

## The Impact of Personality Traits on Job Performance: An Empirical Study (University Of Diyala)

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### Abstract:

The current research aims to study the relationship between the personal traits enjoyed by employees and job performance, in addition to knowing the level of personal traits of employees present at the University of Diyala as a research community, and to identify the concept of job performance and its determinants and evaluation, where personal traits have been adopted as an independent variable with its dimensions: (openness, conscientiousness, approval, extraversion, nervousness), and the dependent variable is job performance: The research has reached a number of results, the most important of which are: that there is a statistically significant correlation between personality traits and job performance among Diyala university employees, and it has also been found that the greater the orientation towards personality traits by one unit will lead to an increase in job performance by (1.40) units.

**Keywords:** personality traits, openness, approval, job performance, quality of work, level of achievement.

### Introduction

Personality traits are among the most complex topics, encompassing various aspects of personality development, influencing factors, and theoretical perspectives on understanding and interpreting personality. Personality is crucial when studying its relationship with job performance, as individual characteristics and traits influence an employee's performance within an organization and affect their interactions with others. Employees may exhibit traits such as aggression, loyalty, or ambition, which contribute to maintaining their positions, enhancing their productivity, and improving their ability to handle assigned tasks. To assess employees' job performance, it is essential to study their personality traits. While individuals may share similar biological or physical systems, they differ in their thinking styles, interpretations of their environments, and responses to them. Thus, no two individuals are entirely alike, and differences in thought or behavior, known as "individual differences," are inevitable. This highlights the significance of human resources. As Dr. Abdul Rahman Al-Eisawi states, "Human capital is one of the world's most valuable assets, surpassing iron and gold. In reality, major countries only achieved their current greatness by harnessing the efforts of scientists." Therefore, this study seeks to examine the relationship between personality traits and job performance among employees at the University of Diyala.

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## Chapter One: Theoretical Framework

### Problem of the Study

There is a scarcity of experimental research on the influence of personality traits on employees' job performance. To address this gap, this study focuses on how personality traits affect the job performance of employees at the University of Diyala. The study problem is clarified through the following questions:

1. What are the prominent personality traits of employees?
2. What is the nature of the relationship between personality traits and job performance?
3. How do these traits influence employee decision-making?

### Study Objectives

1. To determine the level of personality traits among employees at the University of Diyala.
2. To understand job performance, including its concept, determinants, and evaluation.
3. To assess whether job performance improves through personality traits.

### Significance of the Study

1. To enrich knowledge on this significant topic related to job performance.
2. The study is valuable as it addresses the modern subject of the impact of personality traits on job performance.
3. To provide a summary of how personality traits influence the level of job performance.

### Hypotheses:

**Ho1:** There is no statistically significant relationship between personality traits and job performance.

### Research Terminology

#### 1- Personality Traits

**Trait:** Defined by McGrath as the characteristic tendency of a person to behave in a particular way, distinguishing individuals from one another based on this quality. (McGrath & Walker, 2016)

**Personality:** Described by Costa & McCrae as an integrated system of individual traits, attributes, and abilities, such as personal strength, verbal fluency, fairness, integrity, intellectual abilities, and social skills, which facilitate successful relationships and adaptation to one's environment. (Costa & McCrae, 2008)

**Personality Traits (as per Cattell):** A collection of responses that can be treated as a single entity in similar conditions, allowing for unified analysis. (Cattell, 1996, p. 65)

The current research defines personality traits as the mental, psychological, emotional, behavioral, and social characteristics that distinguish University of Diyala graduates from other university graduates and qualify them to meet the challenges of the labor market.

#### 2- Job Performance

Defined as a set of administrative behaviors reflecting an individual's ability to perform tasks, take on responsibilities, effectively execute work, and maintain technical expertise. It also includes interaction with colleagues, acceptance of new tasks, creativity, commitment to administrative requirements, and a proactive approach. (Ali, 2019, p. 632). Another definition describes it as a collection of tasks, activities, and behaviors that collectively represent an individual's ability to fulfill job responsibilities. (Al-Rafou', 2017, p. 31)

### First: Personality Traits

Personality traits are a fundamental area in psychology, forming the basis of numerous studies within the social sciences. They aim to reveal individual effectiveness through the most relevant theories and factors contributing to personality formation, including distinct behaviors and cognitive processes. Starting from this background, it is essential to address personality traits, their types, and the concept of personality alongside major theories that have focused on studying individual personalities.

**Trait Definition:** Traits are defined as personality determinants and patterns within an individual. Abdurrahman (1997) defines a trait linguistically as the distinguishing relation that characterizes a person through their individual or social roles in society. Various psychologists have proposed definitions of traits. Allport (1968) described a trait as a neuropsychic structure capable of invoking multiple functional stimuli in a manner that directs a variety of adaptive and expressive behaviors. Cattell (1967) defined a trait as a set of reactions and responses unified under a single label and processed similarly in most situations. Traits, according to Cattell, are relatively stable personality characteristics, scientifically analyzed through factor analysis of individual differences, contrasting with the concept of "state." Guilford (1975) defined traits as individual qualities inferred from behavior, displaying relative stability and shared by individuals within the same culture.

Guilford's definition is notably clear and more comprehensive than others, encompassing physical, psychological, and intellectual characteristics. In contrast, Allport and Cattell focused more on psychological aspects of personality. This study thus emphasizes intellectual characteristics of individual personality.

### Definition of Personality

Psychologists have presented various definitions of human personality, as well as differing definitions of traits, based on their diverse perspectives and theories. Allport, Cattell, Eysenck, and others have provided definitions that differ somewhat, though they share many similarities. Dr. Mohamed Eid Al-Khaleq offers a reasonable definition of traits as a basis for studying personality, stating that a "trait or characteristic" is a relatively enduring quality or attribute that varies among individuals, allowing distinctions between them—indicating individual differences.

Cattell's classification may be the simplest and most effective, categorizing traits into primary source traits and surface or apparent traits. Sheldon, on the other hand, proposed that there are three basic physical constitution types: endomorphic (visceral), mesomorphic (skeletal), and ectomorphic (dermal) (Shaker Majeed, 2015, p. 20).

Cattell, in defining personality, emphasized its predictive value, asserting that personality is what allows us to predict how a person will behave in a certain situation. Thus, personality pertains to all behaviors exhibited by an individual, whether visible or hidden (Abdulwahid Ibrahim, 2014, p. 16).

Eysenck defined personality as the relatively stable and enduring organization of a person's character, temperament, intellect, and physique, which shapes their unique adaptation to their environment (Shaker Majeed, 2015, p. 21).

From these definitions, we can define personality as a dynamic, integrated system of physical, mental, social, and emotional traits and characteristics that make an individual distinct from others, allowing us to predict their behavior in specific situations as they interact with their environment.

### Definition of Personality Traits:

Personality traits reflect the relative consistency of an individual's behavior across different situations. They are defined as a stable inclination or tendency toward a particular type of

behavior. Another definition of personality traits is that they are innate or acquired qualities that distinguish one individual from another; they are generally stable in the individual, though they may vary across individuals and exist at different levels. According to the researcher, personality traits are the correlation of various aspects to display a particular behavior that varies from one person to another.

#### **Factors Influencing Personality Traits:**

Many factors influence personality formation, including interactions between environment, heredity, and social and cultural upbringing. This is the perspective of Lazarus (1981), who argues that the dimensions of personality are influenced by social upbringing, environment, and biological factors of the person.

James (1997) believed that the role of the environment is to develop inherited predispositions through interaction rather than providing the individual with something they were not born with. Genetic factors determine the main dimensions of individual personality, while the environment nurtures these dimensions.

Guilford (1975) also regarded heredity and the individual's environment as crucial factors in determining personality traits, suggesting an active interaction between genetics and environment. Shaffer (1994) supports this view, asserting that personality traits and characteristics are influenced by both biological and social factors. Abdul Khaleq (1989) also agrees, viewing traits as either inherited or acquired, related to social and cultural contexts.

#### **The Big Five Personality Dimensions:**

1. **Agreeableness:** This refers to the ability to get along and communicate with others. Agreeable people are tolerant and cooperative, demonstrating a civilized human nature in their interactions. People who are less agreeable tend to have a harsh nature.
2. **Conscientiousness:** This describes individuals who are conscientious, adhering to rules, and fulfilling tasks sincerely. This trait measures a person's awareness, psychological discipline, and organization in work, as opposed to being careless, unaware, or disorganized.
3. **Extraversion:** Extraverted individuals engage in relationships at a consistent level across work and social settings. They are generally sociable, assertive, and effective communicators. People with lower social interaction are often more passive and tend to be calm.
4. **Openness:** This dimension assesses how strongly a person adheres to their beliefs and work interests. It reflects some individuals' readiness to embrace new ideas and change their beliefs, attitudes, and positions based on new information or instructions.
5. **Neuroticism:** Neurotic individuals tend to be anxious, struggle to control their emotions, adopt unrealistic ideas, and display negativity, emotional instability, and frequent complaints (International Human Resource Management, p. 110).

#### **Second: Job Performance**

Job performance has attracted the attention of numerous researchers and thinkers across various fields. There is consensus among scholars on the importance of focusing on individual performance within organizations and investing in efforts to improve performance levels. Naturally, all organizations strive to complete their tasks with high efficiency and effectiveness to achieve pre-planned goals at the lowest possible cost.

#### **Definition of Performance:**

Performance is related to both individual and organizational behavior. Androod defined performance as the interaction of employee behavior, determined by the interaction of their effort and ability. The term "performance" originated in management literature and was

adopted by organizations in the early 1970s, although it did not become widely recognized until the late 1980s. Performance is seen as a new phenomenon in some organizations, while others still compare it with the traditional appraisal system. It has evolved from focusing solely on performance appraisal to comprehensively developing employees (Ibrahim, 2010, p. 2/2).

Performance is “the outputs or objectives the organization aims to achieve, reflecting both goals and the means necessary to achieve them.” It is also defined as the accomplishment of organizational goals through the effective and efficient use of resources, encompassing both individual and organizational behavior as the final outcome of all organizational activities (Nasser, 2018, p. 73).

Performance holds great significance for organizations, as it determines their success or failure. The concept of performance varies among organizations depending on their mission, objectives, and goals (Ibrahim, 2019, p. 233). A more detailed analysis from a systems approach considers performance as the level at which organizational outputs meet expectations after input processes, where outputs represent the activities and operations within the organization (Sultani, et al., 2012, p. 270).

### **Concept of Job Performance:**

Job performance is considered a fundamental topic in behavioral theories in general and in administrative organization specifically, due to its importance in achieving the desired goals of organizations efficiently and effectively (Ridha, 2003, p. 50). The role of managing human resources involves activities designed to provide the workforce according to the required specializations in institutions, maintaining competencies, and fostering their development (Nasrallah, 2002, p. 3). This topic has garnered significant attention, and scientific journals are replete with numerous reports on new leadership practices, organizational restructuring, efforts to involve employees more in policy-making, the use of quality circles, and an emphasis on teamwork (Al-Faidi, 2008, p. 81).

**Quality of Work:** Quality of work refers to compliance with specific requirements, specifications, or characteristics capable of meeting the standards and expectations commonly accepted in similar institutions (Quality Terminology Guide). It indicates the level of work provided by an individual employee, a team, or an entire department. Several factors play a role in the quality of a person’s job performance, including:

- ✓ The ability to manage time effectively
- ✓ The ability to communicate and collaborate with others
- ✓ The professional knowledge possessed by the employee or team

By considering these factors and evaluating the quality of completed work, an employer can decide whether to implement changes or maintain existing procedures. Quality of work is often reviewed during performance appraisal seasons, as it is a valuable factor to consider when measuring an employee's overall job performance.

### **Examples of Quality of Work:**

Quality of work can be measured in various ways, and not all factors will apply to every employee. Review these examples of quality of work to determine what may be relevant for you or your team.

### **Achievement Level:**

This relies on the principle of merit in work, meaning the presence of capability and eligibility to perform the tasks of both current and future positions to which the employee may be promoted, based on objective standards that ensure efficiency in performance. It does not require an employee to remain in a position for a set period before being promoted.

Promotions to higher positions are based on individual achievements in their work, regardless of the time spent in their position (Abdulaziz bin Mohammed bin Abdulaziz Al-Fadil, p. 33).

#### **Environmental Factors Affecting Job Performance:**

Certain factors outside an individual's control may affect their performance level. Although some of these factors might be considered excuses, they should be taken into account as they are real and existent (Mohammed, 2001, p. 211).

**Determinants of Job Performance:** Job performance is the net effect of an individual's efforts, starting with abilities and the perception of their role or tasks. Bertruller developed a theoretical model indicating that performance in a specific situation can be viewed as the result of the interrelationship between:

1. **Effort Expended:** This refers to the physical and mental energy that an individual exerts to accomplish their task, reflecting the person's enthusiasm for work and level of motivation.
2. **Individual Abilities and Previous Experience:** These are the personal characteristics used in performing the job, which determine the effectiveness of the effort exerted, including education, training, and experience.
3. **Perception of One's Job Role:** This includes the individual's understanding and impressions of the behavior and activities involved in their role and how they perform their work within the organization.

Job performance is essentially the result of the interaction among these three factors (Hassan Rawia Mohammed, 1999, p. 216).

**Key Elements or Components of Performance:** Job performance can be summarized by the following key elements:

1. **Knowledge of Job Requirements:** General knowledge about the role.
2. **Work Quality:** The extent to which the work is done accurately and without errors.
3. **Amount of Work Completed:** The speed with which tasks are completed.
4. **Persistence and Reliability:** The employee's ability to take responsibility for their work (Al-Omira Mohammed, 2003, p. 52).

#### **Chapter Two: Previous Studies in Arabic and Foreign Languages**

Study by Badr Al-Ansari (1997), Kuwait University, titled: "Differences in Personality Traits among University Students"

This study aimed to identify gender differences in personality traits among university students in Kuwait. The researcher used the world's largest personality traits inventory on a sample of 313 individuals, including 138 males and 175 females, randomly distributed across various faculties. The study's results revealed significant gender differences in 55 personality traits, with 22 traits favoring males and 33 favoring females.

Study by Karmiyan (2001), a private company, titled: "The Relationship between Personality Traits and Anxiety about Future Careers"

This study aimed to explore the relationship between personality traits and anxiety regarding the future. The sample included 197 temporarily employed individuals from the Iraqi community in Australia. The researcher relied on the Big Five personality factors inventory and designed 33 items to measure future anxiety. The study concluded that the sample showed a high level of future anxiety but found no statistically significant differences in future anxiety related to gender or marital status. However, it found

significant differences based on age, favoring the age group of 32-45 over younger participants (21 and below) (Zaghaweh, 2013).

Study by McCrae and Terracciano (2005), titled: "Universality of Personality Traits"

McCrae and Terracciano conducted a study with 79 researchers from different countries to test hypotheses on the universality of personality traits. The sample consisted of 11,985 adult males and females from fifty different cultures, aged between 18-22 years. They used the Revised NEO Personality Inventory, which measures the following primary dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. The study showed statistically significant differences in the Big Five factors based on gender and cultural variations, supporting the validity of the Big Five model across cultures, except for Openness to Experience, which varied in nine cultures only.

Study by Abdel Rahman Gharebi and Abdel Hamid Yahiaoui (2014), titled: "Personality Traits and Their Relationship with Job Performance among Physical Education Teachers"

This study used a descriptive correlational methodology with a sample of 100 teachers, selected randomly from most of the present teachers. Questions were distributed on job performance and personality traits. SPSS software was used to analyze the data, revealing a relationship between personality traits and job performance among physical education teachers. A weak correlation was found between neuroticism and job performance, while no correlation was found between dominance and job performance.

Study by Dr. Khaled Abdul Salam and Mohammed Hassan Khalil Hamad (2016), entitled: "The Effect of Job Involvement and Perceived Organizational Support on Job Performance in Palestinian Institutions"

This study aimed to examine the relationship between job involvement and perceived organizational support. It used a descriptive-analytical approach with a randomly selected sample and a questionnaire. Results showed a statistically significant relationship between job involvement, perceived organizational support, and job performance in academic institutions.

Study by Abdul Hamid Abdullah Al-Hindawi (October 3, 2017), Directorate of Health Affairs, titled: "The Relationship between Personality Types and Work Addiction Behaviors"

The study focused on the staff in public and central government hospitals under the Directorate of Health in Dakahlia. The findings revealed that different personality types (including neuroticism, extraversion, agreeableness, openness, and conscientiousness) influence work addiction behaviors.

Study by Karim Modat Al-Zangana (2018), within the boundaries of the city of Kalar, Kurdistan Region, titled: "Measuring Personality Traits in a Sample of State Employees"

This study aimed to measure personality traits in a sample of Kurdish employees. The researcher used the Abdul Kafi (2006) scale, finding that Kalar employees demonstrated good managerial skills and common traits of patience, future planning, and interaction, whereas courage and anxiety were noted as negative traits.

Study by Bassam Al-Shujaybi and Mohammed Mihlaw Abdul (2019), Directorate General of Projects and Maintenance, Dhofar Governorate, Oman, titled: "The Effect of Personality Traits on Job Alienation"

This study showed that certain personality traits impact job alienation, where employees tend to leave their desks and workplaces during official hours or leave early. The study aimed to diagnose the impact of alienation on employee efficiency and work performance, employing a descriptive-analytical model with several measures, including the Big Five personality inventory. Results indicated high positive assessments and low alienation scores.

Study by Fawaz Abdel Haq, Ahmed Abdullah, and Adnan Youssef Al-Atoum (2020), Jordanian high schools, titled: "Compatibility in Personality Traits between Teachers and Students and Its Impact on Student Performance Evaluation"

The study aimed to highlight the personality traits of students and their teachers. Using Costa and McCrae's Five Factor Model, results showed that the highest percentage of trait compatibility was in Openness. There was a statistically significant effect of compatibility in traits like Openness, Agreeableness, and Conscientiousness, with notable differences in estimated and actual scores attributed to compatible personality traits.

Study by Randa Al-Akasha (2020), professional and health institutions, titled: "Personality and Psychological Traits in Professional Performance"

This study focused on the professional behaviors and attitudes of employees, emphasizing that both the employee's personality and mood impact their performance. It highlighted the importance of a supportive professional environment that provides encouragement, health standards, and an excellent working atmosphere.

Study by Bahar Abu Fayed, Ruba Abu Suweirih, and Ayman (2020), Ministry of Interior, titled: "Personality Traits and Their Impact on Organizational Conflict Among Employees at the General Directorate of Passports"

Employing a descriptive-analytical approach and distributing 66 questionnaires, this study revealed that personality traits are widely present among employees, with aggressive traits scoring the highest and extroverted traits the lowest.

Study by Shadi Muhammad Al-Taher, Jabalaji Taher, Jaballah Nour Al-Din (2021-2022), Directorate of Youth and Sports in M'sila, titled: "Personality Traits and Their Relationship with Job Satisfaction"

Using a descriptive methodology and a purposive sample, this study found a relationship between personality traits and job satisfaction. There were no significant differences in responses based on gender, educational qualifications, or experience. It concluded there was no correlation between personality traits and job satisfaction among employees of the Directorate of Youth and Sports.

Study by Hanoof Mohammed Al-Anaz (2021), Saudi Arabia, titled: "Distinguishing Personality Traits for Entrepreneurial Talent in Light of the Big Five Personality Factors Among Entrepreneurs"

This study aimed to explore distinguishing personality traits for entrepreneurial talent. Results indicated high levels of Conscientiousness and Agreeableness, with moderate levels of Extraversion and low levels of Openness to Experience and Neuroticism.

Study by Ayadah Masoud Aqeeb and Rabia Omar Al-Hadhiri (June 29, 2023), Islamic Asmariya University, titled: "Positive Personality Traits and Their Impact on Positive Organizational Behavior in the Workplace"

Using a descriptive correlational approach, the study on 89 employees concluded that positive personality traits were high, with an 82% score in job performance, indicating a correlation between positive personality traits and positive organizational behavior.

Study by Hani Al-Shaarani (August 2, 2023), financial institutions, titled: "The Effect of Employee Personality Traits on Job Commitment"

This study emphasizes that while personality traits offer valuable insights into job performance, they are not the sole determinant. Skills, experience, and managerial support are essential for overcoming challenges and enhancing productivity.

Article (2023), titled: "How Understanding Your Personality Traits Can Improve Personal Development"

The article discusses how understanding one’s personality traits, embracing new experiences, and reflecting on thoughts and actions can unlock potential for a more authentic and fulfilling life, encouraging self-discovery and development.

Study by Al-Awadi Haroun, Sloqi Mahmoud, and Hibbel Al-Saeed, high school in the Wilaya of Oum El Bouaghi, titled: "Personality Traits and Their Relationship with Professional Stress Among Physical Education Teachers"

Conducted on 40 physical education teachers, this study aimed to explore the relationship between personality traits and professional stress, finding a significant correlation.

Study by Al-Saeed Abdel Azim Tullabah, Sharqawi Ayman Attwa Azzazi, in various sectors of the Egyptian Stock Market, titled: "The Relationship between Executive Director’s Personality Traits and Company Performance and Value (Narcissism as a Model)"

This study examined the relationship between executive narcissism (measured by signature size) and company performance and value, using a sample of 80 companies. Results showed a significant relationship between executive narcissism and company performance but no significant relationship with company value.

**Chapter Three: Presentation and Analysis of Field Study Results**

**Section One: Description and Diagnosis of Study Variables**

**First - Description and Diagnosis of Personality Trait Dimensions:**

**1- Openness Dimension:** Table (1) indicates that the openness dimension, represented by the sub-variables (X11-X15), has a response rate of (86.00%). This is supported by a mean value of (4.30) with a standard deviation of (0.72).

**Table (1) - Statistical Indicators for the Openness Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				%	Number	%	Number	%	Number	%	Number	%	Number		
94.47	10.80	0.51	4.72	75.29	128	21.76	37	2.94	5	0.00	0	0.00	0	X11	Openness Dimension
84.94	15.33	0.65	4.25	35.29	60	55.29	94	8.24	14	1.18	2	0.00	0	X12	
85.29	16.04	0.68	4.26	38.82	66	50.00	85	10.00	17	1.18	2	0.00	0	X13	
87.76	17.56	0.77	4.39	53.53	91	34.71	59	8.82	15	2.94	5	0.00	0	X14	
77.53	25.60	0.99	3.88	32.35	55	32.35	55	27.65	47	5.88	10	1.76	3	X15	
86.00	17.07	0.72	4.30	47.06		38.82		11.53		2.24		0.35		Overall	
						85.88		85.88		85.88				Total	

Source: Table (1) prepared by the researcher based on SPSS V.26 outputs.

**2- Conscientiousness Dimension:** Table (2) indicates that the conscientiousness dimension, represented by the sub-variables (X21-X25), has a response rate of (86.00%), supported by a mean of (4.30) and a standard deviation of (0.70).

**Table (2) - Statistical Indicators for the Conscientiousness Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				Number	%	Number	%	Number	Number	%	Number	%	Number		
80.35	20.88	0.84	4.02	31.18	53	43.53	74	21.76	37	2.94	5	0.59	1	X21	Conscientiousness Dimension
88.59	15.69	0.70	4.43	53.53	91	37.06	63	8.24	14	1.18	2	0.00	0	X22	
85.06	14.71	0.63	4.25	34.71	59	56.47	96	8.24	14	0.59	1	0.00	0	X23	
89.41	14.43	0.65	4.47	54.71	93	38.24	65	6.47	11	0.59	1	0.00	0	X24	
86.59	16.63	0.72	4.33	45.29	77	44.71	76	7.65	13	2.35	4	0.00	0	X25	
86.00	16.47	0.70	4.30	43.88		44.00		10.47		1.53		0.12		Overall 1	
				87.88				10.47		1.65				Total	

Source: Table (2) prepared by the researcher based on SPSS V.26 outputs.

**3- Extraversion Dimension:** Table (3) shows that the extraversion dimension, represented by the sub-variables (X31-X35), has a response rate of (81.08%), with a mean of (4.05) and a standard deviation of (0.85).

**Table (3) - Statistical Indicators for the Extraversion Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				Number	%	Number	%	Number	Number	%	Number	%	Number		
83.06	17.96	0.75	4.15	34.12	58	49.41	84	14.12	24	2.35	4	0.00	0	X31	Extraversion Dimension
88.00	16.10	0.71	4.40	51.18	87	39.41	67	7.65	13	1.76	3	0.00	0	X32	
76.24	26.46	1.01	3.81	28.82	49	36.47	62	22.94	39	10.59	18	1.18	2	X33	
81.29	21.60	0.88	4.06	34.12	58	44.12	75	17.65	30	2.35	4	1.76	3	X34	
76.82	24.09	0.93	3.84	27.65	47	35.88	61	30.59	52	4.71	8	1.18	2	X35	
81.08	21.24	0.85	4.05	35.18		41.06		18.59		4.35		0.82		Overall 1	
				76.24				18.59		5.18				Total	

Source: Table (3) prepared by the researcher based on SPSS V.26 outputs.

**4- Agreeableness Dimension:** Table (4) indicates that the agreeableness dimension, represented by the sub-variables (X41-X45), has a response rate of (84.49%) with a mean value of (4.22) and a standard deviation of (0.81).

**Table (4) - Statistical Indicators for the Agreeableness Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				Number	%	Number	%	Number	Number	%	Number	%	Number		
86.71	16.82	0.73	4.34	48.24	82	37.65	64	13.53	23	0.59	1	0.00	0	X41	Agreeableness Dimension
77.65	24.72	0.96	3.88	28.24	48	41.76	71	22.35	38	5.29	9	2.35	4	X42	
85.06	17.36	0.74	4.25	40.59	69	45.88	78	12.35	21	0.59	1	0.59	1	X43	
88.47	17.35	0.77	4.42	54.71	93	37.06	63	4.71	8	2.94	5	0.59	1	X44	
84.59	20.42	0.86	4.23	45.88	78	35.88	61	14.12	24	3.53	6	0.59	1	X45	
84.49	19.33	0.81	4.22	43.53		39.65		13.41		2.59		0.82		Overall I	
				83.18		39.65		13.41		2.59		0.82		Total	

Source: Table (4) prepared by the researcher based on SPSS V.26 outputs.

**5- Neuroticism Dimension:** Table (5) shows that the neuroticism dimension, represented by the sub-variables (X51-X55), has a response rate of (59.79%) with a mean of (2.99) and a standard deviation of (1.16).

**Table (5) - Statistical Indicators for the Neuroticism Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				Number	%	Number	%	Number	Number	%	Number	%	Number		
61.06	38.91	1.19	3.05	14.12	24	21.18	36	30.00	51	25.29	43	9.41	16	X51	Neuroticism Dimension
71.65	32.09	1.15	3.58	26.47	45	27.65	47	28.24	48	12.94	22	4.71	8	X52	
62.35	35.90	1.12	3.12	11.18	19	28.24	48	28.82	49	24.71	42	7.06	12	X53	
46.71	48.17	1.12	2.34	3.53	6	14.12	24	21.76	37	33.53	57	27.06	46	X54	
57.18	42.08	1.20	2.86	7.65	13	27.06	46	24.71	42	24.71	42	15.88	27	X55	
59.79	39.43	1.16	2.99	12.59		23.65		26.71		24.24		12.82		Overall II	
				36.24		26.71		26.71		24.24		12.82		Total	

Source: Table (5) prepared by the researcher based on SPSS V.26 outputs.

The mean values indicate that the most significant personality trait dimensions are openness

and conscientiousness, which have equal importance, whereas the neuroticism dimension appears to be the least significant.

**Second - Description and Diagnosis of Job Performance Dimensions**

**1. Achievement Level Dimension:** Table (6) shows that the achievement level dimension, represented by the sub-variables (Y11-Y15), has a response rate of (85.98%), with a mean of (4.30) and a standard deviation of (0.70).

**Table (6) Statistical Indicators for Achievement Level Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				Number	%	Number	%	Number	Number	%	Number	%	Number		
85.41	17.79	0.76	4.27	41.76	71	46.47	79	10.00	17	0.59	1	1.18	28	Y11	Achievement Level Dimension
88.47	13.64	0.60	4.42	48.24	82	45.88	78	5.88	10	0.00	0	0.00	0	Y12	
84.00	17.10	0.72	4.20	34.71	59	53.53	91	8.82	15	2.94	5	0.00	0	Y13	
86.59	16.24	0.70	4.33	43.53	74	48.24	82	6.47	11	1.18	2	0.59	19	Y14	
85.41	16.27	0.69	4.27	40.00	68	48.24	82	10.59	18	1.18	2	0.00	0	Y15	
85.98	16.21	0.70	4.30	41.65		48.47		8.35		1.18		0.35		Overall 1	
					90.12			8.35		1.53				Total	

Source: Table (6) prepared by the researcher based on SPSS V.26 outputs.

**2- Work Quality Dimension:** Table (7) shows that the Work Quality Dimension is represented by the sub-variables (Y21-Y25), with a response rate of (86.40%) and an arithmetic mean of (4.32) with a standard deviation of (0.80).

**Table (7) Statistical Indicators for Work Quality Dimension**

Response Rate %	Coefficient of Variation	Standard Deviation	Mean	Response Scale										Variable Code	Variable Name
				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
				Number	%	Number	%	Number	Number	%	Number	%	Number		
91.53	14.99	0.69	4.58	65.29	111	30.00	51	2.35	4	1.76	3	0.59	1	Y21	Work Quality Dimension
91.41	14.44	0.66	4.57	65.29	111	27.65	47	5.88	10	1.18	2	0.00	0	Y22	
79.65	23.26	0.93	3.98	29.41	50	50.00	85	11.76	20	7.06	12	1.76	3	Y23	
85.41	18.85	0.81	4.27	44.71	76	41.76	71	10.00	17	2.94	5	0.59	1	Y24	
84.00	21.45	0.90	4.20	44.71	76	37.65	64	11.18	19	5.88	10	0.59	1	Y25	
86.40	18.60	0.80	4.32	49.88		37.41		8.24		3.76		0.71		Overall 1	
					87.29			8.24		4.47				Total	

Source: Table (7) prepared by the researcher based on SPSS V.26 outputs.

The values for the arithmetic mean and response rate indicate that the most important aspect of job performance is the Work Quality Dimension, as evidenced by an arithmetic mean of (4.32) and a response rate of (86.40%). In contrast, the Achievement Level Dimension appears to be the least important dimension, with an arithmetic mean of (4.30) and a response rate of (85.98%).

المبحث الثاني: اختبار فرضيات الدراسة

Section Two: Testing the Study Hypotheses

**First - Main Hypothesis One (H01):** There is no statistically significant correlation between personal traits, as represented by its dimensions, and job performance on both overall and partial levels in the studied organization.

The results of the statistical analysis, shown in Table (8) and Figure (1), indicate a significant correlation between personal traits and job performance, with a correlation coefficient of (0.85). This value is significant based on the probability value (Sig) = (0.000) < (0.01). Therefore, we reject the null hypothesis and accept the existence of a significant correlation between personal traits and job performance in the organization.

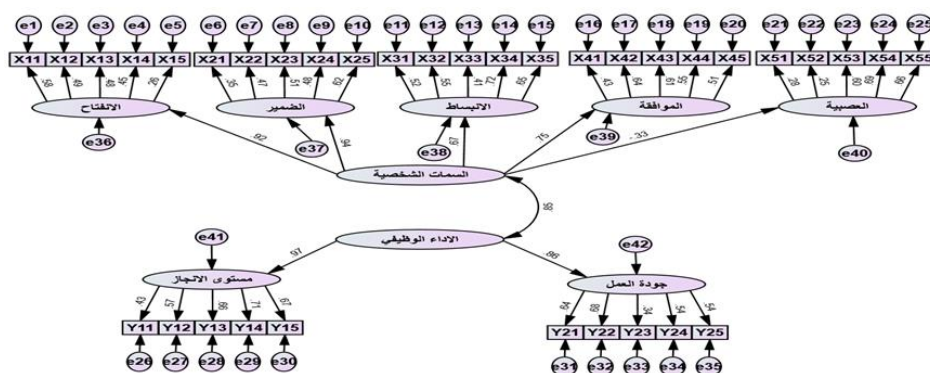


Figure (1) Correlation between Personal Traits (Collectively) and Job Performance (Collectively)

Table (8) Correlation Coefficient Values Between Personal Traits and Job Performance

Explanatory Variable	Direction of Effect	Dependent Variable	Correlation Coefficient	P
Personal Traits	↔	Job Performance	0.85	0.000

Source: Table (8) prepared by the researcher based on SPSS V.26 outputs

**Second - Main Hypothesis Two (H02):** There is no statistically significant effect of personal traits, as represented by its dimensions, on job performance on both overall and partial levels in the studied organization

Figure (2) and Table (9) illustrate the nature of the effect of personal traits on job performance, showing that there is a positive and significant effect of personal traits on job performance. This is evidenced by the regression coefficient value, which is equal to (1.40). This effect is significant based on the probability value (P) of (0.000), which is less than (0.05). This result can be interpreted to mean that an increase in personal traits by one unit will lead to an increase in job performance by (1.40) units. Additionally, an increase in the standard deviation of personal traits by one unit will result in an increase in the standard deviation of job performance by (0.85) units. **Based on this result, we reject the null hypothesis stating "There is no statistically significant effect of personal traits, as represented by its dimensions, on job performance on both overall and partial levels in the studied organization," and accept the alternative hypothesis stating "There is a**

statistically significant effect of personal traits, as represented by its dimensions, on job performance on both overall and partial levels in the studied organization."

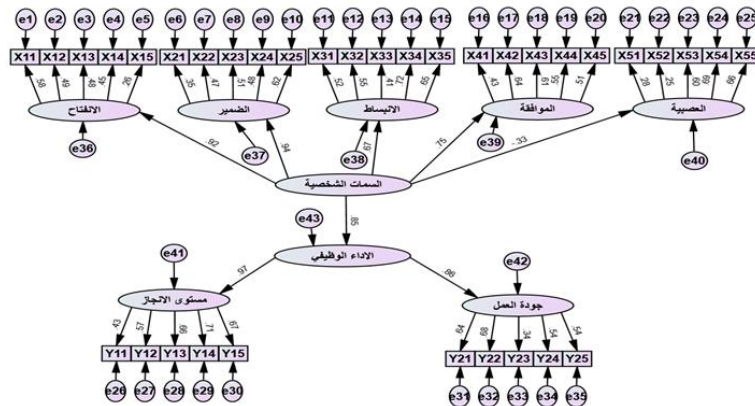


Figure (2) Effect Relationship of Personal Traits on Job Performance

Table (9) Standardized and Unstandardized Regression Coefficient Values for the Effect of Personal Traits on Job Performance

Explanatory Variable	Direction of Effect	Dependent Variable	Estimate( $\beta$ )	SRW	P
Personal Traits	→	Job Performance	1.40	0.85	0.000

Source: Table (9) prepared by the researcher based on AMOS statistical program outputs.

**Conclusion**

The research shows a correlation between the study variables, addressing the concept of personal traits, which is a significant topic in psychology and the focus of many studies in the humanities. This research explored this concept in the context of institutional operations, examining its impact on individual behavior and organizational performance within the institution. Organizational performance is a concept of interest to researchers and thinkers across various fields, as it is tied to both individual behavior and the institution in which the individual works. It holds particular importance in helping institutions achieve their desired goals and objectives.

The study focused on two main dimensions of job performance: work quality and achievement level. Work quality is defined as the set of features and characteristics of a product or service that enables it to meet specific customer needs. Achievement level is primarily based on the principle of merit in work, meaning the availability of capability and eligibility to perform the duties of a position.

The practical aspect of the research involved describing and diagnosing the study variables, as well as testing the hypotheses presented by the research. The practical study was applied to employees at the University of Diyala. The results showed a high response rate exceeding (80%) across all studied dimensions, except for the neuroticism dimension, which had a response rate of only (59.79%). Hypothesis testing results indicated a positive and significant correlation and effect between the two variables.

**Results**

Based on the practical analysis, several results were reached:

- The results showed a statistically significant correlation between personal traits, in all its dimensions, and job performance on both the overall and partial levels at the University of Diyala.
- The results indicated a high level of openness at the University of Diyala, reaching (86%). This suggests that university employees are willing to hear new ideas and are open to changing their beliefs, thoughts, and attitudes in response to new information or instructions.
- The results also showed a high level of conscientiousness, with a score of (86%), indicating that university employees adhere to organizational directives and carry out their work with dedication, awareness, and psychological discipline.
- The extraversion dimension scored highly, at (81.08%), indicating that university employees are both sociable and assertive in their work and are also effective communicators.
- The agreeableness dimension was also high at (84.49%), suggesting that university employees exhibit a high degree of consensus and interpersonal communication, which fosters a cooperative and tolerant atmosphere among individuals.
- Neuroticism scored the lowest, at (59.79%), indicating that university employees have a moderate level of anxiety and struggle with emotion regulation.
- Regarding job performance dimensions, the response rate for achievement level was (85.89%), suggesting that the university has objective standards that ensure efficiency in performance, without requiring a set tenure for an employee to be promoted to a higher position.
- The work quality dimension recorded a response rate of (86.40%), indicating that both individual employees and work teams collectively maintain a high level of quality in their work.

### Recommendations

Based on the findings, the research makes the following recommendations:

- The research recommends that the university work on enhancing the quality of personal traits among its employees by fostering an open atmosphere that encourages information sharing and learning from other universities' experiences.
- It also recommends that the university's administration provide a social environment that facilitates the building of positive relationships, motivating employees to learn and acquire new knowledge and encouraging them to join the university to benefit from its expertise.
- Efforts should be made to further enhance positive traits among the university's employees, such as positive communication and building strong relationships that support the educational mission.
- The study recommends that the university administration increase the achievement level in work, as higher achievement levels will lead to improved job performance quality among the university's employees.
- Work should be done to achieve a high level of work quality, both individually for each employee and collectively within each department and throughout the university.

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