

# **EXPLORING THE INFLUENCE OF PERSONALITY TRAITS ON JOB ENGAGEMENT AMONG NON-ACADEMIC STAFF**

A Case Study in a Sri Lankan University

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University education is a focal point of the sustainable development of a country, as it empowers the human workforce to contribute towards the progress of the nation. Currently, the quality of university education in Sri Lanka has been enhanced with the mediation of the government. In addition, the non-academic staff play a vital role in the successful service delivery of the university education system and therefore it is important to evaluate the factors influencing their effectiveness and efficiency of them. Hence, the objective of this study is to evaluate the effectiveness of job engagement through the impact of individual personality factors.

Among various theories on personality factors, the Five Factor Model was selected for this study. The personality factors namely Conscientiousness, Agreeableness, Openness to experience, Extraversion, and Neuroticism were selected as independent variables, whereas the Level of Job Engagement was selected as the dependent variable. A significant relationship is hypothesized between all five independent variables and the dependent variable. This study utilized two research approaches to gather data: semi-structured interviews and information acquired via questionnaires distributed through Google Forms. The findings of the study show that the Five Factor Model has a significant correlation with job engagement, specifically through conscientiousness, agreeableness, openness to experience, extroversion, and neuroticism. Furthermore, conscientiousness and extroversion were found to be significant predictors of job engagement, while agreeableness and openness to experience were crucial for effective coordination. Neuroticism was found to negatively affect job engagement. The study suggests that university management should consider these individual traits in recruitment and development.

**Keywords** employee engagement, conscientiousness, agreeableness, openness, extraversion, Neuroticism

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# 1 Introduction

Human resources are an important element in the success of any organization in achieving its goals and objectives effectively and efficiently. Although the concept of job engagement is not new, it derives from the level of commitment to jobs for the success of the organization, as well as the success of the employees in their roles. However, the concept of job engagement has been recognized by many scholars and studied from various perspectives. William Kahn, who is well known as the father of introducing job engagement in 1990, has discussed job engagement through three dimensions (McGregor, 2022). The three dimensions of job engagement are physical, cognitive, and emotional. Sinclair (2021) stated that these dimensions are affected by job engagement in different ways and are shaped by the employees' experiences. Ongore (2014) has brought to attention that the personality of employees can be considered as an important variable that can influence the level of engagement. As an example, employees working in the same organization under the same circumstances may have diverse levels of engagement due to their different personalities. Therefore, examining individual personality characteristics and their influence on job engagement levels could aid in the recruitment process. Additionally, it could facilitate a clearer understanding of the necessity for training and development initiatives.

The Five Factor Model is the key model accepted by many for defining individual personality traits to determine the bearing of one's personality traits on their level of job engagement (McCrae & John, 1992). As proposed in this model, the main five personality attributes that describe one's changes in his or her conduct are under the broad concept of personality traits such as Conscientiousness, Agreeableness, Openness to experience, Extraversion, and Neuroticism. This study attempts to find out how the five factors are linked with job engagement. Considerable studies in the literature measure the impact of personality traits on job engagement in health professionals, IT professionals, teachers, etc. Semeijn et al. (2018) elaborated on how far personality traits and types are affected for career success. Since there is a gap in addressing the issue of how personality traits are affected by the job engagement of non-academic staff at a Sri Lankan university, the author of the study attempted to fill the gap by researching the factors influencing the job engagement of non-academic staff.

It is understood that non-academic staff have not received adequate attention, even though they extended important services to the success of university administration by attending to specific duties in clerical and allied roles. Non-academic staff undertake the duties and responsibilities of student services, examinations, general administration, HR, and accounts and perform for the smooth functioning of the university. However, there is a lack of scientific evidence that shows the

level of job engagement related to personality traits specifically when it comes to non-academic staff members. This study is an important effort to explore the correlation between personality traits and job engagement of non-academic staff at a state university in Sri Lanka focusing on unattended aspects of organizational dynamics. In addition, by understanding more about non-academic staff in a university setting, this knowledge can be applied to benefit any other organization seeking to enhance job engagement and productivity among its workforce not only those who are directly involved but also who are indirectly impacting the operations. Furthermore, universities and educational institutes are part of the international business landscape, contributing to global knowledge exchange and economic development.

## **1.2 Commissioning Company**

This study was carried out at a Sri Lankan University, namely the University of the Visual and Performing Arts (UVPA), established under the University Grants Commission in Sri Lanka. Within the university ecosystem, non-academic staff play an important role in ensuring its efficient operation through their administration duties.

The UVPA consists workforce of 121 non-academic staff across various job classifications. However, the level of job engagement among these employees varies significantly. While some employees exhibit outstanding dedication, others display lethargy towards their duties. Therefore, UVPA has been selected as the research institution to investigate the impact of personality traits on job engagement among its non-academic staff.

## **1.3 Problem statement**

Every organization needs to understand its internal strengths and weaknesses and external opportunities and threats. In identifying the internal strengths of the university system, the contribution of the non-academic staff should be a remarkable consideration. Meeting various challenges and competitive situations, organizations must provide outstanding services to their customers. The most important strategy to face these challenges and success is having committed employees. Reputed organizations cultivate a culture of engagement, acknowledging that employees are vital to achieving their goals. Therefore, the top management of the organization needs to recognize that fostering employee engagement is fundamentally their responsibility. (Nasution & Absag, 2019). To improve the productivity and efficiency of the non-academic staff of the university, it is important to understand the factors influencing the level of



job engagement. One's personality attributes are described as one of the significant factors affecting job engagement in occupational groups of various levels (Onogwu & Emenike, 2023). There are several studies in various sectors, such as health, IT, education, etc., that find a relationship between personality traits and job engagement. However, no study has been found that discusses the correlation between personality traits and job engagement among non-academic staff at state universities. Hence, this study aims to focus on the gap by exploring the influence of personality traits on the job engagement of non-academic staff at the UVPA.

#### **1.4 Significance of the study**

Primarily this study aims to reveal whether one's personality traits can be considered as an important factor affecting the job engagement of non-academic staff in the UVPA. Secondly, the study will identify the level of job engagement of the university non-academic staff, among the five personality traits. As a third fact, these research findings can be used as a source when the recruitment process as well as when determining the selection criteria for training opportunities for the enhancement of the effectiveness in the job engagement of non-academic staff members.

#### **1.5 Research Objectives**

The general objective of this study is to identify the impact of personal attributes on the level of job engagement of the non-academic staff at UVPA. Simultaneously, a specific objective was identified to achieve this general objective, namely, to determine the most significant personality traits out of all for the job engagement of the non-academic staff of the university.

#### **1.6 Research Question**

Based on the problem statement, the following research question was developed, which this study aims to answer:

RQ: What is the relationship between the individual personality traits and job engagement of the non-academic staff of UVPA?

## 1.7 Research Hypothesis

This study uses research hypotheses. According to Jansen (2024), a hypothesis is an idea or explanation grounded in facts but not yet verified. In this study, a research hypothesis is a precise and testable declaration forecasting the anticipated result of an investigation in a particular field, backed by data and evidence. Based on the objectives of this study, the following research hypotheses have been formulated to investigate the relationship between personality traits and job engagement among the selected sample and entity. All the hypotheses written down are considered in the null form.

- H1- There is no considerable relationship between job's job Engagement and Conscientiousness
- H2 - There is no considerable relationship between job's job Engagement and Agreeableness.
- H3 - There is no considerable relationship between job Engagement and Openness to experience.
- H4 - There is no considerable relationship between job's job Engagement and Extroversion.
- H5 - There is a considerable relationship between job's job Engagement and Neuroticism.

## 1.8 Scope and Limitations

The scope of the study is limited to the non-academic staff of the university. This means that academic staff are not considered part of the sample population, even though they are key stakeholders of the university in question. However, this does not undermine their key role in directly impacting the operation. Similarly, the study context is a single national university; therefore, it's important to note that the findings may not be fully representative of the entire university system. Additionally, data collection is planned through a survey questionnaire distributed among a sample of the population, supplemented by semi-structured interviews with a few employees. Consequently, the information gathered will be based on the perspectives of those who respond to the questionnaire and participate in the interviews, potentially limiting the generalizability of the research findings to the broader community of non-academic staff.

## **2 Theoretical Framework**

The theoretical framework is a combination of concepts and foundations that were developed scientifically. This theory can be developed through many theories with the view of supporting a study. To understand the correlation between personality traits and job engagement the following sections present a review of the literature on job engagement and personality attributes. These sections delve into various aspects outlined in the literature, focusing specifically on employee job engagement, individual personality traits, the model of five factors, commonly referred to as the “Theory of Big Five Personality Factors” and the relationship between employee job engagement and personality traits.

### **2.1 Definition and theories of concept**

In this section, the concepts of job engagement and personality are presented followed by a theoretical overview of the Big Five personality traits.

#### **2.1.1. The Concept of Job Engagement**

Job engagement is defined as the emotional connection an employee feels towards his or her employment at an organization which tends to influence his or her behavior and level of effort in work-related activities. (Truss et al., 2013) emphasized that the original research of Kahn (1990)

has identified job engagement as being true to yourself. Therefore, it is said that Kahn, a person who is willing to express his or her genuine persona and willing to invest their energies in the job is called job engagement. Further to Kahn (1990), people make use of themselves physically, cognitively, and emotionally in the performance of their job roles which is also called job engagement. The physical engagement is defined as the level of determination on the job (Riche et.al., 2010). Emotional engagement is the positive attitude and how it affects the job, Kahn (1990). Cognitive engagement is defined by Kahn (1990) as absorption and attention to the work. Job engagement is concerned with knowledge and perception about the organization, top management, and working culture environment, (Kular et al., 2008). Further, Schaufeli et al., (2004) defined engagement as a positive attitude to complete the assigned task at the workplace with commitment. Therefore, it is clear that job engagement is a work-related concept.

The CIPD report, 2021, written on job engagement, defines that one's level of job engagement can be evaluated through the awareness of the organization by employees. Every person who works for the organization should know its vision, mission, goals, objectives, procedures, working conditions, and organizational structure, (Gifford & Young, 2021). Further, it is emphasized that what are the requirements from the employee to success of the organization. Kular et al. (2008) discuss five key areas related to employee engagement in an organization such as, what employee engagement is, how can engagement be managed, the consequences of engagement for organizations, the relationship between engagement and personality characteristics, and how engagement related to employee voice and representation. In essence, the level of engagement influences the employees to voice their opinions with the feeling of empowerment.

### **2.1.2 The concept of personality**

Personality is described as someone's acts and feelings which are shaped by both nature and nurture and it affects how far engaged someone is at work. That can predict how well they are performing in their job compared to others, (Sackett et.al., 2002). The concept of personality; seems to have no firm definition in the theoretical aspect. One's personality could be identified as unique to a person to a person. However, those may be able to categorize under unique characteristics, behavior approaches, emotional feelings, thinking patterns, etc. Though there are identified elements, the personality of a person may be influenced by gaining experience and level of engagement in his or her profession. When psychological aspects differ from the theoretical aspects and weightage is on one's attitude or beliefs, motivation for his or her work and emotional facts depend to decide one's personality. Hogan (2006) has brought to the notice that personality theories weigh one's adjustment and the similarities. The equalities or similarities could be used to predict one's outcome and personal attributes. Quinter et al. (1998), stated that the psychological view of personality stresses to give some weight to one's childhood experience as well as the unconscious mind.

However, personality mirrors all the characteristics of a person's life and those characteristics can be categorized as sociality, working to achieve personal and professional goals, adapting to different situations/environments, physical and mental health, continuous development, and enthusiasm (Anil, 2023). The main theories in personality research include psychoanalytic, humanistic, biological, behavioral, social learning, cognitive, and trait theories. Sigmund Freud, a psychiatrist, developed the psychoanalytic perspective, suggesting that the unconscious mind reveals itself through dreams, free association, and slips of the tongue. According to Quinter et

al., (1998), early childhood experiences and the unconscious mind play a crucial role in shaping personality. New Freudian theorists like Erik Erikson, Carl Jung, Alfred Adler, and Karen Horney also valued the unconscious but had different views from Freud.

The humanistic perspective, as described by Bland & Derobertis (2020), focuses on psychological growth, free will, and personal awareness. Carl Rogers, a humanistic theorist, believed in the inherent goodness of people and stressed the importance of free will and psychological growth, suggesting that self-actualization drives human behavior (McLeod, 2024). The social and cognitive perspective emphasizes observational learning, self-efficacy, and cognitive processes. Bandura (1986) argued that people learn by watching others and tend to imitate behaviors that are rewarded.

Trait theory is a major perspective in personality psychology, proposing that personality consists of broad, stable traits. Hans Eysenck suggested three dimensions of personality extraversion-introversion, emotional stability-neuroticism, and psychoticism (Revelle, 2016). Raymond Cattell identified 16 personality traits to understand individual differences (Anastasiia, 2024). The Five Factor Model by Robert McCrae and Paul Costa, also known as the Big Five, is a highly regarded trait theory capturing key aspects of personality that influence behavior.

## **2.2. Five-Factor Model (FFM) – Theory of Big Five personal traits**

According to the article by MSeD (2023), the history of the Big Personality Theory was discussed at length. It was noted that trait theories of personality have attempted to count the exact number of traits people belong to. Gordon Allport listed 4,000 traits, Raymond Cattell identified 16 personality factors, and Hans Eysenck proposed a three-factor theory. The article elaborated that many researchers found Cattell's theory too complex and Eysenck's too simple. This led to the development of the Big Five personality traits, which describe the main traits that form the basis of personality. Further, many researchers believe there are five core personality traits. Evidence for this theory has been growing over the years, starting with D.W. Fiske's research in 1949, and being expanded by others like Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

The Five Factor Model is built on the spirit of human characteristics of one's differences (McCrae & John, 1992). The model herein collected the personality traits, concisely and classified them into a structure that leads to five personality factors; Conscientiousness, Agreeableness,

Openness to Experience, Extraversion, and Neuroticism. However, those factors are not restricted to themselves and each one of them has an extensive mixture of traits (McCrae and John, 1992; Goldberg, 1993; John & Srivastava, 1999). Soto et al., (2013) discussed in their research paper the methods of measuring Big Five personality traits. Those are self-report or peer-report questionnaires. It was mentioned that there are three popular FFM measures namely: the Big Five Inventory (BFI), the mini-markers, and the NEO personality inventory-revised (NEO PI-R). These tools are different in their format, but they all have shown high reliability and strong agreement between different instruments. Further, stated that both self-ratings and peer-ratings of the Big Five traits tend to agree moderately to strongly, and between ratings from different peers. Self-ratings are generally more accurate for traits that are not easily observed, like neuroticism and emotional states, while peer-ratings are better for more visible traits, like intellect and job performance. Combining self-ratings and peer-ratings usually provides the most accurate predictions.

### **2.2.1. Conscientiousness**

As per the research findings, it is well known that conscientiousness people are performing well at their work and seeking job satisfaction. Those people are described as reliable, attentive, diligent, and well-organized (Barrick & Mount, 2000). Moreover, these personality traits are maintaining strong professional relationships and looking forward to success in the environment. Conscientious people are considered to have leadership qualities and strong work ethics, (Judge et al., 2002). Barrick et al., 2001 & Judge et al., 2002, stated that conscientious people tend to deliver high job performance. Because they actively engage in their work and are adept at capitalizing on both formal and informal rewards (Organ & Lingl, 1995). Erdheim et al., (2006) also echoed a positive link between affective commitment and conscientiousness.

### **2.2.2 Agreeableness**

Agreeableness is one of the major components of the Five-Factor Model. The meaning of agreeableness is maintaining positive relationships with others. Those who have high agreeableness are friendly, kind, and helpful. Agreeableness can be figured out via self-reports and being agreeable is linked to cooperation, handling conflict situations, and managing emotional feelings (Costa et al., 1991). Agreeableness is the best predictor of job engagement due to the nature of agreeableness as it contains cooperative, tolerant, and courteous with outside members. Further, most studies determined that agreeableness significantly and positively affected overall performance in job engagement (Delima, 2019).

### **2.2.3 Extraversion**

Introverts derive their energy from within, whilst extroverts derive their energy from engaging with others. However extroverted people are very lively, social, friendly, confident in their doing, and talkative (Barrick & Mount, 1991). They are looking for administration, social recognition, and autonomy (McCrae and Costa, 1992). When comparing the extraversion with other five traits, extroverts are entirely interconnected with emotional commitment (Erdheim et al., 2006). The people of Extravert are performing great in administrative positions, social relationship work, and trades (Barrick & Mount, 1991).

### **2.2.4 Neuroticism**

This personality trait discusses how a person is calm or anxious. If a person is recognized as neurotic, sometimes he or she is emotionally stable but in certain situations, they are emotionally unstable. People with high neuroticism are highly worried and have a lot of anxiety within them. They are focusing on the negative side rather than the positive aspect and making their problems bigger than the actual situation (Soto et al., 2015). Moreover, neuroticism was identified as a crucial factor that affects the employability of workers and recognized it is encompassed with negative indicators such as stress, nervousness, and anxiety. Further, it was said that neuroticism hindered the performance of the job of the employees (Delima, 2019).

## **2.3 The relationship between the Big Five Personality Factors and job engagement.**

It is a well-known factor that personality is one of the key elements for best selection at a job interview. The reason behind such selection is personality traits with positive attitudes directly impact performance at the workplace. According to Semeijn et al., (2018), employers are looking for committed employees who are dedicated to achieving the goals of the organization as well as the employees' personal goals. Committed employees are the secret behind the success of the organization. In terms of job engagement, employer attempts to reach employees to gain their positive work capacity for the success of the organization (Delima, 2019). However, the big five personality factors: conscientiousness, agreeableness, openness to experience, and extraversion of human beings are affected by job engagement positively whereas neuroticism personality traits are negatively affected. In Turkey, Ozgur Ongore (2013) conducted a study at Kastamonu University to explore how personality traits impact job engagement within the academic and administrative staff.

It was revealed that significant correlations between personality traits and job engagement. In particular, extraversion, agreeableness, conscientiousness, and Openness to experience indicated positive associations, while neuroticism was negatively connected to physical, emotional, and cognitive engagement. Ongore expressed that openness to experience emerged as a significant predictor of all three parts of engagement, while agreeableness predicted emotional and cognitive engagement. Further, it was emphasized that job engagement, as a higher-level factor, connected with the big five personality traits. Openness to Experience and Agreeableness were the most important predictors of job engagement. This study showed the usage of the five-factor model and its impact on job engagement in Kastamonu University (Ongore, 2013).

### **3 Research Methodology**

The conceptualization and the methodology of this study are described in this chapter. At the beginning of the chapter, the research design, conceptualization framework, operationalization of the variables, dimensions of each variable, and hypotheses developed for this study are presented. In the latter part of the chapter, the method of data collection, population, sample unit, and methods of data analysis are described.

#### **3.1 Research Design**

The collection and analysis of measures of the variables listed in the research topic are done using a set of techniques and procedures called a research design (Alam, 2024). This study is a combination of research methods such as qualitative and quantitative. Therefore, this study adopts mixed methods. The mixed method allowed us to have a comprehensive understanding of the research problem with the numerical and non-numerical data. It is important to understand the concept of this study and the author used the quantitative method to recognize the patterns via hypotheses. However, it is a complex situation of personality traits that can be identified with the help of quantitative data. Burns and Grove (2003), stated that descriptive research helps to see a cross-section of the study to imply situation occurred. Further, descriptive research helps to develop concepts, and decisions, and assists to establish procedures. Frequently quantitative surveys are designed according to the questionnaire and raw data are collected by a self-administered, standardized questionnaire distributed among the participants and these methods were used in this study. At the same time, this study is concerned with qualitative data as it is helpful to understand the reasons, motivations, and emotions behind job behavior and attitudes.



Therefore, this will lead to a discussion about the impact of personality traits on the job engagement of selected organizations. Hence, mixed methods were used in this study.

### **3.2 Conceptual Framework**

The conceptual framework can either be a narrative or a graphical presentation of the study concerned. It is consistent with dependent and independent variables and with visuals depicting the relationship between variables.(Salawu at el., 2023). Available literature provides various theoretical aspects and models to explain the relationship between individual personality factors and the level of job engagement. Further, Salawu at el., (2023) discuss in their article that conceptual framework comprises the expectation of the author for conducting a research study, the reason for the requirement to achieve his work, how the research plans to achieve its ultimate goals, how to demonstrate the results of data analysis, how to categorize the research work, how will be published the paper etc., However, he further emphasized that a conceptual framework is an interrelated flow chart such as developing connections from introduction to conclusion and recommendations as per the vision of the author of the study. Therefore, this study will follow the conceptual framework as shown below (refer to Figure 1).

According to the Five Factor theory of Personality which was used as the foundation of this study, the following personality factors have been identified as influences on job engagement; Conscientiousness, Agreeableness, Openness to experience, Extroversion, and Neuroticism. Therefore, those factors are considered “Independent Variables” and job engagement of university non-academic staff is considered the “Dependent Variable”. Considering the above information, the research model has been developed as follows:

**Figure 1 Diagrammatic Representation of the Conceptual Framework**

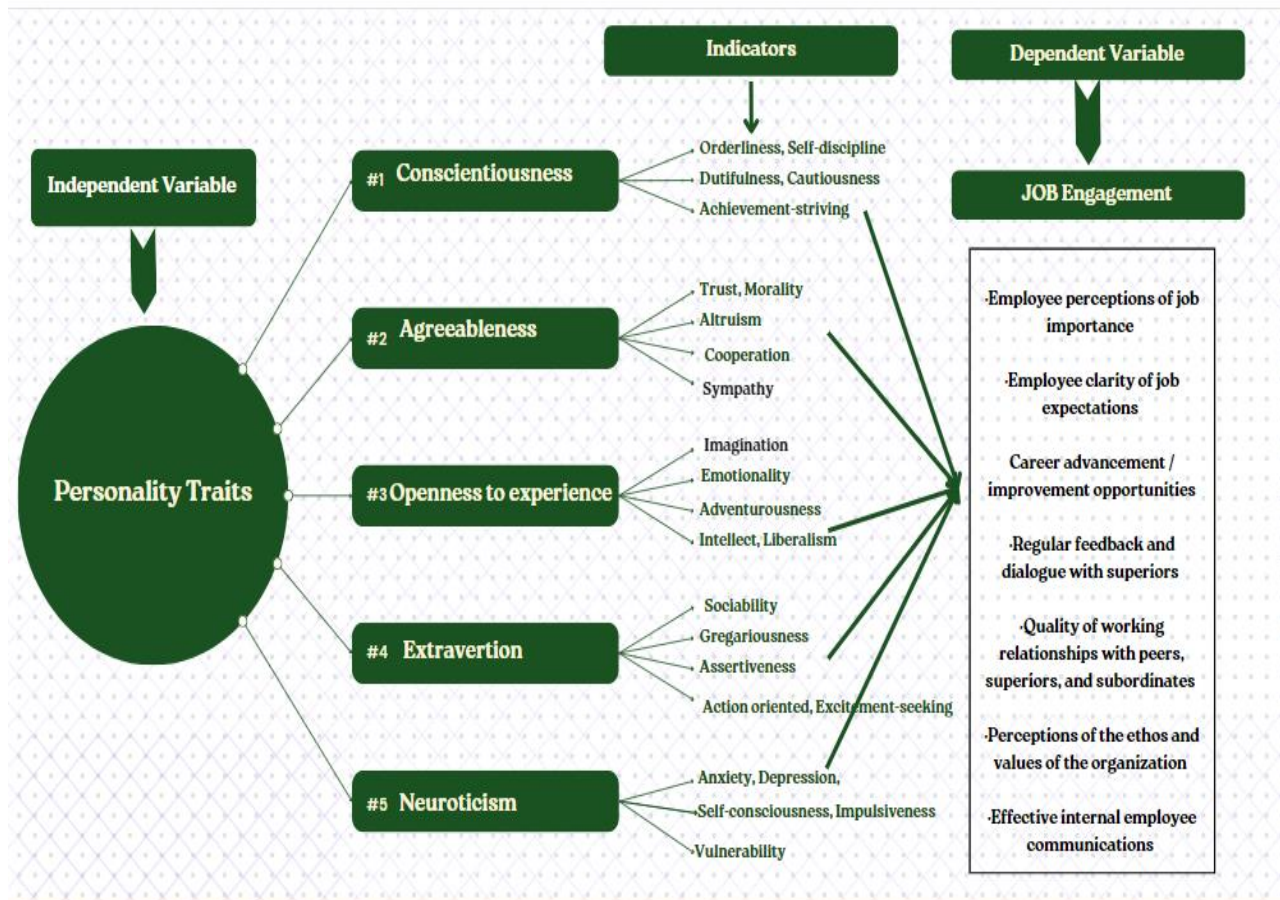


Figure 1. Diagrammatic representation of the Conceptual Framework

### 3.2.1 Operationalization of the Variables

Operationalization is the process of defining variables into measurable factors clearly. The process identifies uncertain concepts and permits them to be measured, and empirically and quantitatively. Operationalizing makes the hypothesis strong, and clear and standardizes the variables used in the research. (Tariq, 2015). Operationalization is about exact definitions of variable, increasing the quality of the results, and improving the strength of the research design. Based on the literature review of the study, six variables were identified; conscientiousness, agreeableness, openness to experience, extroversion, and neuroticism as independent variables and job engagement as the dependent variable. The relationship between the independent variables and the dependent variable was designed and measured by the Five Point Likert Scale.

All questions were positive statements. The respondents were given to mark their consent on each statement on a 5-point scale ranging from “Strongly Disagree” on one end to “Strongly Agree” on the other with “Neither Agree nor Disagree” in the middle.

Table 1 illustrates the Operationalization of this research study. It further describes the variables of the study.

**Table 1 Operationalization of the variables**

Variable	Indicator	Measurement	Questions order in the questionnaire
Conscientiousness	Orderliness Dutifulness Achievement-striving Self-discipline Cautiousness	Level of employee job performance Five Point Lickert Scale	(B) 1,2,3,4,5,6
Agreeableness	Trust Morality Altruism Cooperation Sympathy	Level of employee job performance Five Point Lickert Scale	(B) 7,8,9,10,11,12
Openness to Experience	Imagination Emotionality Adventurousness Intellect Liberalism	Level of employee job performance Five Point Lickert Scale	(B) 13,14,15,16,17,18
Extroversion	Sociability Gregariousness Assertiveness Action oriented Excitement-seeking	Level of employee job performance Five Point Lickert Scale	(B) 19,20,21,22,23,24
Neuroticism	Anxiety Depression Self-consciousness Impulsiveness	Level of employee job performance	(B) 25,26,27,28,29,30

	Vulnerability	Five Point Lickert Scale	
Job Engagement	Opinions of job importance Clarity of job expectations Career advancement/improvement opportunities Regular feedback and dialogue with superiors Quality of working relationships with peers, superiors, and subordinates Perceptions of the ethos and values of the organization Effective internal employee communications	Level of employee job performance Five Point Lickert Scale	(C) 31,32,33,34,35 ,36,37,38,39,4 0

### 3.3 Population and sample

The objective of this study is to determine the most significant personality traits out of all of the job engagement of the university non-academic staff. Hence, to achieve this objective, this study followed the quantitative and qualitative methods of analysis. Firstly, the questionnaire was emailed to 121 non-academic staff of the University and 45 responses were received. To further validate the quantitative results, three interviews were conducted among the staff to explore the influence of personality traits on job engagement, i.e., qualitative data. A semi-structured interview as a data collection method was also used for the qualitative analysis by using open-ended questions. Following research ethics, participants were informed that their responses to the interview questions would be used solely for this study and that their identities would be kept confidential.

### **3.4 Data collecting methods**

This is a survey-based research and both primary and secondary data are used for the research.

#### **3.4.1 Primary Data**

Primary data can be defined as information collected by the researcher for a specific research purpose (Stewart, 2024). Direct personal observations, indirect oral interviews, mailed questionnaires, and scheduled methods are the commonly used methods in collecting primary data for research. In this study, online questionnaires and semi-structured interviews are used to collect primary data from non-academic staff of the university. The researcher emailed questionnaires in a Google form to 121 recipients (employees). They are comprised of both males and females and conducted random interviews over the phone with respondents to submit their responses for the questionnaire.

Furthermore, they were informed that all the information provided and the names of the participants would be kept strictly confidential. The questionnaire is designed to have three parts: the first part covers the demographic information while the second part focuses on the dimensions of personality; Conscientiousness, Agreeableness, Openness to Experience, Extraversion, and Neuroticism. The third part covered the questions regarding the level of Job Engagement of the participants.

Questions in the second and third parts were developed for each aspect using a five-point Likert scale which ranges from strongly disagree to strongly agree. In this type of survey, respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale. In this study, the questionnaire was prepared only in the English language based on the researcher's assumption that every non-academic staff has a general understanding of the English Language.

#### **3.4.2 Secondary Data**

Secondary data is defined as a piece of information gathered from any other source for a particular purpose and used by a researcher for innovative investigation (Stewart, 2024). In this study, a substantial portion of the secondary data was sourced from online platforms, notably scholarly articles available through esteemed journals like Science Direct and the Social Science Research Network (SSRN).

## **4 Research Results**

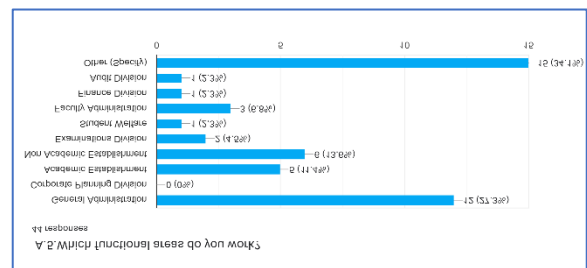
### **4.1 Data Analysis**

Data analysis is a set of processes that consists of examining, cleaning, altering, and generating data to understand the current situation make conclusions, and assist in making decision-making proactively (Crabtree & Nehme, 2023). The Data analysis is expected to reveal more details and allow seeing the problem statement in a broad dimension and analysis of the raw data collected via questionnaires and interviews supported the decision-making process by testing the hypotheses and theories. At the event of analysis, the hypothesis can be confirmed or refuting the same on the evidence gathered from questionnaires and interviews. Moreover, data analysis helps to identify trends and relationships between variables defined in the previous chapters. After identifying a pattern of data collection, the analysis leads to predictions and forecasting the future activities.

Accordingly, the researcher decided to carry out the data analysis with the assistance of Microsoft Excel which is capable of converting numerical data into comprehensive insights. As the first step, data is extracted from Google form to an Excel spreadsheet, and summarized pie charts and bar charts are explained in detail to find out the relationship between variables. The researcher decided to perform a descriptive analysis to get a broad idea of the collected data. The interview was made over the phone by asking a few open-ended questions to understand the reasons, motivations, and emotions behind employee behavior and attitudes toward job engagement and to have a general view of the impact of personality traits on job engagement. Along with the data gathered from the questionnaire and interview, a comparative analysis has been done on the secondary data collected from the scholarly articles published on websites, scientific research articles, and online books to attain the research objectives.

### **4.2 Descriptive Analysis**

Descriptive analysis organizes and summarizes data. The data is gathered from responses or observations from the sample population. The descriptive analysis includes quantitative research which describes collective data through statistical analysis. It allows to description of characteristics of the responses such as the relation between two variables. The other aspect is inferential statistics and it helps to decide whether data confirms or rejects the hypothesis. (Bhandari, 2023)



**Table 2 Sample Characteristics**

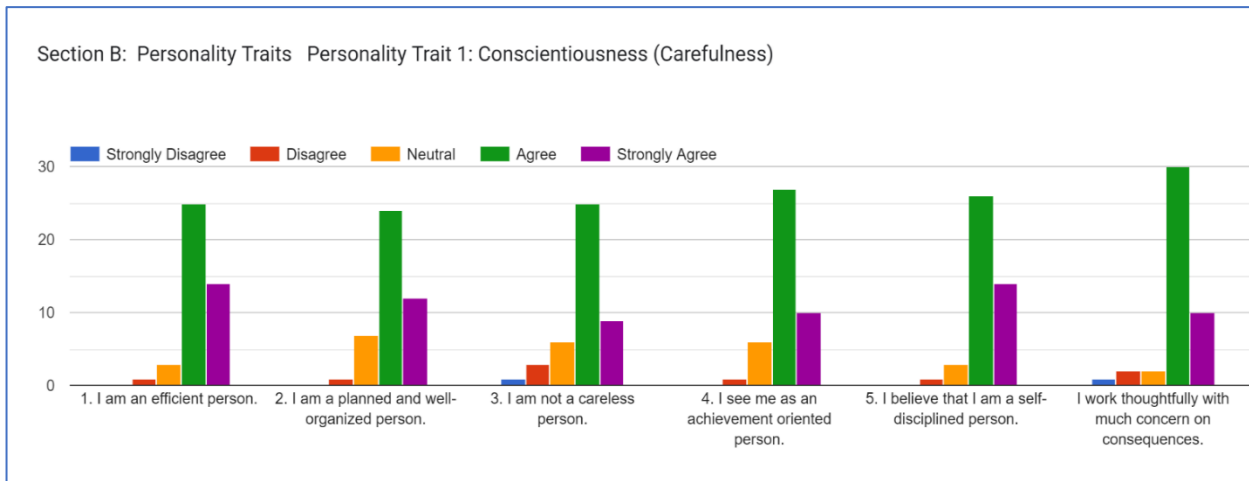
<b>Title</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Male	28	37.8
	Female	17	62.2
Age Group (Years)	<30	11	24.4
	31-40	18	40
	41-50	15	33.3
	50<	1	2.2
Level of Education	Diploma Level	21	46.7
	Degree Level	9	20
	High School Level	13	28.9
	Other	2	4.4
Length of service	<5	5	11.1
	5-15	33	73.3
	16-25	5	11.1
	26-35	2	4.4
	35<	0	0
Functional Areas	General Administration	12	27.3
	Corporate Planning Division	0	0
	Academic Establishment	5	11.4
	Non-Academic Establishment	6	13.6
	Examinations Division	2	4.5
	Student Welfare	1	2.3
	Faculty Administration	3	6.8
	Finance Division	1	2.3
	Audit Division	1	2.3
	Other (Specify)	15	34.1

### 4.3 Study Results

This section presents the study results with the response to the research questions through Google form questionnaires and semi-structured interviews. The data collected from the survey is analyzed to understand the relationship between independent and dependent variables. The summary of responses to questions and highlights of interviews are mentioned below on personality traits and job engagement.



**Figure 8 Personality Trait 1. Conscientiousness**



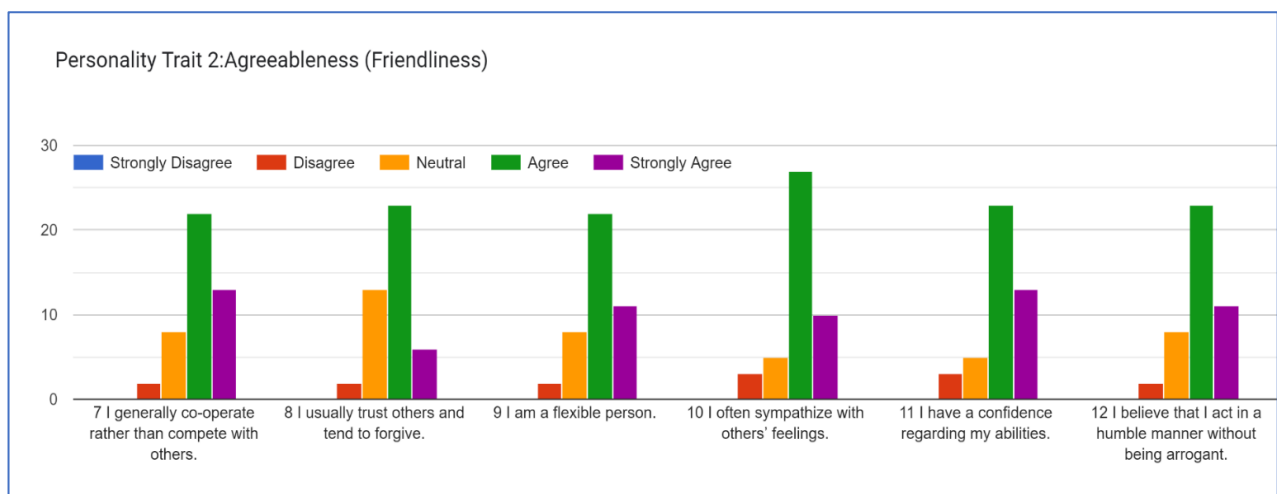
The above figure is a result of questions developed based on the 1<sup>st</sup> Personality Trait on FFM: consciousness, which consists of attributes such as orderliness, dutifulness, achievement-striving, self-discipline, and cautiousness. These attributes are indicators of the variable of conscientiousness. The responses that were received to the questions representing those personality traits are depicted in between 20 and 30% of the number of respondents, who agreed with their positive gesture by comparing their work engagement at the university.

The researcher asked questions from three employees about “how do you ensure accuracy and thoroughness in your work? And asked about a situation where their conscientiousness affected job engagement. Interviewee no. 1. expressed, “Accuracy is the most important factor for as I work for the HR division with Personal Files of Academic Staff members. I have to more care about the work and attention to the work rather than just complete the task and I am fully concerned about my work”. Interviewee no. 2 said, “To ensure accuracy I always double check my correspondence, reports or minutes I prepared on behalf of my immediate boss because he signed all the papers with the trust upon my work, therefore I don’t want to damage his image as well as the organizational image”. Interviewee no. 3 stated, “ I see myself as a well-organized, systematic, and hardworking person by nature and I believe that this quality of mine helps me to increase my job engagement at the workplace.

The answers from the three non-academic staff members who are in different divisions have explained their level of commitment to the job as well as how their personality trait of consciousness is affected by the performance of the job. All three answers to the question depicted their responsibility, organization, dependability, and thoroughness in their actions and behaviors. They show exceptional characteristics to do their task accurately by using several methods, and they are concerned about the organizational reputation and its objectives while gaining a good name for their personality.

The 1<sup>st</sup> null form of the hypothesis according to Personality Trait 1 stated that there is no significant correlation between employees' job engagement and consciousness. However, the qualitative and quantitative analysis revealed that there is an impact on personality traits of consciousness and job engagement. Therefore, the researcher rejects the null form of hypothesis and concludes that there is a significant relationship available between the FFM personality trait: consciousness and job engagement of the non-academic staff of the University. In conclusion, the relationship between independent and dependent variables is positive according to the 1<sup>st</sup> personality trait of the Five-Factor Model.

**Figure 9 Personality Trait 2. Agreeableness**



This graph illustrates the Personality trait 2. of FFM as Agreeableness. The attributes of agreeableness are trust, morality, altruism, cooperation, and sympathy and these attributes are indicators of the variable of Agreeableness. The questions related to this personality trait as the independent variable and job engagement as the dependent variable have developed subtly to measure the relationship between the two variables. The responses were gained between 20% -

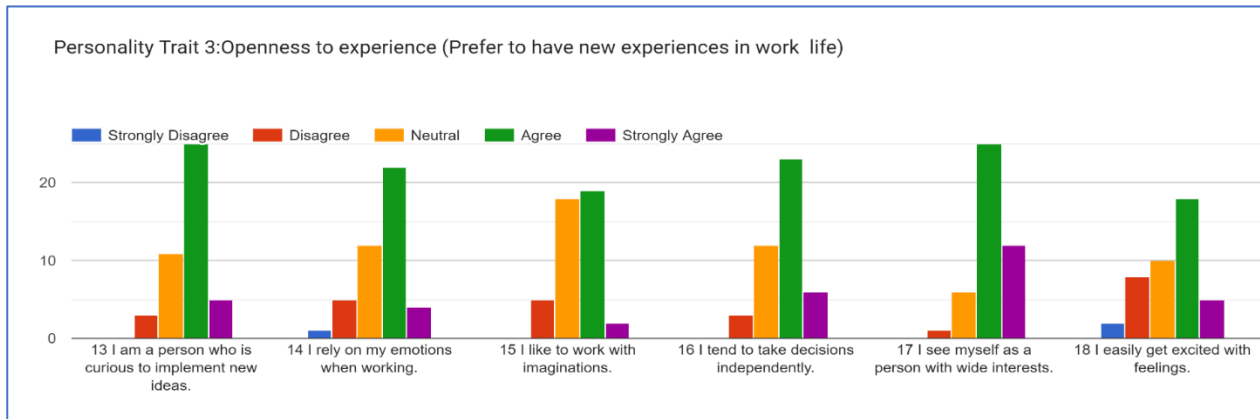
30% from the number of respondents who agreed with their personality traits on agreeableness for the questions constructed by considering the job engagement.

The researcher raised a question on agreeableness like “How do you handle conflicts or disagreements within the workplace? and how you express your agreeable nature influences your level of engagement and collaboration with others. Interviewee no 1. mentioned that “sometimes based on the other employees or stakeholders' behaviors, and qualities, I may get stressed, confused and disappointed but I try to understand their situation from their point of view and try to serve them at my best within my limitation and showing them more option to achieve what they desired from the HR division”. Interviewee No 2, stated that “when working together toward common goals and objectives, I encounter conflict situations, in such time I was so patient and by my communication ability I try to convince the correct way to my colleagues in a very friendly manner.” 3<sup>rd</sup> interviewee explained, “I am a friendly person who is willing to work with others cooperatively. So, when I encounter different ideas from my peers and superiors, I can manage the situation without going into arguments.

As per the answers given by the non-academic staff members, it is indicated that their awareness of how to avoid conflict situations cooperate with the other staff members, and create a pleasant working environment. Their sympathy towards others and understanding are also clearly visible through their answers. The above interview answers indicate the employees who are committed to the work with the personality traits of agreeableness.

The 2nd null form of the hypothesis according to Personality Trait 2 stated that there is no significant correlation between employees' job engagement and Agreeableness. However, the analysis yielded that personality traits of Agreeableness scored a high level of percentage from the respondents by proving that there is a positive significant correlation prevailing between job engagement and Agreeableness. Therefore, the researcher rejects the null form of the hypothesis and concludes that there is a significant relationship available between the FFM personality trait: agreeableness and job engagement of the non-academic staff of the University. In conclusion, the relationship between independent and dependent variables is positive according to the 2<sup>nd</sup> personality trait of the Five-Factor Model.

**Figure 10 Personality trait 3. Openness to experience**



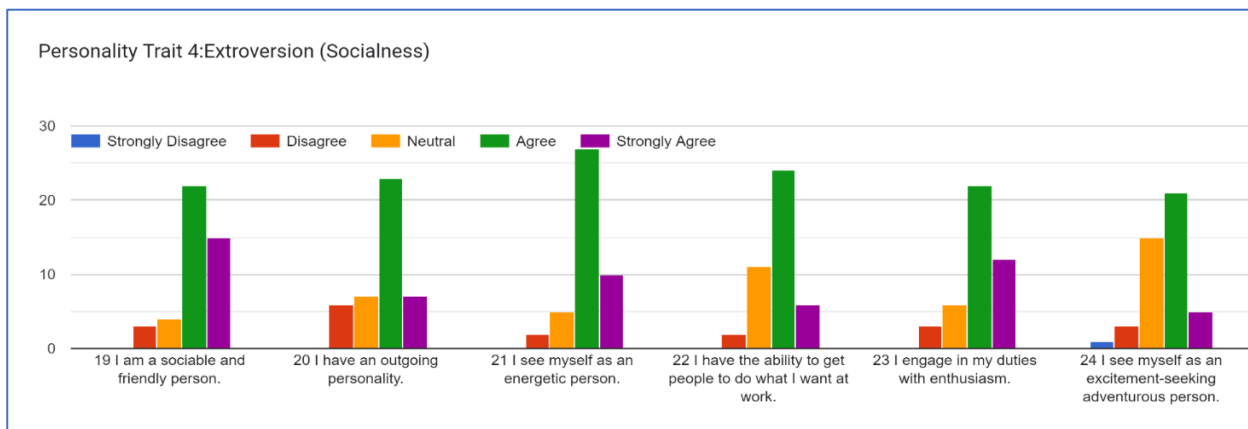
This graph illustrates the Personality trait 3. of FFM as openness to experience. The attributes of openness to experience are imagination, emotionality, adventurousness, intellect, and liberalism, and these attributes are indicators of the variables. The questions related to this personality trait as the independent variable and job engagement as the dependent variable have developed subtly to measure the relationship between the two variables. The responses were gained between 20% -30% from the number of respondents who agreed with their personality traits on openness to experience through the questions constructed by considering the job engagement.

Concerning the personality traits of openness, the researcher asked a question from three interviewees "When you are working as a Management Assistant, you typically have established guidelines to follow. However, if you come up with new ideas or methods to improve your tasks, how do you communicate these ideas to management? Could you share an example of a time when you did so? 1<sup>st</sup> and 2<sup>nd</sup> stated that they both practiced new methods when performing tasks to achieve the result within the limited time, effectively and efficiently. Moreover stated that they informed the management of new methods, and management accepted and advised others to follow the same methods for immediate and accurate outcomes of particular tasks. The 3<sup>rd</sup> interviewee said "Since I am an open-minded employee I am happy to learn from experiences and new ideas of others. I don't like to stagnate in the same traditional practices I am willing to update my knowledge and develop myself with novel concepts."

As per the answers to the question, it is clear that most employees are exceptionally committed to their work by introducing new methods and working by being innovative and creative for the success of the overall work of the organization. It is implied that employees wish to have new experiences to find effective and efficient methods when they perform their duties and responsibilities at the workplace. This is a good example of those who have the personality trait of openness and are highly engaged with their job.

The 3<sup>rd</sup> null form of the hypothesis according to Personality Trait 3 stated that there is no significant correlation between employees' job engagement and Openness to experience. However, the qualitative and quantitative analysis yielded that personality traits about Openness to experience ranked a high level of percentage from the respondents by proving that there is a positive significant correlation prevailing between job engagement and Openness to experience. Therefore, the researcher rejects the null form of the hypothesis and concludes that there is a significant relationship available between the FFM personality trait: openness to experience and job engagement of the non-academic staff of the University of the Visual and Performing Arts, Sri Lanka. In conclusion, the relationship between independent and dependent variables is positive according to the 3<sup>rd</sup> personality trait of the Five-Factor Model.

**Figure 11 Personality Trait 4. Extroversion**

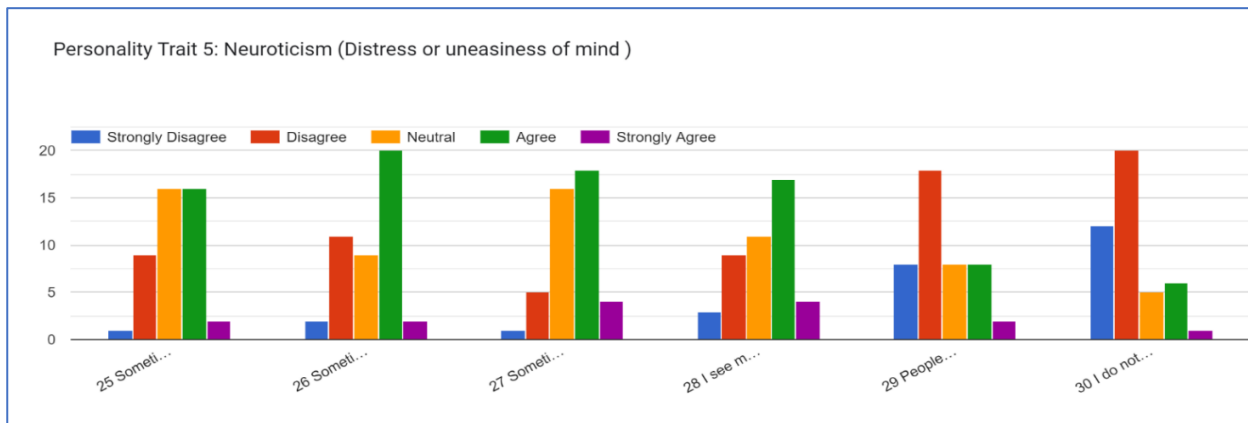


The above figure depicts the Personality Trait 4. Extroversion and the indicators of the variable are sociability, gregariousness, assertiveness, action-oriented, and excitement-seeking. The responses received for these questions are also in the view of positive aspect and ranged in between 20% -30%. All these attributes are involved with the job engagement.

The interview question for the Extrovert personality traits was “How do you interact with co-workers in your daily tasks? Can you describe how your outgoing nature contributes to your job engagement and fulfillment? Interviewee no 1. Said, I consider the academic staff as my customers and they are highly educated when I engage with them I should be very discipline-oriented, sometimes academic staff comes up with various demands and some cannot be fulfilled due to the existing rules and regulations. In such instances without saying just “I can't do this”, I have to take extra time to explain and understand the limitations of not catering to their requirements. So my outgoing personality and willingness to listen as well as I can keep my working environment with positive vibes. 2<sup>nd</sup> Interviewee said “I deal with students, academics staff members, outside visitors, etc., as my customers, and most of the time I used to serve them with a smile. Since I am handling the Vice Chancellor’s appointment diary, it’s very hard to allocate time for a person at the same time he or she wants. So they may get angry and upset as they cannot understand the real situation. So I always happened to be a bridge between the stakeholders and top management. I believe I do that duty well because of my extrovert personality characteristics.

According to the given answers by the employees for the questions based on the extroversion personality trait, it is indicated that the attributes of the extroversion personality pave the way for job engagement to perform their duties and responsibilities fruitfully. The 3<sup>rd</sup> person answered “I don’t like being an isolated character, and my social interaction makes me so comfortable for my office work”

The 4<sup>th</sup> null form of the hypothesis according to Personality Trait 4 stated that there is no significant correlation between employees' job engagement and extroversion. However, the qualitative and quantitative analysis yielded that personality traits about Extroversion scored a high level of percentage from the respondents by proving that there is a positive significant correlation prevailing between job engagement and Extroversion. Therefore, the researcher rejects the null form of the hypothesis and concludes that there is a significant relationship available between the FFM personality trait: extraversion and job engagement of the non-academic staff of the University of the Visual and Performing Arts, Sri Lanka. In conclusion, the relationship between independent and dependent variables is positive according to the 4<sup>th</sup> personality trait of Five Factor Model.

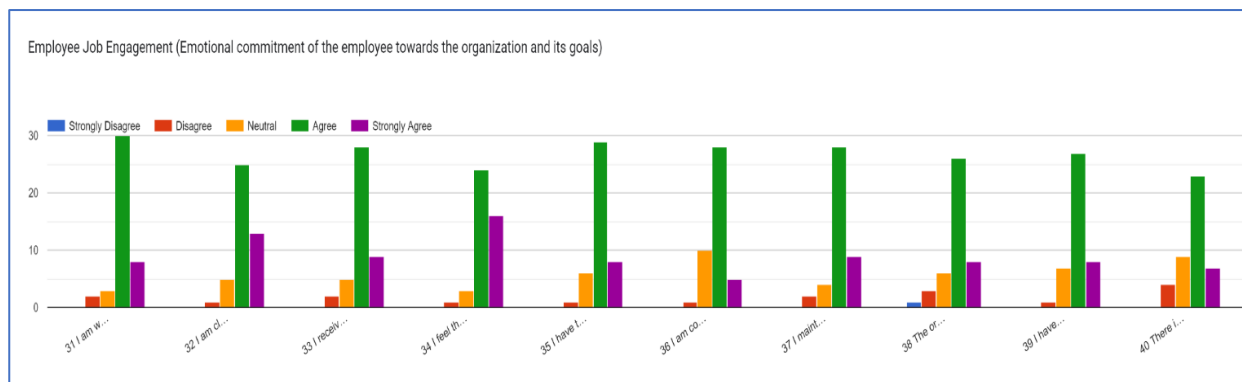
**Figure 12 Personality Trait 5. Neuroticism**

The above graph is about the 5<sup>th</sup> personality trait of Neuroticism and the indicators of that variable are anxiety, depression, self-consciousness, impulsiveness, and vulnerability. The questions are developed based on these indicators by relating to work engagement. However, it is difficult to find a pattern of the responses given by the workers for these questions. It is indicated that 15% of workers feel anxious or worried to a certain extent and 15% of workers are Neutral. 20% of workers feel depressed when they are under lots of stress. 20% of workers are getting irritable when they are overloaded with work. It is indicated that more than 15% of the sample collection is self-conscious. It clearly shows the disagreement with questions 29 and 30. Most of the works disagree with the statements of “people see me as a moody person” and “ I do not have the self-confidence to face the challenges in the working environment.

The researcher proceeded with a question for three employees about neuroticism “How do you manage stress and pressure in your job? Can you talk about how your ability to cope with challenges relates to your job engagement and overall satisfaction? The 1<sup>st</sup> interviewee said “ Yes, I am sometimes fed up and stressed, but I know this is my duty and I must serve to my customers well rather than just doing a job, so when I get stressed I try to concentrate and change my attitudes toward the situation and try to do my best even in a difficult moment and then I feel happy. 2<sup>nd</sup> interviewee stated that “stress and workload pressure is a common factor for those who are working in the office. So I always minimize my work-related stress by prioritizing work, scattering the workload into pieces, and working extra hours. 3<sup>rd</sup> interviewee also emphasized that “I usually can manage such situations without getting stressed or depressed by prioritizing order and to proceed with a balanced mind to achieve the target successfully. I believe that this emotionally stable nature of mine helps me to increase my job engagement.

The responses received from the interviews are also the same as compared to the responses of the questionnaire. Generally, it is implied that employees are stressed with work-related matters but they have their ways of finding solutions for the stress and satisfying themselves ultimately due to commitment to quality work. Therefore, the hypothesis in null form is rejected as it is stated that “there is a significant relationship between Neuroticism and Job Engagement. The data shown in the graph has rejected the hypothesis and proven that there is no significant relationship between Neuroticism and job engagement.

**Figure 13 Employee Job Engagement (Emotional commitment of the employee towards the organization and its goals)**



The last 10 questions are constructed to determine the level of Job engagement of the workers and to explore the level of commitment to the work as well as to the success of the organization. The graph illustrates the positive responses and as a percentage it marked from 20% - 30%. Moreover, when we analyze the responses received from the employees who have answered the interviews are implied about their awareness of the organization, its vision, mission, values, and objectives and they are more committed to their work than an average employee.

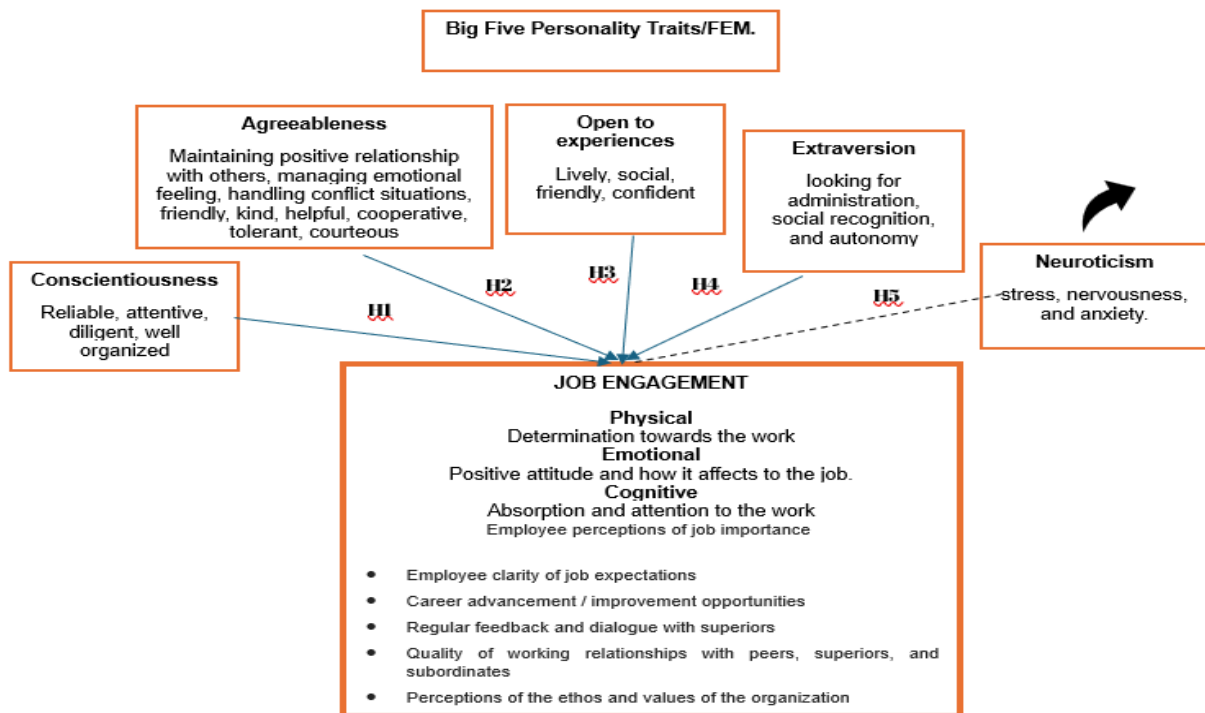
According to the results, each of the Big Five Factors of personality is significantly related to the level of job engagement when considered independently. Conscientiousness, agreeableness, openness to experience, and extroversion were positively and moderately related to the level of employee job engagement whereas neuroticism was negatively related to the level of employee job engagement. The results of the qualitative and quantitative analysis revealed that only conscientiousness and agreeableness have a significant effect on the level of job engagement. Moreover, conscientiousness was found to be the best predictor of the level of employee job engagement. Hence, all hypotheses were formulated in null form and have been rejected from the



analysis to explore the relationship between the variables of this study as follows,

- H1- There is a considerable relationship between job's job Engagement and Conscientiousness
- H2 - There is a considerable relationship between job's job Engagement and Agreeableness.
- H3 - There is a considerable relationship between job Engagement and Openness to experience.
- H4 - There is a considerable relationship between job's job Engagement and Extroversion.
- H5 - There is no considerable relationship between job's job Engagement and Neuroticism.

**Figure 14 The positive relationship between FFM personality traits and job engagement.**



## 4.4 Discussion

The purpose of this study is to find out the answer to the RQ: What is the relationship between the individual personality traits and job engagement of the non-academic staff of UVPA? Accordingly, both qualitative and quantitative approaches were used to collect data and conduct an analysis to track employee engagement to give an insight into how the employees' personality traits are affecting the working environment. The author was able to identify the patterns of how the

personality traits are involved with the job engagement of employees through a questionnaire and the responses were further proven with the semi-structured interviews under the qualitative analysis. The interview questions and answers helped the study to understand the reasons, motivations, and emotions behind employee behavior and attitudes. The three principal dimensions of employee engagement are physical, cognitive, and emotional as per the psychologist William Kahn (Robinson,2022). He further defined that employee engagement is based on the employees' connection with their duties and responsibilities at the workplace.

Physical engagement concerns the employees' physical phantom and the energy that they are investing while performing their duties. It involves the qualities of punctuality, attendance to work, and the energy and effort they are using while fulfilling the assigned tasks. Physically engaged employees in their workplace are actively involved with their work and they can be committed to the work as much as possible (Sinclair, 2021). The given answers at the interview by the three employees indicated their physical engagement with their work by using their personality traits.

Cognitive engagement refers to employees' mental status while performing duties and responsibilities and the level of attention to detail. This involves factors such as concentration, creativity, innovation, problem-solving ability, etc., Moreover, the awareness of the organization's vision, mission, and values as well as the strategic goals by the employee also measured in the cognitive engagement. Those are cognitively engaged, and intellectually invested in their specific tasks, they are performing actively, efficiently, and effectively (Sinclair, 2021). The data gathered through qualitative and quantitative research amplifies the level of cognitive engagement of employees of the university. Sinclair (2021) developed his thoughts according to emotional engagement and he said that William Kahn, Psychologist has described that emotional engagement is developed on the emotional relationship between employer and employee. It involves the sense of belonging to the employer, job satisfaction, and commitment to the employer.

Employees who are emotionally connected with their workplace have a strong bond with the organization. Those employees are seeking satisfaction to their lives by contributing efficiently and effectively to their organization. This fact is proven by the answers to the open-ended questions made at the interviews. All three employees attended the interview indicated emotional engagement by using their professional experiences and the bond between employer and employee. Organizations that are breeding all these three dimensions of engagement wish to have employees who are dedicated, motivated, and committed to the work to obtain productive and accurate outcomes.

## 5 Recommendations and Suggestions

The following measures are recommended to uplift the job engagement of university non-academic staff members to ensure their maximum contribution towards the success of the organization.

It is evident that personality factors play a significant role in the job engagement process in university non-academic staff, and it should be a major concern in recruiting and developing employees. Currently, most organizations use personality tests to assess potential and measure the vivid personalities, traits, attitudes, behaviors, and preferences of individuals. These personality tests are usually used to recruit direct stakeholders of organizations (academic employees in this case); however, indirectly impacting stakeholders (non-academic employees in this case) are not taken into consideration. This is an important finding in this study that non-academic employees do have an impact at a higher level, and their job engagement consequently impacts organizational operations. Therefore, it is important for organizations to recruit non-academic employees based on personality tests. Furthermore, these types of assessments will be useful for the recruitment purpose for the HR department. There are specifically developed tests related to the Big Five personality traits that can measure the FFM personality trait at the event of interviewing or examining for recruitment of an organization (Enge, n.d.). Further, this type of test can provide valuable understanding for personal development, team building, career planning, and organizational decision-making. Moreover, considering the personality factors, it may help to understand the values, motives, and preferences of the non-academic staff and it may the management to understand their expectations as well.

In conclusion, as it is evident that individual personality has a major impact on the job engagement of university non-academic staff, it is important to conduct personality development programs to improve their work and conduct. It is recommended to implement suitable quality-assuring programs to train and develop the personalities of the non-academic staff members of the entire university system with an insight into their important contributions to the effective and smooth functioning of the university system.

## 6 Conclusions

The objective of this study was to explore how individual personality traits influence the job engagement of non-academic staff at the UVPA. Moreover, this study attempted to identify the significant personality traits utilized in job engagement. Therefore, five hypotheses were developed in null form to identify the relationship between personality traits and job engagement. It was revealed with the analysis of the data, that conscientiousness, agreeableness, openness to experience, and extroversion were positively associated with job engagement while neuroticism mirrored a weak negative correlation with job engagement. However, these findings were carefully analyzed with the attributes of personality traits mentioned by the employees who are working at different divisions in the same university. Considering the facts found through analysis of collected data, conscientiousness, and extroversion were emphasized as significant predictors of job engagement, as orderliness, sociability, and assertiveness are incorporated with these attributes. Extraversion is also recognized as a critical aspect of leadership qualities while agreeableness, and openness to experience, are found as crucial for effective job engagement.

The positive attitude and gestures of the employees due to their personality traits paved the way for innovation and coordination throughout the university as a net for holding all the functions together. Nevertheless, neuroticism was found as a negative aspect that affects job engagement and those who have neuroticism personality attributes such as stress and insecurity tend to less attend job engagement. This study pointed out the importance of considering individual personality traits in the recruiting, training, and development process of the non-academic staff to enhance job engagement in the University system.

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## Appendix 1. Questionnaire distributed among University Non-academic staff

[https://docs.google.com/forms/d/e/1FAIpQLSfKJaQtRx4c54puxG0\\_Uy6VQt07y3lmHX8DmSShDaYY1U3Gyg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfKJaQtRx4c54puxG0_Uy6VQt07y3lmHX8DmSShDaYY1U3Gyg/viewform)

### Appendix 1

### Questionnaire

#### Section A

Please supply the following information by making an 'X' in the appropriate block where the options are provided.

#### A.1.What is your designation?

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 Management Assistant                | 9. Instrument Caretaker cum Repairer |
| 2 Telephone Operator-cum-Recptionist  | 10. Library Information Assistant    |
| 3 Management Assistant (Shroff)       | 11. Nursing officer                  |
| 4 Management Assistant (Book keeper)  | 12. Public Health Inspector          |
| 5 Management Assistant (Store-Keeper) | 13. Supervisor (Maintenance)         |
| 6 Security Inspector                  | 14. Sub - Warden (Full time)         |
| 7 Technical Officer                   | 15. Audio Visual technical Officer   |
| 8 Technical Officer (ICT)             | 16. Audit Assistant                  |

A. 2. What is your Gender? Male ☐ Female ☐

#### A.3. What is your age group?

<30	
31-40	
41-50	
51-60	

A.4. Please indicate your highest academic qualification.

Highschool Education (A/L, O/L)	
Diploma Level	
Degree Level	
Others (Specify)	

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A.5.Which functional areas do you work?

General Administration

Corporate Planning Division

Academic Establishment

Non Academic Establishment

Examinations Division

Student Welfare

Faculty Administration

Finance Division

Audit Division


A. 6. Working experience (Years)

<5	
5-15	
16-25	
26-36	
36<	

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## Section B: Personality Traits

		Strongly	Disagree	Neutral	Agree	Strongly Agree
<b>Personality Trait 1: Conscientiousness (Carefulness)</b>						
1	I am an efficient person.					
2	am a planned and well-organized person.					
3	I am not a careless person.					
4	I see me as an achievement oriented person.					
5	I believe that I am a self-disciplined person.					
6	I work thoughtfully with much concern on consequences.					
<b>Personality Trait 2: Agreeableness (Friendliness)</b>						
7	I generally co-operate rather than compete with others.					
8	I usually trust others and tend to forgive.					
10	I often sympathize with others' feelings.					
11	I have a confidence regarding my abilities.					
12	I believe that I act in a humble manner without being arrogant.					
<b>Personality Trait 3: Openness to experience (Prefer to have new experiences in work life)</b>						
13	I am a person who is curious to implement new ideas.					
14	I rely on my emotions when working.					
15	I like to work with imaginations.					
16	I tend to take decisions independently.					
18	I easily get excited with feelings.					
<b>Personality Trait 4: Extroversion (Socialness)</b>						
19	I am a sociable and friendly person.					
20	I have an outgoing personality.					
21	I see myself as an energetic person.					
22	I have the ability to get people to do what I want at work.					
23	I engage in my duties with enthusiasm.					
24	I see myself as an excitement-seeking adventurous person.					
<b>Personality Trait 5: Neuroticism (Distress or uneasiness of mind)</b>						
25	Sometimes I feel anxious or worried.					
26	Sometimes I feel depressed when I am under a lot of stress.					

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27	Sometimes I get irritable when I am overloaded with work.					
28	I see myself as a person with self-conscious.					
29	People see me as amooddy person.					
30	I do not have the self-confidence to face the challenges in the working environment.					

Employee Job Engagement (Emotional commitment of the employee towards the organization and its goals)						
31	I am well aware of the vision, mission and goals of my organization.					
32	I am clear of my job role.					
33	I receive adequate feedback and guidance from my supervisors.					
34	I feel that my job role is important for the success of the university.					
35	I have the necessary skills in order to help the university to achieve its strategic directions.					
36	I am comfortable taking thoughtful risks in my work.					
37	I maintain healthy relationships with peers, superiors, and subordinates.					
38	The organization provides me opportunities to develop my career path.					
39	I have a clear perception of the ethics and values of the organization.					
40	There is an effective internal communication among the employees.					

**Appendix 2. Interview questions were given to those who responded to the Google form questionnaire.**

- How do you describe the job engagement in your words?
- Do you have an idea on personality traits? Yes or no

**Openness:**

1. When you're working as a Management Assistant, you typically have established guidelines to follow. However, if you come up with new ideas or methods to improve your tasks, how do you communicate these ideas to management? Could you share an example of a time when you did so?

**Conscientiousness:**

2. How do you ensure accuracy and thoroughness in your work? Can you share instances where your conscientiousness has positively impacted your job engagement and performance?

**Extraversion:**

3. How do you interact with co-workers in your daily tasks? Can you describe how your outgoing nature contributes to your job engagement and fulfillment?

**Agreeableness:**

4. How do you handle conflicts or disagreements within the workplace? Can you discuss how your agreeable nature influences your level of engagement and collaboration with others?

**Neuroticism:**

5. How do you manage stress and pressure in your job? Can you talk about how your ability to cope with challenges relates to your job engagement and overall satisfaction?

### **Appendix 3**

#### Data Management Plan

The author of the thesis accepted the procedures declared by the data management strategy of HAMK for the thesis. The thesis agreement was signed and approved by the commissioning company, the thesis supervisor, and the author. Qualitative data were gathered by conducting interviews with three employees over the phone (telephone conversation was recorded), and quantitative data were gathered through a Likert scale questionnaire via Google Form by e-mailing 121 employees. The employees who have participated in the interview have consented to the use of the information they have shared with the author regarding personality traits and current work experiences. The interview recordings were kept confidential with access granted to the supervisor, author, and participants in the event of requirement. The diary, where the data was collected for the research activities was under the custody of the author. The informations gathered through qualitative and quantitative research methods will be destroyed after a year following the thesis's publication until that data is kept safe.