Research Article

Relationship of Personality Traits and Organizational Climate on Work Engagement Among Higher Education Personnel in the Philippines

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ABSTRACT

This study investigated the relationship of personality traits and organizational climate on the work engagement of the teaching and non-teaching personnel of West Visayas State University-Janiuay Campus in 2021. This descriptive research was conducted among 81 personnel of the higher education institution. The statistical tools used were frequency count, ranking, mean, and Spearman rho to analyze the data from the survey. Manchester Personality Test (MPQ) version 14.2 was utilized to measure the personality traits of the participants; the Organizational Climate Questionnaire (OCQ) was employed to determine the organizational climate; and the Utrecht Work Engagement Scale (UWES) was utilized to determine their work engagement. The dominant personality traits among teaching and non-teaching personnel are conscientiousness, rationality, and empathy. None of the personality traits have a significant relationship with work engagement. Their work engagement is high, and similarly, they perceived the organizational climate as high as well. Additionally, the dimensions of organizational climate, namely respect, planning and decision-making, innovations, relationships, commitment and morale, role clarity, communication, quality service, and training and learning, have a significant relationship with work engagement. Personnel highly engage themselves in their work given a favorable campus organizational climate, resulting in an enhanced degree of enthusiasm and dedication. Points derived from the findings were identified for consideration for inclusion in the continuous enhancement of the faculty and staff development program on campus, the human resource development plan, and policy-making pertaining to the development of human resources at the university.

Keywords: *Non-teaching personnel, Organizational climate, Personality traits, Teaching personnel, Work engagement*

Introduction

Personal characteristics and organizational attributes have been broadly studied in predicting the work engagement of personnel in an organization since both organizational factors and individual personnel attributes are considered significant. Studies show that motivated workers are those that see themselves as ambitious when performing duties, offer novel proposals and ideas, work independently and without supervision, and have a high level of tolerance for hardship. However, if individuals work in a hostile, demotivating environment, the organizational climate may negatively impact their work engagement, which could lead to subpar performance or even complete disengagement if the opportunity presents itself (Henares-Montiel, Guzmán-Parra, & García-Izquierdo, 2021; Sora, Caballer, Peiró, Gracia, & Peña, 2021; Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2019).

Foregoing investigations (Roman, Islam, Alam, Akter, & Hossain, 2021; Mejalli, 2020; Kamarul Zaman, Ismail, & Wan Hussin, 2018; Javed & Cheema, 2015) have mostly established the influence of personal characteristics and organizational attributes on work engagements in business and industry settings. However, there are few studies that have been conducted on the influence of personality traits and climate in the organization on personnel, particularly in a higher education institution. Moreover, according to Gonzalez, Birkelbach, & Kim (2016), academic faculty involvement has a remarkable impact on the achievements of students and is important for the fulfillment of the objectives of education. Also, Park & Lee (2018) reported that there was an association between the work engagement of non-teaching staff in universities and student satisfaction which eventually could boost the quality of education. According to Mukhopadhyay (2005), a higher education institution can succeed in delivering high-quality education by having creative administrators, efficient teaching staff, and effective non-teaching personnel. Correspondingly, an examination of the impact of personality traits and organizational climate on higher educational institutions' personnel's work engagement is necessary.

This study may enable the teaching and non-teaching personnel to engage in self-reflection of their personality traits and how these affect the conduct of their duties and responsibilities, how they view and feel about the organizational climate of the institution they are working in, and their involvement and commitment to their current job. This could spur their willingness to enhance their personality, energy, dedication, and absorption in work-related activities. Further, through the data derived from this investigation, interventions and strategies which would foster the enthusiasm, commitment, and dedication of the personnel to their duties and responsibilities can be determined and implemented by higher education institutions. They will be able to ascertain the issues and concerns of their human resources to formulate policies and guidelines and provide appropriate support. Hence, this study will determine the association of personality traits and climate in the organization on the engagement in the job of personnel in institutions of higher learning.

Specifically, it sought to determine the following:
1. The personality traits of the teaching and non-teaching personnel of West Visayas State University -Janiuay Campus in terms of (a) originality, (b) rule consciousness, (c) openness to change, (d) assertiveness, (e) social confidence, (f) empathy, (g) conscientiousness, (h) communicativeness, (i) independence, (j) rationality, (k) competitiveness, (l) perfectionism, (m) decisiveness, and (n)apprehension.
2. The organizational climate of West Visayas State University Janiuay Campus as perceived by the teaching and non-teaching personnel in terms of (a) role clarity, (b) respect, (c) communication, (d) reward system, (e) career development, (f) planning and decision, (g) innovations, (h) relationships, (i) teamwork, and support, (j) conflict management, (k) quality service, (l) commitment and morale, (m) training and learning, and (n) direction.
3. The work engagement of the teaching and non-teaching personnel of West Visayas State University Janiuay Campus with

respect to (a) vigor, (b) dedication, and (c) absorption.
4. The relationship of personality traits and organizational climate to work engagement among the teaching and non-teaching personnel of West Visayas State University- Janiuay Campus.

The investigation has generated results on the dominant personality traits, the level of work engagement, the level of the organizational climate, and the dimensions of organizational climate which influence the work engagement of the teaching and non-teaching personnel.

Methods
Research design
The method employed in this research study was the descriptive survey, to present the personality traits, perceptions of organizational climate, and work engagement of teaching and non-teaching personnel. The influence of personality traits and perceptions of climate in the organization was examined on the participants' level of vigor, devotion, and immersion in their work.

Participants and Sampling
This study involved 81 participants, of whom 55 were teaching and 26 were non-teaching personnel of the higher education institution, as determined through a census. Information was gathered from every member of the population being studied, with the exception of those who had served for less than seven (7) months and those who were on leave at the time of the study.

Instrument
This study utilized a standardized occupational personality test, the Manchester Personality Questionnaire (MPQ) Version 14.2, to measure the personality traits of the respondents. This instrument is comprised of 90 fairly short statements rated on a five-point scale: *never, occasionally, fairly often, generally, and always,* to characterize the way the respondent tends to think, feel, and act on these dimensions: originality, openness to change, social confidence, communicativeness, assertiveness,

independence, rule consciousness, rationality, competitiveness, conscientiousness, empathy, decisiveness, perfectionism, and apprehension. Internal consistency was used to evaluate the MPQ's reliability, a measurement of the scale items' homogeneity. The coefficient alphas for the MPQ are within the accepted range of 0.6-0.8 for psychometric test scales. The remaining five scales are above 0.60, while nine have values above 0.70. The underlying factor of the MPQ was verified using factor analysis (Manchester Personality Questionnaire Technical and User Manual, 1996). The Organizational Climate Questionnaire (OCQ) by Furnham and Goodstein (1997) was used to gauge the respondents' opinions of the organizational climate. There are 108 items in this questionnaire, which are grouped into 14 categories, namely, role clarity, communication, respect, reward systems, career development, innovations, planning and decision-making, relationships, teamwork, and support, training and learning, conflict management, commitment and morale, and direction. Modifications on the terminologies were done to suit the type of workplace in which they were used. This was validated by experts in the human resource management arena. According to calculations made from the various sample groups, the OCQ's Cronbach alpha coefficient varies between .78 and .81. Two approaches were taken to deal with the OCQ's validity. First, the 14 dimensions in each sample had means that were greater than 5.0 (on a 7-point Likert scale), indicating that respondents thought the dimensions were generally relevant. Second, a series of statistical calculations (ANOVA) were made between the various OCQ scores and the gathered demographic information. Irrespective of age, gender, work site, work function, and citizenship, these studies found insignificant differences (Furnham & Goodstein, 1997). Lastly, to identify the work engagement of the respondents, a standardized instrument, the Utrecht Work Engagement Scale (UWES), developed by Schaufeli, Bakker, & Salanova (2006), was utilized. This is a nine items scale and assesses three engagement sub-dimensions: devotion, energy, and absorption. These three sub-dimensions items were all scored on a seven-point scale. The scale's Cronbach's

alpha was .87. The work engagement level is interpreted as very high, high, moderate, low, very low, disengaged, or detached. Perceptions of organizational climate in terms of performance were described as either high or low.

Data collection

The researchers secured permission from the campus administrator to conduct the study. The teaching and non-teaching personnel were enlightened about the conduct of the survey and were asked to express their consent by signing the informed consent form, containing the intention and conduct of the study, the voluntariness of participation, risks, and inconveniences, possible benefits for the participants, provision for injury or related illness, and confidentiality. Strictly adhering to the minimum health protocol set by the Interagency Task Force (IATF), the conduct of the survey was scheduled by groups of 10 respondents in a well-lighted and well-ventilated room in the first week of November in the year 2021.

The guidance counselor/psychometrician researcher administered the Manchester Personality Questionnaire, Organizational Climate Questionnaire, and Work Engagement Questionnaire. The two researchers assisted the guidance counselor/psychometrician researcher. The guidance counselor/ psychometrician researcher checked, scored, and profiled the accomplished Manchester Personality Questionnaire. The other completed questionnaires were checked, scored, and profiled with the help of the other researchers and research assistants. The survey's data were statistically evaluated and interpreted.

Data analysis

Statistical Package for the Social Sciences (SPSS) was utilized to conduct statistical analysis on the collected data for this study. Descriptive and inferential statistics were employed. A frequency count was performed to identify the distribution of respondents between teaching personnel and non-teaching personnel for descriptive statistics. The ranking was used to determine the order (from most to least) of the importance rating of the personality traits and organizational climate. Personality traits, levels of assessment of the climate in the organization, and levels of work engagement were all identified using the mean. The standard deviation was utilized to find out the homogeneity and heterogeneity of the participant's responses in the different areas of investigation. To ascertain the correlation between the variables, Spearman rho was applied. The significance threshold was set at 0.05.

Results
Table 1. Personality Traits of Teaching and Non-Teaching Personnel

Personality Traits	N	Mean	Standard Deviation	Description	Rank
Originality	81	2.024	.499	Average	11
Rule Consciousness	81	1.876	.367	Average	13
Openness to Change	81	2.098	.406	Average	9
Assertiveness	81	1.988	.402	Average	12
Social Confidence	81	2.247	.488	Average	4
Empathy	81	2.407	.703	High	3
Communicativeness	81	2.196	.485	Average	6
Independence	81	2.099	.436	Average	8
Rationality	81	2.481	.593	High	2
Competitiveness	81	2.136	.440	Average	5
Conscientiousness	81	2.605	.517	High	1
Perfectionism	81	2.111	.474	Average	7
Decisiveness	81	2.086	.424	Average	10
Apprehension	81	1.864	.440	Average	14

Note: Interpretation is based on the scale: 1.00-1.66= Low, 1.67-2.34 =Average, 2.35-3.00= High

Table 2. Organizational Climate as Perceived by Teaching and Non-Testing Personnel

Organizational Climate	N	Mean	SD	Description	Rank
Role Clarity	81	6.040	.764	High	8
Respect	81	6.323	.741	High	1
Communication	81	6.042	.592	High	7
Reward System	81	5.627	.970	High	14
Career Development	81	5.846	.808	High	11
Planning & Decision Making	81	5.763	.631	High	12
Innovation	81	6.112	.656	High	5
Relationships	81	5.980	.734	High	9
Teamwork & Support	81	5.733	1.071	High	13
Quality Service	81	6.222	.764	High	2
Conflict Management	81	5.928	.687	High	10
Commitment Morale	81	6.166	.715	High	4
Training & Learning	81	6.048	.639	High	6
Direction	81	6.184	.661	High	3

Note: Interpretation is based on the scale: 2.5 and below= Low, 4.0 and above= High

Table 3. Work Engagement of the Teaching and Non-Teaching Personnel

Work Engagement	N	Mean	SD	Description	Rank
Vigor	81	5.804	.874	High	2
Dedication	81	6.210	.885	High	1
Absorption	81	5.570	.936	High	3

Note: Interpretation is based on the scale: 1:00-1.40= Disengaged/Detached, 1.50-2.49= Very Low, 2.50-3.49= Low, 3.50-4.49= Moderate, 4.50-5.49= Good, 5.50-6.49= High, 6.50-7.00= Very High

Table 4. Relationship of Personality Traits to the Work Engagement of Teaching and Non- Teaching Personnel

Personality Traits	N	Correlation Coefficient	*p* value
Originality	81	-.218	.051
Rule Consciousness	81	.127	.259
Openness to Change	81	-.172	.124
Assertiveness	81	.044	.696
Social Confidence	81	-.102	.367
Empathy	81	-.076	.499
Communicativeness	81	.057	.615
Independence	81	.032	.779
Rationality	81	-.135	.228
Competitiveness	81	-.106	.345
Conscientiousness	81	-.188	.093
Perfectionism	81	-.194	.082
Decisiveness	81	-.181	.105
Apprehension	81	.068	.545

Table 5. Relationship of Organizational Climate to the Work Engagement of Teaching and Non-Teaching Personnel

Organizational Climate	N	Correlation Coefficient	*p* value
Role Clarity	81	.370	.001
Respect	81	.261	.018
Communication	81	.351	.001
Reward System	81	.203	.070
Career Development	81	.203	.069
Planning & Decision Making	81	.236	.034
Innovation	81	.263	.018
Relationships	81	.292	.008
Teamwork & Support	81	.157	.178
Quality Service	81	.333	.002
Conflict Management	81	.208	.062
Commitment and Morale	81	.252	.023
Training & Learning	81	.299	.007
Direction	81	.183	.102

Discussion

The findings of the study present that the dominant personality traits among the teaching and non-teaching personnel of WVSU-Janiuay are conscientiousness, rationality, and empathy. It can be gleaned that the personnel exhibit a strong sense of duty and responsibility towards their job. They also manifest a

highly rational and logical approach to work. Moreover, giving regard to others' views and feelings when acting or making decisions is highly evident among the personnel, whereas, social confidence, openness to change, perfectionism, independence, competitiveness, communicativeness, and decisiveness were not notable, as were apprehension, rule consciousness, assertiveness, and originality, which ranked the least among the personality traits possessed by the personnel. Corresponding closely to this result, Fountoulakis, Siamouli, Magiria, Pantazi, Moutou, Kemeridou, & Lacovides (2021) reported common personality traits among basic education teachers in Greece which are conscientiousness, emotional stability, and openness to experience. However, Rauthmann, Sherman, & Funder et al. (2014) determined the variation in dominant personality traits across organizations. They found that while people in more traditional and conservative occupations were inclined to score highly on measures of emotional stability and agreeableness, those in creative and artistic occupations seem to score highly on measures of openness to experience as well as extraversion.

All fourteen (14) components of organizational climate were perceived as high by the personnel, with respect, quality service, and direction at the top. This shows that they have a favorable opinion of the workplace as a whole and of how the institution is run. They appear to feel respected and supported, have a clear grasp of their tasks and responsibilities, and think the organization is moving in the right direction.

The work engagement of personnel is high. This data indicates that they have elevated levels of energy, a deep focus on their work and activities, and are most of all enthusiastic and committed to their work. The findings may be in line with what Gupta, Acharya, and Gupta (2015) stated that when employees feel that their firm is supporting them more, their engagement levels are high. As a result, individuals might work harder and more effectively to complete the duties assigned to them. Additionally, when they believe they are valued and well-treated by the managers/supervisors/owners of the company, employees are more likely to give back by exerting effort on the company's behalf in the form of an elevated degree of engagement (Alfes, Shantz, Truss, & Soane 2013).

None of the personality characteristics significantly influence either the work engagement of teaching staff or non-teaching

staff. Comparably, a study conducted among working individuals in the United Kingdom by Dmello (2018) reported that their personality did not influence their work engagement levels. Moreover, no association was found among all dimensions of work engagement and agreeableness, and openness was negatively correlated to dedication (Janssens, De Zutter, Geens, Vogt, & Braeckman, 2019). Out of the five personality characteristics, only agreeableness, conscientiousness, and openness to experience show moderate but substantial associations with employee engagement, according to a study conducted among the staff of a well-known Indian web-based organization. According to Shukla, Aggarwal, Adhikari, and Singh (2014), neuroticism was found to be negatively connected to employee engagement whereas extraversion was found to be unrelated. On the other hand, Karimi (2019) discovered that among Malayer University Staff, work engagement had a favorable association with openness to experience and extraversion. Additionally, in a study among nursing professionals by Martos, Pérez, Molero, Simón, Barragán, & Linares, (2021) it was uncovered that personality affected the vigor, dedication, and absorption factors of engagement, mediated by cognitive empathy. Also, it was ascertained among employed workers that their personal traits explain the level of their work engagement (Prieto-Díez, Postigo, Cuesta, & Muñiz, 2022; Young, Glerum, & Wang, 2018). Further, employees who have higher levels of personal capabilities, such as self-mastery, optimism, and resilience, are more likely to be involved at work (Mäkikangas, Feldt, Kinnunen, & Mauno, 2013). While many sources pointed out that personality correlates with work engagement, there are also researches that suggest that the relationship may not be strong. In general, it is critical to approach the problem with a critical eye and take into account the specific personality traits under study. Other contributory factors to work engagement along with personality may be considered for another line of study.

Lastly, the following indicators of organizational climate have a significant relationship to work engagement to wit: respect, role clarity, planning and decision-making communication, innovations,

relationships, quality service, morale and commitment, and learning and training. Looking at the findings, it can be gleaned that the organizational climate can influence the dedication, vigor, and absorption of the personnel in their job, although notably, its different dimensions impact work engagement in varying degrees. This supports the claims of Kalia & Verma (2017) in Srimulyani and Hermanto (2022) that an effective workplace culture encourages employees to feel empowered and content with their surroundings, which encourages them to feel invested in their work. Abun, Menor, Catabagan, Magallanes, & Ranay (2021) reported as well that *there is a significant link between organizational atmosphere and work involvement among employees of Divine World College in the Philippines.*

Employing Utrecht Work Engagement Scale (UWES), Ahmed, Maitama, Waheed, Umrani, and Pahi (2019) found that work engagement was positively correlated with employee training opportunities, career development opportunities, and developmental performance appraisal. According to research by Islam & Shazali (2011), a positive work environment (good culture, physical, working with a good team, good physical surroundings, a good boss, a sustainable compensation package, job security, and the availability of beverages and food in the workplace) supports greater output and yields better customer service. Aditionally, Joshi & Sodhi (2011) found that among executives, six management functions—work responsibilities, salary and other monetary benefits, work-life balance, upper management and employee relations, the opportunity for professional and career advancement, and team orientation/teamwork—emerged as vital determinants of their engagement in descending order of importance. Farndale (2015) highlighted that specific work-related resources (such as monetary rewards, a cooperative environment, and decision-making opportunities) have a favorable effect on employee involvement in three nations: Mexico, the Netherlands, and the United States. The variation in the strength of the association between these work resources and involvement was illustrated using the cross-cultural theory.

Moreover, the review of theoretical points and concepts sheds light on understanding the connection among personality traits, work climate, and work engagement. The Needs-Satisfaction Framework was first introduced by Kahn (1990). It states that meaningfulness is defined as the sense of return on investments of self in role performance, safety is defined as the assumption that employees can be themselves without fear of harm to their self-image, career, or status, and availability is defined as the sense of having the emotional, psychological, and physical resources required for investing self in role performance. When these resources are not provided, individuals are more likely not to engage in their roles. A worker derives meaning from the duties, roles, and interactions they have at work. The social sphere, notably interpersonal relations, dynamics within and among groups, style of leadership and procedure, and norms in the organization, have a substantial effect on psychological security. Last but not least, availability describes the personal resources—including physical and emotional energy, insecurity, and extracurricular activities—that people might offer to their work performance (Sun, 2019).

There are numerous limitations to the present study that may restrict how broadly its conclusions can be applied to the relationship between the climate in the organization and personality factors on engagement in the job among higher education staff in the Philippines. The study used a relatively small sample size of 81 higher education personnel which may limit the generalizability of findings to other populations or settings. In addition, the study's cross-sectional methodology collected information at one point in time only in which the assessment of changes over time was not done. Also, to determine organizational climate, work engagement, and personality traits, the study used self-report measures where response bias, including social desirability and participant tiredness, may affect this procedure. The study was carried out in a particular setting (higher education in the Philippines), which can limit how extensively the results can be applied to other workplaces or cultures. Lastly, demographic factors such as age, sex, length of tenure, educational level, and job position were not included which may influence the results of the study.

Conclusion

In conclusion, the university's core values of excellence, creativity, innovation, and service can be fully realized when embodied by the teaching and non-teaching personnel who comprise it. While the

personnel at WVSU Janiuay Campus possess many of the desired personality traits, there is a need to improve assertiveness and develop a sense of originality to enhance their self-confidence and self-esteem, communication skills, and decision-making skills. The desirable organizational climate of the campus fosters work satisfaction among the personnel, as it creates an advantageous work mood or environment that provides physically and emotionally supportive and safe spaces, an inclusive and collective culture, and equal opportunities for personal growth and professional advancement. Personnel highly engage themselves in their work given a favorable campus organizational climate, resulting in an enhanced degree of enthusiasm and dedication.

The continuous development of both faculty and staff is necessary to maintain or improve their work engagement. This entails a sustainable program and policies, including a well-defined institutional plan for the personnel's holistic improvement, orientation process, inclusivity, communication structure, work competencies enrichment, social and interpersonal relationships and support, and involvement in organizational goal and objective setting. Overall, an organization's most valuable resources are its people, and their personal, professional, and career development must be continuously looked into to consistently perform at their best.

Acknowledgment

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