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Big Five Personality Factors and Their Relationship to the Performance of Quality Work among Faculty Teaching Staff Members

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Abstract - The study aimed to figure out the relationship between the big five factors of personality and the performance of quality work among faculty teaching staff members. The participants were 212 male and female teaching staff members specialized in humanities and scientific disciplines. The descriptive correlational method was adopted. There were two instruments: the big five-factor personality scale and a questionnaire for the teaching staff members' performance of quality work. Findings revealed the participants' lower possession of the factors of openness and extroversion than the other big factors of personality. In addition, there was a partial direct relationship between some of the big five factors of personality and the faculty teaching staff members' performance of the quality tasks. Also, there were statistically significant differences in the big five factors of personality in favor of those with high-level performance of quality work except for the factor of openness to experience. Finally, there was a statistically significant difference in the neuroticism factor in favor of those holding position in the quality field whereas such difference was not verified in the other factors.

Keywords - Factors of Personality, Performance of Quality work, Teaching Staff Members, Personality Skills, Quality Assurance, Quality of Education.

I. INTRODUCTION

Quality has become an essential demand in all community institutions especially the educational ones to be accredited for recognition domestically or internationally either at the institution level or its program level, [1]. For the accreditation of academic programs or educational institutions, a cadre of quality experts should be available in addition to the participation of faculty teaching staff members of highly competence in the performance of the quality work, [2]. From this perspective, the selection of competent teaching staff members is an important mission on the side of the institution since teaching staff members are assigned to carry out the educational programs and ensure their quality. Accordingly, the institution should employ enough highly qualified teaching staff members who are capable of fulfilling its mission and achieving the intended outcomes, [3].

Quality assurance of faculty teaching staff members is an integrative and consecutive process as it starts while they are being accepted in their career in the university and ends with the annual assessment of their performance and competencies of development by the end of each academic year, [4]. Such annual assessment encompasses the assessment of teaching staff members' abilities to design lesson plans, develop courses, select and use the teaching methods, participate in domestic and international workshops and conferences, keep updated with the latest scientific technology as well as fulfill the basic requirements of tasks, [5].

The faculty teaching staff is the main pivot for the promotion of the educational process in the highly competitive contests among the higher education institutes in the global era that witnesses a tremendous revolution in information and technology as well as a variety of modern teaching techniques employing the technology of information and communication, [6].

The teaching staff members' acceptance of accomplishing the quality tasks depends on di fferent variables, particularly personality. Accordingly, the model of the big five personality factors, tackled in the current study, represents the personality factors primarily affecting the teaching staff members' cognitive and psychological variances as well as the social, professional, and moral aspects of their daily lives, [7]. To the best of the researcher's knowledge, there are no previous studies manipulating the relationship between both variables of personality factors and performance of quality work. That is why the study aimed to investigate such a relationship.

II. THE PROBLEM

Quality has become essential for the accreditation of educational institutions to gain the recognition of domestic

and international communities. It has also become a requirement for the accreditation of academic programs. For ISO accreditation either at the level of the program or the educational institution, a cadre of quality experts should be available in addition to the participation of faculty teaching staff members of highly competence in the accomplishment of the quality assignments. Quality assignments are considered heavy duties of high burdens by some or majority of teaching staff members as they find them difficult to fulfill or accomplish which, in turn, inflect tedious responsibilities on them.

Since the annual assessment of teaching staff members primarily depends on the performance of quality work, weaknesses or competence in their performance is mainly correlated to the performance of quality work and affected by various variables including the personality variable in the model of the Big Five personality factors manipulated in the current study.

Hence, the current study sought to find answers to the following questions:

1. How far are the big five personality factors available to the teaching staff members at the University of Hail?
2. Is there a relationship between the big five personality factors and the performance of quality work among the teaching staff members of the university?
3. Are there differences in the big five personality factors between the teaching staff members of low-level and high-level performance of quality work?
4. Are there differences in the big five personality factors between teaching staff members with and without leading positions in quality assignments?

1. Aims:

The present study aimed to investigate the following:

1. The availability degree of the big five personality factors among the teaching staff members at the University of Hail.
2. The relationship between the big five personality factors and the performance of quality work among the teaching staff members of the university.
3. The differences in the big five personality factors between the teaching staff members of low-level and high-level performance of quality work.
4. The differences in the big five personality factors between teaching staff members with and without leading positions in quality assignments.

2. Significance

Theoretical Significance

1. Quality of education is an ultimate topic of interest among the universities worldwide, particularly the Saudi universities as educational institutions are looking forward to obtaining the accreditation at both institution and academic program levels as well as the ISO accreditation of the institution units.
2. A rarity of studies conducted to investigate the relationship between the variables of the current study.

Applicability Significance

1. Recognizing the big five personality factors among teaching staff members who are competent and incompetent in the performance of quality work.
2. Selecting the teaching staff members to accomplish the quality assignments in light of the big five personality factors and train them as a cad re in the field of quality and development.
3. Anticipating the performance level of the teaching staff members in the performance of quality work in light of one or more of the big five personality factors.
4. Administering workshops, lectures, and counseling meetings about the big five personality factors to the teaching staff members to help them accomplish quality assignments more successfully.
5. Promoting the mastery level of the fulfillment of quality requirements of the academic programs, faculties as well as university.

III. DELIMITATION

A. Participants:

Teaching staff members.

B. Location:

University of Ha'il as a representative of the Saudi universities.

C. Time/Duration:

Treatment took place during the first semester of the migration year 1442/1443.

D. Variables:

The big five personality factors as the independent variable and the performance of quality work is the dependent variable.

IV. DEFINITIONS

A. Big five personality factors

It is a hierarchy of five dimensions of personality factors: Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience, [8]. It can be operationally defined as the degree the individual gains to any of the personality factors in the scale of the big five personality factors.

B. Performance of quality work

It is the successful fulfillment of the tasks as a component of the individual's work within the estimated time and with the end output that satisfies the expectations of the individual, [9]. The following definition for the performance of quality work- was: "It is all the personal factors and mental abilities that enable the individual to accomplish the quality assignments competently, efficiently, and creatively either

at the level of the course, the academic program, the committees of the program accreditation, the institution accreditation, the faculty's strategic plan or the university or any tasks related to quality.

C. Quality of education

According to [4], quality in education is the compatibility of educational elements (inputs, processes, outputs) with the prescriptions and the standards that fulfill the demands of the internal beneficiary (student, teacher, and principal) as well as the external one (parents and community including its institutions). The quality of education is the compatibility of the processes and outputs of the educational institutions with the prescriptions and standards of academic accreditation in a way that meets the labor market needs, [1].

From the perspective of developing performance, quality of education can be defined as the comprehensive and continuous development of performance in a way that allows for the compatibility of the educational services and the product (students) with the standards while monitoring, mentoring, and providing feedback, [10]. Quality of education is also known as the development of performance for mastery to ensure and promote inclusive and equitable lifelong learning opportunities for all, [3]. In other words, it is the quality that focuses on the learner's preparation for life, not just for assessment, [11].

In light of the previously discussed definitions, quality of education can be operationally defined as the degree obtained by an individual in the university teaching staff members' performance assessment questionnaire for the quality assignments.

V. THEORETICAL FRAMEWORK

A. Big Personality Factors

Personality is known as a permanent and distinct prototype of behavior, thoughts, motives, and emotions that distinguishes one individual from another [12], [13]. It is also known as the thoughts, emotions, and behaviors that characterize the way the individual adapts to the surrounding worldwide environment.

Costa's and McCrae's big five-factor model of personality is one of the most comprehensive, valid, and accurate models that could interpret the personality factors of human beings, [14]. It is one of the most significant applications since it is a great theory in psychology that could determine multiple aspects of personality, [15]. The big five-factor model of personality is one of the most comprehensive, valid, and accurate models nowadays, [16].

The big five-factor model of personality implicitly adopts the basic beliefs of personality theories, which ensure the individuals' ability to employ their personalities in terms indicating relatively permanent prototypes of emotions, thoughts, and incidents, [17]. Accordingly, anticipating frequently repeated prototypes of individual behavior could be possible and, in turn, we can study the personality. The big five-factor model of personality involves prescriptions, interpretations, and categories of terms and vocabulary that describe the personality factors and individual differences as well, [18]. Hence, it is the first objective instrument for investigating the big five personality factors and performing factor analysis for personality tests, [19].

The following are the big five personality factors, [7], [20], [21], [22]:

a. Openness to experience: Here, the individual is innovative, ambitious, and curious as he/she is open to searching for nontraditional ideas and new experiences as well as expresses their emotions strongly.
b. Conscientiousness: The conscientious individual sticks to self-accountability as they are punctual, obedient, and wise enough to accomplish the target outcomes.
c. Extroversion: Extroverted individuals tend to be sociable as they cannot easily give up social activities or communications. They love to lead and control as they are energetic and always feel ecstasy.
d. Agreeableness: Individuals with agreeableness are lovely, friendly, cooperative, kind, and respectful. They stick to the rules of social desirability and are cautious to keep their positive relations with others.
e. Neuroticism: Neurotic individuals are emotionally less stable as they are explicitly exposed to depression and frustration.

B. Performance of Quality Work

- Performance determinants

- *Professional Competency*

It is the individual's potentials that qualify them to lead a position and continue in that position, [6]. Such competencies can be indicated as follows, [5]:

a. Abilities: They are the individual's capacities and capabilities.
b. Skills: They refer to the applicability and usability of an individual's abilities.
c. Aptitudes: They are the individual's innate potential that could emerge in case the proper conditions are available.

- *Motivation*

If individuals are equal in abilities, skills, and aptitudes to perform specific tasks, there could be variances in their performance as a r esult of their different interest levels which are called the motivation force of performing work, [23]. Therefore, human resources departments should activate and stimulate the workforce.

- *Role Perception*

It is the individual's belief in the necessity of directing their efforts via mastery of the performance components to fulfill specific tasks and gain satisfaction in accomplishing the target assignments at work, [24]. That is to say, it is how individuals define their work role as well as what types of tasks, goals, and problems they see as relevant, in addition

to how they believe they should deal with such problems, [25].

C. Quality work and developments in education

- Merits of implementing quality system in education

The following are essential benefits to be gained when applying the quality system in education, [26], [27], [28]:

a. Promoting the administrative system in educational institutions.
b. Developing the learners emotionally, socially, psychologically, physically, and mentally.
c. Overcoming the occurrence of problems via following preventive strategies and using scientific techniques for problem-solving.

Consequently, the quality of education plays an essential role in accomplishing the 2030 vision as well as the objectives of sustainability since it is the only way for educational institutions, particularly universities, to gain accreditation at the institution and the academic program levels.

D. Previous Studies

To the best of the researcher's knowledge, no Arabian or foreign studies investigating the relationship between the big five-factor model of personality and the performance of quality work among the teaching staff members at the University of Hail (UOH) as the result of scanning previous studies which manipulated any of these two variables individually with other variables.

Studies tackled the big five personality factors about variables other than the performance of quality work in education. For instance, a study was conducted to figure out the relationship between the big five personality factors on one side as well as thinking styles and academic achievement on the other side, [27]. Other previous studies checked out the differences in the big five personality factors between Egyptian and Kuwaiti people as well as between males and females from both nationalities. In addition, a study investigated the relationship between the big five personality factors and the teachers' job satisfaction considering sex, teaching experience, and scientific qualifications, [29]. Two researchers measured the big five personality factors for the male and female primary teachers considering sex, social status, and work experience), [30]. In the study conducted by three Algerian researchers, the relationship was examined between the big five personality factors and the quality of psychological life among female university students in Algeria, [31]. A study was administered by two researchers to identify the relationship between the big five personality factors and innovative thinking among Palestinian university students, [32]. Another study aimed to determine the relationship between the big five personality factors and the quality of life among primary-stage teachers, [33].

On the other side, studies manipulated the variable of the performance of quality work about variables other than the big five personality factors. At the Arabian and foreign levels, a study used the variable of performance of quality work as it examined its relationship with thinking styles among the teaching staff members at UOH, [34]. To the best of the researcher's knowledge, the other studies manipulated the quality variable but in majors other than psychology.

For instance, a previous study investigated the quality criteria for the teaching staff's employment of E-learning, [35]. Also, a case study attempted to determine the effect of applying the principles of comprehensive quality management in education in Algeria, [36]. In addition, a study was conducted to improve the quality of performance among the university teaching staff members in Libya, [37]. Finally, a comparative study targeted to compare Saudi and US universities regarding the criteria for selecting the teaching staff members, [2].

Based on the discussion of previous studies related to the Big Five personality factors, the big five-factor model of personality has not been correlated with the university teaching staff members nor the performance of quality work in education. Thus, previous studies were scarcely conducted on the investigation of the relationship between the big five personality factors and the performance of quality work from the psychological perspective and considering the personality characteristics to anticipate the competence of the teaching staff member in accomplishing the quality assignments. Therefore, the study sought to find out how far the teaching staff members at UOH possessed each of the big five personality factors.

VI. HYPOTHESES

The purpose of the research is to investigate and assess the following hypothesis:

H1: There is a relationship between the big five personality factors and the performance of quality work among the teaching staff members at UOH.
H01: There is no relationship between the big five personality factors and the performance of quality work among the teaching staff members at UOH.

H2: There are statistically significant differences in the big five personality factors between high-level and low-level performers of quality work.
H02: There are no statistically significant differences in the big five personality factors between high-level and low-level performers of quality work.

H3: There are statistically significant differences in the big five personality factors between quality position holders and non-holders.
H03: There are no statistically significant differences in the big five personality factors between quality position holders and non-holders.

VII. METHOD

The current study adopted the descriptive method which is a scientific tool used by researchers for gathering information and describing the specific behaviors.

VIII. PARTICIPANTS

Participants of 60 teaching staff members at UOH were selected to check the psychometric characteristics as well as the validity of instruments. Excluding the piloting participants, the treatment participants were randomly chosen. There were 212 male and female teaching staff members at UOH in various majors and from different nationalities including those holding positions in the quality field at UOH as shown in Table I.

Table I. The characteristics of the treatment participants

The Variable		Number
	Male	69
Sex	Female	143
	Humanistic	168
Major	Scientific	44
	Demonstrator	15
	Lecturer	29
Scientific Rank	Assistant Professor	125
	Associate Professor	22
	Professor	21

IX. INSTRUMENTS

A. The Big five-factor personality scale

It is a s cale developed by Donahue, John, and Kettle to determine the big personality factors. It is a five-level scale (Strongly agree, Agree, Neutral, Disagree, and Strongly disagree) with 44 i tems in five domains Openness to experience, Conscientiousness, Extroversion, Agreeableness, and Neuroticism. Validity and reliability were checked to ensure its standardization in the Arabian context.

Internal Consistency was validated by estimating the correlation coefficient of each domain's score about the total scale score as indicated in Table II.

As shown in Table II, there is a statistically significant correlation at the level 0.01 between each of the dimension's score and the total score of the scale. This indicates a high-level validity of internal consistency.

As for the discriminant validity (divergent validity), it was estimated via t-Test for independent pair sample as shown in Table III.

Table II. Validity of Internal Consistency for the scale

The Domain	Statistical Data	Value
Extroversion	R Value	.716
	Significance	.000
	Number of Piloting Participants	60
Agreeableness	R Value	.598
	Significance	.000
	Number of Piloting Participants	60
Conscientiousness	R Value	.480
	Significance	.000
	Number of Piloting Participants	60
Neuroticism	R Value	.672
	Significance	.000
	Number of Piloting Participants	60
Openness to experience	R Value	.697
	Significance	.000
	Number of Piloting Participants	60

Table III. t-Test scores for the Divergent Validity of the big five-factor personality scale

The Domain	Groups	Participants Number	Mean Score	Standard Deviation	DF	t-Value	Sig.
Extroversion	1.00	20	24.2000	2.35305	38	-5.954	0.00
	2.00	20	28.8500	2.58080			
Agreeableness	1.00	20	29.6000	1.50088		-5.716	0.00
	2.00	20	32.5000	1.70139			
Conscientiousness	1.00	20	30.3000	1.75019		-3.477	0.00
	2.00	20	32.5500	2.30503			
Neuroticism	1.00	20	29.6000	.88258		-9.823	0.00
	2.00	20	34.3000	1.94936			
Openness to experience	1.00	20	31.0000	1.97351		-5.758	0.00
	2.00	20	35.4500	2.83725			
Scale Total Score	1.00	20	144.7000	2.07998		-15.097	0.00
	2.00	20	163.6500	5.21410			

As indicated in Table III, there are statistically significant differences between the mean scores of the highest 20 respondents and the mean scores of the lowest 20 respondents in each of the five domains and in the total score of the scale as well. This confirms the discriminant/divergent validity of the scale.

Regarding reliability of the scale, it was investigated via test-retest method, split-half method, and Alpha Cronbach. Table IV presents the reliability coefficient values for the three reliability methods.

Table IV. Reliability Coefficient values for the scale

Reliability Methods	Reliability Coefficient values
Test-retest method	0.916
Split-half method	0.67
Alpha Cronbach	0.75

As shown in Table IV, all reliability coefficients are approved. This, in turn, verifies the scale's reliability.

B. Questionnaire for the teaching staff members' performance of quality work

It was developed by the researcher in light of the quality tasks performed by the teaching staff members in the department, faculty, and university as well. The items of the questionnaire were identified according to the quality demands of the National Center for evaluation, accreditation, and quality assurance as well as the requirements of the strategic plans at the program, faculty, and university levels. It is a five-level questionnaire (Always, Often, Sometimes, Rarely, and Never) with 45 items for quality work at six levels as follows:

a. Course level
b. Program level
c. Committee level
d. Programs' Accreditation level
e. National Institutional Accreditation level
f. University Strategic Plan level

Content validity and internal consistency validity were investigated. For content validity, the questionnaire was submitted to a jury committee of quality experts at UOH. Jurors' modifications were considered. To check the validity of the questionnaire's internal consistency, the correlation coefficient was estimated for the mean score of each level about the total score of the whole questionnaire as indicated in Table V.

Table V. Validity of Internal Consistency for the Questionnaire

The Level	Statistical Data	Value
Course	R Value	.739
	Significance	.000
	Number of Piloting Participants	60
Program	R Value	.854
	Significance	.000
	Number of Piloting Participants	60
Committee	R Value	.883
	Significance	.000
	Number of Piloting Participants	60
Programs	R Value	.900
	Significance	.000
	Number of Piloting Participants	60
Institution	R Value	.861
	Significance	.000
	Number of Piloting Participants	60
Strategic Plan	R Value	859
	Significance	.000
	Number of Piloting Participants	60

As shown in Table V, there is a statistically significant correlation at the level 0.01 between each level's score and the total score of the questionnaire. This reveals the questionnaire's a high-level validity of internal consistency.

Regarding the reliability of the questionnaire, Alpha Cronbach value was estimated for each of the questionnaire's level as well as the whole questionnaire as shown in Table VI.

Table VI. Reliability Coefficient values for the questionnaire

Levels	Reliability Coefficient values
Course	0.978
Program	0.977
Committee	0.977
Programs	0.977
Institution	0.978
Strategic Plan	0.978
Total Score	0.977

As displayed in Table VI, all reliability coefficient values are high. This, in turn, verifies the reliability of each level in the questionnaire as well as the whole questionnaire.

C. Statistical Treatments

SPSS software was used to treat the data statistically (Mean score, Standard deviation, Correlation coefficient, t-Test, Analysis of variance, LSD, Pearson Correlation coefficient, and Alpha Cronbach).

X. RESULTS AND DISCUSSION

A. Exploring Data

To identify how far the big five personality factors are available to the teaching staff members at UOH, SPSS was used to calculate the mean score, and standard deviation for every thinking style as shown in Table VII.

Table VII. The mean scores of the big five personality factors among the teaching staff

Factor	Number of participants	Mean score	Standard deviation	Response Rate	Order
Extroversion	212	3.3066	.33223	Good	5
Agreeableness		3.4617	.25870	Very good	3
Conscientiousness		3.5058	.27880	Very good	2
Neuroticism		3.9387	.35512	Excellent	1
Openness to experience		3.3274	.33642	Good	4

According to Table VII and Figure 1, the five factors can be arranged in the following descending order from excellent to poor: Neuroticism, Conscientiousness, Agreeableness, Openness to experience, and finally Extroversion. The big factors of Neuroticism, Conscientiousness, and Agreeableness were highly available among the teaching staff members more than the big factors of Openness to experience and Extroversion as illustrated in the following figure:

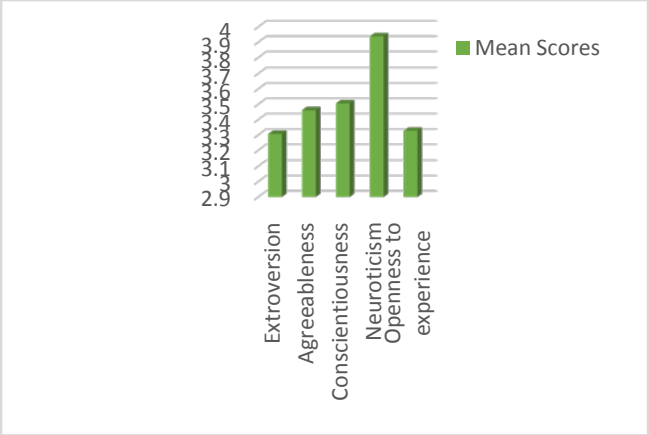

Fig. 1 Depicting the mean scores across the big five personality factors

Regarding the availability of such personality factors among the teaching staff members at UOH, the big five-factor personality scale by Donahue, John, and Kettle was adopted after checking its validity and reliability for standardization in the Saudi context. The relationship of such factors to the performance of quality work among the teaching staff was illustrated via the performance of quality work questionnaire that was developed by the researcher to align with the quality demands of the National Center for evaluation, accreditation, and quality assurance, as well as the requirements of the strategic plans at the program, faculty, and university levels. Hence, there were three main hypotheses concerning the big five personality factors about the performance of quality work as well as its level and position holding.

B. Main Analysis of Hypotheses

H1: There is a relationship between the big five personality factors and the performance of quality work among the teaching staff members at UOH.

To test the first hypothesis, a correlation coefficient was estimated between each teaching staff member's score in each of the big five factors and the total score of the scale on one side as well as the teaching staff member's score in every level and the total score of the questionnaire on the other side as indicated in Table VIII.

Table VIII. The relationship between the big five personality factors and performance of quality work among the teaching staff members

The Domain	Statistical Data	Course Level	Program Level	Committee Level	Programs Level	Institution Level	Plan Level	Total
Extroversion	R Value	.183**	.149*	.132	.075	.101	.097	.142*
	Significance	.008	.030	.056	.276	.144	.160	.039
	Number of Treatment Participants	212	212	212	212	212	212	212
Agreeableness	R Value	.359**	.069	.141*	.092	.142*	.160*	.179**
	Significance	.000	.320	.040	.181	.039	.020	.009
	Number of Treatment Participants	212	212	212	212	212	212	212
Conscientiousness	R Value	.247**	.174*	.263**	.201**	.203**	.294**	.276**
	Significance	.000	.011	.000	.003	.003	.000	.000
	Number of Treatment Participants	212	212	212	212	212	212	212
Neuroticism	R Value	.155*	.130	.215**	.179**	.158*	.212**	.211**
	Significance	.024	.058	.002	.009	.021	.002	.002
	Number of Treatment Participants	212	212	212	212	212	212	212
Openness to experience	R Value	.003	.004	.037	.044	.037	.034	.001
	Significance	.970	.960	.590	.521	.595	.624	.992
	Number of Treatment Participants	212	212	212	212	212	212	212
Total	R Value	.283**	.164*	.217**	.152*	.201**	.249**	.249**
	Significance	.000	.017	.001	.026	.003	.000	.000
	Number of Treatment Participants	212	212	212	212	212	212	212

** Significant at 0.05* *** Significant 0.01*

Table VIII reveals the partial direct relationship between the big five personality factors and teaching staff members' performance of quality work. There was no statistically significant relationship between the factor of Extroversion and the performance of quality work at the committee, programs' accreditation, institution, and strategic plan levels. There was also no relationship between the factor of agreeableness and the performance of quality work at the program and the program's accreditation level. There was no relationship between the factor of neuroticism and the performance of quality work at the program level. There was no relationship between the factor of openness to experience and the performance of quality work at all levels. Nevertheless, there was a partial direct significant relationship between the factor of conscientiousness and the performance of quality work at all levels and there was also a partial direct significant relationship between the total factors and the total levels of performing the quality work at the significance levels 0.05 and 0.01. So, the first hypothesis was partially refuted.

H2: There are statistically significant differences in the big five personality factors between high-level and low-level performers of quality work.

To test the second hypothesis, a t-test was used to determine the differences in the big five personality factors between university teaching staff members with low and high performance.

Table IX. t-Test results for the differences in the big five personality factors between the teaching staff members with low-level and high-level performance of quality work

The Domain	Performance Level	N	Mean Score	Standard Deviation	DF	t value	Significance
Extroversion	Low-Level	106	3.2641	.31248	210	-1.999	.047
	High-Level		3.3547	.34711			
Agreeableness	Low-Level		3.4077	.23075		-3.058	.003
	High-Level		3.5149	.27744			
Conscientiousness	Low-Level		3.4177	.26891		-4.817	.000
	High-Level		3.5940	.26379			
Neuroticism	Low-Level		3.8392	.31887		-4.334	.000
	High-Level		4.0423	.36211			
Openness to experience	Low-Level		3.3028	.31090		-1.062	.290
	High-Level		3.3519	.35996			

As shown in Table IX, there were statistically significant differences in the big five personality factors in favor of those with high-level performance except for the factor of openness to experience. The highest significant difference took place in the factor of neuroticism in favor of high-level performance, followed by conscientiousness, agreeableness, and finally extroversion. Those participants who gained high scores in the big personality factors except openness to experience, their performance level of quality work was high.

H3: There are statistically significant differences in the big five personality factors between quality position holders and non-holders.

To test the third hypothesis which stated, a t-test was used to investigate the differences between those holding positions in the quality field and those who do not have positions considering the big five-factor personality scale.

Table X. t-Test results for the differences in the big five personality factors between the teaching staff members with and without positions in the quality field

The Domain	Quality Position	N	Mean Score	Standard Deviation	DF	t value	Significance
Extroversion	Holder	83	3.3102	.33379	210	.128	.89
	Non-holder	129	3.3043	.33250			
Agreeableness	Holder	83	3.4552	.24455		.297	.76
	Non-holder	129	3.4660	.26827			
Conscientiousness	Holder	83	3.4672	.21864		1.62	.106
	Non-holder	129	3.5306	.30971			
Neuroticism	Holder	83	3.8057	.32329		4.57	.000
	Non-holder	129	4.0242	.34941			
Openness to experience	Holder	83	3.3602	.33054		1.14	.255
	Non-holder	129	3.3062	.33975			
Total	Holder	83	152.8313	6.19957		1.55	.12
	Non-holder	129	154.6589	9.47735			

According to Table X, there were significant differences in the factor of neuroticism in favor of those holding positions in the field of quality. However, such differences were not verified in the other factors of personality.

C. Discussion of Findings

This study attempted to determine the relationship between the big five factors of personality and the performance of quality work among faculty teaching staff members in light of performance level and quality position holding. Hypotheses were generated and analyzed, and following that this section aims to discuss and interpret the results that have come in a certain way.

Relationship between the Big 5 personality factors and the performance of quality work:

According to the study, the first hypothesis was partially refuted, suggesting that the individual's factors are not the only determining factor for the performance level of quality work. Consequently, the stronger the individual's factors are, the higher their performance level of quality work. For instance, the more conscientious the teaching staff members are, the more involved they are in the performance of quality work as they are responsible, wise, punctual, and able to accomplish the target intended outcomes.

This finding showed that the performance of quality work among university teaching staff members could be highly affected by the three big personality factors of neuroticism, conscientiousness, and agreeableness as such factors were found to be mostly related to quality performance that the other two big personality factors of extroversion and openness to experience.

Relationship between the Big 5 personality factors and the performance level of quality work:

In light of the results of the second hypothesis, it was found that reducing feelings of tension and worry helped improve the performance level of quality work. However, there was no relationship between the factor of openness to experience and performance of quality work since open staff members tend to be innovative in their academic work rather than quality work. The reason for the negative effect of the big personality factor of the openness to experience might be because staff members used to focus their experience development on the current trends of their specialized major as they thought that shifting such focus onto the performance of quality work was useless for their professional experience, waste of time and useless efforts with in vain outcomes. This could agree with the manipulation of the quality variable in [35] as well as the results of the study [27].

This finding is beneficial for selecting the teaching staff members for accomplishment of quality work and it is helpful for the anticipation of what they could offer in their performance of the quality work. However, those who are open to experience, do not pay attention to quality work as they are looking forward to new ideas, creative techniques, nontraditional experiences, and innovative thinking. This could be in line with the findings of the study [32] and [34].

Relationship between the big 5 personality factors and the quality position holding:

As extrapolated by the findings of the third hypothesis, the only personality factor that had a significant difference in favor of staff members holding quality positions was neuroticism. This might be due to neuroticism's involvement of traits that motivated the teaching staff members to fulfill the assigned quality tasks to feel safe from the job perspective. Despite the negative aspect of

neuroticism, it helped reduce their feelings of tension and worry.

D. Conclusion

The study contributed to the field by examining the relationship between the big five personality factors and the performance of quality work among faculty teaching staff members. It found a partial direct relationship between certain big five factors of personality and the performance of quality work. It also identified statistically significant differences in the big five personality factors between teaching staff members with high-level performance of quality work compared to those with low-level performance, except for the factor of openness to experience. Additionally, there is a statistically significant difference in the neuroticism factor in favor of those holding positions in the quality field. The study filled a gap in the literature by exploring the relationship between personality factors and the performance of quality work among teaching staff members, which has not been previously studied.

E. Recommendations

The following are recommendations for further research:

1. Conducting studies on t he psychological aspect of university teaching staff members and investigating its relationship with the quality of professional performance.
2. Investigating the relationship between mental abilities and the performance of quality work.
3. Studying an individual's aptitudes and the performance of quality work.
4. Implementing the current study on other educational stages.
5. Developing counselling programs for the university staff members on how to accomplish the assigned quality work in light of their personality traits.
6. Administering predictive studies on the personality traits for selecting the faculty staff members to perform the quality work.

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