age, for a person to feel secure and lead a stable life, that go beyond maintaining a job just because it is a vocation or because it feels good to do it. Those requirements mostly have to do with financial and social security, like having a stable salary that could be raised with time, having social security, like Lebanon’s

National Social Security Funds (NSSF), having medical insurance covered, having some schooling fees covered, and things of the like. Unfortunately, those requirements were not met for me at the ALLC, like for many other teachers who were seeking stability, and the moment I was given the opportunity to be in a job that granted those requirements, I quit my job at the ALLC and immediately took the job at the bank.

To conclude, I taught at the ALLC for several years and felt a great sense of belonging and comfort. I loved my job so much that I thought I would never quit it. I loved the language, I loved teaching students new things and learning new things every day, I loved making things easier for everyone, I loved giving extra time to help others, students and teachers alike, I loved my boss, colleagues and students, I loved the tools we used for teaching, I loved the whole center, I loved preparing lessons and grading exams, and I absolutely loved preparing activities and putting them in the teachers' room for everyone to access and use freely. In other words, I was really satisfied with my job in almost all its aspects, and I would have never quitted for anything other than seeking social and financial stability. By the same token, we were all facing the same situations and conditions; some of us gave it our all and felt it was worth the sacrifice, and some others felt it was not worth it at all. Why were our perceptions of and our reactions to those situations and conditions so different from each other? Why were some of us so happy and satisfied with their jobs and enjoying a great sense of belonging and commitment while others were unhappy and uncomfortable and were doing it out of obligation? Those are a few of the questions that were left unanswered for me and which I was only able to explain by saying, "well people are different, have different personalities and come from different backgrounds, and everything they perceive and experience is completely subjective and dependent on their characters, and on the personalities they have decided to take on."

Here in this thesis, I aim to answer some of the questions that have always roamed my mind, in an empirical manner, in the hope that some of the answers could lead to additional insights on how to ensure employee satisfaction, especially in an educational organization where the job has much more value for humanity than to just be able to pay the bills and have a decent life.

Introduction

As the ancient Greek pre-Socratic philosopher Heraclitus observed, character is destiny. Individuals' characters can be seen as their embedded structure of thoughts, principles, expectations, and concepts about themselves and their existence or experiences with their environment. In this sense, the theory is that character makes up the foundation of individual personality, and whatever attributes the individual chooses to feed and reinforce would constitute the individual's personality characteristics and attitudes. When it comes to career life, the most important things in human beings, in relation to their careers and life in organizations, besides their apparent behaviors, are their personalities and the traits that come with them. Personality constructs have been demonstrated to be some of the main predictors for explaining and predicting the satisfaction and commitment of employees at work. The main argument here is that employees' personalities and personality traits play a significant role in their life and life choices as individuals in general, and in their careers and choices as employees in organizations in particular.

Furthermore, the underlying assumption here is that employees' personalities and dominant personality traits may play a role in their level of trust in others, in general, and in their organizations and other fellow employees, in particular, and thus may, in turn, have an effect on those employees' levels of job satisfaction and commitment, and their overall well-being in the workplace, also known as the Quality of Work Life (QWL). The Quality of Work Life is a people-oriented concept that handles the overall wellbeing of employees, and emphasizes human relations inside a work environment (Sirgy et al., 2001). Assuming that job satisfaction is crucial for people's welfare at the workplace in specific, and for the prosperity of organizations and the overall society in general, a very important and prevalent field of research has been the

significance of employees' personalities in affecting their experience of job satisfaction (Judge, Heller, & Mount, 2002; Bruk-Lee, Khouty, Nixon, Goh, & Spector, 2009).

Additionally, In view of the multifaceted nature of the study of personality traits in organizational psychology literature as they relate to job satisfaction and commitment and different career and life choices, it is expected that there might be resources from behaviorism, psychoanalysis, or neuropsychology, because some theories about particular personality-related facts give an exceptional clarification of behavior that probably would not have been comprehensible by ways of merely observing the behavior.

Consequently, in relation to the subject of job satisfaction, Judge, Heller & Mount (2002) inform the investigation on predictions of job satisfaction in their meta-analysis, and construe that there is an agreement in current research that the Five Factor model is a cut above all other personality concepts in this area. The Five Factor theory has been criticized during its past and its development, but even though there were divergences in this subject, the model still continues to be the most validated and applied personality theory in the discipline today (Judge et al., 2002). The Big Five Model of Personality is widely seen in the literature, and especially in relation to jobs involving and affecting the human capital such as those in educational settings. Additionally, in the sphere of educational settings, several studies were done on teachers' job satisfaction in schools (Delle Fave & Massimini, 2003; Zembylas & Papanastasiou, 2006) and in higher educational establishments such as universities (Tepstra & Honoree, 2004; Rosser, 2005), and from observation, these research outcomes were in harmony with the ones that were done in non-educational settings.

However, no recorded studies were performed on teachers of private educational centers and continuing education divisions in Lebanon in an aim to find out the relationships between

teachers' dominant personality traits and their levels of job satisfaction and commitment in relation to those private centers. To answer the question about the nature of those centers, it is important to note that they are mostly private centers, owned by private non-governmental organizations. In the glossary of statistical terms, "An education institution is classified as private if it is controlled and managed by a non-governmental organization (e.g. a Church, Trade Union or business enterprise), or if its Governing Board consists mostly of members not selected by a public agency." (UNESCO, OECD, 2001, page 49). Nevertheless, this definition could also still include private schools that follow the government's full educational programs from Kindergarten until Grade 13; then it would fall short from defining the private education centers targeted in this thesis. To avoid this confusion, a distinction was made at the California Department of Education (2017):

In determining whether a given entity is a school or a program, consider the following questions: Is the educational component of the entity secondary to its primary purpose, which is other than education? Do students, who are enrolled in the entity, remain members of the school that referred them? Do all students enroll on a part-time basis? If the answer to any of those three questions is yes: This entity is not a school, and it may be a program.

As for the definition of continuing education, the Merriam-Webster dictionary defines it as "formal courses of study for adult part-time students", almost similar to what a "program" means.

What is sometimes called an educational "center" or "institute" in Lebanon, in order to distinguish it from public or private schools, is actually a "program". Therefore, the final definition of the private centers or institutes used in this thesis is this: they are private educational institutions, controlled and managed by non-governmental organizations, better described as programs rather than schools because all students enroll on a part-time basis only. In the case of those centers in Lebanon, the teachers are also employed on a part-time basis. The

thesis' target population herein is then the teachers who are employed at those centers in Lebanon.

Research Question

This thesis aims to discover what Personality Traits play an important role in teacher-employees' level of Job Satisfaction and which ones are most dominant in the teacher-employees who experience either very low or very high levels of Job Satisfaction and Commitment.

Why are some employees satisfied with their jobs while others are dissatisfied? How do low levels of job satisfaction and commitment of employees in educational settings affect their careers and their workplaces? How do Personality Traits affect teacher-employees' levels of Job Satisfaction and Commitment? What are the Personality Traits that are most dominant in the teacher-employees who experience either very low or very high levels of Job Satisfaction and Commitment? How can employers at educational institutions identify personality traits and their relationship with job satisfaction and commitment?

Hypotheses

To what extent is there a relationship between employees' personality traits and their levels of job satisfaction and commitment? Thus, the dependent variables here are the levels of job satisfaction and commitment, and the independent variables are the big five personality traits. The main hypothesis here is that a person's levels job satisfaction and job commitment depend largely on what personality traits are most dominant in that person, regardless of what extrinsic factors may increase or decrease their levels; these interfering factors are controlled as much as possible in this thesis to ensure that the study examines the effects of personality traits only. Subsequently, some of the more specific related hypotheses that are inspired by many schools of thought and that are to be proven or refuted in this research paper are as follows:

- A. Agreeableness, as a personality trait, is positively correlated with job satisfaction and commitment. The higher the level of agreeableness is, the higher the level of job satisfaction and commitment. Numerous studies have revealed that agreeableness has a positive connection to job satisfaction (Judge et al., 2002; Bruk-Lee et al., 2009).
- B. Neuroticism, as a personality trait, is negatively correlated with the level of job satisfaction and commitment. This suggests that the higher the level of neuroticism is, the lower the level of job satisfaction and commitment might be. Earlier research has demonstrated that neuroticism and job satisfaction are negatively associated (Judge et al., 2002; Bruk-Lee et al., 2009).
- C. Conscientiousness is positively correlated with job satisfaction and commitment. The higher the level of conscientiousness is, the higher the level of job satisfaction and commitment might be. Conscientiousness is the big five trait that has demonstrated the strongest positive relationship to job satisfaction in the literature (Judge et al., 2002; Bruk-Lee et al., 2009).
- D. Extraversion (Sociability) is positively correlated with job satisfaction and commitment. The higher the level Extraversion is, the higher the level of job satisfaction might be, considering previous meta-analyses (Judge et al., 2002; Bruk-Lee et al., 2009).
- E. Openness to experience is positively correlated with Job Satisfaction but not with Commitment. Openness to experience has so far not revealed any significant relationship to job satisfaction in the literature, but is still important because there are propensities for a negative relationship with job satisfaction (Judge et al., 2002; Bruk-Lee et al., 2009).

In order to undertake hypotheses testing, each research hypothesis needs to be expressed as both a null and an alternative hypothesis – the null hypothesis being essentially in “devil’s advocate” position.

Hypotheses Testing

H0.0 – Null Hypothesis: There is no correlation between personality traits and job satisfaction and commitment.

H0.1 – **Hypothesis:** There is a significant correlation between personality traits and job satisfaction and commitment.

H1.0 – Null Hypothesis: Agreeableness is not associated with job satisfaction and commitment.

H1 – **Hypothesis:** Agreeableness is positively associated with job satisfaction and commitment.

H2.0 – Null Hypothesis: Neuroticism is not associated with job satisfaction and commitment.

H2 – **Hypothesis:** Neuroticism is negatively associated with job satisfaction and commitment.

H3.0 – Null Hypothesis: Conscientiousness is not associated with job satisfaction and commitment.

H3 – **Hypothesis:** Conscientiousness is positively associated with job satisfaction and commitment.

H4.0 – Null Hypothesis: Extraversion is not associated with job satisfaction and commitment.

H4 – **Hypothesis:** Extraversion is positively associated with job satisfaction and commitment.

H5.0 – Null Hypothesis: Openness to experience is not associated with job satisfaction and commitment.

H5 – **Hypothesis:** Openness to experience is positively associated with job satisfaction and negatively associated with job commitment.

Dependent Variables: Job Satisfaction and Commitment / Independent Variables: Personality Traits, Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism.

Now that the null and the alternative hypotheses have been identified, evidence will be provided to develop a strategy for declaring the support to either one. This will be done using statistical theory and arbitrary cutoff points.

Objectives of the Study

The four main objectives of this research paper are as follows: First, to review the relationships between personality characteristics and job satisfaction and commitment, as well as organizational trust through the literature only; Second, to determine through empirical research, the personality traits that are most dominant in the teacher-employees who are the participants in this research; Third, to assess their levels of job satisfaction and commitment; Fourth, to investigate through correlational analyses, the impact of personality traits on job satisfaction and job commitment.

Research Plan

This thesis is mainly divided into three parts. The first part includes the Literature Review section, which is made up of four chapters, all reporting and reviewing information gathered from scholarly articles and research books, old and new, and relevant to the current research and its objectives; this information is there to clarify the reasons behind the chosen research question and light the way for the conducted research and ground it into a significant context. The second part includes the Methodology and Procedures section which explains how

the research is conducted, clarifies the methods and instruments used, and shows how the findings are achieved and analyzed. It comprises a Study Methods chapter, in this case presenting a Quantitative Study with Sampling, Data Collection and Preparation, and then a Correlational Analysis, where data is analyzed, results from the research are drawn from statistical analysis, and their significance interpreted and described so that they can either confirm or reject the posed hypotheses. Finally, in the Syntheses and Conclusion section, the third and final part of the thesis, the results and findings are discussed in the light of educational organization and work life, and significant conclusions are drawn from the thesis and its findings, suggesting why they are significant in the world today, presenting expanded manners of thinking about the research problem, and discussing new spheres for future research.

PART 1
LITERATURE REVIEW

Introduction

We have established that character is destiny and that it makes up the foundation of individual personality. People's personalities play a significant role in their view of life and their choices in general, and in particular employees' personalities and personality traits play a very big role in their careers and choices as employees in particular. The Big Five Model of Personality is widely seen in the literature, and especially as it relates to jobs involving and affecting the human capital such as those in educational settings. So far, no recorded studies were performed on teachers of private educational centers and continuing education divisions in Lebanon. This thesis aims to discover which Personality Traits play an important role in teachers' level of Job Satisfaction and which ones are most dominant in the teachers who experience either very low or very high levels of Job Satisfaction and Commitment. Therefore, the question that the research thesis seeks to answer is the following: How do Personality Traits affect teacher-employees' levels of Job Satisfaction and Commitment and what are the Personality Traits that are most dominant in the teacher-employees who experience either very low or very high levels of Job Satisfaction and Commitment? The theory here is that there is a significant relationship between employees' personality traits and their levels of job satisfaction and commitment. In the study that examines this theory, thus, the dependent variables are the levels of job satisfaction and commitment, and the independent variables are the big five personality traits. It is hypothesized that agreeableness is positively associated with job satisfaction and commitment, neuroticism is negatively associated with job satisfaction and commitment, conscientiousness is positively associated with job satisfaction and commitment, extraversion is positively associated with job satisfaction and commitment, and openness to experience is positively associated with job satisfaction and negatively associated with job

commitment. The two main objectives of this thesis are: to review the relationships between personality characteristics and job satisfaction and commitment, as well as organizational trust through the literature only, and then to determine, through empirical research, the personality traits that are most dominant in the teacher-employees who are the participants in this research, and to assess their levels of job satisfaction and commitment, to be able to subsequently examine, through correlational analyses, the relationships that job satisfaction and job commitment have with personality traits.

In the next part, the literature review discusses the founders of the personality traits approach, since the 1940s, describes the Big Five Factor Structure of Personality and the development of all the personality facets in the literature over time, goes into individual differences on the personality traits and their facets, speaks about different factors which may affect personality and its traits, and examines the different personality variables that predict behavior. In the second chapter of this first part, comes the discussion about different personality assessment methods and tools, including the ancient Enneagram tool, Carl Jung's Psychological Types, the DISC Tool for personality assessment, the Myers-Briggs Type Indicator, as well as the Minnesota Multiphasic Personality Inventory Theory and the MMPI tool for personality measurement. Then the third chapter of the section follows, with a discussion about the Big Five Personality Traits Theory and the Five Factor Traits of Agreeableness, Conscientiousness, Adjustment, Sociability, and Openness, and about the different criticisms of the Big Five Theory in the literature. In the fourth and last chapter of this section, the notion of job satisfaction and the relationship between job and personality in the literature is discussed. Additionally, the relationship between personality traits and organizational trust is briefly reviewed, and the notion of the Quality of Work Life (QWL) as it relates to personality traits is presented.

Chapter I - Defining Personality and Personality Traits

In order to understand what personality and personality traits are, it is imperative to review different definitions of them in the literature. In this chapter, I start by introducing the different founders of the personality traits approach and their different theories, then I talk about the Big Five Factor structure of personality and how personality is divided into five major traits, and then I discuss how individuals differ from each other on the traits. Later, I describe the factors affecting personality, and finally, I elaborate more on the personality variables which can predict behaviors.

1. Founders of the Personality Traits Approach

Allport (1947), the founder of the personality traits approach, perceived traits as a structured mental formation, that varies from one person to the other, and which sets off and steers behaviors. Allport (1961) described personality as the active association of psychophysical systems, within the human beings, that establish their distinctive thoughts and behaviors. In addition, Allport (1961, p.347) defined a trait as a “neuropsychic structure having the capacity to render many stimuli functionally equivalent, and to initiate and guide equivalent (meaningfully consistent) forms of adaptive and expressive behavior” (cited in Zaccaro, Kemp & Bader, 2004, p.103). Allport (1961) also declared that any particular trait may fall short in predicting conduct or behavior patterns in *one* single situation and that all behavioral ingredients and forms have to come together.

Later, Cattell (1973) started his personality research with trait-descriptive terminology, and soon moved the focus of his attention to questionnaire items. He cut the number of personality trait variables to thirty-five, and he utilized sixteen personality factor questionnaires

(16 PF) to analyze 16 of the strongest elements of personality. Cattell (1973) established that there are two types of personality traits. The first type is the “source trait” or the main element of personality, which can only be recognized by using factor analysis. The second type is the “surface trait,” which is a mixture of more than one source trait. Cattell (1973) pointed out that traits cannot be considered only by verbal description or behaviors inside the laboratory setting and that several real world actions must be considered as well.

Secondary Global Factors		
I – Extraversion/Introversion		
(A) Warm-Reserved (F) Lively-Serious (H) Bold-Shy (N) Private-Forthright (Q2) Self-Reliant-Group-oriented	Introvert/Socially Inhibited	Extrovert/Socially Bold
II – High Anxiety/Low Anxiety		
(C) Emotionally Stable-Reactive (L) Vigilant-Trusting (O) Apprehensive-Self-assured (Q4) Tense-Relaxed	Low Anxiety/Emotionally stable	High Anxiety/Emotionally reactive
III – Tough-Mindedness/Receptivity		
(A) Warm-Reserved (I) Sensitive-Unsentimental (M) Abstracted-Practical (Q1) Open-to-Change/Traditional	Receptive/Open Minded/Intuitive	Inflexible/Firm/Low Empathy
IV – Independence/Accommodation		
(E) Dominant-Deferential (H) Bold-Shy (L) Vigilant-Trusting (Q1) Open-to-Change/Traditional	Accommodated/Submissive/Self-sacrificing	Independent/Persuasive/Focused on the Future
V – Self-Control/Lack of Restraint		
(F) Lively-Serious (G) Rule-conscious/Expedient (M) Abstracted-Practical (Q3) Perfectionistic-Tolerates disorder	Impulsive/Reactive	Controlled/Inhibited

Table 1: Cattell's 16 Personality Factor Model (Adapted From Cattell & Mead, 2008).

2. The Big Five Factor Structure of Personality

Subsequently, Wiggins (1996) suggested a big five factor structure of personality, where the Big Five personality factors seem to present a collection of extremely replicable features that prudently and broadly explain most phenotypic individual distinctions. The phenotypic personality characteristics can better be described as *attributes* rather than as *traits*, because the notion of *traits* bears too much weight into research about phenotypic personality language. *Trait* is more a term that describes both genotypes and phenotypes together in relation to personality, whereas using the term *attribute* suggests an unambiguous reference to phenotype alone (Wiggins, 1996). Moreover, a genotype offers an explanation for a phenotype, but a specific phenotype does not necessarily have an insinuation for a specific genotype. Additionally, Wiggins (1996) proposed a big five-factor structure of personality and stated that:

The Big Five personality factors appear to provide a set of highly replicable dimensions that parsimoniously and comprehensively describe most phenotypic individual differences. Given the variety of conceivable exclusion criteria for defining personality attributes, the Big Five are meaningful at all levels, but more comprehensive and parsimonious under narrower definitions of personality. The Big Five factors are not necessarily of equal importance and replicability. The Big Five do not form tight and discrete clusters of variables; rather, as a general rule, each factor represents a major concentration in a continuous distribution of attributes in descriptive space. A complete taxonomy of personality attributes must include both horizontal and vertical features of their meanings. Rather than the final chapter for personality research, the Big Five is but an important beginning. As a representation of phenotypes based on the natural language, the Big Five structure is indifferent and thus complementary to genotypic representations of causes, motivations, and internal personality dynamics. (Wiggins, 1996, p. 36-42).

That being said, the five-factor classification of personality components, in part owing to the extensive amount of research that has been a factor in determining its validity, has now become a model of reference among the hierarchical models of personality.

3. Individuality and the Traits

Specifically, in addressing the notion of personality traits, Deutsch and Coleman (2000) maintain that personality traits are unique to each person, and that there are no two individuals that can be precisely very similar, not even identical twins. According to Deutsch and Coleman (2000), there are two main approaches to the study of personality. The approach that claims that an individual's comportment cannot be divided into its constituent parts is called the idiographic approach, and the approach that states that the overall dimension of comportment can be used to portray most people of a common age group is called the nomothetic approach (Deutsch and Coleman, 2000). The idiographic approach underlines the fact that each individual has a unique and distinctive psychological composition, that some traits are characteristic of only one individual, and that it is sometimes impossible to equal or compare one individual with another (Deutsch and Coleman, 2000). On the other hand, the nomothetic approach emphasizes that individuals could actually be compared, but views those individuals as incomparable and unique in their assortment of traits (Deutsch and Coleman, 2000). This point of view perceives traits as possessing similar psychological meaning in everybody and believes that individuals are different merely in the extent of each trait (Deutsch and Coleman, 2000). More particularly, some personality traits predict individuals' learning, skill acquirement, as well as training performance, goal performance, global job performance, and the level of accomplishment (Barrick, Mount & Judge, 2001).

Generally, according to Warren (2002), even though psychologists might not possibly settle on one definition of personality, there is good agreement that personality consists of the way an individual acts, the mark that an individual leaves in others, and the individual's characteristic patterns of behavior. There are specific personality instruments that can predict

certain outcomes or behaviors such as personality instruments that can predict alcoholism in an individual (Cooper-Hakim & Viswesvaran, 2002).

4. Factors Affecting Personality

Later, Olver and Mooradian (2003) assert that it is only sensible to believe that personality traits affect attitudes and personal values. Personality has often been claimed to be quite established, with alterations occurring only due to natural age-linked brain development and maturation as well as variations in gene manifestation throughout the individual's lifetime, or even due to changes in brain structure and chemistry as a result of intense or traumatic environmental happenings (McCrae & Costa, 2003). Additionally, in terms of personality in the workplace, it is believed that the relationships between job-related conditions and personality variables are influenced by self-regulatory and motivational procedures (Lee, Sheldon, & Turban, 2003). Moreover, personality-based job uprightness tests predict job-related behaviors such as absenteeism (Ones, Viswesvaran, & Schmidt, 2003). However, some studies have maintained that the individual's environment, particularly when participating in social associations such as marriage and work, has a major role in personality development across the individual's lifetime (Roberts, Wood, & Smith, 2005).

5. Personality Variables Predicting Behaviors

Markedly, the personality trait of conscientiousness and its characteristics predict health compartments, drug use, and mortality (Roberts, Chernyshenko, Stark, & Goldberg, 2005). Personality variables predict contextual performance like job commitment, humanity, relational assistance, organizational citizenship, and generalized conformity (Borman, Penner, Allen, & Motowidlo, 2001; Dudley et al., 2006), expatriate performance (Mol, Born, Willemsen, & Van

Der Molen, 2005) and job satisfaction (Ng, Eby, Sorensen, & Feldman, 2005). They also predict team performance (Peeters, Van Tuijl, Rutte, & Reymen, 2006) and more specifically, task performance (Dudley et al., 2006). For example, the relationship between learning and conscientiousness is interceded by goal commitment (Klein & Lee, 2006). Personality traits that reinforce positive emotions regulate stress reactions, facilitate healing from stress, and help the individuals who are psychologically resilient to successfully pull through from the usual daily stress (Ong, Bergeman, Bisconti, & Wallace, 2006).

In addition, it is argued that personality variables predict individual innovation and creativity (Hough & Dilchert, 2007), counterproductive work behavior (CWB) (Berry, Ones, & Sackett, 2007), goal setting and, on the other hand, procrastination (Steel, 2007).

Generally, in relation to personality and work, Sutin and Costa (2008) argue that personality may affect the daily experience on the job, but not the job's outcomes or recompenses. Throughout time, personality shapes a person's working situations, like their opportunity to make decisions or to employ their skills, as well as their physical working situations, but on the other hand, these job features do not mutually influence personality (Sutin & Costa, 2008). Furthermore, Sutin and Costa (2008) claim that it is merely the measurable material compensation of the occupation that is a factor in personality development, and not the extent to which an individual takes pleasure in the job or the everyday experiences of the working environment. More globally, personality variables are highly associated with personal and subjective welfare, with experiential correlations up to .62 when fundamentally comparable measures are grouped (Steel, Schmidt, & Shulz, 2008).

In this chapter, I discussed the different founders of the personality traits approach and their related theories, the Big Five Factor structure of personality and the way personality is

divided into five major traits, the way in which individuals differ from each other on the traits, the factors affecting personality, and the personality variables which can predict behaviors.

Chapter II – Personality Assessment

To present a better understanding of what personality assessment is, the APA (2017) defines personality assessment as the “proficiency in professional psychology that involves the administration, scoring, and interpretation of empirically supported measures of personality traits and styles in order to [...] increase the accuracy of behavioral prediction in a variety of contexts and settings (e.g., clinical, forensic, organizational, educational).” In this chapter, I will go into different types of personality assessment and personality scales and describe each one of them. Those personality scales include the Enneagram, Carl Jung’s Psychological Types, the DISC Tool, The Myers-Briggs Type Indicator, and The Minnesota Multiphasic Personality Inventory Theory.

1. Enneagram

One of the oldest approaches to personality testing is assumed to have stemmed from the sacred geometry created by the Pythagoreans 4,000 years ago (“Personality Test,” 2001-2005). It is called the “Enneagram”, and classifies personalities by splitting them into 9 numbered types: the Reformer, the Helper, the Achiever, the Individualist, the Investigator, the Loyalist, the Enthusiast, the Challenger, and the Peacemaker (“Personality Test,” 2001-2005).

2. Carl Jung’s Psychological Types

Another personality model was by the Swiss Psychiatrist Carl Jung who presented eight classes of personality types built on whether individuals were more introverted or extroverted and on the way they sorted out and utilized information. In his book, *Psychological Types*, which

was originally written in German in 1921, he mentions the subsequent groupings in detail: the individual who utilizes his physical senses to gain information is called a “sensor” and the individual who collects information by using his internal mind patterns is called an “intuitor.” Additionally, an individual who makes decisions focused on logic is known as a “thinker” and one who makes decisions founded on emotion is known as a “feeler” (“Personality Test,” 2001-2005).

3. DISC Tool

The history of the examination of personality and the development of personality classification methods persisted in 1926 when William Moulton Marston, a psychologist at Harvard University, created the DISC system discussed in his book *The Emotions of Normal People*. All through World War II, this system was extensively applied as part of the US Army’s recruitment procedures and subsequently became a common commercial instrument. According to the DISC tool, every person was considered to be a different mixture of four fundamental areas based on human behavior response: Dominance, Influencing, Steadiness, and Compliance (“Personality Test,” 2001-2005).

4. The Myers-Briggs Type Indicator

Katherine Cook Briggs and Isabel Briggs Myers started developing the Myers-Briggs Type Indicator tool in the 1940s, while the initial research was done in the 1940s and 1950s. The Myers-Briggs Type Indicator (MBTI) as a model of personality, distinguishes personality preferences, and has the purpose of turning the theory of psychological types illustrated by Carl Jung into something more comprehensible and valuable in humans’ lives (The Myers & Briggs Foundation, 2016). The principle of the Myers-Briggs theory is that all variations on the

behavior, which may seem very haphazard and random, are in fact rather consistent and systematic, happening mainly because of major dissimilarities in people's preferences and in the way each person chooses to use their judgment and perception (The Myers & Briggs Foundation, 2016).

The Myers-Briggs Personality Type is founded on four basic preferences (The Myers & Briggs Foundation, 2016):

1. The first preference establishes individual preference in focusing energy. Individuals who prefer to focus their energy on dealing with "the outer world", like other individuals, situations, or things, are classified under the Extroversion preference. The letter "E" symbolizes this preference. On the other hand, individuals who prefer to focus energy onto "the inner world", like dealing with information, explanations, ideas, or beliefs, are classified under the Introversion preference, which is symbolized by the letter "I."
2. The second preference establishes people's preference in information managing and processing. Individuals who prefer to deal with what they know, to describe what they see, to deal with truths, or to have intelligibility, are classified under the Sensing preference, which is symbolized by the letter "S." People who like to see to ideas, explore the unknown, to create new opportunities or envision what is unrevealed, are categorized under the Intuition preference, which is symbolized by the letter "N."
3. The third preference reveals people's personal preference in making decisions. Individuals who prefer to decide based on unbiased reasoning, using a logical and detached approach, are classified under the Thinking preference, which is symbolized by the letter "T." People who prefer to decide using personal beliefs and/or values, on the basis of what they or others are

concerned about or believe is significant, are classified under the Feeling preference, which is symbolized by the letter “F.”

4. The fourth preference establishes people’s preferences in organizing their life. Individuals who are stable and organized and who plan are classified under the Judging preference, which is symbolized by the letter “J.” Individuals who favor going with the flow, maintaining flexibility and reacting to things as they occur are classified under the Perception preference, which is symbolized by the letter “P.”

The greatest reason to decide on the MBTI instrument would be that hundreds of investigations over the past 40 years have confirmed the instrument to be both valid and reliable (The Myers & Briggs Foundation, 2016). However, even though the MBTI model is easy to apply, it does not go without a multitude of criticisms, as follows: (The Myers & Briggs Foundation, 2016):

- 1) Katharine Cook Briggs and Isabel Briggs Myers have no psychological, psychiatric, scientific, or medical qualifications, and therefore, they are both considered incompetent and untrained to work on the theory of personality.
- 2) The MBTI has not been subject to validation by double-blind tests, wherein partakers take reports written for other partakers, and are asked to decide whether the report suits the other partakers or not, and hence, it might not be eligible as a scientific assessment.
- 3) The MBTI categorizes people into distinctive groups, and this might not characterize partakers who may be very close to the borders of each specific group.

5. The Minnesota Multiphasic Personality Inventory Theory

The Minnesota Multiphasic Personality Inventory (MMPI) is a standardized questionnaire established at the University of Minnesota in 1940 with the initial authors being Starke R. Hathaway, and J. C. McKinley (Kaye, 2002). The MMPI assessment tool was constructed to assist in diagnosing behavioral, social, and personal troubles in psychiatric patients, and help offer significant information to assist in identifying the problem, making a diagnosis, and constructing a treatment plan for the patient (Kaye, 2002). The MMPI-2 was published in 1989 and in early 2001, some of its test elements were revised (Kaye, 2002). The scoring yields six validity scales and ten main personality or clinical scales. The ten main personality or clinical scales are (Kaye, 2002):

- I. Hypochondriasis – the Neurotic anxiety over the body and bodily functions.
- II. Depression - Dejected emotional state, absence of faith or hope in the future, and an overall disappointment in one's personal life circumstances. High scores on this scale reveal clinical depression whereas lower scores may indicate a discontent with life in general.
- III. Hysteria - Manic response to stressful circumstances. Individuals in such circumstances often have a somehow “normal” outlook and later fall into pieces when confronted with a “trigger” degree of stress. Individuals who are disposed to score higher on this scale comprise folks who are smarter, from higher social classes, and better educated. Womenfolk score higher on this scale as well.
- IV. Psychopathic Deviation - Determines social deviance, immorality, and the refusal to accept authority. Teenagers have a tendency to score higher on this scale.

- V. Masculinity-Femininity – Assesses how deeply a human being associates with the conventional masculine or feminine role. Men are likely to get higher scores on this scale. Higher scores on this scale are also associated with socioeconomic status, education, and intelligence, education.
- VI. Paranoia - Paranoid symptoms such as ideas of reference, feelings of persecution, grandiose self-concepts, suspiciousness, excessive sensitivity, and rigid attitudes and opinions.
- VII. Psych-asthenia - Specifies disorders such as Obsessive Compulsive Disorder (OCD), atypical fears, self-depreciation, guilt feelings, and problems in concentration.
- VIII. Schizophrenia - Evaluates a broad selection of subject matter, involving peculiar thought processes and abnormal perceptions, poor family relations, social isolation, problems in concentration and impulse control, absence of profound interests, sexual predicaments, and distressing questions of self-esteem and self-identity.
- IX. Hypomania - Assesses motor activity, speeded speech, and evasion of ideas, irritability, elevated mood, and short periods of depression.
- X. Social Introversion – Examines an individual's propensity to withdraw from social interactions and duties.

The area of personality measurement has an extended history in psychology, and comprises numerous wide-ranging classifications and theories such as the Big Five theory of personality, the 16 PF, the Comrey Personality Scales, and the California Psychological Inventory which all have been utilized and validated in work-contexts (Lounsbury et al., 2003), in addition to models that take into account the contextual role of personality, such as the PRISM model of role-

personality (Wood & Roberts, 2006). Nonetheless, the description of how personality influences job satisfaction has not yet been accurately displayed (Bruk-Lee et al., 2009).

In this chapter, I used the APA definition for personality assessment, and I discussed and described different types of personality assessment and personality scales. Those personality scales include the Enneagram, Carl Jung's Psychological Types, the DISC Tool, The Myers-Briggs Type Indicator, and The Minnesota Multiphasic Personality Inventory Theory. Those scales are all presented for a better understanding of personality tools and for making clear why I have chosen none of them for my study, but instead chose to use the Big Five Inventory revised.

Chapter III - The Big Five Personality Traits Theory

In this chapter, I elaborate on the theory chosen for this thesis, the Big Five personality traits theory, I present the Five Factor Model of personality and the Five Factor traits, and then I talk about the criticisms of the Big Five Theory in the literature.

1. The Five Factor Model

The "Five Factor Theory" or the theory known as "Big Five" of personality was developed by Norman (1963). The expression *trait* has been the source of considerable uncertainty and vagueness in the literature, because it is at times meant to refer to personality, and at other times to character and temper, to dispositions, and to capabilities, in addition to any kind of long-term qualities of the person (Zaccaro et al., 2004, p.103). Additionally, the Five Factor Model has proven to incorporate the type A personality and other dispositional personality traits such as positive and negative affectivity (PA and NA), (Bruk-Lee et al., 2009).

Consequently, the Big Five Personality Traits theory categorizes an individual's personality into Agreeableness, Conscientiousness, Openness to experience, Adjustment and

Sociability according to Howard and Howard (2004), and into Extroversion, Emotional Stability/Neuroticism, Agreeableness, Conscientiousness and Openness to Experience, according to Ivancevich, Konopaske, and Matteson (2008). As Howard and Howard (2004) put them, central characteristics of the Big Five personality traits theory that are taken into consideration in this paper are as follows; First, the traits are not in accordance with types of personality, so individuals differ constantly on them; second, the traits are regarded as universal, as they have been spoken about in diverse languages such as Chinese and German; third, getting acquainted with one's positioning on the traits is very valuable for insight and personal development through therapy; fourth, the traits are steady and stable over a 45-year period of time starting from early adulthood. As early as 1996, it was hypothesized that personality traits "reach mature form in adulthood; thereafter they are stable" (McCrae & Costa, 1996, p. 72), hence, temperament is discussed in children and personality in adults. Therefore, in this study, the adulthood phase where the traits are assumed to have become steady is at the age of 22, and subjects of the study are chosen to be equal to or above the age of 22.

2. The Five Factor Traits

a. Agreeableness

Furthermore, in relation to the five trait clusters of the Big Five personality traits theory seen by Howard and Howard (2004), agreeableness trait stands for the extent to which we are able to agree with or adapt to situations and other individuals. Individuals who exhibit high Agreeableness traits are typically classified as adapters and have a tendency to be modest, altruistic and humane, team players, avoiding conflict or dealing effectively with it, honest, and most importantly, trusting (Neuman & Wright, 1999; Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009) and can be very good at jobs where it is necessary to make and

maintain good interpersonal relationships (Neuman & Wright, 1999). Individuals who show low Agreeableness traits are typically classified as competitors and have the tendency to be self-absorbed, rough, antagonistic, questioning, doubtful, and untrusting (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Individuals who fall in between the two extremes are classified as mediators or negotiators, like those who have the ability to shift from being leaders to becoming followers if the circumstances require it (Howard & Howard, 2004).

b. Conscientiousness

Conscientiousness trait represents the trait of being vigilant, or the feature of abiding by the values of conscience (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). People who show high Conscientiousness traits are typically classified as attentive and have a tendency to be responsible, careful, firm, disciplined, organized, determined, thorough, dependable, diligent, naturally industrious, concerned with outcome, and motivated (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Contrary to people high on this dimension, those who are low on conscientiousness are disorganized, inefficient and lazy and are usually classified as being accomodating, autonomous, reserved, and unpredictable (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Individuals who fall in the middle of this range are individuals who are generally seen as balanced, who find it easier to shift from concentration and single-mindedness to tolerance and acceptance, and from conception to research (Howard & Howard, 2004).

c. Adjustment

Adjustment trait stands for the level to which an individual reacts to stress (Howard & Howard, 2004). Individuals who show strong Adjustment traits are typically classified as

resilient and have a tendency to be rational, self-assured, collected, guilt free, and impassive (Howard & Howard, 2004). This is also known as emotional stability (sometimes reversely known as Neuroticism) and is the propensity to go through positive emotional states (Judge et al., 2002; Bruk-Lee et al., 2009). People who are high in emotional stability (or low in neuroticism) would experience feelings of confidence, security, relaxation, and calmness, and on the contrary, people who are low in emotional stability (or high in neuroticism) are disposed to feel worried, overly anxious, insecure, depressed, and angry, and are more likely to experience stress and emotional break downs if they are faced with challenges (Judge et al., 2002; Bruk-Lee et al., 2009). Individuals who display weak Adjustment traits are generally considered as reactive, and are likely to be edgy, distressed, hasty, nervous, or watchful (Howard & Howard, 2004). Amid the two extremes are the individuals who are considered as responsive, and who combine within them some qualities that are typical of resilient and reactive (Howard & Howard, 2004).

d. Sociability or Extraversion

Sociability trait represents the extent to which individuals can have the ability to be keen on being in the company of other individuals (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Individuals who are considered to be sociable are more likely to communicate with others (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Extroversion (or sociability) is a wide element and comprises traits such as being sociable, unreserved, dynamic, energetic, temperate, positive, talkative and assertive (Howard & Howard, 2004; Ivancevich, Konopaske, & Matteson, 2008). People who are high in extroversion are typically very good-humored, interactive and outspoken people (Ivancevich, Konopaske, & Matteson, 2008). People who show low Sociability traits are typically seen as introverts and are

more likely than not to be secretive, reserved, self-sufficient, and not clearly understood (Howard & Howard, 2004). Individuals who fall in between these two extremes are called ambiverts, and are capable of moving easily from outgoing and extroverted social circumstances to the situations of solitude and working alone (Howard & Howard, 2004).

e. Openness

Openness trait (or Openness to experience) represents the extent to which individuals can be open to new experiences or new manners of getting things done (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Individuals who show high Openness traits are generally seen as explorers who have broad interests and are inquisitive, open-minded, are into innovation, and are impractical (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Individuals who present low Openness traits are typically seen as reserved and have a tendency to be conventional, realistic and practical, proficient and professional, and have a deep knowledge (Howard & Howard, 2004; Judge et al., 2002; Bruk-Lee et al., 2009). Amid the spectrum fall the moderate individuals (Howard & Howard, 2004).

3. Criticism of the Big Five Theory

Just like any other theory in practice, the Big Five Personality Traits theory has been evaluated and criticized by specialists. Even though the Big Five personality traits theory is globally acknowledged, it is considered to be lacking originality as it is argued that the theory is the outcome of blending theories taken from researchers like Cattell, Eysenck, Fiske, Goldberg and McCrae and Costa (Howard & Howard, 2004). It can also be argued that since a significant part of the theory is founded on self-report questionnaires that individuals have to answer about their own personality traits, this may mean that respondents may have a tendency to disregard the

content of the questions and either agree or disagree with the questions themselves, to approve questions in relation to how socially acceptable and pleasing they are, or to even control their scores by responding in a specific way that might generate positive results (Howard & Howard, 2004). Nevertheless, the Big Five personality traits theory features have been consistently shown to arise in a number of groups, comprising non-white and white respondents, children, women and men, and in individuals from diverse cultural and lingual backgrounds such as Japanese, German, Dutch, Chinese, and Filipino (Deutsch & Coleman, 2000).

In this chapter, I explored the Big Five personality traits theory chosen for this thesis, I presented the Five Factor Model of personality and the Five Factor traits, and I discussed the different criticisms of the Big Five Theory found in the literature.

Chapter IV - Personality Traits and Job Satisfaction

In this chapter, I will talk about the notion of Job Satisfaction in the literature, and discuss what the literature says about job and personality and the relationships that might exist between them. Then I will delve into the relationship between personality traits and organizational trust, and I will talk about relationships between personality, job performance, satisfaction, and commitment in the literature, and finally I will talk about personality traits and the Quality of Work Life (QWL), a notion which serves to open doors to future research at the end of my thesis.

1. The Notion of Job Satisfaction

In addition to the theories of personality and personality assessments, a significant concept used in this research is that of employee Job Satisfaction. Hoppock (1935) established the notion in his book *Job Satisfaction*, and believed that job satisfaction is an employee's

physiological and psychological sentiment in relation to their job. It is the individual's emotional reaction or sentiment for work and for the workplace they are in. Some researchers believe that personality traits are linked to job satisfaction (Hoppock, 1935). Some psychologists argue that satisfaction is established by the differentiation between the actual results a human being obtains and some other result level (Lawler, 1973). For example, if an individual who expects a certain result which will trigger a good sentiment about it receives that result, it can be agreed that that individual will get some satisfaction out of the experience (Lawler, 1973). Locke's (1968) progressive job satisfaction theory claims that job satisfaction is somebody's good or bad emotion as the assessment of the work experience. Job satisfaction and job commitment and performance were found to be positively associated with each other, and both to be negatively associated with employee turn-over rate (McLean & Andrew, 2000).

Furthermore, it is argued here that all of the factors that have been found to influence job satisfaction may only influence it because of certain particular employee personality traits. For some individuals, some external factors are actually perceived as a threat while for others, who have different personality traits, those same factors might be perceived as nothing alarming. How, then, do employees' personality traits affect what they perceive as significant? Do personality traits have an effect on what individuals might actually seek in a job?

2. Job and Personality in the Literature

a. Personality Traits and Organizational Trust

In the past 20 years, studies of trust in the diverse social science disciplines has increased significantly and a devoted Journal of Trust Research has been founded (Searle, Weibel & Den Hartog, 2011). Trust research is widely expanding to reach the interest of many renowned and professional organizations, and has specifically become very vital in the present socio-economic

environment due to a largely significant amount of scandals that hit the industry (Searle, Weibel & Den Hartog, 2011, p. 164). Numerous public scandals identified the 20th century such as the financial breakdown of 2008, the bankruptcy of Lehman Brothers, and the financial rescuing of major banks, such as the Royal Bank of Scotland, by governments with the money of tax-payers, and it is scandals such as these that contributed in destroying or seriously battering the public's trust in organizations in general, and in bankers and financial advisors in particular (Searle, Weibel & Den Hartog, 2011, p. 164). On an international level there appears to be a significant differentiation in attention between the developing countries where the attention and focus is on making use of and developing social capital, and the developed wealthier countries where the concentration is on the loss of trust in organizations, specialists and governments (Paliszkievicz, 2011).

Generally, there are several types of trust, depending on the subject of the trust, the object of the trust, and the level of the trust, and in an organizational framework specifically, there are two types of trust: trust in other people such as a manager, a supervisor, or a colleague and the trust in the related organization as a unit (Sousa-Lima, Michel & Caetano, 2013). The trust in the organization as an entity normally depends on its perceived competency and success, its visions and missions, its level of success in the recruitment process and procedures, its employee management tactics, as well as its perceived care for its employees during the postemployment phase in relation to their careers (Sousa-Lima, Michel & Caetano, 2013).

To put it concisely, trust is regarded as a workplace related stance or perceived confidence concerning another (other) organizational member(s) or colleague(s); in different words, it is a psychological state affected by and affecting an individual's workplace, in all its components, ranging to a trust in organizational life in general (Hope-Hailey, Searle & Dietz,

2012). Some employees, for example, are not likely to trust organizations that do not work in accordance with ethical and moral values (Hope-Hailey, Searle & Dietz, 2012), and this could affect the level of job satisfaction of an employee when working for that specific mistrusted organization, as well as the level of devotion that that employee would put in the organization, and subsequently, the employee's overall psychological wellbeing would be affected, and this would in turn affect the organization due to the fact that the employees productivity, creativity, and devotion may have become altered. Searle et al. (2011, p. 145) clearly declare in the *International Review of Industrial and Organizational Psychology*, that the model by Mayer, Davis, and Schoorman (1995), with its three elements of trustworthiness, is the most powerful model of trust values. The three elements of trust as proposed by Mayer et al. (1995) are Ability, Benevolence and Integrity and are considered to be the basics for the foundation of the felt trustworthiness of any to-be-trusted individual.

Furthermore, in a study on trust in business leaders and in the government, Edelman (2014) states that 20% or less of the respondents believed that business leaders could be trusted in making moral and ethical decisions or in telling the truth even when it is not accepted. Additionally, on the micro level, Edelman (2014) observed that the general public put the greatest amount of trust in a company's employees (36%), rather than in the CEO or chief executive officer (27%) or a media representative (16%). In considering the above-mentioned statistics, it can be suggested that the findings imply then that employees in general trust other fellow employees more than they might trust their bosses or media representatives. In relation to organizational information, Edelman (2014) states that academics and technical experts were the most trusted source of information (67 % and 66% respectively). As is seen in studies such as Searle, Weibel and Den Hartog (2011), it is crucial to take into consideration, in particular, every

employee's trust in other organizational associates, such as colleagues or leaders, in addition to the employee's trust, in general, in organizational units such as in the organization as a whole or its management. The reason is that all of this could most probably affect employees' level of job satisfaction as well as personal choices, such as whether to choose to either stay and work with commitment and in an ethical manner if they are satisfied with their jobs, or if they are unhappy and dissatisfied with their jobs, to either leave, or stay but work in an unethical manner. This could also affect, on a higher level, the choice of whether or not to seek psychological counseling, within the framework of organizations.

Additionally, in speaking about Organizational Trust, in their qualitative and quantitative study of the scientific literature which handles the definition of trust over time, Walterbusch, Gräuler and Teuteberg (2014, pp. 1-2) note that, due to the fact that trust is seen as a social formation, prejudice and subjectivity are always possible, and this highlights the inevitability to examine the similarities and disparities in the definitions of the concepts of trust. Almost all definitions of the word, in the field of organizational psychology or management studies, gather the same keywords, for example "confidence/confident", "belief" and "exploit" come together, in addition to "willingness", "risk" and "vulnerability" (Walterbusch et al., 2014, p. 8). One of the areas where high trust has a positive outcome includes an improved willingness to learn, to share information and to admit mistakes, thus encouraging innovation on the part of employees (Searle, Weibel et al., 2011). The positive outcomes of significant levels of trust can be summed up as: a lesser expenditure on information-processing by the persons who decide to trust someone, an augmented satisfaction with the relationship in question, and a better confidence and certainty about the behavior of the other party (Gargiulo & Ertug, 2006). Nevertheless, concerning personality traits as they relate to the subject of trust, the question that is still mostly

unanswered is “Which traits influence workplace trust?” (Wöhrle, van Oudenhoven, Otten & van der Zee, 2014, p. 3).

b. Job Performance, Satisfaction, Commitment and Personality

Barrick and Mount (1991) discovered that, out of the five traits of personality, conscientiousness strongly predicted job performance in working groups. Stewart and Carson (1995) studied the association between personality dimensions and job performance on a population sample of 105 hotel service workers. They established that the traits of Conscientiousness, Agreeableness, and Extraversion were associated with three particular job performance dimensions, notably social responsibility, trustworthiness and work productivity. Nevertheless, while conscientiousness positively associated with trustworthiness and work productivity, extraversion negatively associated with social responsibility and trustworthiness, opposite to expectations.

Later, Salgado (1997) studied the connection between the five-factor model of personality (Openness, Conscientiousness, Extraversion, Agreeableness and Emotional stability) and job performance in the European community. The results showed that Conscientiousness and Emotional stability were sound predictors of job performance throughout a variety of job settings and diverse occupational groups. Openness and Agreeableness were found to be sound predictors of training competency. The other factors of personality are applicable only for some working groups and for some criteria. Extraversion was noticed to be a forecaster of two working groups, and Agreeableness and Openness were found to be sound forecasters of training proficiency.

Similarly, Tokar and Subich (1997) measured the job satisfaction of 395 varyingly employed adults to verify whether the personality dimensions documented in the five-factor

model of personality were a factor in predicting job satisfaction. Personality was examined as a major predictor. The results showed that the block of Big-Five personality dimensions participated significantly in the prediction of job satisfaction. Extraversion and low Neuroticism were unique predictors of job satisfaction.

Subsequently, Dole and Schroeder (2001) carried out an investigation to observe the relationship between personality, job satisfaction and turnover intentions, and to establish whether moderating variables such as gender, ethnicity, occupational setting and the level of decision-making authority had an effect on these relationships. The investigation targeted professional accountants and was performed using a modified meta-analysis. The result did not notice a generally noteworthy relationship between personality and job satisfaction or turnover intentions, but it did discover an inverse association between job satisfaction and turnover intentions, a discovery that confirmed earlier related research. When an employee experiences a higher level of satisfaction at the workplace, this decreases turnover, or the likelihood of changing jobs, and in turn improves employee self-esteem. The study also established that neither ethnicity nor gender was recognized as a significant moderating variable affecting the relationships between the primary variables; on the other hand, both the level of decision-making authority and occupational setting were found to have a significant influence on the relationships between the primary variables.

On the other hand, Barrick, Mount and Judge (2001) studied the relationship between the Big Five personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Emotional stability) and job performance. The results revealed that one of the traits, conscientiousness, considerably predicts job performance throughout several performance criteria and organizational settings. Emotional stability (which is often identified by

its opposite, neuroticism) similarly predicts overall job performance, even though mostly less strongly than conscientiousness does, and it generalizes all over different occupations.

Concerning the three Big Five traits of openness, extraversion, and agreeableness, the study found that even though they do not predict all job performance criteria in all professional settings, they do prove significant validity figures in certain circumstances. For example, both agreeableness and extraversion are predictive of teamwork performance, where interpersonal interactions are central, and openness predicts training performance, where intellectual inquisitiveness is involved.

Likewise, Seibert and Kraimer (2001) studied the relationship between the Big Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) and career success by examining a sample of 496 (318 male and 178 female) employees in a varied set of professions and corporations. Career success consists of two proportions: the first is extrinsic success and can be shown by observable and objective factors such as job promotions and salary raises and the second is intrinsic success and is shown by the levels of career satisfaction. Seibert and Kraimer (2001) discovered that emotional stability (low Neuroticism) was positively correlated with career satisfaction ($\beta^{\wedge} = .20, p < .01$), but was not a predictor of salary ($\beta^{\wedge} = -.03, ns$) or promotions ($\beta^{\wedge} = .00, ns$). Results of their study indicated that extraversion was positively connected to job satisfaction ($\beta^{\wedge} = .15, p < .01$) as well as promotions and salary level ($\beta^{\wedge} = .13$ in both cases, $p < .01$), and neuroticism was negatively connected to job satisfaction, and that Conscientiousness could not predict salary ($\beta^{\wedge} = -.03, ns$) or number of promotions ($\beta^{\wedge} = -.04, ns$). Agreeableness was found to be negatively connected only to job satisfaction although the score was somewhat small ($\beta^{\wedge} = -.09, p < .05$), and was not a predictor of salary ($\beta^{\wedge} = -.03, ns$) or promotions ($\beta^{\wedge} = .00, ns$). Openness was not linked to career

satisfaction ($\beta^{\wedge} = .02, ns$), was negatively connected to salary level ($\beta^{\wedge} = -.10, p < .01$), and not correlated with promotions ($\beta^{\wedge} = -.01, ns$). When the consideration of moderators took place, the study discovered that there was a noteworthy negative association between agreeableness and salary amongst employees in people-oriented professions but there was no association for those in professions that did not include a powerful “people” element.

Subsequently, Judge, Heller, and Mount (2002) explored, in a meta-analytic review, the correlation between the traits from the Five-Factor Model of personality (Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) and overall job satisfaction. Their review suggested that the five-factor model is a successful foundation for inspecting the dispositional source of job satisfaction. Judge, Heller, and Mount (2002) used the FFM model as a consolidating framework, and classified, according to the model, 334 correlations from 163 independent samples. The study’s exact score correlations with job satisfaction were .02 for Openness to Experience, .26 for Conscientiousness, .25 for Extraversion, .17 for Agreeableness and -.29 for Neuroticism. Outcomes additionally showed that only the associations of Neuroticism and Extraversion with job satisfaction could be generalized across investigations. The Big Five traits revealed a multiple correlation of .41 with job satisfaction when studied as a combined set, and this proves the validity of the dispositional source of job satisfaction, especially when the traits are structured giving the Five-Factor Model. Neuroticism, the Big Five Trait that has been considered most frequently in the research about personality and job satisfaction, appeared to be the most consistent and the strongest associate to job satisfaction. The validity of the trait of Neuroticism as well as the nonzero relationships that the trait of Extraversion had with job satisfaction across studies were no surprise in the study of Judge, Heller, and Mount (2002). Low Neuroticism or Emotional Stability and Extraversion are

crucial facets of the “happy personality” (DeNeve & Cooper, 1998; Judge, Heller, & Mount, 2002). One would presume that the same elements that cause extraverted and emotionally stable people to be happy in their life could also be the same elements that could make them happy in their jobs. As Tokar, Fischer, and Subich (1998) observed in their qualitative review, “Greater job satisfaction is related to lower neuroticism and its variants, as well as to higher extraversion and related traits” (p. 144) (Judge, Heller, & Mount, 2002). As in regards to the other two traits, Agreeableness and Openness to Experience presented comparatively weaker associations with job satisfaction.

Similarly, Van den berg and Feij (2003) explored, using Structural Equation Modelling and Dutch questionnaires, the influences of some personality traits such as Extraversion, Neuroticism, Achievement Motivation and Experience Seeking on job outcome measures such as job performance, satisfaction, and intention to quit, with a sample that included 161 Job applicants. One and a half years later, superiors evaluated the candidates' job performance and the employed candidates completed the questionnaires about job satisfaction, work self-efficacy, autonomy and feedback, skill variety, work stress, and propensity to leave. They interpreted their results within the Big-Five taxonomy and discovered that feedback determined the correlation between job performance and achievement motivation, the trait of Extraversion predicted job satisfaction and work self-efficacy, work stress determined the relationship between the trait of neuroticism and job satisfaction, and that job satisfaction and experience seeking were associated with the propensity to leave. The correlation between the trait of Extraversion and work self-efficacy in this study could be explained by the significantly high number of individuals whose jobs depend on communication. From the model of 161, 108 individuals had the following jobs:

commercial jobs, technical commercial jobs, labor analyst, personnel manager, manager, medical social jobs, or social worker.

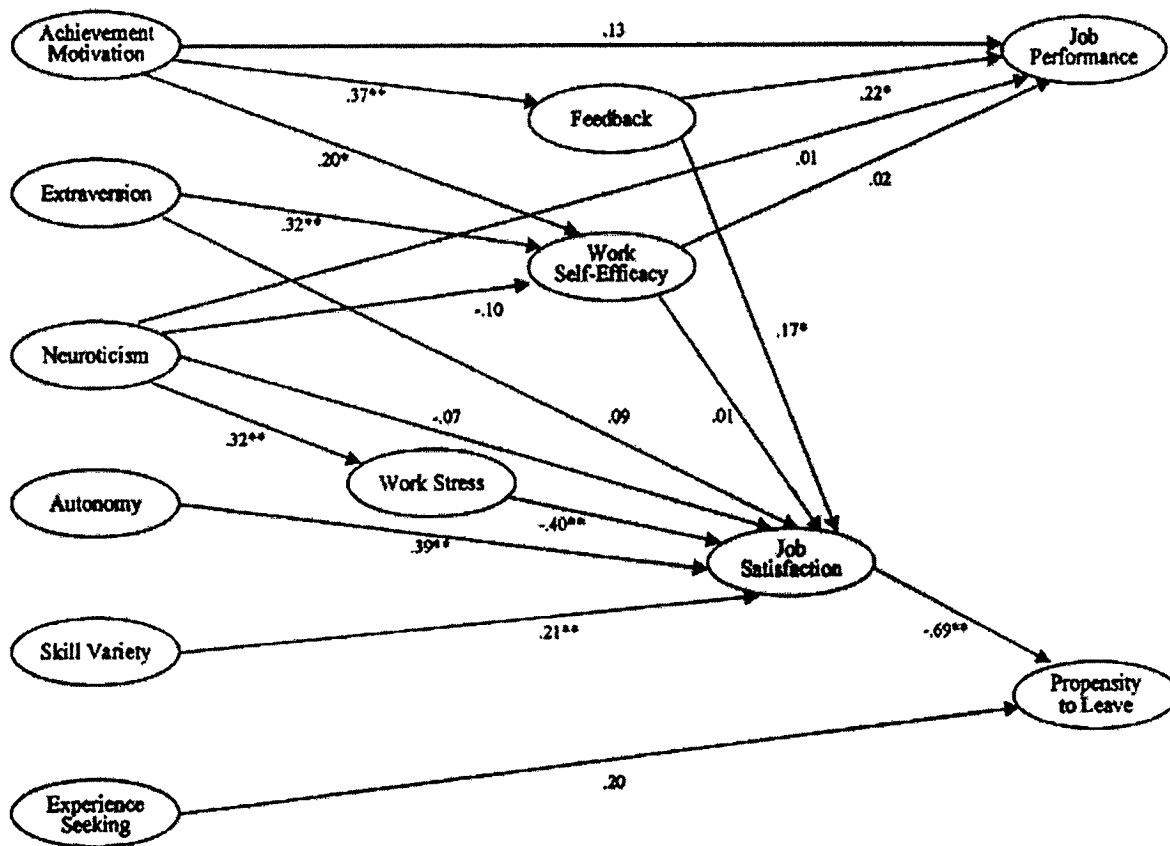


Figure 1: Van Den Berg and Feij (2003): Resulting model relating personality traits, job characteristics, and work behaviors. Latent variables are presented within ovals.

Specifically, Bozionelos (2004) inspected the relationship between the Big Five traits of personality and work commitment. The sample in the study consisted of 279 white-collar full-time employees, who were working in managerial, clerical, and administrative positions in three universities in the northwest of England, and who, of their own free will, completed questionnaires sent to them by means of internal mail; the response rate was 32.6 percent. The use of a homogeneous organizational and hierarchical structure improved the internal validity of

the study, since experimental research submits that organizational characteristics touch on work commitment. Bozionelos (2004) expected the traits of neuroticism and agreeableness to be negatively associated with career success. The deficiency in confidence and increased anxiety in the people who have higher scores on neuroticism would diminish any sorts of aspiring career plans they might have. On the other hand, the virtuous nature and humility of people who have higher scores on agreeableness could make them allocate lower priority to their own career benefits with the aim of helping their colleagues. The hypotheses for the neuroticism and agreeableness traits were supported by the study. Concerning the trait of agreeableness, the scores were negatively correlated with work commitment and with the number of total hours worked per week. Low agreeableness comprises antipathy and egotism, and this means that those who score low on agreeableness could be more committed in their work to satisfy egotistical and antagonistic needs by advancing their own careers. Concerning the interaction between the traits of extroversion and openness, the study found that the interaction had a positive influence on scores on work commitment. The positive relations effect submits that a combination of high extroversion and high openness is related to high scores on work commitment. This could be explained by the fact that work offers possibilities to learn more, and to be faced by new or unusual conditions and viewpoints. At large, the outcomes of the study by Bozionelos (2004) suggest that there is a prevalent, even if not too strong, relationship between the Big Five traits of personality and work commitment. Bozionelos (2004) notes that, even though the outcomes for the trait of conscientiousness are shocking, it is not something new. Previous research has submitted that work performance and career success are not so strongly connected. Some researchers have even advocated that the compliant behavior linked with conscientiousness can lead to an effort on job performance that the employee disregards career opportunities.

Furthermore, Bozionelos (2004) proposes that the unforeseen discovery that extraversion was negatively related to career success might have to do with British cultural or social standards, like for example an appreciation for a particular “coolness” or self-control and sangfroid when faced with stressful situations.

Later on, Matzler and Renzl (2007) conducted a study where they focused on personality traits as being predictors of employee job satisfaction, and on the effect of employee job satisfaction on their affective commitment towards a corporation. The sample in their empirical study consisted of 199 employees in the utility sector. The results of their study revealed that the trait of Neuroticism is negatively associated with employee job satisfaction, Conscientiousness has no effect on job satisfaction, and Agreeableness is positively associated with job satisfaction. The study found that employee job satisfaction had a powerful impact on affective job commitment. Despite the fact that the study has substantially considered environmental impacts, principally managerial impacts, on employee job satisfaction, the results emphasize significant associations between prevailing characteristics of people and people's satisfaction in the place of work. The results of this study have revealed that more than 20% of the variation of employee job satisfaction is affected by individual differences, or in other words, personality traits.

Next, Bruk-Lee et al. (2009) led a meta-analysis reviewing the outcomes of 187 studies on the correlation between job satisfaction and individual personality traits. The outcomes stated that there were cross-sectional and longitudinal associations between job satisfaction and personality traits. The Big Five factor trait of Neuroticism, which comprises irritability, nervousness, and anger, associated most powerfully to job satisfaction, with the negative figure of $-.25$. Other traits ranged from the strongest positive correlation of $.16$ for the trait of

Conscientiousness, which comprises organizational aptitudes, fidelity, and care, to $-.02$ for the trait of Openness to Experience.

Moreover, O'Neill and Allen (2011) inspected the effects of personality and the Big Five personality traits (OCEAN) on team performance. They discovered that Conscientiousness is the most important predictor of team job performance among the Big Five traits of personality. The results showed that the trait of Conscientiousness and its features actually predicted team job performance while the traits of Agreeableness, Extraversion and Neuroticism did not predict team job performance, and Openness showed a weak negative association with team job performance.

3. Personality Traits and Quality of Work Life (QWL)

Additionally, the Quality of Work Life (QWL) is a people-oriented concept that handles the overall wellbeing of employees, and emphasizes human relations inside a work environment (Sirgy et al., 2001). The whole of an individual's life is composed of a diversity of areas, in which the person works as a role-player, but the greater part of adult individuals' time is spent in the workplace, and this makes QWL one of the most important elements that contribute to a person's overall wellbeing (Kotzé, 2005; Rathi, 2010). Hannif, Burgess, and Connel (2008, p. 274) propose that the literature that encircles the notion of QWL can be described in line with three categories: as (i) a model involved with employees' job satisfaction; (ii) a notion that goes further than job satisfaction and encircles a sort of subjective wellbeing; or (iii) a "dynamic, multidimensional construct that incorporates any number of measures – objective and subjective-relating to employment quality". For the purpose of this research paper, the following definition will be utilized to clarify the QWL concept: it represents the observation and subjective opinion of whether the work setting, work practices and work experiences, as well as work rewards go

together with the full array of employees' needs and overall wellbeing (Kaushik & Tonk, 2008; Koonmee et al. 2010).

PART 2

METHODOLOGY AND PROCEDURES

Introduction

In the literature review, we talked about the founders of the personality traits approach and their theories, discussed the theory of the big five factor structure of personality, talked about individuality in personality traits, the different factors that affect personality, and pointed out how personality variables can predict behaviors. We also presented different personality assessment tools from the literature, such as the Enneagram, Carl Jung's psychological types, the DISC tool, the Myers-Briggs type indicator, as well as the Minnesota Multiphasic Personality Inventory theory (MMPI). Then we explored further the notion of The Big Five personality traits by going into the five factor model and the initial five factor traits of Agreeableness, Conscientiousness, Adjustment, Sociability or extraversion, and Openness, and then we reviewed some of the criticisms of the big five theory. Subsequently, we delved into the notion of job satisfaction in the literature, and of job and personality in the literature, talked about how the traits could relate to organizational trust and how personality could relate to job performance, satisfaction, and commitment, and last we briefly discussed the notion of the Quality of Work Life and how it relates to this thesis.

In this second part of the thesis, the methodology and findings of the quantitative research are explored. Chapter I of this section describes and explores the correlational study methods, the sampling and the study's participants, and the two instruments used, the Big Five Inventory (BFI) and the Minnesota Satisfaction Questionnaire (MSQ). Chapter II of this second part engages in the empirical research and its findings and results. It describes the data collection process, as well as the results of the content analysis, the statistical analysis, the data preparation and cleaning, the assumption of bias, the descriptive statistics, and finally the correlational analyses.

Chapter I – Methods

In this chapter, I will talk about the study methods, the participants used in the study, the methods of the study, as well as the instruments of the study. In order to understand this correlational study that is used and how it will prove or otherwise refute my hypotheses, it is important to understand what correlation research and correlational statistics are.

The roots of correlation and linear regression methods stem from the work of Sir Francis Galton (Miller & Millar 1996). Sir Galton was well-known for creating correlation in most of his work, but he was mostly responsible for the development of regression, which, in turn, resulted in the creation of correlation as a logical conclusion. However, it was Karl Pearson who was responsible for the mathematical development of correlation (Miller & Millar 1996). This is why we see “Pearson’s Correlation” written on SPSS today. Moreover, authors such as Woodworth (1938) emphasized the significance of correlation research by publishing a book titled *Experimental Psychology in 1938* (Woodworth 1938). Woodworth (1938) determined two key differences in quantitative research procedures: the first is the difference between experimental and correlational methods and the second is the difference between independent and dependent variables. As stated by Woodworth (1938), experimental methods or designs are described as methods that manipulate variables, whereas correlational methods or designs evaluate two or more features from the same individual and then analyze the correlation between those features. Woodworth (1938) also added that these two research methods were of equal value by saying that correlational research should “be distinguished from the experimental method, but standing on a par with it in value, rather than above or below.....” (Woodworth, 1938; p. 3).

Furthermore, correlational research can be explained in various ways. Cohen (1968) proposes that, because parametric analyses like ANOVA and ANCOVA are used to discover

interactions among variables, quantitative research would thus yield in correlational data. Correlational research is involved with determining associations between the same variables in two populations or between two or more variables in the same population (Leedy & Ormrod 2010). The goal of correlational research is to examine “the extent to which differences in one characteristic or variable are related to differences in one or more other characteristics or variables.” (Leedy & Ormrod, 2010, p. 183). A correlation exists in the case when one variable (X) increases and another variable (Y) increases, pointing out to a positive correlation, or decreases, pointing out to a negative correlation. A correlation does not exist in the case where a study yields in a correlation coefficient of 0.00, signifying that there is no relationship between the variables examined. A variable is used to refer to something that varies (Polit & Beck 2012) such as weight, height, mood, and job satisfaction and commitment, in the case of this thesis. Two variables could exist together, but we can only determine whether there is a relationship between them or not, or whether the relationship is strong or weak, or positive or negative, through research.

Additionally, a correlation research study is used to predict results and examine the relationship among variables (Creswell, 2008). In a correlation research, there is no controlling or manipulating of the variables such as there is in experimental design, but rather, the correlation statistic is used to analyze and describe the extent of the relationship between two or more variables or groups of scores (Lappe, 2000; Creswell, 2008). Creswell declared that “a correlation is a statistic; its use in research has contributed to a specific research design called correlational research. An explanatory correlational design explains or clarifies the degree of association among two or more variables at one point in time” (Creswell, 2008, p. 343). A quantitative correlation research method is the most applicable and most powerful method for

this research study where changes in one variable are reflected in changes in the other because it results in the recognition of important relationships between those variables and the extent to which these variables coexist (Creswell, 2009).

Consequently, in this thesis, a correlational examination is used to determine the positive or negative relationships between the measured Big Five Personality Traits and the levels of Job Satisfaction and Commitment. A simple correlational analysis is used to find the positive or negative relationships between the variables, where 99 teacher-employees ($n=99$), in a representative sample of the working Lebanese population from various educational organizations, aged between 22 and 64, and who have been at the same job for at least one year, complete the Big Five Inventory 2 (BFI-2), a personality assessment that takes into consideration the Big Five Personality Traits, developed and validated by Soto and John (2017), and the Minnesota Satisfaction Questionnaire (MSQ), which measures the levels of Job Satisfaction of each employee.

1. Participants

Initially, after it was decided on the approved surveys to be used, a sample size of at least 100 teacher-employees ($N=100$) from educational centers across Lebanon was decided upon, and 102 surveys were completed. However, since many sociodemographic factors have been strictly controlled for, such as, nationality, age and duration of employment, five of the surveys had to be disregarded, and the final sample size came to 99 participants, and then after data entry, we were left with 97 teacher-employees, comprising both male and female participants, who are Lebanese, between the age of 22 and 64, and have been at the institution for at least one year. One of the initial 102 participants who had initially completed the survey had not yet completed the required full year of employment at the same institution, another one was a Brazilian teacher

and we were looking for Lebanese, and for the three other surveys, there were some significant items on the scales that were left unanswered, so all of those five surveys could not be used for the correlational analysis.

The sample was selected from several different educational institutions across the country such as many branches of the American Lebanese Language Center (ALLC) including the ALLCS in Sin el Fil, and the ALLC in Dbayeh, Jounieh, and Jbeil, the American Language Center (ALC), the British Language Center (BLC), the Technical and Language College (TLC), and a few more educational centers where directors and teachers agreed to take the survey but refused to mention the name of the institution, claiming that they only agreed to participate because the study was said to be completely anonymous.

2. Instruments of Measurement

The qualitative study in this research paper uses two types of scales and measurable tests to examine the hypotheses presented. The study aims to examine the relationships between teacher-employees' dominant personality traits and their levels of job satisfaction and commitment.

a. The Big Five Inventory (BFI)

The first test used is the Big Five Inventory 2 (BFI-2) test for the assessment of personality traits, developed by Soto and John (2017), which is a major revision of the original Big Five Inventory (BFI) (John, Donahue, & Kentle, 1991), and which takes the standard BFI in all its components into consideration and revises it to make it more practical for use.

In brief, the original Big Five Inventory (BFI) was put together in the late 1980s (John et al., 1991). The standard BFI (John et al., 1991; John & Srivastava, 1999) contains 44 short-

phrase items, ranked on a five-step scale from 1 = “disagree strongly” to 5 = “agree strongly”. The items were chosen using both consensual professional judgment and experimental item analyses to represent the fundamental (or most prototypical) traits that describe each of the Big Five domains.

Subsequently, three studies were performed to develop and validate the BFI-2 (Soto & John, 2017). Study 1 identified a hierarchical model of personality structure with 15 aspect traits originated from the Big Five domains, and built a preliminary item pool to assess this personality structure. Study 2 made use of theoretical and experimental criteria to create the BFI-2 domain and aspect scales from the preliminary item pool. Study 3 used information from two validation samples to assess the BFI-2’s measurement properties and functional relations with self-reported and peer-reported standards (Soto & John, 2017).

Consequently, the outcomes of these three studies show that the BFI-2 is a valid and reliable personality tool and even a significant progress over the earliest BFI. Exclusively, the BFI-2 presents a strong hierarchical composition, monitors individual differences in compliant responding, and offers better reliability, bandwidth, and analytical power than the original BFI, whilst at the same time still maintaining the original tool’s theoretical application, conciseness, and easiness in understanding. As a result, the BFI-2 presents important new opportunities for all investigations that aim to study the development, structure, and life consequences of individual personality traits.

In conclusion, the BFI-2 test maintains the original BFI’s three vital strengths: clarity, focus, and brevity (Soto & John, 2017). Specifically, the BFI-2 uses easy-to-understand phrases, portrays the archetypal features of each Big Five domain, and is short enough for participants to finish in 7 minutes or less. It is scored either by using a scoring sheet and scoring

it manually, or by using the BFI-2 Scoring Program on Microsoft Excel, developed by the clinical neuropsychologists Per-Ola Rike and Kristian Kohn in collaboration with Christopher Soto.

b. The Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota Satisfaction Questionnaire (MSQ) was created to measure employees' satisfaction with their jobs (*Vocational Psychology Research*, 2017). Three forms of the MSQ are on hand: two long forms (1977 and 1967 version) and a short form (1977). The MSQ offers more precise information on the features of a job that an employee finds satisfying than do other more general measures of job satisfaction. The MSQ is also beneficial in counseling follow-up studies, when investigating client vocational desires, and when producing data about the reinforcers in jobs. The Minnesota Satisfaction Questionnaire was one of the productions from the "Work Adjustment Project" at the University of Minnesota, where the essential theory assumes that work wellbeing depends on the connection between the individual expertise and the supports that exist in the work environment (Weiss et al., 1967). It is a self-reporting likert-type scale, suitable for persons of all educational levels. This particular instrument is used in this study because it offers numerous advantages: it is stable over time, very well-known, and earlier researches have produced outstanding coefficient alpha values (ranging from .85 to .91). Furthermore, the MSQ has been extensively studied and validated (Fields, 2002).

Briefly, the MSQ is a paper-and-pencil inventory that assesses the degree to which occupational desires and principles are satisfied on a job. The MSQ can be administered to individuals or to groups of people, and is suitable for use with individuals who can read at the fifth grade level or higher. The three forms of the MSQ are unbiased and gender neutral. The MSQ Long Form needs 15 to 20 minutes to complete and the Short Form takes about 3 minutes.

Since the MSQ Short Form provides information about three scales, Extrinsic, Intrinsic, and General Satisfaction Scale, and because the interest here is in general satisfaction with the job, the MSQ Short Form is used. It is a 20-item General Satisfaction scale which uses the following five response choices: Very Satisfied, Satisfied, "N" (Neither Satisfied nor Dissatisfied), Dissatisfied, Very Dissatisfied. This scale is scored by assigning a specific number for each of the answer choices: 5 for Very Satisfied, 4 for Satisfied, 3 for "N" (Neither Satisfied nor Dissatisfied), 2 for Dissatisfied, and 1 for Very Dissatisfied, and adding up the numbers of the answers chosen for each question to find a figure over a 100. Any participant who scores over 75 on this scale is considered to have a high level of job satisfaction, and any participant who scores lower than 75 is considered to have a low level of job satisfaction.

On a side note, *Vocational Psychology Research* (2017) no longer sells the MSQ questionnaires. All forms are available under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), a license that allows the instrument to be used for research or clinical work free of charge and without written consent, provided Vocational Psychology Research, University of Minnesota, is acknowledged as the source of the material.

In this chapter, I began with an understanding of the notion of correlation, discussed the correlational study used, explored the study methods, the participants used in the study, the methods of the study, and the instruments of the study.

Chapter II – Procedure and Findings

In this chapter, I will present the procedure of the study and its findings. First, I begin by talking about how the data was collected for my study, then I discuss how the data was prepared and cleaned, and talk about the assumption of bias in the study, then I explain how the data was analyzed through content and statistical analysis, and finally, I present the descriptive statistics and the correlational analysis of the data.

1. Data Collection

After the authorities' permission was taken, over the phone or by email, and a written informed consent was attached with each survey, data was collected initially at each of the abovementioned educational centers' premises. Nevertheless, some other teachers preferred to meet outside the center to complete the survey, while others immediately asked that it would be sent to their email address or phone so they could complete it at their own pace and send back. Extensive follow up was performed, as many teachers, as well as directors were not completely honest, and some others said they would love to participate but kept postponing and postponing, and then backed out the last minute for being "too busy" and unable to "waste" even a minute.

First, the participants completed the Sociodemographic Information Sheet then they completed the BFI-2 to test their Big Five Personality Traits, and then the Minnesota Satisfaction Questionnaire (MSQ) to examine their level of satisfaction with their present job. The whole survey took between 5 to 7 minutes to administer (a maximum of 15 minutes for those who liked to take their time in reading and answering) and no more than 5 minutes to be scored, for both scales.

2. Data Preparation and Cleaning

Prior to statistical analysis, the data was checked for accuracy of entry and missing values. 59 missing values were found on the educational institution variable, which represent how many of the teachers or of the institutions wanted the survey to be completely anonymous. In addition, 1 missing value was found on the duration of employment variable, and the survey was dismissed since it is a variable significant to the requirements of the study, and 4 missing values were found on item 8 of the MSQ. No replacement was done due to the number of missing values per scale.

Moreover, univariate outlier 2 standard deviations away were checked using z-scores and all values exceeding the absolute value of ± 2.58 were considered outliers significant at the 99th confidence interval. 1 outlier was found on the extraversion dimension of the BFI scale, 2 on the agreeableness dimension and 2 outliers on the MSQ scale. However, none of them were influential (Cook's distance < 1).

3. Assumption of Bias

To assess the model fit, assumptions of bias were checked for. Normality of the data for all continuous variables was checked through the standardized skew statistics (z skew), and histograms. Conscientiousness was skewed as the standardized z statistic was $z = -2.95$ which is greater than the absolute value of 1.96 significant at the 95th confidence interval. The rest of the 4 dimensions of the BFI were not skewed as the standardized z statistics were smaller than the absolute value of 1.96 significant at the 95th confidence interval. General satisfaction was skewed as the standardized z statistic was $z = -2.67$ which is greater than the absolute value of 1.96 significant at the 95th confidence interval. Since transformations and non-parametric statistical

tests are beyond the scope of this study, parametric tests were retained and no transformation applied. Homogeneity of variance was assessed using plot of standardized predicted values vs. standardized residuals. The plot shows that the points are randomly and evenly spread, which indicates that assumptions of homoscedasticity and linearity have been met. Independence of errors was assessed using Durbin-Watson test. It showed a value around 2 which indicates that errors are independent. Multicollinearity was assessed through 2 values, tolerance and VIF. The value of tolerance is below 1 and the value of VIF is below 10, which indicates that the assumption of multicollinearity has been met, independent variables are not correlated.

4. Content Analysis and Statistical Analysis

The tests' scoring and content is analyzed one by one by using the designated scoring and analysis sheet for each of the tests as a reference, or by using the abovementioned Microsoft Excel Program developed for the BFI-2, because it is much faster. Before the statistical analysis took place, scoring of each scale was necessary for more than half of the participants, because those were the participants that wanted to know their scores on each scale. When the scoring of the scales was being performed before the statistical analysis, a preliminary idea about the correlations between personality traits and job satisfaction was successfully extracted. For example, where high levels of neuroticism were noticed, low levels of job satisfaction were clearly noticed, and where high levels of agreeableness were seen, higher levels of job satisfaction were seen, and so on.

Then for the statistical purpose of this thesis, statistical analysis of the data is performed and correlations are analyzed using the Statistical Package for the Social Sciences (SPSS 19) software.

5. Descriptive Statistics

According to the Investopedia (2017), descriptive statistics are descriptive coefficients that recapitulate a given data set. It can either be a representation of the whole population or just of a sample of it.

Table 2

Descriptive Statistics

	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
Extraversion	97	3.63	.63	1.83	4.92
Agreeableness	97	3.75	.62	1.92	4.83
Conscientiousness	97	3.99	.67	2.25	5.00
Negative emotionality	97	2.85	.77	1.33	4.67
Open mindedness	97	3.80	.57	2.75	5.00
General Satisfaction	97	3.79	.53	2.20	4.80

6. Correlational Analyses

Pearson's Correlations between The BFI dimensions, MSQ and job commitment are presented in Table 3. Significant correlation coefficients were generally small ranging from .097 (commitment-agreeableness) to .40 (agreeableness-conscientiousness). The dimension of agreeableness was correlated positively with job satisfaction ($r = .31, p < .01$), and marginally correlated positively with commitment ($r = .09, p = .17$) suggesting that as agreeableness increases,

the level of job satisfaction and commitment increases. The opposite pattern was observed for the neuroticism dimension of the BFI, where neuroticism scores were negatively associated with job satisfaction scores ($r = -.35, p < .01$) but positively correlated with commitment ($r = .18, p = .03$). This suggests that the higher the level of neuroticism, the lower the level of job satisfaction but the higher the level of commitment. Conscientiousness was positively correlated with both job satisfaction ($r = .18, p = .03$) and marginally with job commitment ($r = .12, p = .10$). This suggests that the higher the level of conscientiousness is, the higher the level of both job satisfaction and job commitment is. Sociability, another name for Extraversion, was marginally correlated positively with both job satisfaction ($r = .10, p = .14$) and commitment ($r = .09, p = .18$). This suggests that the higher the level of sociability is, the higher the level of job satisfaction and commitment is. These findings were in support of hypotheses one, two, three and four, but not of hypothesis five, as no correlations were found between openness to experience and job satisfaction and commitment.

Table 3

Correlations

	Agreeableness	Conscientiousness	Open mindedness	Sociability	Negative emotionality
Duration of employment	.097	.129	.107	.093	.186*
General satisfaction	.316**	.291**	.035	.107	-.351**

Note. Dependent variable: Duration of employment, General satisfaction; ($ps < .05$)

In this chapter, I presented the procedure of the study and its findings, I talked about how the data was collected for my study, then I discussed how the data was prepared and cleaned, and analyzed through content and statistical analysis, and finally, I presented the descriptive statistics and the correlational analysis of the data.

PART 3

SYNTHESES AND CONCLUSION

Introduction

In the previous part, the methodology and procedures of the study were described; the study methods were discussed, including the study's participants, as well as the methods and instruments, which comprise the BFI and the MSQ scales. Additionally, both scales were described and their validity and reliability was determined. In the second chapter we discussed the findings and results, including how data was collected and how it was analyzed through content analysis and statistical analysis. Then, we described how the data was prepared and cleaned before the analysis, to be able to later on reach the results and present it in the descriptive analysis subsection. Finally, we described the correlational analyses which aimed to analyze the data and to either prove or refute our hypotheses. Four of the hypotheses were proven, as there was a positive correlation between the personality traits of agreeableness, conscientiousness, and sociability and job satisfaction and commitment, and a negative correlation between neuroticism or negative emotionality and job satisfaction. One hypothesis was refuted, as there was no significant correlation between open-mindedness and job satisfaction and commitment.

In the next part, the syntheses and conclusion are found, where the results of the study are presented and discussed in detail with their relevance to the study taken into consideration. Then there is the conclusion which wraps up and adds to the subject studied in this thesis and discusses the limitations of the study, as well as suggestions for future research.

Results and Discussion

After the statistical analysis and the correlational analysis of the data in this study, it was found that there is a significant correlation between most personality traits and job satisfaction and commitment, as was initially expected. Concerning the first trait of agreeableness, numerous studies in the literature have revealed that agreeableness has a positive connection to job satisfaction (Judge et al., 2002; Bruk-Lee et al., 2009), and the first hypothesis in this thesis expects that agreeableness is positively associated with job satisfaction and commitment. After the analysis, it was found that this hypothesis is also proven in this study, as the higher the trait of agreeableness was found to be, the higher the levels of job satisfaction and commitment. To elaborate more, teachers who record a high score on the trait of agreeableness are likely to be compassionate with a soft heart, to be fond of helping others unselfishly, to care and have a lot of sympathy for others. It is no surprise that teachers with those qualities would experience a high level of job satisfaction because such teachers would most likely be very satisfied about being able to keep busy all the time (item 1 of MSQ) if it means they get the chance to do something that makes use of their abilities (item 11 of MSQ), to be able to do things for other people (item 9 of MSQ), which would get them a good feeling of accomplishment from the job (item 20 of MSQ). Teachers with high levels of agreeableness are also likely to be respectful and to treat others with respect, to be polite and courteous to others, to avoid arguments with others, and to assume the best about other people. These teachers are most likely to be satisfied with their relationships with their bosses and coworkers, and to be happy with the working conditions. Subsequently, since these teachers assume the best about people, they assume the best about their coworkers and they trust that their superiors are able to make the right decisions. All of this is more likely to cause them to stay at the job and commit to it, which

explains agreeableness' positive correlation with both job satisfaction and commitment. While screening a candidate who is applying for a teacher's job, it is recommended that employers take into consideration the importance of the trait of agreeableness since it is most likely a positive thing on that candidate's profile. Additionally, it is assumed that people high on agreeableness are more likely to be willing to trust the judgment of their superiors and to go an extra mile to work on their personal development if it means they can help others and do good for the community.

For second trait, the trait of neuroticism, earlier research in the literature has demonstrated that neuroticism and job satisfaction are negatively associated (Judge et al., 2002; Bruk-Lee et al., 2009), and the second hypothesis herein expects neuroticism to be negatively associated with job satisfaction and with job commitment. After the analysis, the neuroticism trait was found to be negatively associated with job satisfaction as expected, but contrary to what was expected, it was found to be positively associated with job commitment. The higher the neuroticism is, the lower the level of job satisfaction, but the higher the commitment to the job. Teachers who are high on neuroticism, in other words high on negative emotionality, are ones who have high levels of anxiety, depression, and emotional volatility. They are likely to be tense, to worry a lot, to be incapable to handle stress well, and to be feeling anxious or afraid. Additionally, teachers who are high on neuroticism might often feel sad, tend to feel depressed and blue, tend to sink into pessimism and despair after experiencing a certain setback, are more likely to feel insecure and uncomfortable with their own selves, can be moody with up and down mood swings, can be temperamental and get emotional easily, and can be easily upset and may have difficulty keeping their emotions under control. These teachers with high levels of neuroticism are more likely to be dissatisfied about being busy all the time because they could

not handle the stress well, they are more likely to be distressed in their relationships with their superiors and coworkers, they are more likely to be dissatisfied with the working conditions, the praise and the pay, as the minor things might distress them, and they are more likely to be generally pessimistic about things, and this would cause them to have low levels of general job satisfaction. On the other hand, those same people might be desperately seeking some stability outside themselves for the lack of that stability inside themselves, and thus they might be seeking stability to a point of even hanging on to a job that might feel dissatisfactory to them, just to be able have something steady and secure in their lives, and thus reach a certain kind of a balance. They might also be too anxious about experiencing the unfamiliar in a different job, or exploring the unknown, to a point that change is no longer an option, which explains why they become more committed to a certain job than they are expected to be. Screening candidates for this trait of neuroticism before giving them the job and allowing them to work as teachers is highly recommended, as it would help avoid issues such giving the job to the wrong people. Screening already employed teachers for this trait would also help to deal with the issue in a more humane way, and to understand why certain teachers' behaviors and attitudes are sometimes inappropriate for the job. This would lead to finding solutions to the problem, instead of firing the teachers who are high on neuroticism; they could be sent to counseling or psychotherapy until they are feeling and doing better.

The third trait of conscientiousness is the big five trait that has demonstrated the strongest positive relationship to job satisfaction in the literature (Judge et al., 2002; Bruk-Lee et al., 2009), and the third hypothesis here expected conscientiousness to be positively associated with job satisfaction and commitment. After the analysis, this hypothesis was proven to be true; the higher the teachers' conscientiousness was found to be, the higher the observed levels of both job

satisfaction and commitment. Teachers who score high on conscientiousness are ones who are likely to be organized and systematic, and who like to keep things neat, tidy and in order. They are also likely to be productive, because they are efficient and persistent; they get things done no matter what it takes. Additionally, they are teachers who behave with a high sense of responsibility, they are dependable, reliable and steady, and they can always be counted on. These teachers would most likely be satisfied about being busy as long as they are productive (MSQ item 1), they are likely to be satisfied about working alone on the job (item 2), as long as they are working, they would like the chance to do different things from time to time, as long as they are doing things (item 3), they like working on being “somebody” in the community (item 4), they most likely have no problem doing all the tasks assigned to them by their superiors (items 5, 6, 9, 11) and they are most likely to be satisfied with the feelings of accomplishment that they get from the job because they are hardworking teachers, they are productive and they like to accomplish things to a satisfying point. Teachers who are high on conscientiousness are most likely problem-solvers and non-quitters, and they enjoy doing things and being productive and beneficial. Those teachers are thus more satisfied than not with their jobs, and are more likely to be committed to their responsibilities and their jobs than the teachers that score low on conscientiousness. Screening candidates and finding high scores on the conscientiousness trait should add a positive point to their profile and give them more chances to be hired as teachers, as this trait offers them better chances at succeeding at the job and being happy doing it.

Concerning the fourth trait of Extraversion or Sociability, previous meta-analyses in the literature found that the higher the level of extraversion is, the higher the level of job satisfaction is (Judge et al., 2002; Bruk-Lee et al., 2009). The fourth hypothesis predicts that extraversion is positively associated with job satisfaction and commitment, and the results of the correlational

study prove this hypothesis to be true; the higher the extraversion, the higher the job satisfaction and commitment. Teachers who are high on the extraversion or sociability trait are inclined to be sociable, outgoing, and talkative, and to have an assertive personality. They can also be dominant and act as leaders; they might like to take charge of things and might find it rather easy to influence others. They might be full of energy, show a lot of enthusiasm, feel excited and eager about things, and are more likely to be more dynamic and active than other people. These teachers are also more likely to have high levels of self-esteem, to be more confident about their capabilities and ability to do things, and they are more eager about accomplishing things than others. They are more likely to have good social skills and good relationships with superiors, coworkers, and students alike, and to be able to talk their way through things, to influence others, and to communicate information well to students. This could imply that the whole working conditions could be satisfactory to those teachers. As a consequence, they experience high levels of job satisfaction and job commitment and the whole work experience could be a positive one for them and for the educational organization. Screening candidates and finding high levels of extraversion or sociability should add positive points to their profiles of candidacy and give them the opportunity to be successful and influential teachers.

On the other hand, concerning the fifth hypothesis about the trait of openness to experience, the hypothesis expects to find a positive relationship between this trait of openness and job satisfaction and a negative association with job commitment, contrary to the literature which has so far not revealed any significant relationship to job satisfaction, but has noticed propensities for a negative relationship with job satisfaction (Judge et al., 2002; Bruk-Lee et al., 2009). It is hypothesized that people who score high on the trait of openness should score low on job commitment because people who are high on this trait always seek new experiences, are inclined

to “job hopping” (Ng et al., 2005; p. 625), and often showed a lot more job instability than others did (Wille, De Fruyt, & Feys, 2010). However, the hypothesis was refuted when the results of the correlational analysis found that there were no significant correlations between openness to experience and job satisfaction and commitment. In general, teachers who score high on openness to experience or open-mindedness are likely to have intellectual curiosity, to be deep thinkers who are curious about many different things, to enjoy engaging in intellectual and philosophical discussions, and to be highly interested in abstract ideas. Teachers high on openness could also have high aesthetic sensitivity, be fascinated by beauty, art, music, or literature, and have a lot of artistic interests. They are likely to have a lot of creative imagination, to be inventive and find clever ways to do things, to be original, and come up with new ideas, to have a lot of creativity and find it very easy to imagine things. It is still not very clearly determined why the trait of openness tends to be unconnected to job satisfaction and commitment but one can only speculate. People who are high on the openness to experience trait are more likely to be courageous and adventurous, creative and innovative and to be seeking an independent job, one that is more complex than to be employed in organizations. It could be that these people like to be self-employed, with no supervisors or bosses to tell them what to do or to confine them into “inside the box thinking”, so they go on to opening their own businesses to working on projects at their own pace, such as taking freelance jobs. This could explain why no correlations were found between openness to experience and job satisfaction and commitment when testing individuals who are employed in organizations.

Above and beyond the hypotheses that were proven or refuted in the study, some additional information from the surveys is also interesting to note. For example, it was found that 85 of the participants were between the ages of 22 and 49, and only 12 out of the 97 participants

were between the ages of 50 and 64. Moreover, 65 were females and 32 were males among the participants, and this might suggest that, in Lebanon, it is either that more females might choose to be part-time language teachers than males might, or that more females might be willing to participate in such surveys than males might. Additionally, 83 of the participants had strictly the Lebanese nationality, while 3 were Lebanese Canadian, 3 were Lebanese American, 3 were Armenian Lebanese, 1 was Lebanese Spanish, 1 was Lebanese Venezuelan, and 1 was Lebanese British. Concerning the level of education, it is important to note that 3 of the participants were high school graduates or GED, suggesting that not all educational centers in Lebanon require that language teachers be at least university graduates, 76 were University graduates, and 18 were holders of Master's degrees, out of which 2 also taught at universities, such as the American University of Science and Technology (AUST) and the Lebanese German University (LGU). The participants were teachers of languages such as English, Arabic, French, Spanish, Italian, and German.

Furthermore, concerning the 8th item of the MSQ scale "My pay and the amount of work I do", it is interesting to note that, out of the 97 participants, 20 were very dissatisfied, 24 were dissatisfied, 21 did not have an opinion and chose to tick the box for Neutral, 27 were satisfied, and only 5 were very satisfied, suggesting that the majority of the teachers were not satisfied with their pay and the amount of work they did. This fact could raise more awareness on the importance of reward in payment for teachers, especially in a country, such as Lebanon, where the living expenses are much higher than the wages could afford, and where the economy is suffering a big deal. Additionally, it is possible that, because most private educational centers and institutions in Lebanon do not give the possibility for teachers to be hired as full-time instructors and to benefit from social security, insurance, and all the "privileges" that full-time

teachers might enjoy, and the fact that they are always overloaded with a lot more responsibilities than they have bargained for, most of the participants were not satisfied with their pay in comparison with the amount of work they do, and they regard it as being unfair. Indeed, it was observed, as the tests were being implemented and collected, that in most (if not all) of the visited educational centers in Lebanon, the teachers were overloaded with things to do, some were running around the center trying to catch their breath and find a certain needed sheet of paper or book, some were waiting in a line to be able to enter the director of studies' office and speak with him/her, some could not wait to finish their class so they could run to the teachers' room and start preparing for the next ones, and very few were relaxed or laid back, or ready to socialize or do things outside of work. This is probably the reason why a high turnover rate is observed in those educational centers. Finding better ways to reward those teachers and working on giving better paychecks to the teachers who are giving their all for their jobs might lead to a better job satisfaction and performance, a lower teacher turnover rate, and a better experience for the center's students/clients.

On the other hand, concerning the MSQ item on the feelings of accomplishment teachers get from the job, 52 were satisfied, 36 were very satisfied, 7 were neutral, and only 1 was dissatisfied and 1 was very dissatisfied, meaning that 88 out of 97 of the teachers are satisfied about the feeling of accomplishment that they get from their teaching job. This could imply that the most sought after reward from the teaching job is probably the feeling of accomplishment one might get from it, and that it is probably the passion for teaching and the feeling of accomplishment that teachers get from their jobs that get them to choose to work as teachers or to even continue with it. This could also suggest an explanation as to why some teachers who might seem unhappy with their pay in contrast with the load of work that they have to do, in

addition to many other things about their job that they are unhappy about, might not even try to search for another job or to build another career, despite all the difficulties they might be facing at their current workplace. This fact could also help educational centers or institutions become more aware of certain issues caused by teachers' dissatisfaction with their pay, so they can find new ways to motivate them and give them a positive teaching experience. For example, it could be by allowing them to share lesson plans, by providing facilitators for them in their planning and teaching and testing, in organizing outings for them and their families, allowing them and one other family member to study other languages or skills at the center for free for as long as they are still teaching at it, providing the right technology to aid their teaching, encouraging them to help each other, and giving them periodical bonuses and raises, and rewards of the like.

Conclusion

The concept of personality features in the personality psychology field suggests that the reasons of behavior could be explained in terms of personality features (Aizen, 2005) because personality is mainly founded on the inner dynamics that make the individual's behavior stable at varying times and dissimilar to the behaviors of other people. Behaviors of individuals take shape as a result of the constant interactions that take place between those individuals and the environment and situations they are in, as well as their interactions with other individuals in that environment and those situations. This is the reason why an individuals' personality has an enormously significant impact on their experiences and judgment of work and of the environment; because it is the personality that motivates one behavior or the other, as a reaction to the environment. Additionally, personality traits are thought to have a significant influence on the teaching profession (Gungor et al, 2014) because teachers themselves have a very powerful

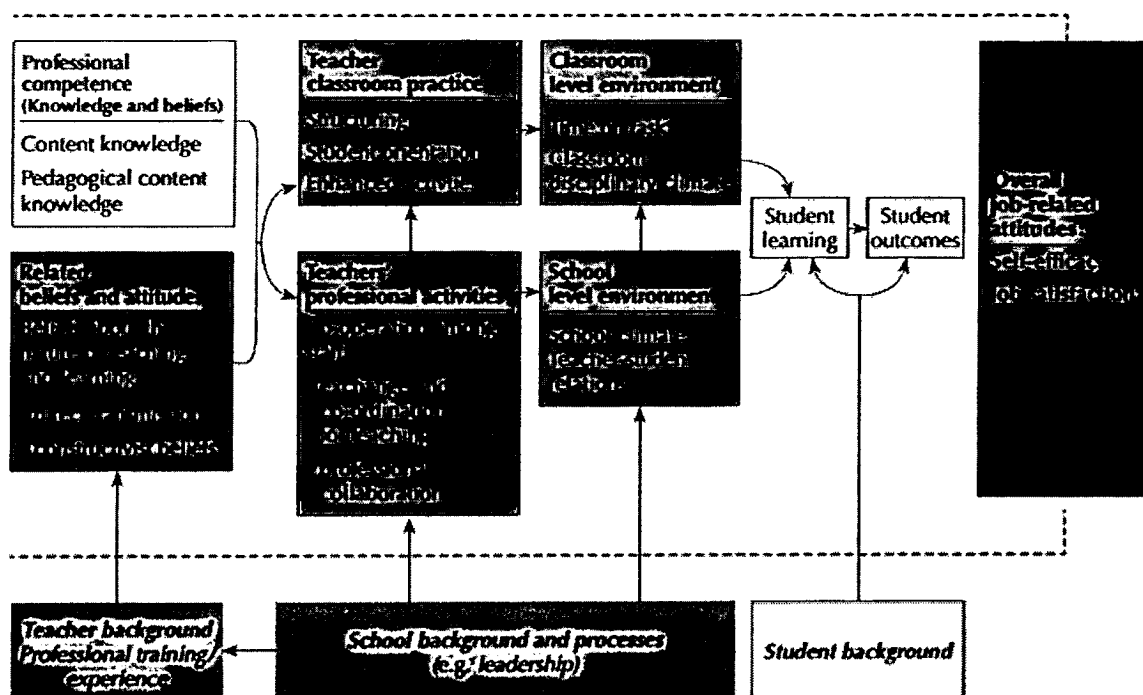
direct influence on their students and their achievement (Marzano & Marzano, 2003), and an indirect influence on the whole performance of the educational institution they are employed at.

Conventionally, the role of an instructor is to act as the source of knowledge that students are to learn from. This role is very important because teachers should be able to communicate with students, convey knowledge to them, give them instructions, and support and direct them on the right path to proper learning. Due to the fact that students' keenness to learn intensely depends on the teachers' capacity to guide them (Miller & King, 2003), teachers need to provide facilitation and consultation in order to support their students, offer them advice, and inspire their thinking (Gregory, 2002). As a matter of fact, a teacher's job is a multifaceted job because it involves various responsibilities and chores that go beyond just teaching, nonexclusively including managing different areas of the educational setting such as managing the classroom, the resources, and the students' files and grades, conducting research, designing subjects, lessons and curricula, and using technical facilities provided by the institution to aid the learning experience. Therefore, various external and internal factors may affect teachers' satisfaction with their jobs. The work setting and working conditions, such as school location, hygiene and facilities, class size, and support from supervisors, are essential factors that teachers consider when making a decision about where to work. Further significant factors that affect teacher job satisfaction consist of the amount of pay and the amount of work to do, job steadiness and security, the nature of coworkers, the extent of freedom of opinion and autonomy teachers have, and the chances for advancement on the job. Additional factors that may affect a teacher's experience of the job include the structure of the educational organization and its management, its available resources, its educational quality, its missions and duties, the arrangement and atmosphere of its classes, the quality of its learners, the relationships among the educational staff

and the management and supervisors, and the relationships between the students and the teachers. All of the mentioned factors play a significant role in determining whether a teacher's experience on the job is a positive or a negative one, and consequently may affect their job satisfaction and their willingness to commit. Additionally, Rosser (2005) showed that the teaching staff developed job satisfaction from instructing, teaching, and counseling students, and making their own decisions in relation to the subjects they taught. Relatedly, for teachers in our sample, it was noticed that, as much as it was important for the teachers to make their own decisions, most of them ticked the box that says dissatisfied, very dissatisfied, or neutral, implying that most of the teachers in our sample population did not have the luxury to make their own decisions, and they were unhappy about it.

Subsequently, it can be said that numerous elements work all together for a successful and efficient process of teaching (Ayan, et.al, 2009: 18-25). For example, studies have shown that there is a correlation between personality traits and teachers' self-efficacy (Djigic et.al., 2014). Consequently, teachers' mental health and experience are very important for educational institutions, because it is necessary for teachers to be mentally, emotionally, and socially healthy so they can deliver quality work in education. Hence, the quality of educational institutions and educational services is principally affected by the quality of the teachers involved. Consequently, it is crucial for educational institutions and the authorities to understand teachers' psychological resources in order to better look after their wellbeing and their training and development so they can benefit from better quality of education and better quality of work and overall performance. Figure 2 herein shows how different elements work all together in the process of teaching.

Framework for the analysis of teaching practices and beliefs



Note: Constructs that are covered by the survey are highlighted in blue; single item measures are indicated by an asterisk (*).
Source: OECD, TALIS Database.

Figure 2: Creating Effective Teaching and Learning Environments: First Results from TALIS – ISBN 978 92-64-05605-3 © OECD 2009

Seeing that teachers' personality, attitudes, and job satisfaction have a significant impact on the quality of education offered, some plans and programs could be suggested to better improve teachers' personal development. In addition, plans to give more attention to the quality of the human resources and their works and missions inside educational organizations could also be offered. Furthermore, due to the fact that personality traits can be an imperative factor in the life of educational organizations and their employers and employees, and can play a great role in job satisfaction and the Quality of Work Life, educational organizations and recruiters can make use of the personality traits questionnaires as primary screening tools in the recruitment process.

The personality traits questionnaires, along with several screening interviews could be valuable tools in choosing and retaining a fine employee, and as a consequence improving employee performance, and decreasing the employee turnover rate and its related expenses. In addition, since job satisfaction is one of the factors that may influence the whole work experience in general, and job performance in particular, educational institutions can also make use of Job Satisfaction scales in order to measure their employees' levels of job satisfaction, and find out the reasons behind, and work on solutions for, the ones with low levels of job satisfaction. Irrespective of the success, or failure, that many scholars could have experienced in demonstrating the association between Job Satisfaction and Performance, the subject remains one of the most famous variables in research in business science and organizational behavior today (Spagnoli et al., 2012) and should be taken into better consideration in future research.

a. Limitations

Subsequently, the findings and results of the correlational study in this thesis were significant for the population in Lebanon which the sample population here represents, and beneficial to some educational institutions, directors, and owners who are seeking to improve their institutions, and that is good enough grounds for future research concerning this minority population. Nevertheless, with everything considered, as in most scientific studies, this correlational study came with many limitations, among which is the fact that it is strictly narrowed down to teachers who had the Lebanese nationality, who were employed at an educational center as part-time language teachers, who were between the ages of 22 to 64, and who had been at the same institution for at least one year. Consequently, as much as it is a positive thing that the choice of these specific strict demographics may control for extrinsic factors that might interfere in the objectives of my study, the sample population of adult

Lebanese language teachers between the ages of 22 and 64, and who had been working for at least one year as part-time teachers at an educational institution, was neither representative of all Lebanese employees at an educational institution, nor was it representative of all teachers at a private educational institution (of all nationalities, and teaching any subject), and thus could probably benefit those educational institutions a smaller deal than what was expected. Another limitation is the fact that many directors at educational centers, as well as many of the employed teachers, refused to write down the name of the institution or center, claiming that if the study is not about their center but is more general, then the name of their center need not be mentioned in the survey. Furthermore, two educational centers refused to cooperate; the directors immediately refused my request and decided on behalf of the teachers that they would be too busy to complete a survey, even if it took them less than 5 minutes. Another limitation had to do with the sample size in this study, as at the beginning of the data collection, it was expected that more than 130 surveys (out of which at least 100 would remain as valid for the correlational analysis) could be collected, especially after being told the number of teachers who were willing to cooperate by each of the centers' directors or language coordinators. However, contrary to those expectations the experience on the ground was very different and somehow disappointing. Many of the teachers who were counted as potential participants did not accept to give 5 minutes of their time or to even listen to what the study was about because they said they were too busy and overloaded, they did not even want to complete an online version of the survey at home and at their own pace, and a few of those who actually took the survey either did not answer all of the necessary items, or did not provide the necessary sociodemographic information.

a. Future Research

Future research would include a bigger and wider sample population, representative of all teachers of private educational centers in Lebanon, who are above the age of 22, but not limited to a maximum of 64, who have been at their jobs for more than 3 months (after the probation period is over), and who teach all subjects, not just languages. It is then that the study could probably find more relevant information that could be useful to the private educational institutions sector in Lebanon, especially when the reasons behind the job satisfaction and commitment levels are extensively explore and relevant solutions to a few problems are suggested. Another much broader research would include all adult full-time employees of educational institutions in Lebanon, of all nationalities, to study how the use of relevant personality scales for employees in educational settings might aid in choosing the right position and job responsibilities for each and every employee, to avoid all job-related issues, and ensure better development for the employees of the institution, the clients of the institution, and of course the institution itself. Research could also include the correlation between gender and job satisfaction and commitment, age and job satisfaction and commitment, as well as organizational trust and job satisfaction and commitment, to find out how all of the three dimensions, of personality traits, the ability to trust, and the levels of job satisfaction and commitment, are interrelated in the framework of educational organizations. Additionally, further research could to be done as a future project to investigate how organizational psychological counseling can have an impact on employee personality and personality traits, on the levels of trust in the workplace, and in turn on the level of job commitment and satisfaction and on an organization's overall turnover rate and welfare.

Additionally, it is suggested that a better management of human resources inside any functioning organization is aided by means of hiring an organizational psychologist or counselor, most especially when it is an educational organization where employees are dealing with “clients” who are benefiting from an educational service or personal development inside that organization. Because the research deals with Human Resources and with wide components of organizations such as administrative, managerial, actions or behaviors, personality characteristics, trust, and job satisfaction, the approach of humanistic psychology is the most suitable for future projects because it is involved in “the well-being of all persons, and in the importance of living life, with purpose and meaning” and in adding to “organization and management, and social responsibility and change” (APA Divisions, 2017). Hence, for future research the aim is to also study the importance of psychotherapy and counseling in relation to jobs that deal with the human capital first and foremost. Then, a more detailed study is to be done on the effects of a trusting or a non-trusting personality on the perceptions of work and the work place, on how trust at the workplace is responsible for changes in the Quality of Work Life, and how trust is also a factor in deciding whether to seek professional counseling or psychotherapy or not.

Epilogue

In the light of my background as a part-time English teacher at two different private educational institutions in Lebanon and in the light of all of the experiences, judgements, and conclusions that came with that background, I chose the topic of my current thesis. When I graduated high school, I went to the Lebanese American University (LAU), and studied for a BA in English Literature and a Minor in Psychology. Two years after I finished my BA and Minor, I got a job offer as an English Literature Teacher at a renowned Private Lebanese school, which has an English education system, but one of the requirements for the job was that I should have a teaching certification, so they recommended that I take the CELTA certification, and I agreed. The CELTA took almost 2 extremely intensive months to finish and cost me about \$1700, excluding additional expenses on materials, DVDs, and books. When I finished, I went to teach at the school that offered me the job, but, to my surprise, it turned out that none of the valuable things I learned while studying for the CELTA could be applied or were of any value at the school. Each classroom was jammed with 35 or more students, so none of the activities learnt at the CELTA could be applied. In addition, the curriculum had mostly English Literature Lessons on it, and not lessons of English as a Second Language as I was mostly taught to teach during the CELTA time. Additionally, I was given classes of early adolescents where discipline was a huge problem, and I was not able to handle them or deal with them as I would have if I were older or more developed and mature. The school's authorities did not screen me for such requirements, they did not see if I could handle a group of difficult adolescents or if I had the tools to be able to do so, or even if I had the right personality for the job. I gave them a notice that I needed to quit the job before the probation period ended; I felt tremendously guilty about not being able to commit, as that was not something I would do, but then as I was presenting my deepest apologies

to the principle for being so unhappy and not being able to commit because the job was simply not fit for me, she confessed that the school had to change 3 other teachers who were in my position the year before. Then I went to the same center where I took the CELTA, the ALLCS IH and in 2 months I was already one of the best teachers that had taught there, and I was developing activities to help other teachers. I taught for a few years there and then I went to ALLC Dbayeh which was closer to my home, where I also taught for more than 5 years. I was happy with almost all aspects of the job, except for the unsteadiness of it and the amount of pay I got, and I was always interested to know what made other teachers satisfied and what, on the other hand made them unhappy with their jobs. There I was at the private school, promised a steady job, with insurance and NSSF services provided, and I was not able to commit, while at the ALLC, the job was unsteady and there were no additional services because I was teaching there on a part-time basis, and still, I was happy and satisfied with the job, and I committed for a long period of time. However, today I am committed to a full-time and steady job, which offers a lot of security and additional services, for the sake of which I quit my long-loved job at the ALLC. So why did it matter now that the job is steady and offers additional services, while it did not really matter before? What changes happened in my personality in the transition from the event of the private school, to the ALLC, and now to my current job? Is this maturation or a change in my dominant personality traits? Is it a simple change in my list of life priorities? Could the answers to those questions have been proven by means of a longitudinal study? I hope to find out in future research.

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Additional Resources

1. The Merriam-Webster Dictionary
2. APA Divisions on Humanistic Psychology (2017)
3. Kaye, J. (2002) Ph.D. Thesis
4. *The Myers & Briggs Foundation* 2016
5. Informed Consent Form sample by the Illinois State University
6. Primary Factors and Descriptors in Cattell's 16 Personality Factor Model
7. Data Collection on Education Systems: Definitions, Explanations and Instructions (2001), UNESCO, OECD, Eurostat, page 49.
8. California Department of Education©, (2017).

Appendix A

Informed Consent for Participants
Department of Psychology

Study Name:	Principal Investigator:	Faculty Supervisor:
The Impact of Personality Traits on Job Satisfaction and Commitment	Madeleine George Eid	Dr. Joseph R. Yacoub

PLEASE READ THIS DOCUMENT THOROUGHLY. YOUR SIGNATURE IS REQUIRED FOR PARTICIPATION. YOU MUST BE AT LEAST 18 YEARS OF AGE TO GIVE YOUR CONSENT TO PARTAKE IN RESEARCH. IF YOU WISH TO HAVE A COPY OF THIS CONSENT FORM, YOU MAY REQUEST ONE AND WE WILL DELIVER IT.

The policy of the Department of Psychology is that all participation in the Department research is voluntary, and you have the right to withdraw at any time, without prejudice, should you object to the nature of the research. You are at liberty to ask questions and to obtain a clarification after your participation.

Description of the Study:

This is a Master of Arts in Educational Psychology Thesis in which two kinds of psychological measures are being evaluated, a personality measure and a job satisfaction measure.

Nature of Participation:

You participate by filling out the questionnaires in the measures as accurately and as truthfully as possible. The study remains completely anonymous as you are not required to provide your name. In addition, none of the information you provide is shared; it will only be used in the study for analytical and statistical purposes.

Purpose of the Study:

To analyze the two psychological measures and the probable associations between them. This suggests that we want to observe some general information about the different personality traits and how they relate to job satisfaction and commitment. We are only interested in an assessment of these variables, and how they are associated with one another. We are NOT interested in any particular individual.

Possible Risk:

When filling out questionnaires, you may possibly come upon a question that you find unlikeable, distressing, or otherwise unpleasant and cause you to think about negative emotional situations.

Possible Benefits:

a) When your contribution is completed, you will be granted the opportunity to learn about this

study, which may be useful to you in your career or in understanding yourself and others.
 b) You will have an opportunity to contribute to psychological science by participating in this study.

Confidentiality:

All information will be preserved in protected files, in agreement with the standards of the University and the American Psychological Association. All identifying information will be taken off the questionnaires immediately after the study is complete. No one will be able to know what your questionnaire responses are. Finally, keep in mind that it is no single person's answers that interest us; we are only studying the utility of the tests in question for people in general.

Opportunities to Question:

Any technical questions about this research may be directed to:

Principal Investigator: Madeleine George Eid

Phone: +9613752451

Opportunities to Withdraw at will:

If you choose now or at any point to withdraw from the questionnaires or stop participating in the study, you are at liberty to do so at no penalty to yourself.

Opportunities to be Informed of Results:

The results will of this thesis study be fully available around August, 2017. Preliminary results will be on hand earlier. If you wish to be informed of the results of this research, please contact:

Principal Investigator: Madeleine George Eid

Phone: +9613752451

Your signature below indicates that you willingly agree to partake in this study.

Dated this _____ day of (month) _____, 2017.

Signature of Participant

Signature of Person Obtaining Consent

Appendix B

SOCIODEMOGRAPHIC INFORMATION

DIRECTIONS: Please answer each question as accurately as possible by filling in the space provided or by circling the correct answer.

1. Age

- a. 22-34 years old
- b. 35-49 years old
- c. 50-64 years old
- d. 65 and older

2. Gender? a. Female b. Male

2.a. Nationality _____

3. Highest level of education you have completed (Check one box)

- a. High school graduate or GED
- b. University graduate (BA or BS)
- c. Graduate university degree: Master's or Doctorate degree (MD, PhD, JD)

4. Educational institution(s) you are currently employed at:

5. Duration of employment at the institution:

6. What language(s) do you currently teach at the institution?

Appendix C

The Big Five Inventory-2 (BFI-2)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others*? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
<i>I am someone who...</i>				
1. ___ Is outgoing, sociable.				31. ___ Is sometimes shy, introverted.
2. ___ Is compassionate, has a soft heart.				32. ___ Is helpful and unselfish with others.
3. ___ Tends to be disorganized.				33. ___ Keeps things neat and tidy.
4. ___ Is relaxed, handles stress well.				34. ___ Worries a lot.
5. ___ Has few artistic interests.				35. ___ Values art and beauty.
6. ___ Has an assertive personality.				36. ___ Finds it hard to influence people.
7. ___ Is respectful, treats others with respect.				37. ___ Is sometimes rude to others.
8. ___ Tends to be lazy.				38. ___ Is efficient, gets things done.
9. ___ Stays optimistic after experiencing a setback.				39. ___ Often feels sad.
10. ___ Is curious about many different things.				40. ___ Is complex, a deep thinker.
11. ___ Rarely feels excited or eager.				41. ___ Is full of energy.
12. ___ Tends to find fault with others.				42. ___ Is suspicious of others' intentions.
13. ___ Is dependable, steady.				43. ___ Is reliable, can always be counted on.
14. ___ Is moody, has up and down mood swings.				44. ___ Keeps their emotions under control.
15. ___ Is inventive, finds clever ways to do things.				45. ___ Has difficulty imagining things.
16. ___ Tends to be quiet.				46. ___ Is talkative.
17. ___ Feels little sympathy for others.				47. ___ Can be cold and uncaring.
18. ___ Is systematic, likes to keep things in order.				48. ___ Leaves a mess, doesn't clean up.
19. ___ Can be tense.				49. ___ Rarely feels anxious or afraid.
20. ___ Is fascinated by art, music, or literature.				50. ___ Thinks poetry and plays are boring.
21. ___ Is dominant, acts as a leader.				51. ___ Prefers to have others take charge.
22. ___ Starts arguments with others.				52. ___ Is polite, courteous to others.
23. ___ Has difficulty getting started on tasks.				53. ___ Is persistent, works until the task is finished.
24. ___ Feels secure, comfortable with self.				54. ___ Tends to feel depressed, blue.
25. ___ Avoids intellectual, philosophical discussions.				55. ___ Has little interest in abstract ideas.
26. ___ Is less active than other people.				56. ___ Shows a lot of enthusiasm.
27. ___ Has a forgiving nature.				57. ___ Assumes the best about people.
28. ___ Can be somewhat careless.				58. ___ Sometimes behaves irresponsibly.
29. ___ Is emotionally stable, not easily upset.				59. ___ Is temperamental, gets emotional easily.
30. ___ Has little creativity.				60. ___ Is original, comes up with new ideas.

Please check: Did you write a number in front of each statement?
BFI-2 items copyright 2015 by Oliver P. John and Christopher J. Soto.

Appendix D

minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

On the next page you will find statements about your **present** job.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

—if you feel that your job gives you **more than you expected**, check the box under **"Very Sat."** (Very Satisfied);

—if you feel that your job gives you **what you expected**, check the box under **"Sat."** (Satisfied);

—if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

—if you feel that your job gives you **less than you expected**, check the box under **"Dissat."** (Dissatisfied);

—if you feel that your job gives you **much less than you expected**, check the box under **"Very Dissat."** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.
- Do this for **all** statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present** job.

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to do different things from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to be "somebody" in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his/her workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to do things that don't go against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The way my job provides for steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The chance to do things for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The chance to tell people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The chance to do something that makes use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The way company policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My pay and the amount of work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The chances for advancement on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The freedom to use my own judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way my co-workers get along with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

Appendix E

BFI-2: Scoring

BFI-2 Domain Scales

Extraversion	1	6	11R	16R	21	26R	31R	36R	41	46	51R	56
Agreeableness	2	7	12R	17R	22R	27	32	37R	42R	47R	52	57
Conscientiousness	3R	8R	13	18	23R	28R	33	38	43	48R	53	58R
Negative Emotionality	4R	9R	14	19	24R	29R	34	39	44R	49R	54	59
Open-Mindedness	5R	10	15	20	25R	30R	35	40	45R	50R	55R	60

BFI-2 Facet Scales

Sociability	1	16R	31R	46
Assertiveness	6	21	36R	51R
Energy Level	11R	26R	41	56
Compassion	2	17R	32	47R
Respectfulness	7	22R	37R	52
Trust	12R	27	42R	57
Organization	3R	18	33	48R
Productiveness	8R	23R	38	53
Responsibility	13	28R	43	58R

Anxiety	4R	19	34	49R
Depression	9R	24R	39	54
Emotional Volatility	14	29R	44R	59
Intellectual Curiosity	10	25R	40	55R
Aesthetic Sensitivity	5R	20	35	50R
Creative Imagination	15	30R	45R	60

Appendix F

MSQ – Short Form Scoring

Scoring—Response choices for both forms of the MSQ are weighted in the following manner:

<i>Response Choice</i>	<i>Scoring Weight</i>
Very Dissatisfied (VDS)	1
Dissatisfied (DS)	2
Neither (N)	3
Satisfied (S)	4
Very Satisfied (VS)	5

Thus, responses are scored 1 through 5 proceeding from left to right in the answer spaces. Scale scores are determined by summing the weights for the responses chosen for the items in each scale.

<i>Scale</i>	<i>Items</i>																			
Intrinsic	1	2	3	4	7	8	9	10	11	15	16	20								
Extrinsic	5	6	12	13	14	19														
General satisfaction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

General Satisfaction Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Appendix G: BFI-2 Item List Scoring Sheet

<u>Extraversion</u>
<i>Sociability</i>
1. Is outgoing, sociable.
46. Is talkative.
16r. Tends to be quiet.
31r. Is sometimes shy, introverted.
<i>Assertiveness</i>
6. Has an assertive personality.
21. Is dominant, acts as a leader.
36r. Finds it hard to influence people.
51r. Prefers to have others take charge.
<i>Energy Level</i>
41. Is full of energy.
56. Shows a lot of enthusiasm.
11r. Rarely feels excited or eager.
26r. Is less active than other people.
<u>Agreeableness</u>
<i>Compassion</i>
2. Is compassionate, has a soft heart.
32. Is helpful and unselfish with others.
17r. Feels little sympathy for others.
47r. Can be cold and uncaring.
<i>Respectfulness</i>
7. Is respectful, treats others with respect.
52. Is polite, courteous to others.
22r. Starts arguments with others.
37r. Is sometimes rude to others.
<i>Trust</i>
27. Has a forgiving nature.
57. Assumes the best about people.
12r. Tends to find fault with others.
42r. Is suspicious of others' intentions.
<u>Conscientiousness</u>
<i>Organization</i>
18. Is systematic, likes to keep things in order.
33. Keeps things neat and tidy.
3r. Tends to be disorganized.
48r. Leaves a mess, doesn't clean up.
<i>Productiveness</i>
38. Is efficient, gets things done.
53. Is persistent, works until the task is finished.

8r. Tends to be lazy.
23r. Has difficulty getting started on tasks.
<i>Responsibility</i>
13. Is dependable, steady.
43. Is reliable, can always be counted on.
28r. Can be somewhat careless.
58r. Sometimes behaves irresponsibly.
<u>Negative Emotionality</u>
<i>Anxiety</i>
19. Can be tense.
34. Worries a lot.
4r. Is relaxed, handles stress well.
49r. Rarely feels anxious or afraid.
<i>Depression</i>
39. Often feels sad.
54. Tends to feel depressed, blue.
9r. Stays optimistic after experiencing a setback.
24r. Feels secure, comfortable with self.
<i>Emotional Volatility</i>
14. Is moody, has up and down mood swings.
59. Is temperamental, gets emotional easily.
29r. Is emotionally stable, not easily upset.
44r. Keeps their emotions under control.
<u>Open-Mindedness</u>
<i>Intellectual Curiosity</i>
10. Is curious about many different things.
40. Is complex, a deep thinker.
25r. Avoids intellectual, philosophical discussions.
55r. Has little interest in abstract ideas.
<i>Aesthetic Sensitivity</i>
20. Is fascinated by art, music, or literature.
35. Values art and beauty.
5r. Has few artistic interests.
50r. Thinks poetry and plays are boring.
<i>Creative Imagination</i>
15. Is inventive, finds clever ways to do things.
60. Is original, comes up with new ideas.
30r. Has little creativity.
45r. Has difficulty imagining things.

Appendix H

BFI-2 and MSQ Manual Scoring Sample**BFI-2: Manual Scoring****BFI-2 Domain Scales**

Extraversion	1	6	11R	16R	21	26R	31R	36R	41	46	51R	56
2.5	3	3	2	3	3	2	1	4	1	3	3	2
Agreeableness	2	7	12R	17R	22R	27	32	37R	42R	47R	52	57
3.3	4	4	5	3	2	2	5	4	1	2	4	3
Conscientiousness	3R	8R	13	18	23R	28R	33	38	43	48R	53	58R
2.5	2	2	3	2	2	2	2	2	4	2	2	2
Negative Emotionality	4R	9R	14	19	24R	29R	34	39	44R	49R	54	59
3.8	2	3	5	5	5	2	4	5	2	5	5	3
Open-Mindedness	5R	10	15	20	25R	30R	35	40	45R	50R	55R	60
3.3	2	4	3	2	5	3	2	5	4	5	2	3

BFI-2 Facet Scales

Sociability	1	16R	31R	46
2.5	3	3	1	3
Assertiveness	6	21	36R	51R
3.3	3	3	4	3
Energy Level	11R	26R	41	56
1.8	2	2	1	2
Compassion	2	17R	32	47R
3.5	4	3	5	2
Respectfulness	7	22R	37R	52
3.5	4	2	4	4
Trust	12R	27	42R	57
2.8	5	2	1	3
Organization	3R	18	33	48R
2.0	2	2	2	2
Productiveness	8R	23R	38	53
2.0	2	2	2	2
Responsibility	13	28R	43	58R
2.8	3	2	4	2
Anxiety	4R	19	34	49R
4.0	2	5	4	5
Depression	9R	24R	39	54
4.5	3	5	5	5
Emotional Volatility	14	29R	44R	59
3.0	5	2	2	3

Intellectual Curiosity	10	25R	40	55R
4.0	4	5	5	2
Aesthetic Sensitivity	5R	20	35	50R
2.8	2	2	2	5
Creative Imagination	15	30R	45R	60
3.3	3	3	4	3

MSQ – Short Form Manual Scoring

Scoring—Response choices for both forms of the MSQ are weighted in the following manner:

<i>Response Choice</i>	<i>Scoring Weight</i>
Very Dissatisfied (VDS)	1
Dissatisfied (DS)	2
Neither (N)	3
Satisfied (S)	4
Very Satisfied (VS)	5

Thus, responses are scored 1 through 5 proceeding from left to right in the answer spaces. Scale scores are determined by summing the weights for the responses chosen for the items in each scale.

<i>Scale</i>	<i>Items</i>																			
Intrinsic	1	2	3	4	7	8	9	10	11	15	16	20								
Extrinsic	5	6	12	13	14	19														
General satisfaction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

General Satisfaction Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
71	4	4	5	4	4	3	4	4	4	3	4	2	1	5	2	4	4	3	3	4