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## Impact of Personality on Job and Career Satisfaction Among University Faculty Members

Md. Mehedi Hasan<sup>1,\*</sup>, Md. Enamul Haque<sup>2</sup>, Syed Muhammod Ali Reza<sup>3</sup>, Md. Solaiman Chowdhury<sup>3</sup>, Iqbal Hossain Moral<sup>4</sup>

<sup>1</sup>Khulna University, Bangladesh

<sup>2</sup>Bangamata Sheikh Fojilatunnesa Mujib Science & Technology, Bangladesh

<sup>3</sup>University of Rajshahi, Bangladesh

<sup>4</sup>Northern University of Business and Technology Khulna, Bangladesh

\*Correspondence: E-mail: [mehedihasan@ku.ac.bd](mailto:mehedihasan@ku.ac.bd)

### ABSTRACT

This research explores the interplay of personality traits, job satisfaction, and career satisfaction among Bangladeshi university faculty members. Using data from 350 respondents, it highlights that job security, fair policies, and superior appreciation are key to job satisfaction. Over half of the participants felt valued by their superiors, underscoring the importance of recognition. Positive coworker and manager relationships were also crucial in fostering a supportive work environment. While many respondents were neutral about wages, promotion opportunities were perceived positively by nearly half, though some expressed uncertainty, suggesting the need for clearer advancement pathways. Strong links between job and career satisfaction were evident, with flexibility, feedback, and creativity enhancing satisfaction. The study underscores the need for supportive organizational cultures and further research on personality traits' impact. Limitations include its cross-sectional design and single-country focus, recommending broader future studies to guide policy improvements.

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## 1. INTRODUCTION

The phrase "job satisfaction" refers to the extent to which individuals are satisfied or dissatisfied with their occupations (Mishra, 2013), or it may be described as the "mental state resulting from the degree to which the person perceives that her/his needs related to the job are being met" (Moomal et al., 2009). Additionally, some researchers (Moomal et al., 2009) suggest that work security and job fulfillment are two distinct processes of job satisfaction that may serve as sources of personal accomplishment. The elements of a high level of work satisfaction in the teaching profession are explained by several theoretical models (Klassen & Chiu, 2010). The research generally agrees that job satisfaction is impacted by both internal and external elements, such as self-efficacy beliefs and work situations, even though these theories vary in specifics. Many teachers report being content with their professions, despite being seen as a job-related group that is especially prone to stress and strain (Helms-Lorenz & Maulana, 2016; Klusmann et al., 2008). As to the findings of the OECD's 2014 international TALIS survey, 91% of teachers worldwide express overall work satisfaction. The key sources of satisfaction (Zeffane, 2006) are the daily encounters with students, the variety of duties, the cooperation among teaching staff, and professional self-sufficiency. However, several variables affect how content instructors are with their work. Lower work satisfaction is reported by teachers of students who have a lot of emotional and communication difficulties (Skaalvik & Skaalvik, 2011). Both instructional self-efficacy and classroom stress have an impact on work satisfaction. While job satisfaction rises with instructional self-efficacy, it falls with classroom stress (Klassen & Chiu, 2010). Research indicates that teacher retention and professional achievement are significantly influenced by teacher satisfaction (Reeves et al., 2017). One of the best indicators of work success, according to organizational psychology in general, is job satisfaction (Khan et al., 2015). Numerous variables, many of which are within our control, influence it. With a little work, we may either discover the ideal career for our unique requirements or discover satisfaction in the one we now have. A recent study by The Conference Board indicates that 48.3 percent of American workers are content with their employment, a small rise over the previous year. More work stability and satisfaction with other aspects of professional growth might be credited for this improvement.

Teachers' job satisfaction or lack thereof affects not just the colleges they work for, but also themselves. Students who have dissatisfied instructors make less academic progress, perform worse, have more work stress and have higher turnover rates. Poor morale and disloyalty to the organization itself may also be caused by poor work satisfaction. Universities are under pressure from throughout the world to improve their research program productivity, teaching effectiveness, and competitiveness at the higher education level (Sinha et al., 2013). Senior managers and university professors may face increased pressure to improve overall performance in some contexts due to resource constraints. While teaching is sometimes undervalued in faculty recognition and advancement, research, teaching, and service are usually seen as the triangle of required workplace activities for teachers (Kuntz, 2012). There is pressure on even historically teaching-focused universities to achieve demanding research standards (Rawn & Fox, 2018). The highest benefits, including tenure and promotion, usually go to academics who are most involved in research and publishing scholarly publications, even if teaching and service activities provide some intrinsic and extrinsic rewards (Ryan & Deci, 2020). Finding a balance between teaching, research, and service is seen by many faculty members as crucial to a fruitful and fulfilling career (Kuntz, 2012). Overqualified workers have more training, experience, knowledge, or abilities than what is necessary for their position. As a result, individuals may feel that their work is not a

good match for them and are unable to reach their full professional potential (Maynard *et al.*, 2006). Retaining top-notch instructors is essential for a university's improvement given the materialistic dependence on knowledge tasks, research, and quick technological breakthroughs (Biemann *et al.*, 2015). According to experimental data, providing career development opportunities and fostering career satisfaction reduce employee turnover and boost the retention rate of top talent (Pandita & Ray, 2018). There has been a positive development in the research on professional satisfaction, but there are still several unsolved problems about this subject. For instance, the link between career happiness and personality-job fit hypothesis has been the primary focus of research on career satisfaction. One way to characterize career happiness is as a subjective aspect of life quality. The conscious cognitive assessment of one's own life concerning several individually defined criteria is regarded as the cognitive component of subjective well-being (Schalock & Felce, 2004).

People make well-organized decisions relating to their work because they are drawn to and chosen from experiences and settings that complement their personalities, which results in a person-environment fit (Patall *et al.*, 2008). A stronger person-environment fit has been linked to increased work satisfaction and well-being as well as decreased turnover rates (Patall *et al.*, 2008). Person-environment fit is seen to be a critical tool in people selection and retention. Person-job fit, in particular, describes how well an individual's knowledge, skills, and talents meet the requirements of a given work (Mensah & Bawo, 2020). Fit, work attitudes, and performance criteria have all been considered in connection to the impacts of the interplay between individual variations and workplace demands. Vocational psychology has a long history of supporting the idea that workers are most content when their personality and job requirements match (Nützi *et al.*, 2017). Personality similarity among jobs arises from people with similar personalities having comparable interests and gravitating toward related careers. In this research, we suggest that university faculty members' work happiness is influenced by their personality traits. John Holland's personality-job fit hypothesis serves as the foundation for this investigation. The majority of individuals are a mix of the six personality types known as RIASEC (realistic, investigative, artistic, social, enterprising, and conventional). Each type is distinguished by a set of values, beliefs, talents, favored activities, interests, and traits. This idea states that any of the six personality types may be used to describe any individual, with each person falling into one or more of these categories depending on their personality. Individuals differ in their degree of work satisfaction according to their personality types. The purpose of this research is to show how the six RIASEC personality types affect university faculty members' work happiness.

## 2. LITERATURE REVIEW

The complex links between personality characteristics, career fulfillment, and work satisfaction in organizational contexts are examined in the literature review. It looks at important ideas including person-job fit, organizational career management, and the Big Five personality characteristics, emphasizing how these frameworks aid in understanding employee performance and well-being. The effects of labor and emotional intelligence on work satisfaction, as well as the influence of personality-environment fit on career success, are also covered in this section. Through the integration of results from many studies, the review seeks to provide an all-encompassing framework for examining the intricate relationship between personality and work-related variables, pinpointing deficiencies, and laying the groundwork for future investigations in this area.

## 2.1. Personality Theory

Some researchers (Wu et al., 2022) demonstrated how personal satisfaction functions as a buffer against everyday stress and hardship and as a crucial intermediary between work attributes and significant organizational effects. They looked at how personality functions in connection to the suggested causes and effects of meaningful employment. They concentrated on the Big Five elements of personality, which have different biological origins (DeYoung et al., 2007). The findings point to a variety of situational and personality impacts on the meaning of work as well as potential causal relationships between different qualities and the perceived importance of employment. These results imply that interventions (such as job redesign, career coaching, and job crafting) aimed at promoting long-term changes in the meaning of work may necessitate that people undergo modifications to their personality systems, including integrations with other elements of their personality systems and adjustments to the work environment. According to some researchers (Baurmert et al., 2017), personality is a stable, distinct emotional quality that represents a person's distinctive patterns and psychological systems of cognition, emotion, behavior, and other traits. Groups have collective personalities in the same way as individuals do (Wright et al., 2019). A group's personality, as opposed to an individual's, reflects both individual similarities within the group and individual differences across groups, as well as cross-level features (Additionally, some researchers (Clarke, 2006) showed that while personality may predict an individual's safety performance, there is seldom a measurement of the relationship between personality and safety performance at the organizational level. According to some researchers (Fisher, 2010), job satisfaction is defined as an optimistic or joyous emotional state that workers display at work as a consequence of an assessment of their occupations. The shared experiences of people inside the company are what shape organizational-level personality development (Ployhart et al., 2006). The term "person-job fit" describes how well a person's knowledge, skills, and talents meet the requirements of a given position. Therefore, personality-based job fit describes how well an individual's development along work-relevant personality qualities (such as conscientiousness) matches the activities that make up that employment. Making sales calls, for instance, is associated with extraversion; listening to irascible clients is associated with agreeableness; and maintaining a record of new, existing, and prospective customers is associated with conscientiousness.

Very general conclusions about the importance of personality in person-job fit have been drawn from previous studies. Some researchers (Judge et al., 2003) investigated the significance of core self-evaluations (CSE), such as neuroticism, in determining whether people with low levels of this characteristic see work-related obstacles more adversely, which might account for their lower levels of job satisfaction. Earlier studies (Yu, 2013) pointed out that personality has been mostly overlooked in studies looking at person-job fit, especially when it comes to assessments of discomfort and the results of following strain. Their research looked at how work happiness is affected by congruence between personality and task demands. The theory behind this study is that employees become upset when forced to execute tasks that need trait characteristics that are at odds with their own. Furthermore, people with high Neuroticism tended to see all activities as more troubling, particularly those involving Extraversion. The research on job fit, work stress, and trait activation theory will be impacted by these results. The three main theories of personality are trait theory, interpersonal theory, and psychodynamic theory, each of which has subtypes. Interpersonal theory deals with social interaction and how it applies to daily life, trait theory categorizes individual variations, and psychodynamic theory is related to scientific psychology. Initially developed as a categorization exercise in academia during the 1930s, trait theory is primarily

characterized by the works of some researchers. Traits are described as neuropsychic structures and recurrent behavioral tendencies. Trait's theory aims to categorize the structure of personality. According to some researchers (Hogan and Sherman, 2020), personality theory is fundamental to any field that relies on presumptions about human motivation, such as anthropology, economics, and political science. It addresses the nature of human nature. In contemporary psychology, personality theory has lost ground despite its prominent role. Worker work performance, which affects task completion and job satisfaction, is essential to the objectives of the business (Raziq & Maulabakhsh, 2015). The Big Five personality qualities have been demonstrated to positively correlate with job success (Van den Berg & Feij, 2003). Personality qualities may affect how workers carry out their duties, interact with coworkers, and work together to finish projects. The Big Five personality qualities of leaders and employee work performance are examined in this research, with particular attention to traits like neuroticism, extraversion, openness to experience, conscientiousness, and agreeableness. These characteristics are crucial for influencing worker performance and improving job results.

## 2.2. Career Satisfaction

Low levels of work-related well-being are often linked to education, experience, and talents that go beyond what is required for the position (Jackson et al., 2006; Cumming et al., 2020). Person-job fit theory, which holds that a match between an individual's qualities and their work improves well-being while a mismatch reduces it, is often used to explain this unfavorable result (Brandstätter et al., 2016). One kind of person-job misfit is overqualification, which is the mismatch between an employee's talents and the requirements of the work (Maynard et al., 2006). Some researchers (Wassermann et al., 2020), overqualification is a regular occurrence for people residing abroad, which has a detrimental effect on their well-being at work and prevents them from fully integrating into the host community. Their research looked at how migrants' perceptions of their overqualification affected their employment and career happiness, with host country identification acting as a mediating factor. Organizations are vital to career management systems in today's work environment because they serve as their human assets' developers and facilitators (Jung & Takeuchi, 2018). Organizational career management (OCM), sometimes referred to as "organizational protection" or "organizational provision for career development," is the term used to describe the policies, procedures, and support that organizations offer to help their workers succeed in their careers (Sturges et al., 2005; Seema, 2021). The intrinsic and extrinsic components of a person's work, such as income, possibilities for growth, and progress, are what contribute to professional satisfaction. Effective career management activities may improve workers' perceived career satisfaction, which is a reflection of their views about their career-related duties, activities, and accomplishments. Career satisfaction has been favorably correlated with certain activities, such as work rotation programs (Joo & Lee, 2017). Career satisfaction is also significantly impacted by other career management strategies, such as career counseling, training, and development programs. As the mechanism by which career management affects career happiness, career competence may moderate the link between organizational career management and career satisfaction (Jung & Takeuchi, 2018). The links between career competence, career satisfaction, and perceived hotel career management were investigated (Kong et al., 2012). Through the use of structural equation modeling (SEM), they discovered that career competence acts as a mediator between career happiness and the three aspects of hotel career management (career evaluation, career growth, and career training). Implications for theory development



and managerial practice are discussed in the study's conclusion. When an individual's objectives and ambitions are satisfied by their company, they experience professional satisfaction, which is defined as their reaction to such experiences (El Baroudi et al., 2017). It entails evaluating one's overall good experiences subjectively and cognitively (Weiss, 2002). A positive emotional state at work needs met, and significant workplace values are all indicators of career satisfaction. It includes emotional reactions to the work environment, colleagues, supervisors, or particular parts of the job (Truxillo et al., 2012). According to some researchers (Christian et al., 2011), career satisfaction and engagement are two separate positive aspects of work-related well-being that have diverse causes and effects. While engagement relates to the behavioral, emotional, and cognitive components of work, career satisfaction concentrates on the affective dimensions (Truxillo et al., 2012). In every phase of a person's professional life, both are crucial (Truxillo et al., 2012).

### 2.3. Job Satisfaction

Some researchers (Mishra, 2013) examine how individuals regard their jobs, taking into account cultural and gender disparities in job satisfaction as well as organizational and personal factors that may contribute to job satisfaction or dissatisfaction. He gives a summary of work satisfaction's applications, evaluations, causes, and effects. Some researchers provide helpful advice on how to get the most out of your employment and get over obstacles at work without switching jobs. Scholars found success comes from fostering positive connections rather than relying just on hard labor (Lyubomirsky et al., 2005). Additionally, the secret to success in the job is to recognize and accommodate the egos of peers, superiors, and subordinates. According to some researchers, looking forward to possibilities may be a more motivating factor than a pay increase, a promotion, or being assigned extra work. Moreover, Hershatter and Epstein (2010), offer guidance on enhancing an individual's perspective on their work as well as the job itself, teaching employees how to have faith in their careers throughout a challenging economic climate. In addition to benchmarking data from over 60,000 respondents across a range of sectors and professions, some researchers (Christian et al., 2011) offer widely used assessment scales of work satisfaction, mental health, job-related well-being, and organizational commitment. Similarly, some researchers (Lazarus, 2020) offer advice on how to advance in one's present role, get more out of the workplace, and efficiently handle people and stress. Using a moderated mediation model, the research looked at how emotional labor and emotional intelligence affected work satisfaction. Between emotional intelligence and work satisfaction, surface, and deep-acting strategies were proposed as mediators, while perceived organizational support was proposed as a moderator (Wen et al., 2019). According to some researchers (Hobfoll, 2002), resources are things, traits, circumstances, or energy that a person values, as well as the ways by which these resources may be obtained. Likewise, external resources are the outside energy that people want to have, while internal resources are the mental, emotional, and physical energy that people have (Livneh, 2022). Two theories exist regarding emotional intelligence: one defines it as emotional aptitude and the second as a blend of aptitude and personality. "The management of feeling to create a publicly observable facial and bodily display" for compensation is the definition of emotional work (Hochschild et al., 1983). Studies reveal that personality has a role in person-environment fit and profession choice, which in turn affects work satisfaction. Work happiness is significantly impacted by how similar people's personalities are to their surroundings. Neuroticism, extraversion, conscientiousness, agreeableness, and openness to new experiences are all part of the Five-Factor Model of Personality (FFM) (Costa & McCrae, 1992). According to some researchers (the attraction-selection-attrition (ASA) paradigm,

individuals are drawn to and chosen from certain surroundings based on their personality traits, which causes those environments to become more uniform over time. To better understand the connections between professional cooperation, dispersed leadership, and teachers' work satisfaction in American schools, hierarchical linear modeling (HLM) is used. Professional cooperation implies distinct actions throughout schools, and distributed leadership helps comprehend how multiple stakeholders execute leadership (Goddard *et al.*, 2007). Teachers' intentions to depart are substantially predicted by their opinions of their work environment (Ladd, 2011). The multidimensional notion of job satisfaction refers to the sense of fulfillment that one experiences through work and includes work attitudes, job satisfaction, and organizational commitment (Hulpia *et al.*, 2012). The relationship between career flexibility, academic satisfaction, and anticipated academic perseverance was examined by some researchers. According to some researchers in Career Construction Theory (CCT), environmental adaptation rather than gradual maturation drives occupational growth. A four-part approach is used to model career flexibility, which is essential for occupational results. "Enjoyment of one's roles or experiences as a student" is the definition of academic satisfaction (Lent *et al.*, 2007). Academic satisfaction and anticipated academic perseverance are strongly correlated with career flexibility.

#### 2.4. Theoretical Framework

This study makes use of John Holland's Personality Theory as the theoretical framework to guide the investigation. John Holland's Personality Theory, also known as Holland's Theory of Career Choice, posits that individuals are more satisfied and productive in environments that align with their personality types (Holland, 1997). This theory categorizes personalities into six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, each linked to specific career preferences, work environments, and behavioral traits. For this study, Holland's framework provides a foundation for analyzing how university faculty members' personality types align with their academic roles and responsibilities, influencing their job satisfaction, productivity, and professional contributions to the academic environment. In the context of faculty roles, Realistic personalities prefer hands-on work, typically gravitating towards practical or technical positions that may align less with conventional teaching or administrative roles. Investigative individuals, characterized by an affinity for problem-solving and research, likely find satisfaction in scientific inquiry, contributing significantly to the university's research goals and intellectual pursuits (Nauta, 2010). Meanwhile, Artistic faculty bring creativity and innovation, enriching the humanities and arts departments. Those with a Social personality driven by a need to engage and help others tend to excel in teaching and mentoring roles, supporting student-centered initiatives. Enterprising types, who enjoy leadership and persuasive roles, are well-suited for administrative or program management roles, where they can drive institutional development. Finally, Conventional personalities, preferring structure and organization, thrive in roles that require systematic organization, such as administrative or data management tasks (Holland, 1997). By applying Holland's theoretical framework, this study explores the influence of these distinct personality types on faculty members' job satisfaction, effectiveness, and contribution to the university's mission. Holland's theory thus supports the study's hypothesis that alignment between personality type and job role fosters greater satisfaction and productivity, benefiting both faculty well-being and institutional effectiveness (Rounds & Su, 2014).

## 2.5. Research Gap

The link between personality characteristics and work happiness has been the subject of much study; yet, there is still a significant knowledge gap about the complex interactions that exist between personality, job satisfaction, and career fulfillment in various organizational settings. The main emphasis of earlier research has been on the direct relationships between personality traits and career outcomes, including work satisfaction, although job characteristics and person-environment fit have often been overlooked. In addition, while the Big Five personality characteristics have been extensively researched, little is known about the intricate interactions between these qualities and particular elements related to job and career satisfaction, such as work-life balance, promotion chances, and organizational culture. Furthermore, very little emphasis has been paid to other cultural contexts in the majority of the study that has already been done, which was done in the Western environment. With a more thorough understanding of how these variables interact and influence one another, this study seeks to close these gaps by examining the complex relationships between personality traits, job characteristics, person-environment fit, and job and career satisfaction in a diverse organizational environment.

## 3. Methodology

### 3.1. Research Design

A descriptive research design is employed to describe the characteristics of a phenomenon or a population being studied. It focuses on answering the questions of who, what, when, where, and how, but not why something has occurred. This type of research is particularly useful for gaining a comprehensive understanding of the current state of affairs without manipulating variables or establishing cause-and-effect relationships. A descriptive research design is employed in this study to provide a detailed understanding of job and career satisfaction among university faculty members, as well as the relationship between their personality traits and job satisfaction. This approach allows for an in-depth examination of these variables without the need for manipulation or experimental controls. By using descriptive research, the study accurately portrays the characteristics of the university faculty population, including demographic information, job satisfaction levels, career satisfaction, and their correlation with personality traits, forming a baseline understanding before exploring more complex relationships. Statistical analysis, such as descriptive statistics, is employed to summarize and enhance the clarity and interpretability of the data. The use of standardized measures like Likert scales ensures that the data collected is reliable and valid, systematically capturing information crucial for subsequent analysis and interpretation. Additionally, descriptive research is well-suited for examining contextual factors, such as institutional environment, organizational policies, and cultural influences, providing a richer, more nuanced understanding of the factors affecting faculty members (Omar, 2015).

### 3.2. Sampling Procedure and Sample Size

Choosing an appropriate sample size is a crucial step in research design to ensure that the study results are reliable, valid, and generalizable. The target population of the study comprises university teachers in Bangladesh. In this study, a sample size of 350 university teachers in Bangladesh was selected using simple random sampling. This sampling procedure ensures that each element in the population has an equal chance of being included in the sample, thereby reducing selection bias and enhancing the representativeness of the sample.



Simple random sampling is particularly advantageous in educational research as it facilitates the generalization of findings to the broader population (Alvi, 2016).

The data collection process involved administering a comprehensive questionnaire to the university teachers in person. This questionnaire was designed to capture various factors related to job satisfaction, career satisfaction, and personality traits. By conducting face-to-face surveys, the study aimed to ensure high response rates and accurate data collection. The direct interaction with respondents also allowed for immediate clarification of any ambiguities in the questionnaire, thereby improving the quality of the data collected.

### 3.3. Instrument Design

The instrument design for this study consists of a structured questionnaire divided into three main parts. Part 1 focuses on the demographic profile of respondents, collecting optional personal information and key demographic data such as educational qualifications and years of experience. Part 2 assesses the personality profile of respondents, where participants select characteristics and attributes that best describe them from a provided list. Part 3 measures job satisfaction factors, presenting statements related to various aspects of job satisfaction, such as job security, organizational policies, appreciation, and flexibility, and respondents rate their agreement on a Likert scale from Strongly Agree to Strongly Disagree. Part 4 addresses career satisfaction factors with statements about work interest, skill utilization, work-life balance, and career progression, also rated on a Likert scale. This comprehensive design ensures the collection of detailed and relevant data to analyze the job and career satisfaction of university teachers, as well as the influence of personality traits on these variables.

### 3.4. Estimation of Impact on Personality

To estimate the impact on personality, the researcher has selected personality as the dependent variable and gender, age, highest educational qualification, job title, job type, experience, job satisfaction, and career satisfaction as independent variables. To determine the influence of these factors on personality, the researcher has applied multiple regression analysis. This method allows for the assessment of how each independent variable contributes to the variation in the dependent variable, providing insights into the relative importance and significance of each factor in shaping the personality traits of university faculty members. The regression model used is designed to identify and quantify these impacts, facilitating a deeper understanding of the interplay between personality and various professional and demographic characteristics (Equation (1)).

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \varepsilon_i \quad (1)$$

where  $Y_i$  is the Impact on Personality,  $X_1$  is the Gender,  $X_2$  is the Age,  $X_3$  is the Highest educational qualification,  $X_4$  is the Job title,  $X_5$  is the Job type,  $X_6$  is the Experience,  $X_7$  is the Job satisfaction,  $X_8$  is the Career satisfaction, and  $\varepsilon_i$  is the Error term.

## 4. RESULTS AND DISCUSSION

The Analysis and Discussion section provides a comprehensive examination of the data collected and its implications. This section aims to interpret the results of the study, exploring the relationships between personality traits, job satisfaction, and career satisfaction among university faculty members. By employing various statistical tools and methods, including descriptive statistics, correlation analysis, and multiple regression, we delve into the

underlying patterns and trends that emerge from the data. The discussion will contextualize these findings within the broader literature, offering insights into how the characteristics of faculty members influence their professional experiences and satisfaction levels. This analysis is crucial for developing a nuanced understanding of the factors that contribute to faculty well-being and effectiveness, thereby informing potential strategies for enhancing job and career satisfaction in academic institutions.

#### 4.1. Demographic Profiles

This section presents the demographic profiles of the university faculty members who participated in the study. Understanding the demographic characteristics of the respondents is essential as it provides context for interpreting the data on job and career satisfaction. The demographic information includes variables such as age, gender, educational qualifications, years of experience, job titles, and job types. Analyzing these profiles helps to identify potential patterns and variations in satisfaction levels across different demographic groups, thereby contributing to a more comprehensive understanding of the factors influencing faculty members' professional experiences.

##### 4.1.1. Gender

Gender is a crucial factor in examining personality traits and their impact on job and career satisfaction among university faculty. Previous research suggests that personality traits can differ between males and females, and these differences may significantly influence their job satisfaction and career progression. By analyzing this gender distribution, the study aims to explore how gender-related personality traits affect the professional experiences and satisfaction levels of university faculty members. Understanding these dynamics is essential for developing targeted strategies to enhance job satisfaction and career development for all faculty members, irrespective of gender (see **Table 1**).

**Table 1.** Gender of the university faculties.

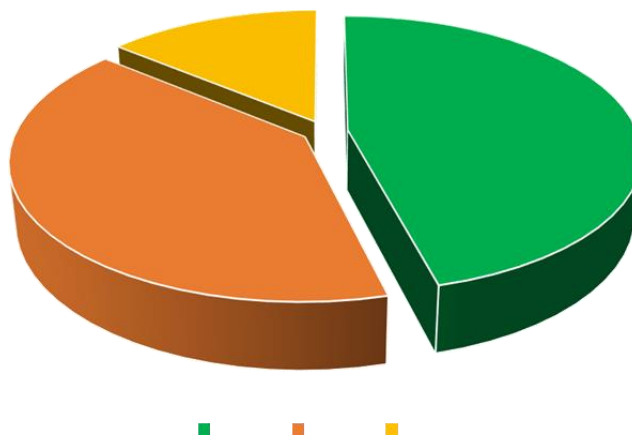
| Gender | Frequency | Percent (%) |
|--------|-----------|-------------|
| Male   | 203       | 58.0        |
| Female | 147       | 42.0        |
| Total  | 350       | 100.0       |

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##### 4.1.2. Age

Age is another crucial factor in determining the personality traits that influence job and career satisfaction among university faculty members (see **Figure 1**). Personality traits can evolve and manifest differently across various age groups, impacting how individuals perceive their work environment and career opportunities. Understanding the age distribution and its impact on personality traits is essential for several reasons. First, it helps in identifying age-specific factors that contribute to job and career satisfaction. For instance, younger faculty

members might prioritize career development opportunities and mentorship, while older faculty members might value stability and recognition of their contributions. Second, it allows for the development of targeted interventions and policies that address the unique needs of different age groups, fostering a more supportive and satisfying work environment for all faculty members.

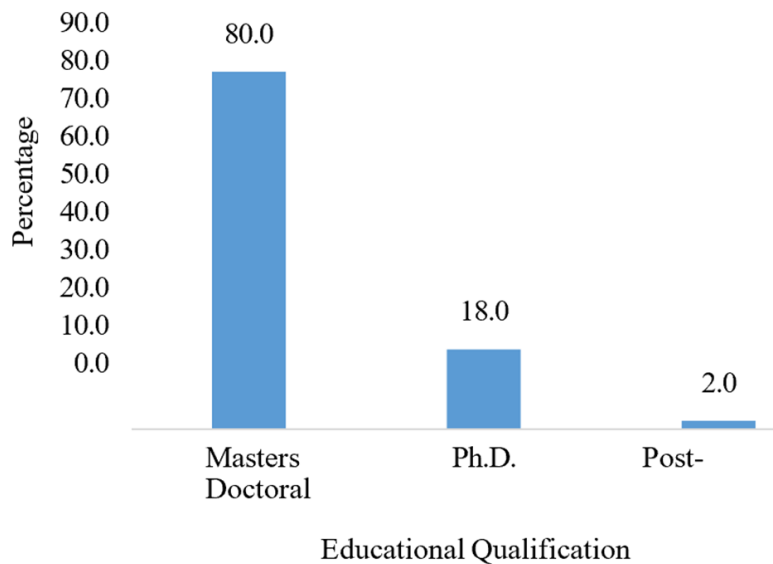


**Figure 1.** Age of the university faculties.

The age distribution of the respondents is illustrated in the accompanying pie chart. The highest percentage of respondents, accounting for 46%, fall within a specific age group. This suggests that nearly half of the faculty members share common experiences and challenges associated with their stage in life, which can significantly shape their job satisfaction and career aspirations. These individuals might be in the prime of their careers, dealing with responsibilities such as advanced research, administrative roles, and balancing work-life demands. The second highest percentage of respondents, making up 40%, represents another substantial portion of the faculty. This group might include faculty members who are either earlier in their careers, focusing on establishing their academic reputation, or those nearing retirement, reflecting on their career achievements and considering their legacy. Each of these subgroups within the 40% might have unique perspectives on job satisfaction and career satisfaction influenced by their specific career stages and personal aspirations. The third group, constituting 14% of the respondents, represents the smallest age cohort in the study. This group may consist of the youngest or oldest faculty members, each facing distinct challenges and opportunities. Younger faculty might be dealing with the pressures of securing tenure, publishing research, and building a network, while older faculty may be transitioning toward retirement and mentoring the next generation of academics.

#### 4.1.3. Educational qualification

Educational qualification is another pivotal factor influencing job and career satisfaction among university faculty members. The level of education attained by faculty members can shape their perspectives, career aspirations, and overall job satisfaction. The educational qualifications of the 350 respondents in our study are depicted in **Figure 2**, revealing distinct patterns in their academic backgrounds.



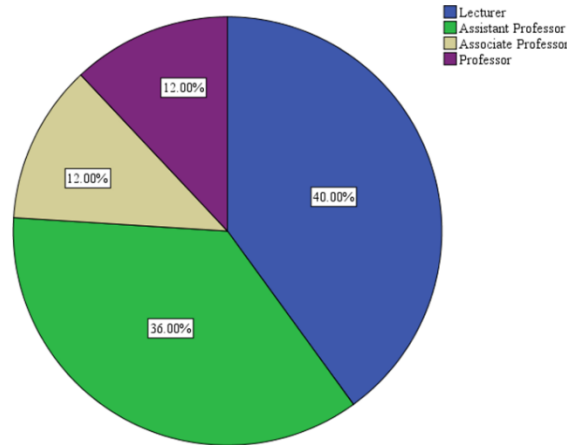
**Figure 2.** Educational qualification of the university faculties.

The majority of the respondents, accounting for 80%, have attained a Master's degree. This significant proportion suggests that a substantial number of faculty members are likely involved in teaching undergraduate and graduate courses, conducting research, and contributing to departmental activities. Faculty with a Master's degree often balance teaching responsibilities with the pursuit of further academic qualifications or professional development opportunities. Their job satisfaction may be influenced by their ability to advance in their careers, access to resources for further education, and opportunities for professional growth within the institution. Following this, 18% of the respondents have completed their Ph.D. This group is likely to be more involved in advanced research, publishing scholarly articles, and mentoring graduate students. Ph.D. holders often have greater expectations for academic freedom, research funding, and opportunities to lead significant projects. Their career satisfaction may be closely tied to their ability to secure research grants, publish in high-impact journals, and achieve tenure or promotion within the academic hierarchy. A smaller portion of the respondents, 2%, are at the Post-Doctoral level. These individuals are typically engaged in highly specialized research and are in a transitional phase between earning their Ph.D. and securing permanent academic positions. Post-doctoral researchers often face unique challenges such as job security, funding for their research, and the pressure to publish extensively to enhance their career prospects. Their job satisfaction may depend heavily on the support they receive from their institutions, the availability of mentorship, and clear pathways to permanent academic roles.

#### 4.1.4. Job title

Job title is a significant determinant of job and career satisfaction among university faculty members. The distribution of job titles within an academic institution can provide insights into the hierarchical structure, career progression opportunities, and the diversity of responsibilities among faculty members. The above pie chart illustrates the distribution of job titles among the 350 respondents in our study, highlighting the varying levels of academic rank and their potential impact on job satisfaction. The largest group of respondents (see **Figure 3**), accounting for 40%, hold the position of lecturer. Lecturers typically have a primary

focus on teaching undergraduate courses and may have limited involvement in research activities.



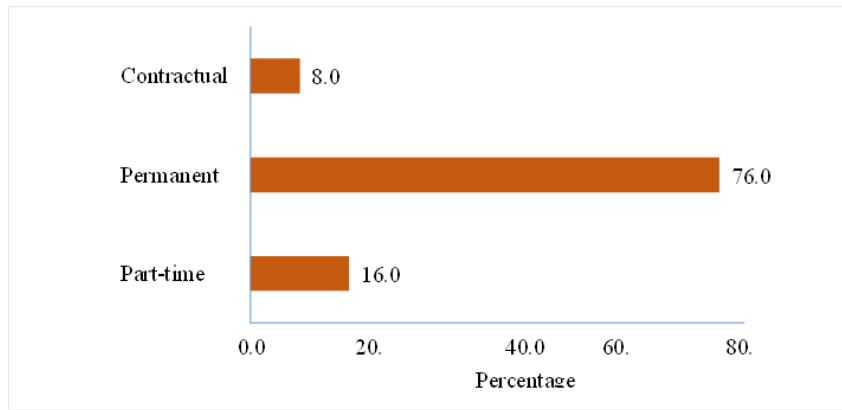
**Figure 3.** Educational qualification of the university faculties.

Their job satisfaction may be influenced by the teaching load, the availability of professional development opportunities, and their prospects for career advancement. Given that lecturers are often at the entry level of the academic hierarchy, their satisfaction might also depend on the clarity and fairness of promotion criteria within the institution. Following this, 36% of the respondents are assistant professors. Assistant professors are usually in the early stages of their tenure-track positions, balancing teaching responsibilities with active research agendas. Their job satisfaction is likely tied to their ability to publish research, secure funding, and progress toward tenure. The support they receive for research activities, mentorship from senior colleagues, and the overall academic environment play crucial roles in their career satisfaction. Both associate professors and professors constitute 12% of the respondents. Associate professors have typically achieved tenure and are involved in more advanced teaching, research, and administrative responsibilities. Their job satisfaction may hinge on opportunities for further career advancement, recognition of their work, and leadership roles within the institution. Professors, who are often senior faculty members with significant academic and research contributions, may find satisfaction in their influence over academic policies, mentoring younger faculty, and leading major research projects. For both groups, job satisfaction is likely influenced by their ability to maintain a balance between teaching, research, and administrative duties, as well as their overall impact on the academic community. Understanding the distribution of job titles among faculty members helps to identify the unique challenges and satisfaction drivers at different career stages. Lecturers may seek more opportunities for career progression and professional development, while assistant professors may prioritize support for research and tenure-track milestones. Associate professors and professors might focus on leadership roles, recognition, and maintaining a balance between their diverse responsibilities.

#### 4.1.5. Job type

Job type is a critical factor influencing job and career satisfaction among university faculties, as it determines job security, benefits, workload, and career progression opportunities. The distribution of job types within the academic institution, as depicted in **Figure 4**, provides insights into the employment conditions and their potential impact on faculty satisfaction.





**Figure 4.** Job type of the university faculties.

8% of the faculties are on contractual jobs. Contractual faculty members typically have fixed-term contracts, which may be renewed based on performance, funding availability, or institutional needs. This type of employment often comes with less job security and fewer benefits compared to permanent positions. As a result, contractual faculty may experience higher levels of job stress and uncertainty about their future employment. Their job satisfaction might be influenced by the clarity of contract renewal criteria, opportunities for professional development, and pathways to transition into permanent positions. A significant majority, 76%, of the faculties hold permanent positions. Permanent faculty members enjoy greater job security, access to comprehensive benefits, and a clearer career trajectory. They are likely to have more stable workloads and long-term involvement in institutional activities such as curriculum development, research projects, and academic committees. This stability and security can contribute positively to their job satisfaction. However, even within permanent roles, satisfaction levels can vary based on factors such as workload balance, recognition, opportunities for advancement, and institutional support for professional and personal growth. The remaining 16% of the faculty members work as part-time faculty members. Part-time faculty typically juggle their teaching responsibilities with other professional commitments or personal interests. They may have limited access to benefits and fewer opportunities for career advancement within the institution. Part-time faculty members might face challenges such as a lack of integration into the academic community, limited involvement in departmental decisions, and fewer professional development opportunities. Their job satisfaction could be influenced by the flexibility of their schedules, the support they receive from the institution, and the recognition of their contributions.

#### 4.1.6. Experience

Job experience plays a crucial role in shaping the performance, job satisfaction, and career development of university faculties. The data in the table above shows the distribution of job experience among 350 university faculty members, providing insights into their levels of experience and how this might impact their professional lives.

As shown in **Table 2**, 8% (28 faculty members) are relatively new to their positions, having less than one year of experience. These faculty members are likely in the early stages of their academic careers, learning to navigate their roles and responsibilities. Their job satisfaction might be influenced by the level of support and mentorship they receive during this transitional phase. Additionally, 38% (133 faculties) have between 1 to 3 years of experience. This group represents a significant portion of the faculty who have gained some familiarity with their roles but are still relatively new. Their focus might be on building teaching competencies, engaging in initial research projects, and integrating into the academic

community. Furthermore, 34% (119 faculties) have 4 to 6 years of experience. These faculty members are likely more established in their roles, with a better understanding of institutional expectations and a growing portfolio of academic achievements. They may be seeking opportunities for advancement and greater involvement in departmental activities. The next group, comprising 2% (7 faculties), has between 7 to 9 years of experience. This smaller group might be transitioning to mid-career, focusing on consolidating their research and teaching practices and aiming for promotions to higher academic ranks. Another 10% (35 faculties) have 10 to 12 years of experience. Faculty members in this group are typically mid-career professionals with substantial experience and contributions to their fields. They may hold leadership positions within their departments and mentor less experienced colleagues. Finally, 8% (28 faculties) have more than 12 years of experience. These senior faculty members are likely to be well-established experts in their disciplines, holding significant academic and administrative responsibilities. Their job satisfaction could be influenced by recognition of their long-term contributions and opportunities for further career growth.

**Table 2.** Job experience of the university faculties.

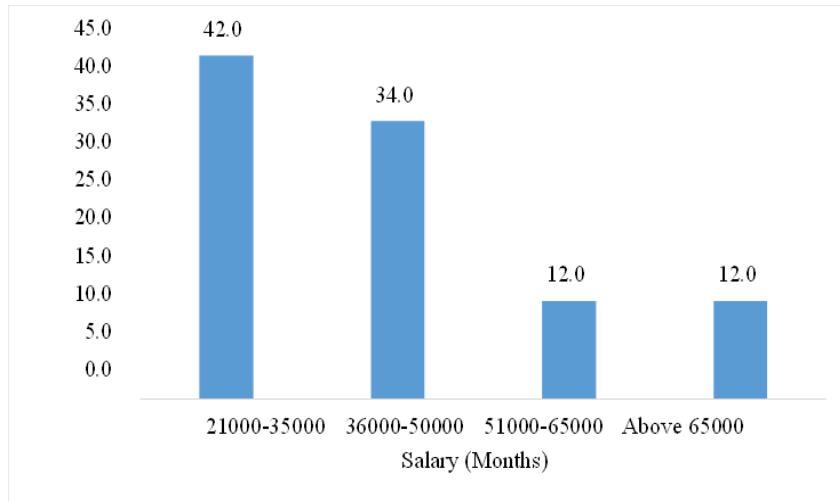
| Job Experience (year) | Frequency  | Percent (%)  |
|-----------------------|------------|--------------|
| Below 1               | 28         | 8.0          |
| 1-3                   | 133        | 38.0         |
| 4-6                   | 119        | 34.0         |
| 7-9                   | 7          | 2.0          |
| 10-12                 | 35         | 10.0         |
| Above 12              | 28         | 8.0          |
| <b>Total</b>          | <b>350</b> | <b>100.0</b> |

#### 4.1.7. Salary

Salary is a critical component of job satisfaction and career progression for university faculty members. It not only reflects the value placed on their expertise and contributions but also influences their motivation and retention within the institution. Understanding the salary distribution among faculty can provide insights into the institutional hierarchy and the career development opportunities available to academic staff. Analyzing the salary ranges can help identify the proportion of junior versus senior faculty, shedding light on the dynamics of career advancement and financial incentives in the academic environment. By examining salary patterns, universities can develop more effective strategies to support their faculty's professional growth and ensure a fair and motivating compensation structure.

**Figure 5** illustrates the distribution of monthly salaries among university faculty members, categorized into four salary ranges, with the lowest range starting at 21,000 and the highest exceeding 65,000. 42% of the faculty members earn between 21,000 and 35,000, indicating that a significant portion of the faculty are likely in junior positions, such as lecturers. This is the largest salary group, suggesting that the university employs a substantial number of entry-level or early-career faculty members. Additionally, 34% of the faculty earn between 36,000 and 50,000, which likely includes a mix of more experienced lecturers and perhaps some assistant professors who are beginning to advance in their careers. This group represents a significant portion of the faculty, showing a progression in career development and salary growth from the lowest salary group. Further, 12% of the faculty earn between 51,000 and 65,000, and another 12% earn above 65,000. These higher salary ranges likely correspond to senior academic positions such as associate professors and professors. The relatively smaller percentages in these groups reflect the hierarchical nature of academic institutions, where

fewer positions are available at higher ranks, and these positions typically require more years of experience and significant contributions to the field. The analysis highlights that a majority of the faculty members are in the lower salary range, which aligns with the distribution of academic positions, where junior faculty members outnumber senior faculty. This distribution underscores the importance of career development opportunities and support for junior faculty to progress to higher academic ranks and salary levels. The relatively lower percentage of faculty in the highest salary groups indicates the selectivity and competitiveness of attaining senior positions within the university.



**Figure 5.** Monthly salary of the university faculties.

#### 4.2. Personality Profile of the Respondent

The Table below provides a detailed breakdown of the personality types among the 350 university faculty members surveyed. Each personality type is associated with a specific statement that characterizes the individual's preferences and tendencies. The table also shows the percentage and number of respondents for each personality type, providing a clear view of the distribution of different personality traits within the faculty.

The survey results (see **Table 3**) provide a comprehensive understanding of the diverse personality types among university faculty members, revealing a well-rounded and multifaceted academic community. Realistic individuals (15%) prefer hands-on tasks and working with tools or machines, avoiding social interactions like teaching or healing. These faculty members may excel in technical or operational roles, contributing through practical problem-solving and tangible activities. The Investigative group (25%), the largest segment, is driven by solving math and science problems, often shying away from leadership roles. Their strengths lie in research and analytical work, making them key contributors to the university's research output and intellectual rigor. Artistic faculty (10%) bring creativity and innovation, enriching the humanities and arts departments through their involvement in cultural and expressive activities, fostering a dynamic and creative academic atmosphere. Those with a Social personality type (20%) are dedicated to helping others, often through teaching and student support roles, enhancing the nurturing educational environment with their strong interpersonal skills and commitment to student welfare. Enterprising faculty (20%) thrive in leadership roles, using their persuasion and initiative to drive administrative functions and lead academic programs, thus playing a vital role in the university's strategic growth. Lastly, Conventional individuals (10%) prefer structured and organized tasks, excelling in administrative or data management roles where meticulous attention to detail is crucial.

Their contributions to the university's operational efficiency are invaluable, ensuring smooth processes and compliance. These diverse personality traits contribute uniquely to the university's mission and objectives, with each group adding value to different facets of academic and institutional life.

**Table 3.** Job experience of the university faculties.

| Personality Type | Statement   | Percentage  | Number of Respondents |
|------------------|---|-------------|-----------------------|
| Realistic        | "I like to work with tools or machines; generally, avoid social activities like teaching, healing, and informing others." | 15%         | 53                    |
| Investigative    | "I like to study and solve math or science problems; generally, avoid leading, selling, or persuading people."            | 25%         | 88                    |
| Artistic         | "I like to do creative activities like art, drama, dance, music, or writing."   | 10%         | 35                    |
| Social           | "I like to do things to help people like teaching, nursing, or giving first aid."   | 20%         | 70                    |
| Enterprising     | "I like to lead and persuade people, and to sell things and ideas."   | 20%         | 70                    |
| Conventional     | "I like to work with numbers, records, or machines in a set, orderly way."  | 10%         | 35                    |
| <b>Total</b>     |   | <b>100%</b> | <b>350</b>            |

### 4.3. Reliability Test

The internal reliability of the items in the study was verified by computing Cronbach's alpha, a common measure of internal consistency (Nunnally, 1978). Cronbach's alpha is widely used to assess the reliability of a set of survey or questionnaire items, ensuring that the data collected is consistent and reliable. The consistency of data is a crucial aspect of any research, as reliable data forms the foundation for valid and trustworthy results. In this study, the reliability of the data was measured using Cronbach's alpha values for job satisfaction and career satisfaction factors, which were found to be 0.783 and 0.813, respectively.

**Table 4** illustrates the reliability test results, indicating that both values are above the commonly accepted threshold of 0.7. This suggests that the scales used to measure job satisfaction and career satisfaction are reliable for the sample in this study. Specifically, a Cronbach's alpha of 0.783 for job satisfaction factors signifies a high level of internal consistency among the survey items related to job satisfaction. Similarly, a Cronbach's alpha of 0.813 for career satisfaction factors indicates strong reliability for the items measuring career satisfaction. These results affirm that the survey instruments used in the study are dependable, providing confidence in the consistency of the responses collected. Reliable scales are essential for ensuring that the findings of the research are robust and can be used to draw meaningful conclusions about job and career satisfaction among university faculty members.

**Table 4.** Reliability test.

| Instruments                 | Cronbach's Alpha |
|-----------------------------|------------------|
| Job satisfaction factors    | 0.783            |
| Career satisfaction factors | 0.813            |

#### 4.4. Descriptive Analysis of Job Satisfaction

The descriptive analysis of job satisfaction, as depicted in **Table 5**, provides insightful data on the perspectives of university faculty members regarding various aspects of their jobs. The responses were gathered from 350 faculty members using a 5-point Likert scale, which helped in quantifying their levels of agreement or disagreement with each statement related to job satisfaction.

As shown in **Table 5**, the descriptive analysis of job satisfaction among university faculty members reveals varied levels of satisfaction across different variables. More than half of the faculty members feel secure in their jobs (52%), and a majority believe in the fairness of organizational policies (54%), indicating a stable employment environment. A large majority feel they work in a caring organization (72%), and over half feel appreciated by their superiors (52%), crucial for motivation and job satisfaction. However, a significant portion is neutral about their wages (40%) and promotion prospects (40%), suggesting mixed feelings or uncertainty. Many faculty members (36%) feel they have opportunities for initiation and leadership, though these opportunities may not be uniformly accessible. While a high percentage feel recognized by society (80%) and find creativity in their job (76%), job flexibility appears to be an area needing enhancement, with a large portion neutral or disagreeing (54%). Overall, while many faculty members are satisfied with various aspects of their jobs, notable areas require attention and improvement, and understanding these variables can help institutions develop targeted strategies to enhance the overall work environment and faculty satisfaction.

**Table 5.** Descriptive statistics of job satisfaction.

| Instruments  | SA (%) | A (%) | N (%) | DA (%) | SDA (%) |
|--|--------|-------|-------|--------|---------|
| 1. My job is secured                                   | 52     | 16    | 16    | 10     | 6       |
| 2. My organization has fair policies and practices     | 24     | 54    | 16    | 6      | 0       |
| 3. I provide service in a caring organization          | 34     | 38    | 26    | 2      | 0       |
| 4. I am being appreciated by the superior              | 20     | 52    | 18    | 10     | 0       |
| 5. I am paid with fair wages                           | 20     | 26    | 40    | 12     | 2       |
| 6. I have fair promotion and growth opportunities      | 8      | 48    | 40    | 4      | 0       |
| 7. I have a positive feeling for the organization      | 20     | 38    | 30    | 6      | 6       |
| 8. I have an opportunity for initiation and leadership | 22     | 36    | 32    | 8      | 2       |
| 9. I have job advancement opportunities                | 20     | 36    | 30    | 14     | 0       |
| 10. I am being recognized by the society               | 22     | 58    | 10    | 8      | 2       |
| 11. I find creativity in my job                        | 26     | 50    | 20    | 2      | 2       |
| 12. I am respected by co-workers                       | 22     | 58    | 10    | 8      | 2       |
| 13. I am in a good relationship with my supervisor     | 26     | 50    | 20    | 2      | 2       |
| 14. I am provided feedback continuously                | 26     | 34    | 26    | 12     | 2       |
| 15. I have flexibility in my job                       | 14     | 30    | 26    | 28     | 2       |

#### 4.5. Descriptive Analysis of Career Satisfaction

The Descriptive Analysis of Career Satisfaction provides insights into how university faculty members perceive various aspects of their professional lives. By examining responses to key questions about their work environment, the utilization of their skills, and their overall career progression, this analysis aims to highlight the levels of satisfaction or dissatisfaction among faculty members. Understanding these perceptions is crucial for identifying areas that may require attention or improvement to foster a more supportive and fulfilling academic environment. The following table summarizes the faculty members' responses to ten critical variables related to their career satisfaction. **Table 6** provides a clear view of the responses



from university faculty members regarding various aspects of their career satisfaction, categorized into strongly agree (SA), agree (A), neutral (N), disagree (DA), and strongly disagree (SDA).

The descriptive analysis of career satisfaction among university faculty members reveals diverse perspectives across various variables. A significant portion (40%) of faculty members strongly agree that they find their work interesting, with only a small minority (4%) disagreeing, indicating general engagement and interest in their roles. A large majority (62%) agree that they utilize their full skills and potential, suggesting that many feel their capabilities are well-matched to their job requirements. However, fewer (32%) agree that their work gives their life purpose and meaning, with a notable 8% disagreeing, which may reflect varying levels of personal fulfillment. The institutional culture is enjoyed by 40% of the faculty, although 12% disagree, indicating mixed sentiments about the work environment. Feeling valued for contributions is agreed upon by 44% of respondents, while 8% feel undervalued, pointing to potential areas for improvement in recognition and appreciation. Feedback from higher authority is valued by 34%, though 22% disagree, highlighting a need for better communication and consideration of faculty input. Balancing lifestyle with work is agreed upon by 34%, yet 6% disagree, indicating room for enhancing work-life balance. Career advancement is seen as appropriate by 48%, but 14% disagree, suggesting varied experiences with professional growth opportunities. Income appropriateness to qualifications is agreed upon by 30%, with 22% disagreeing, indicating concerns over compensation fairness. Lastly, while 22% consider leaving their current job, 16% disagree, showing a substantial level of job retention concern. Overall, while there is general satisfaction with various aspects of their careers, significant areas for improvement remain, particularly in recognition, feedback valuation, and compensation. Understanding these responses can help institutions tailor their policies to enhance faculty career satisfaction.

**Table 6.** Descriptive statistics of career satisfaction.

| Variables   | SA (%) | A (%) | N (%) | DA (%) | SDA (%) |
|---|--------|-------|-------|--------|---------|
| 1. I find the work interesting                        | 40     | 36    | 20    | 4      | 0       |
| 2. I feel like I utilize my full skills and potential | 18     | 62    | 16    | 2      | 2       |
| 3. My work gives my life purpose and meaning          | 14     | 32    | 42    | 8      | 4       |
| 4. I enjoy the institution's culture                  | 30     | 40    | 18    | 12     | 0       |
| 5. I feel valued for my contributions                 | 22     | 44    | 18    | 8      | 8       |
| 6. The higher authority values my feedback            | 14     | 34    | 30    | 22     | 0       |
| 7. My schedule allows me a balanced lifestyle         | 14     | 34    | 38    | 6      | 8       |
| 8. I am advancing appropriately in my career          | 10     | 48    | 24    | 14     | 4       |
| 9. My income is appropriate to qualification          | 10     | 30    | 34    | 22     | 4       |
| 10. I am thinking about leaving my current job        | 8      | 22    | 32    | 16     | 22      |

#### 4.6. Correlation

Correlation analysis is used to determine the strength and direction of relationships between different variables. In this research, the correlation data (see **Table 7**) illustrates the relationships among various factors that significantly impact the personality of university faculty members. The correlation values range from 0 to 1, where values closer to 1 indicate a stronger relationship.

The correlation analysis reveals significant insights into the relationships between personality and various factors among university faculty members. A strong positive

correlation (0.7391) between personality and gender indicates that gender significantly influences personality, suggesting that male and female faculty members may exhibit distinct personality traits impacting their job and career satisfaction. The correlation between personality and age (0.1251) shows a weak positive relationship, indicating that age has some influence on personality but is not a major factor. In contrast, personality and qualification (0.8149) have a strong positive relationship, implying that higher educational qualifications significantly shape the personality traits of faculty members, likely due to the advanced skills and experiences acquired. Similarly, personality and job title (0.7974) show a strong positive relationship, suggesting that roles and responsibilities associated with higher job titles impact personality traits. However, personality and job type (0.0516) exhibit a very weak positive relationship, indicating that job type (whether permanent, contractual, or part-time) has little impact on personality traits. Personality and experience (0.2487) show a weak positive relationship, meaning that while experience contributes to shaping personality, its effect is relatively minor. The correlation between personality and salary (0.2305) is also weak, suggesting that higher salaries have a small positive influence on personality traits. In contrast, personality and job satisfaction (0.8206) and personality and career satisfaction (0.8401) exhibit strong positive relationships, indicating that faculty members with certain personality traits are more likely to be satisfied with their jobs and careers. These traits, such as resilience, optimism, and adaptability, likely enhance overall satisfaction with their professional progression and achievements.

**Table 7.** Correlation analysis

| Variables           | Personality | Gender | Age    | Qualification | Job title | Job type | Experience | Salary | Job satisfaction | Career satisfaction |
|---------------------|-------------|--------|--------|---------------|-----------|----------|------------|--------|------------------|---------------------|
| Personality         | 1.000       |        |        |               |           |          |            |        |                  |                     |
| Gender              | 0.7391      | 1.0000 |        |               |           |          |            |        |                  |                     |
| Age                 | 0.1251      | 0.1310 | 1.0000 |               |           |          |            |        |                  |                     |
| Qualification       | 0.8149      | 0.7308 | 0.7100 | 1.0000        |           |          |            |        |                  |                     |
| Job title           | 0.7974      | 0.2093 | 0.7763 | 0.8024        | 1.0000    |          |            |        |                  |                     |
| Job type            | 0.0516      | 0.0570 | 0.1009 | 0.0792        | 0.1176    | 1.0000   |            |        |                  |                     |
| Experience          | 0.2487      | 0.1592 | 0.7898 | 0.8310        | 0.9289    | 0.2347   | 1.0000     |        |                  |                     |
| Salary              | 0.2305      | 0.1905 | 0.8448 | 0.8047        | 0.9506    | 0.1543   | 0.9048     | 1.0000 |                  |                     |
| Job satisfaction    | 0.8206      | 0.1354 | 0.3819 | -0.1515       | -0.2948   | 0.0685   | 0.3127     | 0.2838 | 1.0000           |                     |
| Career satisfaction | 0.8401      | 0.0515 | 0.0408 | 0.0698        | -0.0567   | 0.1656   | 0.0030     | 0.0012 | 0.5551           | 1.0000              |

**4.7. Regression Analysis**

To understand the various factors influencing the personality traits of university faculty members, a multiple regression analysis was conducted. This analysis aimed to quantify the impact of several independent variables, including career satisfaction, income, gender, job

type, job satisfaction, highest educational qualification, age, experience, and job title, on the dependent variable, personality (see **Table 8**).

The summary and fitness statistics for the multiple regression model are shown in Table 8. With an adjusted  $R^2$  of 0.707, the model accounts for 70.7% of the variation in the dependent variable, personality. The high adjusted  $R^2$  value indicates that the independent variables career satisfaction, income, gender, kind of employment, job satisfaction, age, experience, and job title have significant explanatory power when taken as a whole to explain personality variation. A significant degree of correlation exists between the anticipated and observed personality traits, as shown by the R-value of 0.846. The significant correlation between the independent factors and the dependent variable (personality) is shown by the high R-value of the model. The independent factors in the model account for 71.5% of the variance in personality, according to the  $R^2$  value of 0.715. The robustness of the model in describing the variation in personality characteristics across university faculty members is further confirmed by this high  $R^2$  value. The model's prediction accuracy is shown by the standard error of the estimate, which is 1.789. A reduced standard error signifies that the forecasts are nearer to the factual data points, augmenting the model's dependability.

**Table 8.** Model summary of regression analysis on personality factors.

| Model Summary |       |          |                   |                            |
|---------------|-------|----------|-------------------|----------------------------|
| Model         | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | 0.846 | 0.846    | 0.846             | 0.864                      |

a. Predictors: (Constant), Career satisfaction, Income of the faculties, Gender of the faculties, Job Type of the faculties, Job satisfaction, Highest educational qualification, Age of the faculties, Experience of the faculties, Job title of the faculties

#### 4.8. ANOVA

The Analysis of Variance (ANOVA) (see **Table 9**) is used to determine the statistical significance of the regression model. It assesses whether the predictors in the model collectively explain a significant portion of the variance in the dependent variable. By comparing the variance explained by the model to the variance left unexplained, the ANOVA table helps in understanding the overall fit of the regression model.

The ANOVA results for the regression model provide a statistical test of the overall significance of the model. Regression analysis offers important insights into how personality relates to several independent factors, such as age, experience, job title, gender, income, career happiness, and highest educational degree. A significant fraction of the variance is accounted for by the model, as seen by the Regression Sum of Squares (92.114), which reflects the portion of the overall variation in personality explained by the independent variables. An improved fit is shown by a decreased value for the Residual Sum of Squares (146.482), which represents the variance not described by the model. The total variance in the dependent variable (personality) is represented by the Total Sum of Squares (238.596), which is the result of these sums added together. Degrees of Freedom (df) are another component of the study. There are nine for regression, which is the number of predictors, and 340 for the residuals, which are determined by deducting one from the total sample size and the number of predictors. Regression and residuals have mean square values of 10.235 and 0.431, respectively, which are computed by dividing the sum of squares by the corresponding degrees of freedom. The ratio of the mean square regression to the mean square residual, or the F-statistic (21.112), shows that the model fits the data well. Lastly, a strong and significant correlation between the independent variables and personality is

highlighted by the Significance (Sig.) value (.000), which validates the statistical significance of the model and indicates that there is a very slim likelihood that these findings are the product of chance.

**Table 9.** ANOVA for impact on personality.

| ANOVA |            |                |     |             |        |       |
|-------|------------|----------------|-----|-------------|--------|-------|
| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.  |
| 1     | Regression | 92.114         | 9   | 10.235      | 21.112 | .000a |
|       | Residual   | 146.482        | 340 | 0.431       |        |       |
|       | Total      | 238.596        | 349 |             |        |       |

a. Dependent Variable: Personality  
 b. Predictors: (Constant), Career satisfaction, Income of the faculties, Gender of the faculties, Job Type of the faculties, Job satisfaction, Highest educational qualification, Age of the faculties, Experience of the faculties, Job title of the faculties.

**4.9. Coefficients of the Regression Model**

The Coefficients table provides a detailed view of the relationships between the independent variables (predictors) and the dependent variable (personality). This table includes unstandardized coefficients (B), their standard errors, standardized coefficients (Beta), t-values, and significance levels (Sig.) for each predictor in the model (see **Table 10**).

**Table 10.** Coefficients of the regression model.

| Model               | Unstandardized Coefficients       | Standardized Coefficients | t     | Sig.   |
|---------------------|-----------------------------------|---------------------------|-------|--------|
| 1                   | B                                 | Std. Error                | Beta  |        |
|                     | (Constant)                        | 2.518                     | 1.439 |        |
|                     | Gender of the faculties           | 0.345                     | 0.240 | 0.129  |
|                     | Age of the faculties              | -0.820                    | 0.379 | -0.244 |
|                     | Highest educational qualification | 0.690                     | 0.543 | 0.180  |
|                     | Job title of the faculties        | -1.087                    | 0.665 | -0.401 |
|                     | Job Type of the faculties         | -0.120                    | 0.330 | -0.049 |
|                     | Experience of the faculties       | 0.369                     | 0.435 | 0.273  |
|                     | Salary of the faculties           | 0.909                     | 0.402 | 0.430  |
|                     | Job satisfaction                  | -0.192                    | 0.345 | -0.080 |
| Career satisfaction | 0.129                             | 0.278                     | 0.063 |        |

The regression analysis provides detailed insights into the relationship between personality and various predictor variables among university faculty members. The constant (intercept) value of 2.518 represents the predicted baseline personality score when all other variables are held at zero, although it is not statistically significant ( $p = .086$ ). In terms of gender, the unstandardized coefficient of 0.345 suggests a slight increase in personality score, but the effect is not significant ( $p = .157$ ). Age has a significant negative relationship with personality ( $B = -0.820, p = .037$ ), indicating that older faculty members tend to have lower personality scores. The highest educational qualification shows a positive but non-significant effect on personality ( $B = 0.690, p = .209$ ). Similarly, job title has a negative but non-significant impact ( $B = -1.087, p = .111$ ), suggesting that higher job titles may be associated with lower personality scores. Job type ( $B = -0.120, p = .718$ ) and experience ( $B = 0.369, p = .401$ ) show negligible and non-significant effects on personality. However, salary has a significant positive impact ( $B = 0.909, p = .032$ ), indicating that higher salaries are associated with higher personality scores. Job satisfaction ( $B = -0.192, p = .581$ ) and career satisfaction ( $B = 0.129, p = .063$ ) show non-significant effects on personality.

= .645) both show non-significant relationships with personality, with job satisfaction showing a slight negative effect and career satisfaction a slight positive one. Overall, salary and age emerge as significant factors in predicting faculty members' personality scores.

#### **4.10. Theoretical and Managerial Implications**

The findings of this study contribute significantly to the theoretical understanding of the relationships between personality traits, job satisfaction, and career satisfaction. By establishing a strong correlation between job and career satisfaction, the study reinforces the existing theories that posit a close interdependence between these two constructs. The results also highlight the importance of job security, fair organizational policies, and a caring work environment in influencing job satisfaction, thereby supporting and extending the existing body of literature on job satisfaction determinants. The significant role of appreciation from superiors and strong interpersonal relationships within the workplace adds depth to the understanding of motivational theories, such as Maslow's hierarchy of needs and Herzberg's two-factor theory, by emphasizing the role of social and esteem needs in professional settings. Furthermore, the study's insights into the perceived importance of job flexibility, continuous feedback, and creativity contribute to the broader discourse on job design and enrichment theories. These findings provide a nuanced understanding of how personality traits interact with various job-related factors to influence overall job satisfaction and career satisfaction, offering a more comprehensive theoretical framework for future research.

From a managerial perspective, the study offers valuable insights for university administrators and policymakers aiming to enhance faculty satisfaction and performance. The clear link between job security and job satisfaction underscores the need for institutions to ensure stable employment conditions for their faculty members. Implementing and communicating fair and transparent organizational policies can significantly boost faculty morale and trust in the institution. Recognizing and appreciating faculty contributions are critical for motivation and retention, suggesting that managers should develop structured recognition programs and provide regular positive feedback. Addressing wage perceptions by reassessing compensation structures or improving communication about wage policies can mitigate neutrality or dissatisfaction regarding pay. Clear career advancement pathways should be established to alleviate uncertainties about promotion prospects and enhance career satisfaction. Building strong supervisory relationships and fostering a respectful and supportive work environment are essential for a positive workplace culture. Finally, providing opportunities for job flexibility, continuous feedback, and creativity on the job can further enhance job satisfaction. These managerial actions, grounded in the study's findings, can lead to a more motivated, satisfied, and productive faculty workforce, ultimately contributing to the institution's overall success.

#### **4.11. Limitations of the Study**

Although this study has yielded useful insights, it is essential to note certain limitations. First off, even though the study's sample size was large, it was restricted to 350 Bangladeshi university professors, which may not accurately reflect the larger academic community. Furthermore, biases about subjective interpretation and social desirability may be introduced by using self-reported data. Additionally limited in its capacity to establish causation between the variables is the study's cross-sectional methodology. Lastly, Bangladesh-specific cultural and contextual elements may restrict the applicability of the results to other areas or nations.



To overcome these limitations and further confirm the findings, bigger, more varied samples, and longitudinal designs should be taken into account in future research.

#### **4.12. Future Research Directions**

Building on the results of this investigation, several directions for further study are suggested. First of all, longer-term research may provide a more profound understanding of the causal connections among personality qualities, work contentment, and career happiness. The findings would be more broadly applicable if the sample size was increased and faculty members from other universities and areas were included. Furthermore, by employing more complex and thorough personality tests, future studies might examine the effects of certain personality characteristics in more depth. Given that organizational and cultural characteristics may alter greatly depending on the situation, it would be beneficial to look into how these elements affect work and career happiness. Ultimately, adding qualitative techniques like focus groups or interviews could provide deeper, more nuanced insights into faculty experiences and the fundamental causes of their contentment or discontent. A more comprehensive knowledge of the processes at work would be provided by this mixed-method approach, which would also help to guide more focused and successful actions.

### **5. CONCLUSION**

The study aimed to explore the relationships between personality traits, job satisfaction, and career satisfaction among university faculty members in Bangladesh. Utilizing a descriptive research design, data was collected from 350 university teachers through a meticulously designed questionnaire. The findings reveal several important insights into the dynamics of faculty satisfaction and the factors influencing it. A significant majority of faculty members reported feeling secure in their jobs, underscoring the importance of job security as a foundational element of job satisfaction. The perception of fair organizational policies and practices also emerged as a critical factor, with a majority of respondents acknowledging their fairness, suggesting that transparent and equitable policies are essential for fostering a positive work environment. A large proportion of faculty members feel that they work in a caring organization, crucial for their overall well-being and job satisfaction, and appreciation from superiors was highlighted as a vital component, with more than half of the respondents feeling valued. This indicates that recognition and appreciation are key drivers of motivation and satisfaction. While a significant number of faculty members were neutral about their wages, indicating a need for wage reassessment or better communication about compensation structures, the opportunities for promotion and growth were positively perceived by nearly half of the respondents. However, a notable portion of the faculty expressed uncertainty about promotion prospects, suggesting the need for clearer career advancement pathways. Strong relationships with supervisors and respect from co-workers were identified as significant contributors to a positive work environment, crucial for fostering collaboration, support, and a sense of belonging among faculty members. The study found strong correlations between job satisfaction and career satisfaction, indicating that the two are closely linked and mutually reinforcing. Factors such as job flexibility, continuous feedback, and creativity in the job were also important for overall job satisfaction. These findings highlight the complex interplay between various factors affecting faculty satisfaction and underscore the need for institutions to address these areas to enhance the professional experiences of their faculty members.

## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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