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## THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND REMOTE WORK PRODUCTIVITY AMONG HIGHER EDUCATION FACULTY.

### ABSTRACT

Personality traits refer to relatively stable <sup>1</sup> patterns of thoughts, feelings, and behaviours that influence how individuals respond to situations and perform their work roles. Remote work productivity refers to the level of efficiency and effectiveness with which individuals complete their work tasks while working outside the traditional workplace environment. With remote and hybrid work arrangements becoming more of a ubiquitous thing in higher education faculty, it is changing the nature of workplaces. These shifts have been more concerned with <sup>1</sup> the factors that determine productivity. The influence of personal personality traits on productivity, especially in remote work settings, is one of the areas that has been explored. This research attempts to learn how personality factors, or specifically the Big Five model of personality, relate to the productivity of remote higher education faculty. The data will be gathered and presented as per a standardised Big Five Inventory-2 (BFI-2 short form) and Individual Work Performance Questionnaire (IWQP-short version) to <sup>1</sup> the members of the faculty in the higher institutions of learning. We will employ a quantitative correlational research design because we can examine the relationship between personality and productivity attributed to remote work among 240 samples collected using purposive sampling. The analysis is done using differentiae statistics, Student's t-test, and ANOVA. Through such relationships, we believe that we will add meaningful contributions to the ever-increasing body of literature on the psychology of work in the academic field. Finally, our results are expected to inform educational establishments to take measures to ensure that the systems of working remotely are effective to improve the satisfaction of the faculty and their productivity.

Keywords: Personality Traits, Remote Work Productivity, Higher Education Faculty, Work Performance, Higher Education.

## 1. INTRODUCTION

With the rise in digital technology and adoption of flexible work models across the globe, different sectors in the industries, with higher education particularly, have redefined their work model radically. Remote work (or telework, or virtual work) is now a ubiquitous phenomenon in this post-COVID-19 world. Faculty interaction on campus has changed dramatically, with more remote instruction, online interaction, and electronic administrative duties taking place, which has left a rich area of research on the effectiveness of remote working (Allen, Golden, and Shockley, 2015). Remote work has both advantages and disadvantages. These issues are connected with time management, interaction between individuals in the workplace, and work efficiency. Employee disparities play a big role in influencing the performance of employees in remote working environments. Among other psychological attributes, personality traits have been found to be influential in the determination of work behaviour and performance. One of the most popular personality models with wide acceptance among organisational research works is the Big Five model of personality and its five major facets, such as extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (Soto and John, 2017; McCrae and Costa, 2008). These personalities enable people to work effectively or poorly in the workplace; they socialize to a certain degree with their co-workers and act upon requests. Past studies have indicated that personality traits are good predictors of job performance and work results in various work situations (Barrick and Mount, 1991). However, the research that particularly examines remote work and productivity in relation **3 to personality traits in** higher education faculty is limited. Digital and remote teaching in higher education is **more likely to be** the intersection of the digital and the remote, which makes the role of personality in productivity all the more crucial. This research question focuses on **1 the relationship between personality** factors and productivity of higher education faculty working remotely. This result may be useful **7 in the context of** the increased impact of workplace psychology in the academic community.

## 2. THEORETICAL FOUNDATION

## 2.1 TRAIT THEORY OF PERSONALITY

The Trait Theory of Personality is useful in explaining <sup>9</sup> the difference in the way individuals think and act. One of the most prominent representatives of this area, Gordon W. Allport, defined personality as those constant features which precondition how we think, feel, and behave in different situations. <sup>1</sup> Personality traits are important in the way we undertake our duties, interact with others and how we handle difficult situations at work place. In a telecommuting environment, where the level of supervision is low and there is minimal external structure, employees tend to rely more on their own qualities to find their way through this new environment. Such traits as self-discipline, motivation, and emotion control gain a particular significance. Consequently, some personality traits may have a strong impact on the effectiveness of the adaptation and productivity of individuals to remote work. By learning these characteristics, the employees and employers can develop a better and more favourable working environment.

## 2.2 PERSON-ENVIRONMENT FIT THEORY

According to Person-Environment (P-E) Fit Theory, the positive working results are realised when there is a positive fit between the personal attributes and the work environment requirements. When it comes to theory, it can be summarised that jobs will be more productive, workers will be happier and more well off with personality traits that would benefit them in the line of work. People who are independent, self-regulated, and flexible in the work environment that is based on remote working, could adapt better to the workspace. Conversely, mismatch of personal attributes and anticipation of remote work can lead to stress, disengagement and poor performance.

## WHY THIS THEORY IS IMPORTANT

The current research <sup>1</sup> is based on the theories of trait and person-environment fit. The <sup>9</sup> trait theory suggests that such consistent personality traits will affect the way we think, act and perform (in every situation, but especially in the workplace). These are the trait characteristics which influence the way we cope with work responsibilities, related to others, and reaction to work demands. Person-Environment Fit Theory also conjectures

that when there is good fit between the attributes of **5 a person and the** work circumstances, this leads to favourable work outcomes. In the age of remote work, employees must be self-reliant, flexible and have self-control. Combined, these theories can be used to understand how the personality dispositions and the fit between individuals and their work environments might influence performance during remote work among college academics.

### 3. REVIEW OF LITERATURE

#### 3.1 REVIEW OF LITERATURE BASED ON REMOTE WORK PRODUCTIVITY

Wilczynski (2023) investigated the connection between remote work, productivity, work engagement, and job satisfaction in Malta, where the financial industry employs 137 employees. The study indicated the productivity and engagement were positively correlated with remote work, but not directly with job satisfaction, as measured with a structural equation modelling (SEM). The findings have suggested that **11 remote work and job satisfaction** may not be related identically across personality types. This implies that psychological aspects would have to be taken into consideration when assessing the results of remote work.

Olsen et al. (2023) designed a two-wave longitudinal study to test the hypothesis that remote work has an impact **1 on the Big Five personality traits and the** connection between work performance and personality in 801 Norwegian employees, to address their research question: How does remote work influence **the Big Five personality traits and the** work performance-personality relationship? According to structural equation modelling, the conditions of remote working had a huge functional impact on predicting the personality differences in relation to performance. Extraversion was also a good predictor of engagement and innovations in traditional work locations, but weaker when working at home on a full-time basis. This research article proposes that personality-performance

relationship is influenced by the working environment.

Ruvimova et al. (2022) did an eight-week field experiment with 60 knowledge workers who examined the links between remote communication, personality, productivity, and well-being. It was determined in the study that introverts performed well in task-focused communication and extraverts depended on social interactions. Although several meetings boosted productivity, it reduced well-being since cognitive overload set in. The findings suggest that the personality traits and communication style in remote work can have influence on the work performance.

### 3.2 REVIEW OF LITERATURE BASED ON PERSONALITY TRAITS

Kipe (2025) explored how extraversion can promote the well-being and job satisfaction of project managers working through both remote and onsite. The researchers reported that in a correlational study of 82 project managers, with the help of standard scales, such as IPIP, Job Satisfaction Survey, and PERMA-Profilier, extraversion was positively correlated with job satisfaction in on-site working conditions. The findings suggest that personality characteristics, particularly extraversion, influence satisfaction at work in various work situations.

Shimura et al. (2022) studied the relationships between remote work, psychological stressfulness, and presenteeism in 3,123 office employees in Japan during the COVID-19 pandemic. The results indicated that moderate remote work decreased the level of psychological and physical stress, whereas full remote work enhanced presenteeism. These results indicate that the working arrangements of remote work could influence the welfare of employees.

Kawakubo and Arata (2022) discussed relations between work conditions at home, personality traits and productivity at work among 190 remote workers in Japan. The findings revealed that the workspace quality and thermal comfort were good predictors of productivity. Personality factors were also involved, including the qualities of openness and persistence, which had a positive relationship with performance at work.

## 4. RESEARCH GAP

However, there are still numerous gaps in the literature regarding remote working, **1** **personality traits, and the** outcomes of employees. Most studies following **3** **the Big Five model** rarely take into consideration extraversion, which is especially crucial in remote working scenarios due to social restrictions. Moreover, most of the work has been done in corporate or technology industries, with little consideration being given to universities as an area where work is very interactive and psychologically stressful. Furthermore, a substantial number of research studies were also carried out **5** **in the context of the** COVID-19 pandemic, and thus, it was hard to see the long-term dynamics of remote employment. Therefore, additional research is required to investigate how personality factors, namely extraversion, affect job satisfaction and well-being among faculty members of higher education institutions working remotely.

## 5. NEED AND SIGNIFICANCE OF THE STUDY

Remote and hybrid work models emerge as a more common practice, and it is necessary to know what factors can affect the productivity of faculty. Remote work brings a great level of flexibility, but it does not suit all people equally, and here the personality type may **3** **play a crucial role**. The majority of studies on the subject have been conducted in the corporate world, and there is still a gap in our knowledge of how these dynamics apply in the academic field. The proposed study seeks to address the existing gap by investigating the relationship between various **1** **personality traits and the** productivity of higher education faculty working remotely. By examining these psychological drivers, we will be in a better position to understand more about what motivates performance in an educational environment that is changing very fast. So, the researcher started investigation on “the **1** **relationship between personality traits and** remote work productivity among higher education faculty”.

## 6. OBJECTIVES AND HYPOTHESIS

### 6.1 OBJECTIVES OF THE STUDY

1. To study the level of personality traits and their dimensions among higher education faculty.

2. To study the level of remote work productivity among higher education faculty.
3. To find out whether <sup>4</sup> there is any significant difference in the personality traits and their dimensions, and remote work productivity with respect to their:

- Gender

- Age

4. To find out whether there is any significant <sup>1</sup> relationship between personality traits and remote work productivity.

## 6.2 HYPOTHESES OF THE STUDY

1. There is a significant difference in the personality traits and their dimensions, and remote work productivity with respect to their:

- Gender

- Age

2. There is a significant relationship between the personality traits and remote work productivity.

## 7.METHODOLOGY

### 7.1 RESEARCH METHOD

The researcher has used a quantitative correlational research approach in the current study.

### 7.2 SAMPLE

The participants were higher education faculty. The sample size will be 240 samples from different institutions and designations within and around Chennai. The purposive sampling was used to recruit the participants. This study included faculty members who were working remotely. All the people and individuals involved, including data collection participants, were subject to voluntary participation and informed consent.

### 7.3 TOOLS USED IN THE STUDY

The instruments of the current investigation are discussed below.

- Christopher J. Soto (2017) Big Five Inventory-2 (BFI-2 short form).
- Individual work performance questionnaire (IWQP- short version) created by Linda

Koopmans et al. (2014).

#### 7.4 SCORING PROCEDURE

The Big Five Inventory-2 Short Form (BFI-2-S; Soto and John, 2017) is a 10-item assessment of five personality dimensions: Extraversion, Agreeableness, Conscientiousness, Negative Emotionality, and Open-Mindedness. All items will be rated on a 5-point Likert scale (1 (Strongly Disagree) to 5 (Strongly Agree)). For each trait, one determines the score by counting the number of times an individual responds to the two items corresponding to that dimension; the higher the score, the higher the level of that personality trait.

6 The Individual Work Performance Questionnaire (IWPQ), developed by Linda Koopmans et al. (2014), contains 18 items that assess task performance, contextual performance, and counterproductive work behaviour. Responses are rated using 8 a 5-point Likert scale (1=Strongly Disagree; 5=Strongly Agree). The counterproductive work behaviour items are reverse-scored, and the total work performance score is obtained by adding these responses, with higher scores indicating an improved work performance and productivity.

#### 7.5 10 ANALYSIS AND INTERPRETATION OF DATA

The obtained data were handled and analysed with the help of adequate statistical analysis and interpretation of the study. The statistical methods 4 used to analyse the data and test the hypotheses were one-way ANOVA, correlation, t-tests of students and measures of central tendency.

### 8. TESTING OF OBJECTIVES AND HYPOTHESES

Objective 1: To study the level of personality traits and their dimensions among higher education faculty

#### PERSONALITY TRAITS

N

MAXIMUM SCORE

MEAN

STANDARD DEVIATION

PERCENTAGE OF MEAN

EXTRAVERSION

240

10

7.72

1.424

77.2%

AGREEABLENESS

240

10

8.45

1.337

84.5%

CONSCIENTIOUSNESS

240

10

8.20

1.372

82%

NEGATIVE EMOTIONALITY

240

10

6.38

1.926

63.8%

OPEN MINDEDNESS

240

10

7.98

1.423

79.8%

PERSONALITY TRAIT TOTAL

240

50

38.72

4.860

77.44%

Table 1: Level of personality traits among higher education faculty

<sup>2</sup> The mean and standard deviation of the level of extraversion personality traits among higher education faculty are presented in the table 1. The maximum possible score in the level of extraversion personality trait is 10. The mean score for the level of extraversion personality trait is 7.72, and the percentage is 77.2%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have <sup>2</sup> a high level of extraversion personality traits.

The mean and standard deviation of the level of agreeableness personality traits among higher education faculty are presented in the table 1. The maximum possible score in the level of agreeableness personality trait is 10. The mean score for the level of agreeableness personality trait is 8.45, and the percentage is 84.5%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have a high level of agreeableness personality traits.

The mean and standard deviation of the level of conscientiousness personality traits

among higher education faculty are presented in the table 1. The maximum possible score in the level of conscientiousness personality trait is 10. The mean score for the level of the conscientiousness personality trait is 8.20, and the percentage is 82%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have **2 a high level of** conscientiousness personality traits.

**The mean and standard deviation** of the level of negative emotionality personality traits among higher education faculty are presented in the table 1. The maximum possible score in the level of the negative emotional personality trait is 10. The mean score for the level of the negatively emotional personality trait is 6.38, and the percentage is 63.8%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have a moderate level of negative emotional personality traits.

**2 The mean and standard deviation** of the level of open-mindedness personality traits among higher education faculty are presented in the table 1. The maximum possible score in the level of open-mindedness personality trait is 10. The mean score for the level of the open-mindedness personality trait is 7.98, and the percentage is 79.8%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have **a high level of** open-mindedness personality traits.

**The mean and standard deviation** of the level of personality traits among higher education faculty are presented in the table 1. The maximum possible score in the level of personality trait is 50. The mean score for the level of personality trait is 38.72, and the percentage is 77.44%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have **a high level of** personality traits.

Objective 2: To study the level of remote work productivity among higher education faculty

VARIABLE

N

MAXIMUM SCORE

MEAN

STANDARD DEVIATION

## PERCENTAGE OF MEAN

### REMOTE WORK PRODUCTIVITY

240

40

29.97

4.129

74.92%

Table 2: Level of remote work productivity among higher education faculty

2 The mean and standard deviation of the level of remote work productivity among higher education faculty are presented in the table 2. The maximum possible score in the level of personality trait is 40. The mean score for the level of personality trait is 29.97, and the percentage is 74.92%. Hence, from the mean score and its percentage, it is clear that the higher education faculty have a moderate level of remote work productivity.

Hypothesis1(a): There is a significant difference in the personality traits and their dimensions, and remote work productivity 7 with respect to gender

Table 3: Showing significant difference in the personality traits and their dimensions, and remote work productivity with respect to gender

Sl.

No.

Dimensions of Personality Trait

Gender

N

Mean

SD

't' Value

Significance

1

Extraversion trait

Male

91

7.69

1.644

0.207

Not Significant

Female

149

7.73

1.277

2

Agreeableness trait

Male

91

8.26

1.397

1.731

Not Significant

Female

149

8.57

1.291

3

Conscientiousness trait

Male

91

8.14

1.488

0.467

Not Significant

Female

149

8.23

1.300

4

Open- mindedness trait

Male

91

8.22

1.381

2.025

0.05 Significant

Female

149

7.84

1.434

5

Negative Emotionality trait

Male

91

6.19

2.201

1.237

Not Significant

Female

149

6.50

1.734

Personality Trait Total Score

Male

91

38.46

5.193

0.635

Not Significant

Female

149

38.87

4.656

Remote Work Productivity

Male

91

30.25

4.162

0.826

Not Significant

Female

149

29.80

4.113

From Table 3, it is inferred that the calculated 't' value (0.635& 0.826) for the personality

trait and remote work productivity among higher education faculty 4 is less than the table value (1.96). It is concluded that there is no significant difference in the personality traits and their dimensions, and remote work productivity with respect to gender, namely, extraversion ( $0.207 < 1.96$ ), agreeableness ( $1.731 < 1.96$ ), conscientiousness ( $0.467 < 1.96$ ), and negative emotionality ( $1.237 < 1.96$ ). But there is a significant difference in the personality traits and their dimensions, and remote work productivity with respect to gender through its dimension open-mindedness ( $2.025 > 1.96$ ) at 0.05 significance. Hence, the formulated hypothesis 1(a) is not accepted.

Hypothesis 1(b): There is a significant difference in the personality traits and their dimensions, and remote work productivity with respect to their Age

Table 4: Showing significant difference in the personality traits and their dimensions, and remote work productivity with respect to their Age

Sl.

No.

Variables

Source

Sum of Squares

df

Mean Square

F

Significance

1

Personality trait

Between Groups

212.358

4

53.089

2.297

Not Significant

Within Groups

5432.376

235

23.116

Total

5644.733

239

2

Remote work productivity

Between Groups

128.279

4

32.070

1.910

Not Significant

Within Groups

3946.517

235

16.794

Total

4074.796

239

From the table 4, it is inferred that the calculated 'F' value (2.297 & 1.910) <sup>4</sup> is less than the table value (3.84) at a 0.05 level of significance. It is concluded that there is no significant difference among Higher education Faculty based on their age groups (20-25 years, 26-30 years, 31-35 years, 36-40 years and 41 & above) in their personality traits and remote work productivity. Hence, the formulated hypothesis that "There is a significant difference in the personality traits and remote work productivity with respect to their age" is not accepted.

Hypothesis 2: There is a significant relationship between the personality traits and remote work productivity

Table 5: Showing Correlation Coefficient Values for Personality Traits and Remote Work Productivity

Variables

Correlation Coefficient

Significance

Personality traits and Remote work Productivity

0.704

0.01 Significance

From the above table 5, it is inferred that the value of correlation <sup>1</sup> between Personality Traits and Remote Work Productivity (0.704) is higher than the table value 0.081, to be significant at a 0.01 level of significance. The correlation between these two variables is

positive and significant. Therefore, it is found that there is a significant and positive 1  
relationship between Personality Traits and Remote Work Productivity, and hence, the  
formulated hypothesis is accepted.

## 9. EDUCATION IMPLICATION

- The research can assist institutions of higher learning to know how personality factors affect the productivity of the faculty when working remotely.
- The results can help administrators to develop efficient remote and hybrid instruction practices for faculty members.
- The findings 8 can be used to construct training programs to enable faculty to work in more digital teaching conditions.
- The research can assist organisations in developing favourable policies to enhance faculty welfare and work productivity under the remote working environment.
- The results 8 can be used to enhance faculty performance and general effectiveness in higher education institutions.

## 10. RECOMMENDATIONS

- Faculty need to be provided with training and professional development courses to assist them in acclimating to using remote and hybrid campus setups.
- To ensure that faculty handle the remote education duties, universities can put up buttress systems within their colleges, as well as staff working directives.
- In the university, technology tools like communication mechanisms and online learning systems should be encouraged to facilitate the collaboration and effective teaching of the faculty.
- Remote or hybrid work-life balance and staff well-being can be achieved through colleges. Administrators could take the diversity of faculty into account in developing both policies and teaching plans that equip them to work outside of campus.
- Further research must focus on a bigger sample of the overeducated faculty, which will also evaluate such aspects of remote work as work-life balance, job satisfaction, and

teaching engagement.

## 11.SUGGESTIONS

- The faculty should be trained in the educational institutions so that they can acquire effective skills in online teaching as well as remote teaching.
- The institutions ought **2** to ensure that the infrastructures ought to be digital and technical to enhance the effectiveness of remote and online teaching.
- The facilities need to promote effective communication between **1** the members of the faculty to ensure there is a professional interaction within the virtual work setup.
- The remote work teaching should be evaluated periodically, and this will assist in enhancing the effectiveness and productivity of the teaching.

## 12.CONCLUSION

It is actually significant to identify the variables that are affecting faculty productivity under remote working environments. Personality traits become extremely significant when people have to overcome professional responsibilities and adjust to various working conditions. Knowing the relationship between higher education faculty and personality traits and productivity in a remote environment, it sheds some light on how the peculiar differences in individuals influence work performance in both online and offline environments. By considering these connections into account in an academic work setting, the educational institutions can make changes and improve their environment to enhance the productivity, interaction and communication among the faculty members in an educational institution.

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