

A STUDY ON PERSONALITY TRAIT AND  
ADJUSTMENT AMONG PUC STUDENTS IN  
CHITRADURGA CITY

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**Abstract**

*The Paper examines the impact of personality of PUC students in relation to Adjustment, Gender and Faculty. The main objectives are to analyze the personality of PUC students and to compare it in relation to Adjustment, Gender and Faculty of the PUC Students. It is a quantitative in nature. The sample selected randomly out of 200 students in chitradurga city. 100 were boys and 100 were girls. Out of these 200 students- 100 were Arts faculty, 100 were Science Faculty. The Researchers administered the questionnaire for collecting data from the PUC students and t-test and Pearson Correlation statistical method was used for analysis of data. The study found that there is no significant difference in mean personality trait and adjustment in relation to gender. But there is significant difference personality trait in relation to faculties such as arts, science. And there is a positive co-relation between personality trait and Adjustment among PUC students.*

**Key words-** PUC students, personality trait, adjustment and Gender.

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## Background of the study:

In This dynamic world everyone needs to grow bright in their life. Everyone must face day to day challenging world. An individual of good and valued personality is needed nowadays. Personality consists three like extroverts, introverts and neuroticism. There are many factors of self, physiological thinking towards other factors, some characters indicated by their parents, young children are unaware of social value of personality, but the adolescent are unaware social value of personality consciousness and highly motivated to improve themselves. Personality is affected by various external and internal factors. External factors like family school neighbors teachers, society peer groups etc. internal factors like self-concepts of individual, identity of self, interest, expressions of emotions etc.

This study looks into personality traits that can predict whether an expatriate will adjust successfully. In this study, we examine how the personality traits of an expatriate relate to his or her adjustment to the host country. While other studies have examined the role of personality traits as related to expatriate adjustment, these studies have most often been adjuncts to larger and more complex adjustment models. Therefore, the overall legacy of research on the effect of expatriates' personality traits on their adjustment to a new country is unclear. One potential reason is the lack of consensus regarding the choice of which personality traits to measure. We seek to explore the specific role that personality traits might play, and our work is grounded in contemporary personality theory, especially work connected to the so-called Big Five personality traits (Digman, 1990; Mount and Barrick, 1995). For instance, Teagarden and Gordon (1995) found that open-mindedness was related to expatriate adjustment, while Kets de Vries and Mead (1991) suggested the personality trait of curiosity was a factor in the level of adjustment. However, both of the two traits may belong to the construct of 'openness to experience' in the Big Five framework (Barrick and Mount, 1991). Therefore, we argue that to move beyond isolated personality traits and to consider the broad factor structure of personality traits is a more appropriate method for examining the effect of personality traits on the adjustment of expatriates.

This study fills a gap in the research on the effects of personality traits on cross-cultural adjustment, through the examination of the effects of the Big Five personality traits in expatriates, cross-cultural adjustment. We adopt Black et al's (1991) model as the basis for our assessment of expatriate adjustment. We expect the results from our study provide evidence

for the possible effects of personality traits on expatriate adjustment on the one hand and a further validity test for Black et al's model on the other.

In addition, it is not clear that personality traits will affect adjustment independently of the host-country's culture. Research on group effectiveness have found evidence for a contingency hypothesis of matching group members' personalities with group culture (Moynihan and Peterson 2001)

Adjustment is also an important factor in adolescent; it is needed in present situation to lead life. During adolescent period they face many variations in their physical and emotional aspects. So there is need to understand their needs an adjustment attitude, in various situations of adolescence differs in different ways. So there is need to study personality and adjustment. It helps teacher to understand the psychology of these students during adolescence.

Personality is the product of heredity and environment; It includes everything about a person. It is the sum total of one's way of behaving towards oneself and others as well. It is necessary for parents, teachers to understand the personality trait heir way of behaving with family teachers and society.

Personality trait differs from one another it is important to understand them and their way of responding to the day today present situations. In teen age and in adolescence period they seek some sort of affection sharing's, they need the affection which make them secured in their age. They expect that their words to have heard and good responses from parents or teachers or friends these also affect ones personality trait if there are no people, who can hear to then, who can share feelings then it may turn them to criminals or any psychic disorders. These is need and importance of studying personality trait during teen age or adolescence period if they cannot get good environment they may cultivate loneliness complex adjustment is also important in students, it is a process that individuals adopt themselves to situation some individuals may not.

Parents must create a good environment in home and in outside which they like to be which is healthy. Teachers also should show interest in their activities, their ways of approaching, behaving in schools or colleges, curriculum which according to their intellectual level. Their adjustment with friends, behavior with teachers these are all necessary in education field to suit the need of pupils with different backgrounds.

### Review of the literature:

**Nurul Hudani Md Nawi, Ma'rof Redzuan, & Hanina Hamsan, (2012)** Inter Relationship between Emotional Intelligence and Personality Trait of Educator Leaders. The main objective of this cross-sectional study is to determine inter relationship of emotional intelligence and personality trait (Conscientiousness, Openness to experiences, Extraversion, Agreeableness) among school educator leaders in High Performance Schools (SBT). Two sets of questionnaire to measure emotional intelligence and personality trait were administered to 306 (89%) subjects who were selected by stratified random sampling in 15 SBT schools in Malaysia. Data were analyzed through inferential statistics such as correlation. The finding by the bivariate analysis using the Pearson correlation method indicates that the personality trait such as Conscientiousness ( $r=.552, p<.05$ ), Openness to experiences ( $r=.362, p<.05$ ), Extraversion ( $r=.505, p<.05$ ), Agreeableness ( $r=.193, p<.05$ ) are positively and significant correlated with overall emotional intelligence among the schools educator leaders. The correlation values of the personality Conscientiousness trait ( $r=.552, p<.05$ ) are higher than the correlation values of the rest of others personality traits and emotional intelligence. This finding suggests that personality Conscientiousness trait have stronger relationship with emotional intelligence compare to the others traits. On a practical note, the assessment of psychological construct in schools setting such as emotional intelligence and personality could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational contexts.

**Matt T. Argano ( )** leadership and commitment the relationship between leaders' personality traits and organizational commitment. The results of this study revealed a correlation between leaders' personality traits and levels of organizational commitment in Apparel and/or Consumer Packaged Goods organizations. Data were collected from 50 leaders in these organizations, along with 204 of their associates in the New York and New Jersey area. Using the Hogan Personality Inventory (HPI), the Organizational Commitment Questionnaire (OCQ), and a demographic survey, the data were collected. This research study concluded there is a significant relationship between leaders' personality traits and associates' levels of organizational commitment. Specifically, leaders' Interpersonal Sensitivity and Adjustment personality traits both influence and shape associates' levels of organizational commitment. The remaining personality traits

examined showed weak relationships with organizational commitment. Statistical data and implications for the findings are included.

**Teresa Ann smith (2012)** a study of ethnic minority college students: a relationship among the big five personality traits, cultural intelligence, and psychological well-being. Institutions of higher education are challenged to educate an increasing, diverse ethnic Minority population. This study examines (1) if the theory of the big five personality Traits as a predictor of the cultural intelligence theoretical model remains constant with Ethnic minority college students attending a southeastern united states historically black College or university, and (2) if there is a predictive relationship between cultural Intelligence and the psychological well-being of ethnic minority college students. Ethnic Minority college students received an online survey that included demographic questions, The cultural intelligence scale (earley & ang, 2003), goldberg's (1999) internal Personality item pool (ipip), an alternate version of costa and mccrae's (1992) Commercial neuroticism, extraversion, and openness personality inventory (neo-pi-r Tm), and the scale of psychological well-being (ryff, 1989). Standard multiple Regression analyses were used. The results indicate that the antecedent relationship Between the big five personality traits and the cultural intelligence model remained Constant. Study results did not demonstrate a significant relationship between minority College students' cultural intelligence and psychological well-being.

**WK Lau (2012)** The Impacts of Personality Traits and Goal Commitment on Employees' Job Satisfaction. The present research investigates the effects of personality traits, such as self-efficacy and locus of control, on job satisfaction. It also examines the mediating impact of goal commitment on relationships between personality and job satisfaction. The results indicate that both self-efficacy and locus of control are positively associated with goal commitment. In addition, locus of control is found positively related to job satisfaction. However, self-efficacy does not have the same positive relationship with job satisfaction. The study further confirms the mediating effect of goal commitment on relationships between personality traits and job satisfaction.

**Mary Forseth Whitman and Adrienne A. Isakovic(2012)** Can Personality Traits Influence International Experience Success and Stress Management Strategies of Organizational and Self-Initiating Expatriates? Research conducted on international assignments has primarily focused on

the traditional or organizational expatriate (OE): those sent on assignment by the employer. While this research has provided significant insight into this population, continued research is needed on the subpopulation of the self-initiating expatriate (SIE). There has been comparatively little research to date on the SIEs despite this group's growing prominence in the global workforce. There has also been little exploration and comparison of the intrinsic factors between these two groups. Recent research (Reynolds, 2010) has shown that there are differences in factors which can contribute to OE and SIE adjustment. It is therefore rational to theorize that personality traits and stress management/coping strategies would also differ between these two groups. This theoretical article builds on prior research on personality traits and stress management/coping strategies of expatriates and offers two models for future research.

**Nicole Conrad and Marc W. Patry (2012)** Conscientiousness and Academic Performance: A Meditational Analysis. Previous research has established that a relationship exists between the personality trait of conscientiousness and academic achievement. The current study extends prior research by using a path analysis model to explore various proximal traits that may mediate this relationship in a sample of two hundred and twenty three undergraduate university students. Consistent with previous research, a strong positive relationship was found between conscientiousness and academic performance as measured by final grades. Of greater importance, two factors were found to mediate this relationship: Academic Self- Efficacy and Test Anxiety. The current study illustrates the complex nature of the relation between personality traits and academic achievement and indicates that personality likely has a distal effect on academic performance through more proximal characteristics.

**Amir Abdel Hakim Swid Ahmed (2011)** "The role of the Big Five Personality Traits, Proactive behaviour, and Socialization Influences in Newcomer Adjustment" The main study results suggested that personality traits were related to proximal adjustment outcomes, specifically, Conscientiousness was positively related to all proximal adjustment outcomes. Openness to experience was related to task performance and political knowledge. Group integration is independently related to Agreeableness, Extraversion and Neuroticism. The socialization influence moderate these relations, for example, leader socialization moderate Conscientiousness as it relates to political knowledge and group integration, while co-worker moderate Extraversion

as it relates to task performance. Finally, it was found that, the relationship between proximal adjustment outcomes and the personality dimensions Openness was mediated by proactive behaviour. Overall, the results suggested that individual differences have a role in newcomer adjustment as it facilitate the socialization influence, and Big Five was one of the key determinants of newcomer adjustment.

**Grace Fayombo (2010)** The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents. This cross-sectional study investigated the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean secondary school adolescents. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyse the data. Results revealed statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The personality traits also jointly contributed 32% ( $R^2 = 0.324$ ) of the variance being accounted for in psychological resilience and this was found to be statistically significant with conscientiousness being the best predictor while agreeableness, neuroticism and openness to experience were other significant predictors, however, extraversion did not contribute significantly. These results are discussed in the light of healthy personality beefing up and promoting adolescents' psychological resilience.

**Cheng Kai-Wen** . A study on relationship between personality traits and employment factors of college students. The goal of vocational education is to enhance students' professional knowledge, technical skills, and professional ethics to make them readily available for employment and capable of satisfying the needs of economic constructions. Vocational education plays an important role in guiding and assisting students in seeking employment. However, in addition to school education, individual personality traits largely affect students' employment. This paper used students at a college in Taiwan to investigate the relationship between students' personality traits and their employment factors.

**Subramaniam Sri Ramalu, Raduan CheRose, Jegak Uli And Naresh Kumar (2010)** Personality and Cross-Cultural Adjustment among Expatriate Assignees in Malaysia. This paper investigates the affects of personality traits on expatriate cross-cultural adjustment. Based on

sample of 332 expatriates working in Malaysia, personality factor found to be a significant determinant of expatriate cross-cultural adjustment in international assignments. Specifically, the results of this study reveal that expatriates in Malaysia with greater agreeableness personality fared better in their general and interaction adjustment. Those with greater extraversion found to adjust better in general environment. Those with greater conscientiousness and openness to experience adjusted better to the work environment. The findings of this study contributes to the body of knowledge in the cross-cultural management field and have practical implication to expatriating firms especially in the area of selection and training of candidates for international assignments.

### **Objectives of the study:**

1. To study the percentage of personality trait and adjustment of PUC students.
2. To study the difference in personality trait of arts and science PUC students.
3. To study the difference in adjustment of arts and science PUC students.
4. To study the difference in personality trait of boys and girls PUC students.
5. To study the difference in Adjustment of boys and girls PUC students .
6. To study the relationship between personality trait and adjustment of PUC students.

### **Hypotheses of the study:**

1. There is no significant difference in personality trait of arts and science PUC students.
2. There is no significant difference in adjustment of arts and science PUC students.
3. There is no significant difference in personality trait of boys and girls PUC students.
4. There is no significant difference in Adjustment of boys and girls PUC students.
5. There is no significant correlation between personality trait and adjustment of PUC students.

**Variables of the study:** The variables considered are personality trait and adjustment.

**Sampling Technique:** For the present study Simple Random Sampling technique was used to select 200 PUC students' from different colleges in chitradurga city. Out of the sample 200 students 100 were male and 100 were female and also maintained the equal stream ratio from arts and science.

**Tool used for the study:** Following tools were used:



- a) **Eysenk’s Personality Inventory:** It consists of 57 trait descriptive statements and inventory includes questions for introverts, Extraverts neuroticisms and emotionally well balanced.
- b) **Adjustment Inventory for college students:** This is non – verbal inventory prepared by Sinha A.K. and Singh R.P. This test consists of five different areas of adjustment. a)Home adjustment, b) Health adjustment ,c) Social adjustment, d) Emotional adjustment and e) Educational adjustment . Scoring individual item is through. “YES” OR “NO”

**Statistical Techniques used:** In pursuance of objectives of the study and in order to test the research hypothesis set up, the percentage, ‘t’- test and Pearson Correlation was used.

**Analysis Interpretation of Data:** Objectives and Hypothesis wise analysis was done.

**Objective-1.** To study the percentage of personality trait and adjustment of PUC students.

**Table 1.**Table showing distribution of percentage of personality traits of PUC students.

	Variables	Percentage of students
Personality Traits	introverts	25%
	extraverts	24%
	Neurotics	24.8%
	Emotionally well balanced	24.%

Table-1 shows that, Among 200 students about 24.8% of students fall in neurotics 25% of students fall in introvert category 24% of students fall both in emotionally well balance and extravert category.

**Table-2.** Table showing distribution of percentage of Adjustment

	Variables	Percentage of students
Adjustment	Average	38 %
	Good	21%
	Unsatisfactory	22%

Table -2 shows that, Among 200 students 21% of students processed good Adjustment and 38% of students processed average Adjustment 33% processed unsatisfactory.

**Objective-2.** To study the difference in personality trait of arts and science PUC students.

**Hypothesis-1.** “There is no significant difference in personality trait of Arts and Science PUC students.”

**Table 3. shows mean, SD, and ‘t’ values of personality trait of arts and science students.**

personality trait	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Arts students	100	14.66	7.6	4.7**	significant
Science students	100	9.05	5.6		

\*\*Significant at 0.05 level

The above table-3 reveals that the, obtained ‘t’-value 4.7 is greater than the theoretical value of 1.97. The obtained value of ‘t’ is significant at 0.05 level. Hence the Null Hypothesis is rejected and formulates new Hypothesis “There is significant difference between arts and science students in relation to personality trait.”

**Objective-3** To study the difference in adjustment of arts and science PUC students.

**Hypothesis-2.** “There is no significant difference in adjustment of arts and science PUC students.”

**Table 4. shows mean, SD, and ‘t’ values of adjustment of arts and science students.**

Adjustment	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Arts students	100	46.87	7.2	5.21**	significant
Science students	100	34325	14.5		

\*\*significant at 0.05 level

The above table-4 reveals that the, obtained ‘t’-value 5.21 is greater than the theoretical value of 1.97. The obtained value of ‘t’ is significant at 0.05 level. Hence the Null Hypothesis is rejected and formulates new Hypothesis “There is significant difference between arts and science students in relation to adjustment.”

**Objective-4** To study the difference in personality trait of boys and girls PUC students.

**Hypothesis-3** “There is no significant difference in personality trait of boys and girls PUC students.”

**Table 5. Shows mean, SD, and ‘t’ values of personality trait of boys and girls students.**

personality trait	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Boys students	100	11.03	5.54	1.24	Not significant
Girls students	100	12.67	8.61		

The above table-5 reveals that the, obtained 't'-value 1.24 which is less than the theoretical value 1.97. The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference between boys and girls students in relation to personality trait."

**Objective-5** To study the difference in Adjustment of boys and girls PUC students .

**Hypothesis-4.** There is no significant difference in Adjustment of boys and girls PUC students.

**Table 6.** Shows mean, SD, and 't' and values of Adjustment of boys and girls students.

Adjustment	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Boys students	100	40.80	12.99	0.217	Not significant
Girls students	100	40.32	15.36		

The above table-6 reveals that the, obtained 't'-value 0.217 which is less than the theoretical value 1.97. The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in Adjustment of boys and girls PUC students."

**Objective-6.** To study the relationship between personality trait and adjustment of PUC students.

**Hypothesis-5.** There is no significant relationship between personality trait and adjustment among PUC students.

**Table 7-** shows mean, SD, and 'r' values of personality trait and Adjustment of PUC students.

variables	Sample ( N)	Mean	SD	r-value	Significant at 0.05 level
Personality	200	11.85	7.26	0.279	significant
Adjustment		40.56	14.16		

\*\*Significant at 0.05 level

The above table-7 shows that the obtained r-value 0.279 is greater than the theoretical value of 0.138. The obtained value of 'r' was significant at 0.05 level. Hence the Null Hypothesis is rejected and stated new hypothesis "There is a significant co-relation between personality trait and adjustment among PUC students." There is a positive co-relation between personality trait and adjustment among PUC students. Teresa and Smith (2012) also found that the antecedent relationship between the big five personality traits and the cultural intelligence model remained constant. Study results did not demonstrate a significant relationship between minority college students' cultural intelligence and psychological well-being. Amir Abdel Hakim Swid Ahmed (2011) "The role of the Big Five Personality Traits, Proactive behaviour, and Socialization Influences in Newcomer Adjustment" The main study results suggested that personality traits were related to proximal adjustment outcomes, specifically, Conscientiousness was positively related to all proximal adjustment outcomes. Openness to experience was related to task performance and political knowledge.

### **Discussion and conclusion:**

Personality traits are the distinctive characters of a person's thoughts, feelings and actions as marks him off from other person. It is needed in an every individual. It has types like extraverts, introverts, neuroticisms and emotionally well balanced in nature. Trait is persisting characteristic which exist in varying quantum in an individual is described by placing him at an appropriate place adjustment is defined as the continuous process of satisfying one's desires, and it involves many aspects of behavior. These are needed for everyone i.e. personality and their adjustment to the society is important in the life.

PUC studying students who are in the teen age, adolescence period, changing occurs in their behavior, adjustment in the society, family, peer groups it also differs, there is need to understand and cope up with them during adolescence both teachers and family members. If their personality and adjustment is good they can achieve anything in their life, they must have attitude of achieving, way of behaving, openness in sharing feelings mingling with all is very necessary.

The present study was related to study of personality traits in relation to their adjustment. The present study revealed that different traits of personality processed average and good adjustment but some traits processed unsatisfactory adjustment.

The major findings of this were there was no significant difference in mean personality trait and adjustment in relation to gender. Khaizran Zahra, Sadaf Tariq, Rubina Hanif (2012) also found that The significant differences were found on personality traits, gender role attitudes among traditional and non-traditional professionals, and gender as well. But there is significant difference personality trait in relation to faculties such as arts, science. And there is a positive co-relation between personality trait and Adjustment among PUC students. Though some personally trait processed unsatisfactory adjustment there is positive but slight relationship between personality trait and adjustment. Teresa and smith (2012) also found that the antecedent relationship between the big five personality traits and the cultural intelligence model remained Constant. Nicole Conrad and Marc W. Patry (2012) The current study illustrates the complex nature of the relation between personality traits and academic achievement and indicates that personality likely has a distal effect on academic performance through more proximal characteristics.

Here it can be noticed that personality traits processed good and average adjustments. Though some personality traits processed unsatisfactory adjustment, there is positive and slight relationship between personality trait and adjustment among P U C students.

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