Impact Of Academics' Personal Traits On Job Engagement In Higher Education: Evidence From Bahrain

Saeed Hameed Aldulaimi[1*], Marwan Mohamed Abdeldayem[2]

[1]College of Administrative Sciences, Applied Science University (ASU), Kingdom of Bahrain,
Saeed.aldualimi@asu.edu.bh[*]

[2]College of Administrative Sciences, Applied Science University (ASU), Kingdom of Bahrain,
Marwan.abdeldayem@asu.edu.bh

ABSTRACT

This study aims to measure the effect of personality traits (extroversion, openness to experience, conscientiousness, and acceptability) on job engagement of the academic staff of the Royal University for Women (RUW) in the Kingdom of Bahrain. The study followed the comprehensive inventory method and conducted a descriptive and analytical approach by sending an online questionnaire survey to all academic faculty members at RUW (N=57). Out of this, 52 questionnaires only were valid for analysis, i.e. a response rate of 91.2%. The results of the study reveal that there is a significant positive correlation among all four traits (extroversion, openness to experience, conscientiousness, and acceptability) and job engagement. The findings also reveal that there are statistically significant differences in the opinions of the academics at RUW on the impact of personal characteristics according to demographic variables (i.e. years of experience, nationality, gender, age, educational qualification, and job level). The study concluded that there is a medium level of openness among academics to new experiences, and a medium level of attention. Furthermore, overwhelming majority of academics do not consider that their jobs represent a source of inspiration for them, and they cannot continue to work for long periods. The study recommends focusing on engaging academics in virtual training programs that may increase their chances of being open to new experiences in the education sector. In addition, it recommends redesigning the job description for all academics at RUW and encouraging them to put forward innovative ideas to update these job descriptions.

Keywords: Personality traits, Extraversion, Openness to experience, Conscientiousness, Acceptability, Job Engagement, Kingdom of Bahrain.

Introduction

Over time contemporary organizations have realized the need to make their employees psychologically connected to their work (Bakker, Albrecht & Leiter, 2011), and this connection is commonly referred to as job engagement that takes three dimensions into account, namely vitality, dedication, and job distraction (Al Hosani, Abu Elanain & Ajmal, (2018). In this context, it is worth noting that the contemporary world of work has witnessed dramatic vicissitudes over the past decades, whether the reason behind this is innovation in technologies, meeting increasingly diverse employee requirements or because of economic factors that resulted from business globalization (Burke & Cooper). 2005;

Cooper & Burke 2002), which calls for business organizations to strive towards the continuous search for employees who are dynamic, enthusiastic, and employees who believe in themselves and their abilities. This means that in order to achieve a competitive advantage, the organization needs employees who have job engagement in terms of being Always ready to initiate additional work and do more (Bakker & Schaufeli, 2008). This has necessitated the focus of many researchers on the importance of managers promoting job engagement because the lack of this involvement may have negative consequences represented in the separation of individuals from their work to the extent that they may feel job alienation and then their

organizational commitment to decline (Bansal & Gupta, 2020).

Therefore, job engagement has become a key success to business organizations because the employee's performance depends not only on the intellectual skills of the employees, but also on their attitude towards their work and organization (Danis & Grady, 2007). Especially since job engagement includes the members of the organization harness themselves for their work roles, in other words, they use their potential and express themselves physically, cognitively and emotionally while performing their job roles (Mat, Jansriboot & Mat, 2019). Consequentely, job engagement has emerged as an indispensable practice because it enhances the performance of individuals and increases the effectiveness of organizational performance (VanderWeele, 2017). Job engagement embodies how employees perceive their work. As a catalyst and energizer, which calls for them to devote time and effort to it (the activity component); As an important and purposeful endeavor (the dedication component), their work takes them away from any external influence that may distract from their full focus (the job burnout component) Bakker et al., 2011; Frederick & VanderWeele, 2020).

Job engagement is also derived in the literature of organizational behavior as a result of its positive and useful results or outcomes in business organizations, where studies indicate that employees who are characterized by job engagement show enthusiasm and positivity and transmit positive feelings, such as happiness, to their colleagues, and then the inevitable result of this is higher levels Of job performance and productivity at all administrative levels of the organization (Al Hosani et al., 2018; Hakanen & Roodt, (2010). Based on that, many studies have concluded that there is a strong relationship between job engagement and individual differences such as personality traits and job burnout (Allen & Mellor, 2002). If personality traits are likely to enhance the prediction of the level of fatigue among employees, then it is more correct that traits Personality can equally expect a level of job engagement at work (Bansal & Gupta, 2020).

In this context, it is worth noting that the "Big Five" personality model was used by (Goldberg, 1990) to describe the dimensions of the main personality of any employee since it is the most common and widely cited model that captures the enduring tendencies of individuals, as it comprehensively captures the main aspects of the personality. In five dimensions, as follows: conscientiousness (willingness to work hard, perseverance, and goal-oriented), emotional stability (willingness to relax, security, and patience), extroversion (willingness to be social, cheerful, and assertive), and acceptability (willingness to be compassionate, Cooperative, considerate) and openness to experience (a predisposition to creativity, curiosity, innovation). Kumar and Bakhshi (2010) argue that researchers and practitioners should recognize that individual differences, as embodied by the dimensions of personality, can predict work situations and tasks in which job engagement is closely related to those situations and individual perception (Singh, Ramgulam, Lewis & Ramdeo, 2019).

Objectives of the Study

The main objective of the study is to measure the effect of personality traits on the job engagement of the academic staff of the Royal University for Women in the Kingdom of Bahrain. Specifically, the study aims to achieve the following objectives:

1) Measuring the effect of extroversion on the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain".
2) Measuring the effect of openness of experience on the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain".
3) Measuring the effect of conscience awareness on the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain".
4) "Measuring the effect of acceptability on the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain".

Literature Review

Personality can be defined as "the individual's distinct patterns of thinking, emotion, and behavior" (Funder, 2001), and personality traits are broad and pervasive characteristics, displayed across contexts and situations (Funder, 2001), for example, suggested by Schippers and Hogenes (2011). Personality traits show perception, emotions, and behaviors that vary according to the extent to which they affect the amount, stability and direction of energy investment in a mission (Young, Glerum, Wang & Joseph, 2018) Economists and psychologists have recently focused on the five-factor model of personality (Costa & McCrae (1992), known as the "Big Five," hence the "Big Five" approach has become hugely popular for several reasons; first, it is unlikely that these personality traits will undergo drastic changes. (Cobb-Clark & Schurer 2012), especially after early adulthood, that changes over time in absolute levels are severe over the course of childhood, but some changes are also likely to occur during adulthood. However, they appear to be very gradual and are determined during biological maturity rather than life experience (McCrae & Costa, 1999), furthermore, the Big Five is a strong measure across both cultures and samples (Barrick & Mount (1991), finally, the Big Five personality traits are largely unrelated to cognitive skills. Which is defined as the ability to solve abstract problems (McCrae & Costa 1994), although it affects performance on cognitive tests (Almlund, Duckworth, Heckman & Kautz, 2011). Hence, the Big Five personality traits are indeed distinct factors in analyzing Labor market outcomes, which are additionally less prone to the problem of homogeneity that affects other personality measures such as extroversion and self-esteem (Khan, 2017.(

Many researchers agree that the Five Factors Model best captures personality, and Rammstedt and Kemper (2011) assert that the five traits best describe the structure of personality traits that have been validated through personality theory and have psychological implications. The five structures of personality traits are universal and highly consistent (Mat et al., 2019). The employee's personality traits generate awareness resulting from the duties and tasks assigned to him in the workplace and reactions due to distress in the workplace, which made them, receive a lot of attention from previous research due to the difference in the position, which is known as the individual reaction, so it is important to address personality traits. Because it negatively affects the employees mentally and affects their physical health, and then each successful organization will depend on the efficiency and effectiveness of the way in which the employee manages to deal with his tasks and complete them in different ways to achieve better performance.

The pentagonal model developed by Goldberg (1990) is considered an attractive model for use in the literature and research of personality as it integrates a wide range of personality variables into a common language and framework for personality researchers. It also provides a comprehensive overview of the factors that comprise individual differences. The five that trait theory focused on are neuroticism, extroversion, openness to experience, conscience, and acceptability, and it can be said that people may act in different ways according to their disparate personality traits, which subsequently affect their behavior (Mhlanga et al., 2019). The conscience includes traits such as hard work, caution, thorough, responsible, orderly, and acceptability (Barrick & (Mount, 1991)). Extroversion includes features such as being social, talkative, assertive, active, ambitious and expressive, while neuroticism includes features such as anxiety, depression, anger, emotional embarrassment and anxiety (Barrick & Mount, 1991), acceptability includes attributes such as tact, resilience, confidence, kindness, cooperation, and tolerance, while openness to experience includes features such as imagination, culture, curiosity, fundamentalism, broad-mindedness, intelligence and artistic sensitivity (Khan, 2017). This research deals with four basic features, which are extroversion, openness, conscience, and acceptability, as shown below:

According to Harzer and Ruch (2015), employees who are open to experience possess a high level of independence and tend to adapt, innovate and support change - especially when they are more enthusiastic about new experiences as well as they tend to develop a good relationship with their peers and participate actively in the decision-

making process. (Gridwichai et al., 2020) .The importance of openness to experience is due to the fact that it includes traits such as imagination, curiosity, and creativity (Bansal & Gupta, 2020). It is also characterized by that it includes active imagination, curiosity, and aesthetic sensitivity. Individuals who display this trait are also likely to show an interest in a wide range of activities and aspects. Supported by their generally high levels of creativity (Al Hosani et al., 2018). The importance of openness to experience is also due to its association with scientific and artistic creativity and divergent thinking, although there are some current studies on the relationship between openness and job engagement (Vanam, 2009), but the number of research work that studied that relationship was limited compared to the research that dealt with a study. Other dimensions of personality traits (Mat et al., 2019). Moreover, a review of the available literature revealed contradictory findings regarding the relationship between openness to experience and job engagement; For example, a study (Akhtar et al., 2015) which found that individuals with high degrees of openness to experience tend to find new or challenging work to be more enjoyable (Al Hosani et al., 2018).

Conscientiousness is defined as the individual's high levels of self-discipline, determination and will to achieve the goals assigned to them. Other defining aspects of conscience include reliability, trustworthiness, orderliness, and willingness to follow rules (Nga & Shamuganathan, 2010). Conscience awareness indicates that these individuals exhibit a high level of self-discipline as they seek achievement, and are motivated by their sense of duty and responsibility (Obeid, Salleh & Nor, 2017). Conscientiousness is also defined as the individual's possession of a degree of organization, acceptability, and motivation in goal-directed behavior (Bansal & Gupta, 2020).

Job Engagement

Over the past years, job engagement has emerged as one of the most important challenges facing business organizations and its importance has emerged in the literature of organizational behavior as one of the ingredients for success and efficiency of business organizations, especially as

it is considered a positive motivational building in which people experience high levels of energy and enthusiasm, which leads to greater commitment and implementation of the job that is practicing (Halbesleben, Neveu, Paustian-Underdahl & Westmont, 2014). Since people with higher levels of job engagement tend to perform better, and have higher rates of well-being and job satisfaction (Carvalho, Martins, Gonçalves & Sagradim, 2020), contemporary organizations have, over time, recognized the need to make their employees psychologically attached to their work, This association is generally referred to as job indulgence, which is based on three dimensions, namely, activism, dedication, and job preoccupation, which involves employees' feelings of pride, enthusiasm and inspiration towards their work (Al Hosani et al., 2018).

In recent years, career engagement has gained increasing interest and has become an important topic of discussion (Bakker, Boyd, Dollard, Gillespie, Winefield & Stough, 2010; Rich, Lepine & Crawford, 2010). An increasing body of research in business studies and psychology has linked job engagement. With positive organizational outcomes, such as improved job performance, increased productivity levels, and financial benefits (Rich et al., 2010; Bakker, Tims & Derks, 2012; Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009).

Job Engagement is defined as a positive, satisfying, and work-related state of mind characterized by vitality, dedication, and job distraction (Bakker, Schaufeli, Leiter & Taris, 2008), and job engagement is also defined as the intentional participation or attachment to tasks, goals, or cognitive, emotional and physical organizational activities, i.e. By having positive thoughts about improving one's effectiveness, feeling positive emotions about executing tasks, and voluntarily utilizing energy and effort to achieve those tasks. (Kuok & Taormina, 2017) In another definition, job engagement refers to a psychological state that enhances employees' motivation for success. Involves the desire to achieve the best result for their institutions (Akinola, 2020).

Hypothesis Formulation

Based on the literature review particularly Hamid and Shah (2017); Aldulaimi et al (2020); Van Rhenen, Schaufeli and Van Dijk (2008); Wefald, Reichard and Serrano (2011); Zaidi et al., (2013), a main hypothesis has been formulated for this study as follows:

H1: There is a statistical significant positive effect of personal characteristics on the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain.

Furthermore, The relationship between openness to experience and job engagement was examined by several scolars such as: Mhlanga et al., (2019); Woods and Sofat (2013); Akhtar et al., (2015); Griffin & Hesketh, (2004); Bakker et al., (2008)); Ongore (2014). The relationship between conscientiousness and job engagement was investigated in previous studies such as: Lehmann (2019); Scheeper, Arah, Heineman and Lombarts (2016); Janssens et al., (2019), Gwal and Gwal (2019); Janssens et al., (2019) and Hau and Bing (2018). While, the relationship between acceptability and job engagement is tested by several studies such as: Thavakumar (2018); Shaaban (2018); and Muizu (2017),

Therefore, from this main hypothesis, a set of subhypotheses were stated as follows:

H 1.1: There is a statistical significant positive effect of extroversion on job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain.

H: 1.2. There is astatistical significant positive effect of openness to experience on job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain.

H: 1.3. There is a statistical significant positive effect of conscientiousness on the job engagement of the academic staff of the Royal University for Women in the Kingdom of Bahrain.

H 1.4: There is a statistical significance positive effect of acceptability on the job engagement of the academic staff of the Royal University for Women in the Kingdom of Bahrain.

Methodology

The study applied the descriptive, analytical, quantitative approach through a questionnaire distributed to academics at the Royal University for Women in the Kingdom of Bahrain. The reason for choosing this approach is that it is considered the most research method capable of describing human phenomena with great accuracy, as it is the most appropriate to reveal the characteristics of the study variables and test their hypotheses and answer On the questions it included and in order to achieve its goal, which is to measure the effect of personality traits on job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain. This approach was also chosen because it is the appropriate approach to recognize the reality of these variables, and to reveal the relationships that exist between them, through data collection and analysis to arrive at results, and to provide recommendations and suggestions that would serve the employees of the Royal University for Women, and serve other researchers.

The study population is represented in all the academic staff of the Royal University for Women in the Kingdom of Bahrain, which are 57 faculty members, according to what was stated by those in charge of the human resources department at the Royal University for Women in the Kingdom of Bahrain. Therefore, the study applied a comprehensive survey method for the small size of the research community, as the survey form was distributed to them through Google Docs, where the university's human resources department sent the link for filling out the survey form through lists of the names of the faculty members in all scientific departments and faculties of the university, and it was possible to recover 52 questionnaires with complete responses and valid for analysis, with a response rate of 91.2%.

The questionnaire survey represented the study tool for collecting data. This questionnaire survey was developed with regard to the two independent variable, namely personality traits and job engagement in light of the most used measures in the literature, namely the Short Big Five Inventory (BFI-S) scale (Gerlitz and Schupp, (2005)) to

measure traits. Personality, which is a short scale that contains 15 words to measure personality traits by three phrases for each trait, while the study relied on the Schaufeli and Bakker scale (2003) to measure job engagement and consists of 17 words, Table No. (1) Shows the standards and reference adopted and the number of statements they contained every scale.

The questionnaire survey consisted of four sections: The first section is concerned with demographic data. The second section relates to the first independent variable, which is the personality traits, which included 15 expressions, and the third section is concerned with the dependent variable, which is job engagement, which includes 17 statements. It is worth noting that the study relied on Cronbach Alpha, Pearson Correlation, and Multiple Linear Regression (SPSS version 24) as statistical methods for data analysis.

The standards and reference adopted in building the survey form statements Supported standards Phrase numbering The number of phrases variable To test the Independent variable adopts Gerlitz and Schupp (2005) 1-12 12 The independent variable: personality traits To test the dependent variable Job Engagement, Schaufeli and Bakker (2003). Procedures for verifying the validity and reliability of the measures used in the survey form. The validity and reliability test of the measures used in the questionnaire was performed through the following steps.

Stability of the questionnaire survey

The consistency of the survey form means the level of stability of the questionnaire survey expressions, that is, the convergence of the degrees of the sample responses reflected in the statements of this survey form every time the same individuals of the sample respond to them during a successive period of time (Bird, 2009). The reliability of the survey form was calculated by calculating the coefficient of (Alpha Cronbach) Coefficient by using the (SPSS Ver. 24) program, where the stability values were between (0.792) and (0.910), indicating that the survey form has a high degree of stability as was done. Calculating

the alpha coefficient of stability for each dimension of the survey form, as shown in table 1 below.

Table1: Cronbach alpha constancy coefficients for the questionnaire survey dimensions

Variables	Personal Characteristics					Job Engagement
	Extraversion	Openness to experience	Conscientiousness	Agreeableness	Total	
Cronbach alpha	0.832	0.754	0.755	0.766	0.871	0.940

The study was based on verifying the validity of the scales used in the survey form on the internal consistency test of the scale, which aims to ensure the validity of each of the survey form phrases to measure the goal for which it was prepared, where the correlation coefficient was calculated between the degree of each statement of the questionnaire. The survey and the total score of the questionnaire (Bird, 2009), by using the (SPSS) program, and the tables below illustrate this by division according to each dimension separately.

Discussions and Results

Responds to questionnaires were retrieved from the target research sample. Table 2 shows that the majority of the sample was of Asian nationality (51.9%), and females represented the predominant percentage of the sample (78.8%), and it was found that the majority of the sample (55.8%) was the age group. (41 to 50 years), with regard to academic qualification, "the vast majority of PhD holders were (96.2%), while the majority of the sample was from faculty members (51.9%) whose years of experience ranged from 11-15 years. While the vast majority of the sample (84.6%) were assistant professors.

Table 2: Description of the study sample according to demographic variables

Demographics		Frequency	%
Nationality	Asian	27	%51.9
	Arab	19	%36.5
	Europe	3	%5.8
	Bahraini	1	%1.9
	Other	2	%3.8
Gender	Male	11	21.2%
	Female	41	78.8%
Age	Less then 30	2	%3.8
	31 to 40	18	34.6%
	41 to 50	29	55.8%
	51and more	3	%5.8
Education	BSc	0	%0
	MSc	2	%3.8
	PhD	50	96.2%
experience	Less then 5 years	5	%9.6
	10 -6 years	17	32.7%
	15 -11 years	27	51.9%
	More then16 years	3	5.8%
Academic Rank	Prof.	1	%1.9
	Associate Prof.	5	%9.6
	Assistant Prof.	44	84.6%
	Lecturer	2	3.8%

Table 3: Descriptive statistics for extroversion expressions (n = 52)

No.	Statement	M	S.D	Order
1	I see myself as extraverted	3.48	.753	3
2	I see myself as enthusiastic	3.61	.795	1
3	I see myself as active	3.59	.822	2
		3.56	.685	
1	I see myself as open to new experiences	3.41	.873	3
2	I see myself as complex	3.46	.753	2
3	I see myself as creative	3.50	.851	1
		3.47	.677	
1	I see myself as dependable	3.57	1.09	1
2	I see myself as self-disciplined	3.34	1.06	2
3	I see myself as attentive.	2.96	1.23	3
		3.21	.637	
1	I see myself as sympathetic	3.78	1.03	1
2	I see myself as warm	3.21	1.16	3
3	I see myself as uncritical	3.38	1.08	2
		3.46	.910	

It is evident from the table 3 on extroversion that the highest levels of this dimension was statement no. (2) which states "I see myself excited", with an arithmetic mean of (3.61). While the phrase no. (1) which stated "I see myself as a social one," received the lowest average of (3.48). As for the general average for the dimension of extroversion, it was (3.56), which indicates that members of the academic staff of the Royal University for Women in the Kingdom of Bahrain believe that they have a high level of extroversion.

It can also be seen from table 4 of statistics on job engagement that the highest level of this dimension was Statement no. (17) which stated, "In my work, I am always persistent, even when things do not go well." Its average value "(3.38). While I received phrase no. (2) that stated, "I find the work that I am doing full of meaning and purpose. At the lowest average, which amounted to (2.50).

As for the overall average variable of job engagement, it reached (3.05), indicating that the employees of the Royal University for Women in the Kingdom of Bahrain believe that there is a medium level of job engagement.

Table 4: Descriptive statistics of the terms of the job engagement variable (n = 52)

No	Statement	Mean	SD	Rank
1	At my work, I feel bursting with energy.	2.98	1.18	12
2	I find the work that I do full of meaning and purpose.	3.35	1.15	3
3	Time flies when I am working.	3.13	1.10	9
4	At my job, I feel strong and vigorous.	3.19	1.01	7
5	I am enthusiastic about my job.	3.23	1.29	5
6	When I am working, I forget everything else around me.	3.06	1.13	10
7	My job inspires me.)	2.50	0.83	17
8	When I get up in the morning, I feel like going to work.	2.71	0.96	15
9	I feel happy when I am working intensely.	3.06	1.00	11
10	I am proud of the work that I do.	2.85	1.04	14
11	I am immersed in my work.	3.35	1.17	2
12	I can continue working for very long periods at a time.	2.54	1.02	16
13	To me, my job is challenging.	3.17	0.94	8
14	I get carried away when I am working.	2.92	0.88	13
15	At my job, I am very resilient, mentally.	3.29	1.00	4
16	It is difficult to detach myself from my job.	3.21	1.11	6
17	At my	3.38	1.14	1

work, I always persevere, even when things do not go well.			
Total	3.05	0.758	

Hence, it is evident from table 4 of statistics on job engagement that the highest level of this dimension was Statement no. (17) which stated, "In my work, I am always persistent, even when things do not go well." Its average value "(3.38). While I received phrase no. (2) that stated, "I find the work that I am doing full of meaning and purpose. At the lowest average, which amounted to (2.50). As for the overall average variable of job engagement, it reached (3.05), indicating that the employees of the Royal University for Women in the Kingdom of Bahrain believe that there is a medium level of job engagement.

Hypotheses Testing

This section reviews the correlation test between personality traits and job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain using the Pearson correlation coefficient, as well as the Multiple Linear Regression analysis to test the size of the effect of personality traits on job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain. As shown in tables 5 and 6.

Table 5: Results of a Multiple Linear Regression analysis to test the magnitude of the effect of personality traits on job engagement for the academic staff at RUW, Kingdom of Bahrain.

F	F	Adj. R 2	R 2	R	M	Degree of Freedom		The source of the contrast
.000	30.076	.695	.719	.848	5.270	4	21.079	Regression
					.175	47	8.235	Residual
						51	29.314	Total

** Correlation is statistically significant at (α = 0.01).

Table 5 represents the statistical data in the multiple linear regression analysis. It indicates that there is a statistically significant effect at the level of significance (0.01) for the independent variable represented by personality traits on job engagement of the academic staff of the Royal University for Women in the Kingdom of Bahrain, as evidenced by the high value of (F) calculated, and that it was Statistically significant, as the probability value reached (0.000). This is reinforced by the value of the correlation coefficient, which amounted to (0.848). It was also found that personal characteristics explain (69.5%) of the variance in job engagement in the academic staff at the Royal University for Women, depending on the value of the modified coefficient of determination (Adj R2 = 0.695). In order to reveal the effect of personal characteristics on the career engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain, they can be reviewed through table 6 below.

Table 6: Results of a multiple linear regression analysis of variance to test the magnitude of the effect of personality traits on job engagement using SPSS

Sig	T-value	β	B	Dimensions
.059	-1.932		.727	Constant
.047 *	2.037	.188	.208	Extraversion
.000 **	5.441	.493	.552	Openness to experience
.096	1.698	.164	.127	Conscientiousness
.012 **	2.613	.247	.206	Agreeableness

Table 6 shows that the most interpreted characteristic of personality traits and influencing job engagement is openness to experience based on the value of (β), which reached (0.493), which is a statistically significant value at a level of significance (0.001). Accordingly, the sub-hypothesis is accepted with the existence of a positive, statistically significant effect of openness to experience on job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain. It is followed by acceptability based on the value of (), which reached (0.247), which is a statistically significant value at the level of significance (0.001). In the Kingdom of Bahrain. Then comes the characteristic of extroversion as the least influencing personality trait on job engagement based on the value of (), which reached (0.188), which is a statistically significant value at the level of significance (0.005). On the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain. While it was found that there is no

statistically significant effect of conscience awareness on job engagement for the academic staff of the Royal University for Women in the Kingdom of Bahrain, and thus rejects the sub-hypothesis that there is a statistically significant effect of conscience awareness on job engagement, and the zero hypothesis accepts the absence of a statistically significant effect of conscience awareness on job engagement. For the Academic Staff of the Royal University for Women in the Kingdom of Bahrain.

The second main hypothesis assumes that there are statistically significant differences between the opinions of the academic body at the Royal University for Women in the Kingdom of Bahrain regarding the effect of personality traits on job engagement due to demographic variables (nationality, gender, age, academic qualification, years of experience, career level)."Verifying the differences between the sample members according to nationality: "To verify the validity of this hypothesis, the averages of the academic staff scores at the Royal University for Women in the Kingdom of Bahrain were calculated on the effect of personality traits on job engagement, in order to determine which averages are higher according to their nationality. An ANOVA analysis was also done to find out the significance of the differences between groups as shown in table 7.

Table 7 shows that there are no statistically significant differences in personality traits attributed to nationality in the total degree, and then it can be said that the results were inconsistent with what was stipulated in the second hypothesis regarding the existence of differences attributed to the nationality variable. Accordingly, the main hypothesis is rejected and the zero hypothesis is accepted, that there are no statistically significant differences in the effect of personal characteristics on the job engagement of the academic staff at the Royal University for Women in the Kingdom of Bahrain due to the nationality variable.

TABLE 7: AN ANALYSIS OF THE ONE-SIZE-FITS-ALL (ANOVA) OF THE ACADEMIC BODY'S AVERAGE OPINIONS ABOUT THE EFFECT OF PERSONALITY TRAITS ON JOB ENGAGEMENT ATTRIBUTABLE TO THE NATIONALITY VARIABLE (N = 52)

Nationality	No		Personality Traits					Job Engagement
			Extraversion	openness to experience	Conscientiousness	Agreeableness	Total	
Asia	27	M	3.52	2.67	3.37	3.51	3.40	2.98
		SD	.74	.94	1.06	.97	.73	.82
Arab	19	M	3.61	3.48	3.26	3.47	3.43	3.17
		SD	.63	.79	.80	.77	.54	.60
Europe	3	M	3.44	3.55	2.33	2.89	3.47	2.65
		SD	.69	.61	.58	1.64	.65	1.46
Bahrain	1	M	3.33	3.22	1.00	3.00	3.33	3.41
		SD	-	.19	-	-	.	.
Other	2	M	4.00	2.67	3.17	3.83	3.79	3.35
		SD	0.94	.94	.24	.24	.65	.00
Results of analysis of variance		F	.293	1.488	2.267	.441	.169	.49
		Sig.	0.882	.221	.76	.778	.953	.742

$p < 0.01^{**}$ $p < 0.05$ *

Conclusion and Implications

The results reveal a statistical significant positive correlation between personality traits and job engagement," and thus you agree with the results of the study (Bansa & Gupta, 2020; Mhlanga et

al., 2019; Shaaban, 2018; Gulamali, 2017; De. Zutter et al., 2017; Hamid & Shah, 2017; Akhtar et al., 2015; Ongore, 2014; Zaidi et al., 2013). With regard to the dimensions of personality traits and their correlation with job engagement, the results reached: Openness to experience is the most important personality trait associated with a positive and statistically significant relationship with job engagement and thus you have agreed with the results of the studies conducted by him (Bansa & Gupta, 2020; Mhlanga et al., 2019; Shaaban, 2018; Hamid & Shah, 2017; Gulamali, 2017; Akhtar et al., 2015; Ongore, 2014; Zaidi et al., 2013), while we disagreed with the results of a study (De Zutter et al., 2018), which found a negative relationship between openness to experience and job engagement, specifically dedication to work .With regard to acceptability, the results of the current research agreed with the studies conducted by Bansa & (Gupta, 2020; Mhlanga et al., 2019; Shaaban, 2018; Ongore, 2014, while it disagreed with the results of the study, 2017; Gulamali, 2017; ; Hamid & Shah (De Zutter et al., 2018), who concluded that there is no relationship between acceptability and job engagement. Consciousness the results of the current research are in agreement with the results of the studies conducted by (Bansa & Gupta, 2020; Mhlanga et al., 2019; De Zutter et al., 2018; Shaaban, 2018; Gulamali, 2017; Hamid & Shah, 2017; Akhtar et al., (2015; Ongore, 2014. Regarding extroversion, the results of the current research are in agreement with the results of the studies conducted by (Bansa & Gupta, 2020; Mhlanga et al., 2019; De Zutter et al., 2018; Shaaban, 2018; Gulamali, 2017; Hamid & Shah, 2017. ; Akhtar et al., (2015; Ongore, 2014".(The results revealed a positive, statistically significant positive correlational effect of personality traits on job engagement, and thus they agreed with the results of the study" (Mat et al., 2019; Hau) & Bing, 2018; Thavakumar, 2018; Gulamali, 2017. With regard to the existence of an effect of openness to experience on job engagement, the results of the current research are in agreement with the results of the study (Hau & Bing, 2018; Akhtar et al., (2015; Zaidi et al., 2013.(With regard to the existence of an effect of acceptability on job engagement, the results of the current research are in agreement with the results of the study Thavakumar, 2018; Zaidi et al., 2013),

while they differed with the results of the study (Mat et al., 2019) that there is no effect of acceptability on Job engagement" .With regard to the existence of an effect of extroversion on job engagement، the results of the current research agreed with the results of the study Akhtar et al., 2015; Zaidi et al., 2013) (Mat et al., 2019; while they differed with the results of the study of Hau & Bing, 2018)) whose results did not show an effect of extroversion on job engagement. With regard to the lack of an effect of conscientiousness on job engagement, the results of the current research differed with the results of Akhtar et al., 2015; (Hau & Bing, 2018; Zaidi et al., 2013) Mat et al., 2019; Indicates an effect of conscientiousness on job engagement" .

It was found that there is a high level of enthusiasm among the members of the academic staff at the Royal University for Women in the Kingdom of Bahrain, which results in the faculty members' awareness of the value and meaning of their work, which is reflected in the generation of more motivation and enthusiasm .It became clear that some members of the academic staff of the Royal University for Women in the Kingdom of Bahrain see themselves closed in the social aspect, which concludes from it that the many requirements of their jobs in terms of education and evaluation activities, as well as the quality requirements of the scientific department in which they work, in addition to the research activity demanded as one The university's key performance indicators increase the pressure on them, which makes them isolated in social aspects with their peers at workFurther, .It was found that there is a high level of creativity among the members of the academic staff at the Royal University for Women in the Kingdom of Bahrain, which concludes that their acquisition of more job knowledge and skills made them more creative in choosing teaching and learning tools that are more compatible with the learning outcomes they want to acquire for students". It has been evident that there is a moderate level of openness to new experiences by members of the academic staff at the Royal University for Women in the Kingdom of Bahrain, which in turn indicates that there are individual differences between faculty members in terms of their keeping pace with modern trends in teaching and

learning, as some of them see themselves as not keeping pace with the changes that have occurred. And new experiences in the education sector. Moreover, it was found that members of the academic staff of the Royal University for Women in the Kingdom of Bahrain believe that they can be relied upon, which in turn indicates their reliability and merit stemming from their ability to assume the tasks assigned to them and stimulating their sense of duty and responsibility towards their work.

Furthermore, it has been evident that there is a moderate level of attention among members of the academic staff at the Royal University for Women in the Kingdom of Bahrain, which concludes from the many pressures that weigh on them that may lead to a degree of distraction that weakens their permanent attention".It was also found that there is a high level of sympathy among the members of the academic staff at the Royal University for Women in the Kingdom of Bahrain, which results in their interest in the quality of their relationship with others by giving priority to trust and cooperation among them in order to reduce the disagreement that may arise between them as much as possible, and because they value the well-being of their colleagues. At work they avoid confrontation with them and are careful not to ignore their feelings. Therefore, it becames clear that many members of the academic staff cannot continue to work for very long periods each time, which concludes from it that in light of the Corona pandemic, it has become difficult for them, especially women, who represented about 78.8% of the sample, to continue working for long periods due to the presence of Additional pressure on them is represented in working from home and keeping track of their sons and daughters who study remotely, which represents for them extreme difficulty in managing their work tasks and the requirements of their private lives at the same time and from one place.

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