

**DIRECT AND INTERACTIVE EFFECTS OF PERSONALITY TRAITS AND
POSITIVE PSYCHOLOGICAL CAPITAL ON PERSONAL AND JOB OUTCOMES
AMONG UNIVERSITY TEACHERS**



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CERTIFICATE

It is certified that PhD dissertation titled “**Direct and Interactive Effects of Personality Traits and Positive Psychological Capital on Personal and Job Outcomes Among University Teachers**” prepared by Noman Aftab has been approved for submission to International Islamic University Islamabad, Pakistan.

Asst Prof. Dr. Asghar Ali Shah

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AUTHOR'S DECLARATION

I Noman Aftab hereby state that my PhD thesis titled “**Direct and Interactive Effects of Personality Traits and Positive Psychological Capital on Personal and Job Outcomes among University Teachers**” is my own work and has not been submitted previously by me for taking any degree from International Islamic University, Islamabad or anywhere else in the country/world. At any time if my statement is found to be incorrect even after my Graduation, the university has the right to withdraw my PhD degree.

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Abbreviation	LIST OF ABBREVIATIONS
OCB	Organizational citizenship behavior
PsyCap	Positive psychological capital
EXTRA V	Extraversion
AGREA	Agreeableness
CONSC	Conscientiousness
NEURO	Neuroticism
OPEN	Openness to experience
OCQ	Organizational commitment
WB	Well-being
SWL	Satisfaction with life
PCQ	Positive psychological capital
OCQ	Organizational commitment

Dedication

This Dissertation is lovingly dedicated to my respected late Parents who have been my constant source of inspiration. I also dedicate this thesis to my wife and lovely daughters Eshal Noman, Irza Noman and my son Mueez Noman. They have given me the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support, this dissertation would not have been made possible.

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Abstract

The present study examined the effect of personality traits (extraversion, conscientiousness, openness to experience, neuroticism and agreeableness) on personal (satisfaction with life and well-being) and job outcomes (organizational citizenship behavior and organizational commitment) among university teachers. Moderating impact of positive psychological capital on the relationship between personality traits and personal and job outcomes among university teachers was also investigated. Personality traits were measured by using Big Five Inventory consisting of 44 items, 13 items scale was utilized to measure organizational citizenship behavior, positive psychological capital questionnaire consisting of 12 items was used to measure Positive psychological capital, 9-item scale was utilized to measure organizational commitment, short version of Warwick Edinburg well-being scale was used to measure well-being and a five item scale was used to measure satisfaction with life. Data was collected from four provinces of Pakistan including public and private sector universities through conveniently drawn sample (N=440) of teachers including (n=240) males and (n=200) females. Age of participants was ranging from 25-50 years (M=34.59, SD=6.68). The results indicated that the personality traits of agreeableness, openness to experience and neuroticism significantly predicted OCB. Furthermore, the results showed that personality traits of extraversion and conscientiousness did not predicted OCB. The results also indicated that all the personality traits significantly predicted organizational commitment. The results also indicated that all the personality traits significantly predicted personal outcomes. Positive psychological capital moderated the association of organizational citizenship behavior and extraversion, agreeableness and organizational citizenship behavior, conscientiousness and organizational citizenship behavior, neuroticism and organizational citizenship behavior and openness to experience and organizational citizenship behavior. Positive psychological capital

also moderated the relation among extraversion and organizational commitment, agreeableness and organizational commitment, conscientiousness and organizational commitment, neuroticism and organizational commitment and openness to experience and organizational commitment. However positive psychological capital didn't moderate the relation between the personality traits and personal outcomes. Results also revealed that females scored higher than males on the domain of neuroticism. It was also indicated that male scored higher than females on variables of openness to experience, organizational citizenship behavior, organizational commitment, positive psychological capital, well-being and satisfaction with life. On the variables of extraversion, agreeableness and conscientiousness no significant gender differences were found.

Key Words: Personality traits, extraversion, conscientiousness, openness to experience, neuroticism and agreeableness, personal outcomes, satisfaction with life, well-being, job outcomes, organizational citizenship behavior and organizational commitment.

INTRODUCTION

Pakistan's population has grown by 70 million over the last two decades, making it the sixth-most populous country in the world with a tally of more than 208 million people (Pakistan Bureau of Statistics, 2017). Presently, 64% of the nation is younger than 30 and 29% are between 15 and 29 (age group that is defined to be youth). In order to ensure that this youth bulge is given a proper direction, the role of university teachers has become more important and essential than ever. Teachers not only ensure a healthy academic growth of their organization and as well as students but also act as a role model for them to be inspired by. Studies have indicated that the behavior of an individual depends highly on their personality.

Researchers have highlighted that personality factors have an imperative role to play in predicting job attitudes such as organizational citizenship behavior (OCB) and commitment. Personality of an individual includes certain traits that differentiate them from others (Beer & Brookes, 2011) and delivers insight into a person's likelihood to execute a specific job, in relating to others (Sackett, Gruys, & Ellingson, 1998). "Personality traits refer to enduring patterns of thought, emotion and behavior that are not likely to change over time and explain people's behavior across different situations." (Costa & McCrae, 1989; Denissen, Van Aken, & Roberts, 2011; Gerber et al., 2011).

With regard to university as an institution where instructors are confronting various demands of the job and their limitations to meet what is expected from them, they are required to play out additional role at their job known to be as Organizational citizenship behavior (OCB). It is the involvement of the persons beyond an expected role in their job .OCB includes multiple behaviors encompassing of adherence to the rules and procedures in the workplace, volunteering for extra duties, assisting others and people presenting additional role behaviors

is mentioned to be a good employee (good citizen). Organizations that expect high performance from their employees should recruit people that are willing to go beyond the call of their prescribed duty and exhibit an increased citizenship behavior (Zeinabadi, 2010). Although teachers who show OCB are not given any formal rewards, they often tend to receive informal recognition by their employee-peers, managers and their students, which in turn promotes the organization's efficiency, success and assists in achieving the objectives and goals of the organizations (Davoudi, 2012; Magdalena, 2014).

In addition to OCB, research has shown that an individual's bond with their organization has also great impact on their productivity and efficiency (Berberoglu, 2015). This bond is referred to as organizational commitment, a quality that many organizations espouse in order to ensure appointment and retention of highly committed employees (Gong, Chang & Xin, 2009). This is because organization commitment has been interrelated to a number of outcomes comprising job performance (Cooper Hakeem & Viswesvaaran, 2005), organizational citizenship behavior (Meyar, Stanley, Herscowitch, & Topolnytsky, 2002; LePine, Erez, & Johnson, 2002), and turnover (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Such, conclusions have encouraged investigators to study the factors that are shaping organizational commitment.

Furthermore, to be successful, physical and psychological health must be guaranteed (Marzuki, 2013). By tradition, the role of academicians has been one of fostering and developing potential of students. The number and complexity of an academicians' tasks in a higher learning institution is increasing as they attempt to survive in a highly competitive environment. Therefore, well-being has a significant role to play in determining work performance of employees. With the increase in work load such as the task of teaching,

consultation, research and community work, the effect on well-being is imperious to be investigated.

Well-being of an individual is associated with life satisfaction, positive appraisal of the conditions of a one's life, (Prasoon & Chaturvedi, 2016). The concept of life satisfaction is the base of welfare as well as health, henceforth similar to increasing endurance, quality, meaningfulness and welfare of life must be taken in attention as well (Ozer & Benet, 2006). While OCB and organizational commitment are organizational factors required to do a job effectively, well-being and life satisfaction are the personal outcomes necessary for achieving success in private life and work life (Tayfun & Catir, 2014).

Furthermore, theoreticians have debated that research in psychology has made an attention broadly on the negative facets of human functioning such as distress and mental illness (Gable & Haidt, 2005; Luthans, 2002). Predominantly in the organizations, research has investigated such facets of organizational functioning as burnout, resistance to change, stress, conflict of employee and manager and the like (Luthans, 2002). Nevertheless, emerging research in positive psychology field has made attention mainly on emerging the strengths and virtues of persons instead of dwelling on and overcoming their weaknesses (Luthans, 2002). Ruminating this notion, Luthans (2002) have led to establish a core construct chiefly termed as positive psychological capital. Luthans and Youssef (2004) defined this construct as “a person's positive and constructive state of growth and development which is described by optimism, resilience, efficacy and hope”.

To reiterate, the complexity of an academicians' job in a higher learning institution is increasing which highlights the importance of investigating how personality traits are related to organizational commitment, well-being, organizational citizenship behavior and satisfaction with life of university teachers.

Personality

In job performance, personality is particularly acknowledged as an indispensable feature. It is an endurable pattern of actions that discriminate one individual from the other (Beer & Brooks, 2011) and can relate to how one individual can perform a certain job as compared to another (Sackett, Gruys, & Ellingson, 1998). Furthermore, in personality behavior model, attributes of personality are acknowledged as fixed and unchanging throughout the occupational life (Gerber et al., 2011; Denissen et al., 2011).

According to Hogan and Shelton (1998), theories of personality observe the resemblances and diversities in a person. One's behavior and performance can be predicted by similarities, as they have provided the related characteristics of human nature. However, the dimensions of an individual's performance are provided by the variances and are describing human behaviors and performances. In the area of personality, experts feel that persons actually have a long term and stable attributes that effect behaviors in the workplace (Gerber et al., 2011; Denissen et al., 2011). Related to investigations in the field of personality, a few experts are of the opinion that personality can be one of the effective instruments which is used in the prediction of job performance (Schulman, 2011; Ozer & Benet-Martinez, 2006).

During the late 20th century, a significant development in the domain of personality psychology was the development of agreement relating to the structure of personality characteristics. In the late 1990s, numerous investigators of personality agreed that the area of personality difference were best summed up in terms of five comprehensive and broadly self-regulating dimensions called as Big five factors. In investigations of English language personality-descriptive adjectives (Goldberg, 1982), these personality dimensions have been originally revealed and later have been popularized through the Five Factor Model of personality (FFM) with its related measuring instruments/questionnaires.

Background. As stated by Grobler (2014), personality is explained from either a nomothetic or ideographic paradigm. Perseverance on the person and effect of circumstantial variables reveals ideographic model. In prediction and explanation of individual differences in terms of predefined personality aspects (Chamoro, Furnhaam, & Levis, 2007) or universal laws of the human mind explain nomothetic model (Dumont, 2010). According to the trait approach, focus is made on the concrete, conscious facets of personality, which have led trait theorists to make their perception about personality as stable and fixed temperaments in thinking, feeling and actions, irrespective of the context (Chamorro & Furnham, 2004; Chamoro, Furnham, & Lewis, 2007).

Personality can be studied through three perspectives: psychoanalytic, behavioristic and the humanistic perspectives (Atkinson et al, 1996). These perspectives are as follows:

- a) Originator of the psychodynamic paradigm was Freud (1957), who gave prominence to the impact of unconscious mind on the behavior, desires and motives, along with the significance of experiences of childhood in molding personality.
- b) Skinner (1930), the most renowned behavioral psychologists, supported the notion that (i) behavior is a reaction to a stimulus (ii) it has been learnt and has been manipulated by the circumstances. Furthermore, there were variances in learning experiences that was an influential aspect behind variances in our behavior.
- c) The phenomenological paradigm is the creation of noticeable phenomenologist Rogers (1951). This paradigm mainly focuses on the individual's experiences, as their exclusive means of experiencing and seeing the world will eventually shape the personality of the individual. It also undertakes a positive position that individual has an innate endeavor toward self-development and growth.

Personality is multi-faceted and a complex phenomenon. In spite of the numerous available definitions, so far, there has not been an agreement on a particular meaning. With wide range of aspects affecting personality, the uniqueness of persons raises the trouble for admitting a singular definition related to the construct of personality (Lamiel, 1997). Albeit, the discussion on personality definitions, it seems certainly not to be finished, can probably merely be observed from the following two ideas (Grobler, 2014):

- i. Human nature (that includes general features for example joint motives, ambitions and psychological processes);
- ii. Individual differences (includes behaviors and habits that focuses on the differences or distinctions among individuals).

As stated by Briggs (1989), traits differences in the individual are best realized and these can be well stated as “consistent patterns of individual differences in thoughts, feelings and behaviors” (McCrae, Costa, & Piedmount, 1993). An analogous explanation was given by Lewis, Pervin, and John (2001), who regarded the traits as “a disposition to behave in a particular way as expressed in a person’s behavior over a range of situations”.

When behavior has to be predicted, focus is made on an individual’s particular exposure as stated by phenomenological approach; whereas, behavioristic and psychoanalytic paradigms states a person’s reinforcement or motivational history (Atkinson et al., 1996). Profoundly entrenched in the conviction of variances in the individuals, trait viewpoint is the utmost general approach in the personality psychology. According to McCrae and Costa (2003), traits are the degrees of differences along with aspects, developed and planned group wise. There are two assumptions in the lexical approach (Saucier & Goldberg, 2001):

- a. The first is stating that those personality attributes that are imperative to a group of individuals will ultimately become a part of that group's language.

b. The second assumption follows from the first one, affirming that more vital personality attributes are more probable to be determined into language as a single word.

Defining personality traits. Personality has constantly been defined by expressive behavior of the aspects, traits, types or states which are either visible or investigated by assessment. Mayer (2017) claimed that in general, personality definitions were identical. It was claimed by Mayer that though there was a difference in use of words, there remains a dominant notion that “personality is a system of parts that is organized, develops and is expressed in a person’s actions (Mayer, 2017)”. From the last decade, as demonstrated in the list of descriptions of personality, this notion has been established.

- a) Funder (2004): Personality is person’s distinctive form of emotions, thoughts and behavior, organized with psychological processes, concealed or not behind those patterns.
- b) Larsen and Buss (2005): According to them, personality refers to the group of psychological attributes and processes inside the person which are systematized and somewhat stable. These have impact on his/her relations by and adjustment to the physical, intra psychic and social surroundings.
- c) McAdams (2006): personality is systematic investigation of the whole person.
- d) Mayer (2017): According to him, personality is the systematized, emerging arrangement in the person which characterize joint action of that person’s most important psychological sub-systems.
- e) Ryckman (2012): According to Ryckman, personality is the progressive and organized group of features which are owned by an individual that exclusively have impact on his/her motivations, cognitions and behaviors in several circumstances.

f) Ewen (2014): Personality is comparatively stable and significant features in an individual which describe a steady forms of behavior. Personality aspects might be unobservable and observable; unconscious or conscious.

g) Schultz and Schultz (2016): According to them, personality is the distinctive, comparatively stable inner and outer features of an individual's aspect which has an influence on behavior in various situations.

Conflicting with the argument of resemblances, definitions of personality differ in line with the diverse perspectives (Meyer, Moore, & Viljoen, 1997). For instance, Freud in the theory of Psychoanalysis, emphasized the role played by the unconscious mind. However, he did not offer a particular interpretation of personality. He explained it as involving three parts: Id, ego and super ego. Skinner (1930) from the Behavioristic viewpoint elucidated that behavior is learning through a series of punishment and rewards. Bandura (1977) supplemented the 'Theory of Learning' through the notion of 'Social Learning', which extended that individuals learn a behavior by observing other behaviors. Rogers had an impact on Humanistic paradigm and in understanding personality explained the "self" as central part. He held that to develop the real self a person, must recognize his self and then accept and value the self. Complementing the viewpoint of humanistic psychology was the concept that personality is driven by needs in hierarchy. Maslow's (1993a) description revealed that the individuals were in a continuous struggle towards self-actualization; nevertheless, consistent with the pyramid model presented by him. Physiological needs; firstly are the basic ones that must be fulfilled. As recognized by a list of meanings given, comprehending personality with trait approach undertakes that individuals will act in a comparatively steady way beyond situations and time, though being typically diverse from the others in nature. A famous and acknowledged evidence

of trait/attribute viewpoint is the accentuation of the witnessed behavior, which can be organized through labeling and categorizing apparent personality, human behavior.

A comprehensive and broad umbrella-like definition for personality was provided by Ivancevich and Matteson (1993), which appears to include all the notions combined by the descriptions mentioned above: “a relatively stable set of characteristics, tendencies and temperaments that have been formed significantly by inheritance and by social, cultural and environmental forces. This set of variables determines the commonalities and differences in the behavior of the individual”.

The Big Five Model of Personality. This model has been established, understood and altered over fifty years. “Personality traits refer to enduring patterns of thought, emotion and behavior that are not likely to change over time and explain people’s behavior across different situations.” (Costa & McCrae 1989, mentioned in Singh & Singh, 2009). It was stated by McDougall (1932) that, “Personality might be generally considered as five distinct however distinct elements specifically Character, Intellect, Temper, Disposition and Temperament (McDougall, 1932). In the subsequent period other investigators attempted to improve towards a more composite systems to judge individual’s personalities, however, a predisposition to reemphasis on 5 factors might be realized in the investigations of Tupes and Christal (1961). In 1960’s, they reexamined the findings of other investigators (Cattell, 1947; Fiske, 1949) and revealed about the support for 5 factors: Emotional Stability, Surgency, Dependability, Agreeableness and Culture. Later on, it twisted out to be the factors that were quite alike to those recognized by the later investigators (Barrick & Mount 1991). Although, Tupes and Christal (1961) revealed analogous aspects to elucidate that currently normal utilization of personality consists of five factors. The contribution made by them had slight influence on the research of personality as it has been issued in technical report of Air Force (Digman, 1990).

For application at place of work, five factor model of personality is the most pronounced representative of personality. Assessment of the five persistent traits of personality are stable across assessments created by observation in addition to self-report measures (McCrae, 2002). Furthermore, it is steady throughout cultures and age (McCrae, 2002). Related to a variety of work behaviors, FFM has been persistent and a very valuable tool in evaluating distinctive personality attributes in predicting job enrichment, job performance and OCB (Piotrowski, 2012).

To build up the fundamentals of big five personality, Costa and McCrae (1992) have made a substantive contribution. To evaluate the dimensions of five traits led to developing an inventory. Through utilizing five robust elements, alongside, they have also utilized the developed inventory and model in numerous investigations. In turn, the investigations have led to the conviction that these attributes are relatively common. As stated by to McCrae and Costa (1992), big five factors are the fundamental and appropriate components that clarify the personality structure across the world. These personality characteristics are self-regulating factors, which depict noteworthy aspects that incorporate neuroticism, conscientiousness, openness to experience, agreeableness and extraversion (Goldberg, 1992).

Extraversion. In personality theories, extraversion-introversion trait is in a central dimension. The concept of introversion-extraversion was originally proposed by Jung (1971). Extraversion refers to be outgoing, energetic behavior; (talkative), while introversion is demonstrated as more reserved; (shy and quiet). Almost all widespread models of personality comprise these ideas in several forms.

Conscientiousness. It is the status of being careful, thorough, or cautious; it infers a craving to perform a task well. Conscientiousness is displayed in specific behaviors for instance, as being organized, competent, neat and efficient. It includes the kinds of elements

such as carefulness, self-disciplined, self-organized, deliberated (the predisposition of thinking sensibly prior to act) diligence and the urge for accomplishment. Individuals high in conscientiousness are usually reliable and hard working.

Neuroticism. In the study of psychology, neuroticism is an essential personality trait, demonstrated by features of moodiness, anxiety, envy and worry. Persons scoring high on the dimension of neuroticism are more likely to experience feelings of anger, envy, anxiety, guilt, and depression than the ones who score average. More poor responses are shown by them to the stresses in the environment and are more probable to elucidate conventional circumstances as intimidating and trivial frustrations as desperately hard. They are usually shy and insecure and they might have problem in controlling needs and deferring gratification.

Agreeableness. This trait is referred to as sympathetic, warm, kind, cooperative and considerate. In existing personality psychology, individual differences in support and social coherence is reflected by this trait. Individuals scoring high on this facet incline to affirm that most of the individuals are decent, sincere and responsible.

People who score less on trait of agreeableness aspect usually have a diminished interest for the happiness of others and have diminished empathy. As a result, these persons are less prone to go beyond their way to help others. Low score on agreeableness is usually described by uncertainty regarding other individuals' motives, having a consequence of unfriendliness and distrust.

Openness to experience. It is one of the areas that are being utilized to express individual's personality. Openness to experience includes considering internal feelings, active thoughtfulness and inclination of variety, artistic sensitivity and intellectual curiosity. It is the capability to consider novel thoughts and thinking outside the box (Lebowitz, 2016). People scoring low on this dimension are imperceptive and unimaginative, have narrow interests.

Personality traits and Personal Outcomes

Personality traits and Well-being.

A strong association has been found among well-being and personality (Diener & Lucas, 1999; Ruini et al., 2003; Vitterso & Nilson, 2002). Personality is not exactly how we feel but also how well we are anticipating psychological functioning. Individual differences in personality have an effect on social, psychological and emotional well-being (Archontaki, Lewis, & Bates, 2013). Well-being has self-disseminating attribute: feelings of goodness influences an individual in responding to beauty, feelings of warmth and most prominently takes intellectual challenge in a positive way. Psychological well-being (PWB) is stated as an individual's judgment or valuation of his/her life, either in terms of affect (emotional reactions) or satisfaction with life (cognitive evaluations) that is additionally separated into unpleasant affect (negative feeling) and pleasant affect (positive feeling). Negative expectations and perceptions of psychological well-being are related to diminished positive affect and with decreased coping and adapting efforts, disintegrated mastery feelings and hope in the handouts.

Well-being studies have focused on emotional experiences of the subjects based on personal appraisal towards person's daily life (Ilies, Dimotakis, & DePater, 2010). Although well-being is an element of substantial life rudiments, less attention has been made on aspects of personality as basis of total well-being amongst people in organizations. Investigators have proposed that at job, variances in well-being might be credited to the individual variations in personality and has a pronounced influence on well-being (Heller, Watson, & Ilies, 2006)

Agreeableness and Well-being. Agreeableness is a propensity to be merciful, altruistic, gentle, generous, sympathetic, trusting, amenable and truthful (John, 1989; McCrae & John, 1992). Agreeableness might influence well-being. Highly agreeable individuals compared with their disagreeable peers, incline to involve in actions, for instance collaborating

with other persons, conveying sympathy and care for others and respectful treatment of others and politeness (Graziano & Tobin, 2009). Consequently, agreeable persons incline to be well, admired by their friends/peers (Jensen & Luthans, 2002) and are more prolific in creating satisfying and stable intimate relations as stated by Robins, Caspi and Moffitt (2002) and Karney and Bradbury (1995). Such kind of positive social outcomes can boost well-being of agreeable individuals. According to Grant, Langan-Fox and Anglim (2009), conscientiousness and agreeableness are positively related to well-being. It means high level of agreeableness will lead to higher level of well-being. In their meta-analysis, DeNeve and Cooper (1998), it was found that there is an association between well-being and personality. In a study by Tatalovic and Jelic (2016), a significant positive association was found among agreeableness and well-being in teachers. Conscientiousness and agreeableness were considered to play a role in increasing the likelihood of positive experiences which were directly associated with well-being.

Conscientiousness and Well-being. The research which is concerned with the associations between well-being and personality attributes has made an attention on the big five aspects of personality (extraversion, conscientiousness, agreeableness, neuroticism and openness) since this has been regarded as the foremost model of personality during the last thirty years (Digman, 1990). It has been demonstrated that conscientiousness, extraversion and agreeableness attributes are positively connected to well-being, whereas neuroticism has been related negatively with well-being (Tkach & Lyubomirsky 2006; McCrae & Costa 1991; Costa & McCrae, 1980). Also in an investigation by Tatalovic and Jelic (2016), a significant positive relationship was found among conscientiousness and well-being among teachers. In an investigation by Kokko, Tolvanen, and Pulkkinen (2013) conscientiousness was found as predictor of well-being

Openness to experience and Well-being. It has been highlighted by some indigenous studies that there is an association between well-being and personality attributes. In a study by Naeem (2012), a significant association of openness to experience and extraversion with psychological well-being was found. Openness to experience has been related to some facets of well-being (Steel, Schmidt, & Schultz, 2008). According to Staudinger and Kunzmann (2005), openness to experience and mental well-being are positively associated. Openness would be leading an individual in experiencing more positive emotional state which leads to increased well-being.

Extraversion and Well-being. Past researches (Lu, 1995; Hotard, McFater, McWhirter, & Stegal, 1989; Heady & Wearing, 1989) found that extraversion is associated with well-being positively. This relationship has been grounded on the discussion that individuals with high extraversion are cheerful because they appear to be having more social skills; they have more assertiveness and are more helpful. Henceforth, it also appears that the component of sociability in extraversion accounts for such relationship. In an investigation, Lu and Shih (1997), revealed that the trait of extraversion maintained its direct effect on happiness and well-being. In investigations by Kokko et al., (2013) and Lamers, Westerhof, Kovács, and Bohlmeijer (2012) revealed that extraversion influenced psychological well-being.

Neuroticism and Well-being. The dimension of trait of neuroticism has also been established to be negatively associated with mental well-being (Argyle & Lu, 1990; Hotard et al., 1989; Headey & Wearing, 1989). Neuroticism and openness have been found to be negatively related to well-being (Singh, Singh & Singh, 2012). In another study, conducted on teacher, a negative association among neuroticism and well-being was found (Tatalovic & Jelic, 2016). In an investigation by Kokko et al, (2013), found that neuroticism predicted well-being negatively.

Personality traits and Life satisfaction

Extraversion, Neuroticism and Life satisfaction. Individually, neuroticism and extraversion are related to life satisfaction. These have been investigated by DeNeve and Cooper (1998) and with their findings showed that there was a strong association of neuroticism and extraversion with life satisfaction. Likewise, the investigation of Hayes and Joseph (2003) elucidated that the personality trait of neuroticism is associated with life satisfaction. Heidemeier and Goritz (2016) found negative relationship among neuroticism and life satisfaction and positive association was found between extraversion and life satisfaction. Furthermore, it was proposed by Costa and McCrae (1980) that happiness was related to lower neuroticism and greater extraversion. Neuroticism and extraversion are the only personality traits which have been revealed as having substantial impact on well-being, happiness and satisfaction with life. Neuroticism and extraversion were anticipated to be exhibiting the strongest relations, according to DeNeve and Cooper (1998), though all associations were significant statistically, the values were moderate.

Agreeableness and Life satisfaction. Associated with satisfaction with life, there is another personality trait which is agreeableness. Agreeableness is an aspect of personality which has dealt with the social relations. It has a focus on relational behaviors like cooperation. It has been established to be associated with subjective well-being. Since agreeableness improves quality of relationship and conscientiousness encourages tasks achievement, McCrae and Costa (1991) have inferred that these mentioned variables were powerfully associated with satisfaction with life and happiness. DeNeve and Cooper (1998) have concluded that agreeableness trait was robustly related with life satisfaction. This investigation, has showed neuroticism and extraversion, were also associated with satisfaction with life. Agreeing with Costa and McCrae (1980) conclusions, Blatny et al., (2018) with his colleagues established

that satisfaction with life substantially associates with agreeableness. Heidemeier and Goritz (2016) in their study, inferred a substantial positive association among life satisfaction and agreeableness.

Conscientiousness and Life satisfaction. Likewise, conscientiousness is the other trait related to satisfaction with life. Conscientiousness labels task behavior and control of impulse. It has been indicated that conscientious individuals have eminent aims for themselves and by accomplishing more, they are more probable to feel gratified from their lives. The dimension of conscientiousness links to well-being in a way that “it helps to make smooth the progress of more positive experiences in achievement situations” (McCrae & Costa, 1991). According to DeNeve & Cooper (1998), the most important positive and strongly associated factor to satisfaction with life has been found to be conscientiousness. In a study, conscientiousness was found as the most stable predictor of life satisfaction (Blatny & Solcova, 2015; Makikangas, Feldt, Kinnunen, & Mauno, 2013).

Openness to experience and Life satisfaction. In order to facilitate well-being, attribution of individuals with high openness might lead to experience new things (McCrae & Costa, 1991; mentioned by Stephan in 2009). Also, open to experience individuals make effort for occurrence of novel things so as to develop themselves. Individuals with such attributes have more satisfaction with life, for the reason that they are engaged in doing things which are satisfying their psychological needs (Stephan, 2009); numerous investigations have highlighted diverse features that have fostered in the five factor model of personality. Consistent with several investigations, different aspects play a greater part in description of satisfaction with life, five factor personality traits can elucidate one by third difference on life satisfaction (Wood, Joseph, & Maltby, 2008). Results of investigation by Heidemeier and Goritz (2016) found associations among life satisfaction and openness to experience.

Personality traits and Job Outcomes

Personality has been acknowledged as an essential factor for the estimation of performance at job. It's a behavior that can distinguish one individual from other individual (Beer & Brooks, 2011) and delivers insight if an individual can perform a particular work, as compared to others (Sackett et al., 1998). Furthermore, in the model of personality-behavior, traits appropriate to personality have been distinguished to be unchanging and fixed through the employment life (Denissen et al., 2011).

Hogan and Shelton (1998) have established that models of personality inspect the similarities and variances within the persons. Similarities are utilized to envisage one's behavior and performance, as they are offering mutual features of individual nature. While, variances in personality deliver person's performance measures and are utilized to explain behaviors and performances of humans. In the arena of personality, experts are having the viewpoint that the persons actually have a steady and longer term qualities which has an effect on behaviors at job (Denissen et al., 2011). Relating to the study on personality aspects, few scholars have argued that personality is the useful instrument which foretells job performance (Schulman, 2011). Investigations on organizational and personality outcomes have acquired massive attention by investigators in the research stream of organizational behavior.

Personality Traits and Organizational Commitment

One of the utmost observed constructs in organizational research is organizational commitment. In the past, numerous studies (Mathieu & Zajac, 1990; Cooper-Hakeem, & Viswesvaaran, 2005; Meyer, Stanley, Herscovitch, & Topolnytsky 2002) have been conducted on organizational commitment. Nevertheless, in spite of this construct being so well researched; many features of this construct has not been emphasized much in the body of research. One insufficiency in these researches is the potential part of personality attributes as

precedents of commitment. Studies relating to personality its connection with commitment are not common and the consequences are mixed. There are not too many investigations that deals directly with the association of the commitment with big five traits. In the last decade, investigators have traced the association among each domain of five factor personality model and commitment with organization (Erdheim, Wang, & Zickar, 2006; Kumar & Bakhshi, 2010; Chandel, Muscat, Sharma, & Bansal, 2011).

Nevertheless, organizational commitment's a three component model was investigated by Solinger, Van Olffen, and Roe (2008) as a common model. These investigators (Ajzen, Fischbein, & Heilbroner, 1980; Fishbein & Ajzen, 1975) grounding on the Theory of Reasoned Action, has been claimed that simply affective type commitment symbolizes organizational commitment as it signifies a common approach towards an organization. In comparison, normative and continuance commitment resembles dispositions concerning a definite behavior and therefore they are not representing commitment with the organization. In an investigation by Naquin and Holton (2002), it was found that conscientiousness and neuroticism displayed an association with affective commitment. Generally it might be alleged that personality attribute of extraversion and particularly neuroticism has an indirect in addition to a direct impact on affective commitment.

The conclusions of Hoffmann, Blair, Meriac, and Woehr (2007) investigation supported the association between affective commitment and personality. Chandel et al., (2011) have distinguished significant association among organizational commitment and personality traits. It was elucidated that affective commitment and neuroticism were negatively associated. Another investigation by Panaccio and Vandenberghe (2012) on a sample of personnel from several organizations investigated associations of employee commitment and employee big five personality traits. The attributes of agreeableness and extraversion were

positively linked to affective commitment. Agreeableness was positively associated with affective commitment. Also, there was a negative association among neuroticism and affective commitment. Another research by Daneshfard and Ekvaniyan (2012) on relationship between organizational commitment and personality characteristics found a significant association between neuroticism and agreeableness. In an investigation by Cui (2010), it was found that openness to experience, agreeableness and all characteristics of job design were significantly associated with affective commitment. It was also found that significant predictors of affective commitment were openness and agreeableness.

In their study, Sadeghi and Yazdanbakhsh (2014) investigated the association among big five personality aspects and organizational commitment of the teachers. They found a negative association among organizational commitment and neuroticism. A positive association was found among personality attributes of openness, extraversion and organizational commitment. In another study, Syed, Saeed, and Farrukh, (2015) examined the relationship among big five personality traits (FFM) with aspects of organizational commitment on lecturer/supervisors working in public universities. They found that personality attributes of openness to conscientiousness and experience were positively associated with affective commitment.

In explaining organizational commitment's three factor model, Meyer et al., (2002) represented a variable considered as "Personal Characteristics" as the variable that effects all three sub components of organizational commitment. These personal characteristics are presumed to take account personality as disposition variable. In an investigation by Camilleri (2002) on "some antecedents of organizational commitment" distinguished that the level of organizational commitment is reliant on personality of the person. Erdheim et al., (2006) discovered the connections among organizational commitment and personality (five-factor

model) by utilizing a field sample. Study results showed that the attribute of extraversion was considerably associated with affective commitment, normative commitment and continuance commitment. Attributes of conscientiousness, neuroticism and openness were considerably linked to continuance commitment. Finally, the attribute of agreeableness was substantially linked to normative commitment.

Thus, grouping qualitatively diverse constituents under one common tag of attitudinal concept in the three component model would be reasonably not correct (Solinger Van & Roe, 2008). Thus it has been recommended that it is vital to examine commitment with organization firmly as a feeling towards the organization (that is affective commitment). It is more appropriate to consider continuance and normative commitment as precedents of inclinations towards the action of leaving (turnover) for the reason that they are engaged with expected ramifications of terminating job. This re-conceptualization of commitment to organization might provide support to settle the irregularities identified in the three component experiential investigation conclusions for example the absence of discriminant validity among normative and affective commitment and the continuance commitment's decreased convergent validity. It is vital to consider that though Solinger, Van and Roe (2008) have made a substantial theoretical example to re-conceptualize the three component model based on the theory of reasoned action, limited investigations up to now have empirically verified this consideration of organizational commitment.

Extraversion and Organizational commitment. It has been stated by Watson and Clark (1997) that persons high on extraversion dimension have higher affective commitment level as compared to those who are score low on extraversion for the reason that extrovert's show positive emotionality. Consequently, they robustly recognize the objectives of the organization and they are having wish to stay in the organization. They have further found that

extraverts tend to articulate themselves with positive emotions. Generally, individual with high extraversion trait possess good relationships with companions as compared to the introverted individuals that might result into better occupational choices. It is believed by the extroverts that their unusual service which is providing a pleasant social environment might improve the psychological bond with their organization (Erdheem et al., 2006).

Investigations by Gelade, Dobson, and Gilbert (2006) and Erdheim et al., (2006) further support the position that those persons who have high level of extraversion ought to be have high affective commitment than those who are scoring low on extraversion. According to Zimmerman (2008), a person higher on extraversion dimension might build up more social relations as compared to those who are low in this element due to the tendency to be socially more active. In other organizations, they have a propensity to build more networks/contacts. These networks consequently can assist extraverted individuals to build up more alternating employment chances than the introverted individuals. Empirical researches support the association between organizational commitment and extraversion (Naquin & Holton, 2002; Erdheim et al., 2006; Chandel et al., 2011; Panaccio & Vandenberghe, 2012; Kappagoda, 2013).

Neuroticism and Organizational commitment. The factor of neuroticism is a significant in the field of personality psychology, as per confirmation of its manifestation in almost each measures of personality (Costa & McCrae, 1988; Judge, Higgins, Thoresen & Barrick., 1999). It has been noted by Magnus, Diener, Fujita, and Pavot (1993) that neurotic persons have a predisposition in experiencing negative life events as paralleled with other persons. It has been stated by Meyer and Allen (1997) that neuroticism links with continuance commitment that might extends out of a worker's fear of the costs related to leaving his/her present status. According to the researchers Furnham, Forde, and Ferrari (1999), neurotics have

been more strongly encouraged by and concerned to the hygiene factors, for instance permanent job (job security), pay, benefits (sick leave, vacation) and work conditions (comfortable and clean). They have reasoned that employees will stay in the organization since the “side bet” they have devoted to the organization that might be in the form of compensation, work security, specificity of skills and friends at workplace and could be vanished if they have decided to quit. According to Naquin and Holton (2002) neuroticism was inferred to be substantially and negatively correlated with affective commitment. It has been noted by Bozionelos (2004) that neuroticism involves features such as too much apprehension, pessimism, low self-confidence and predispositions of experiencing negative emotions .He also stated that because of their fundamentally negative nature, neurotic persons are more possibly to build up negative behaviors and thoughts concerning their work. Likewise, it has been found by Gelade et al., (2006) that in nations where neuroticism as lower, they are higher in affective commitment. In addition, employees scoring high on the dimension of neuroticism are anticipated to have a higher level of continuance commitment. Erdheim et al., (2006) and Chandel et al., (2011) have described significant association between continuous commitment and neuroticism.

Agreeableness and Organizational commitment. Empirical as well as theoretical findings recommend a positive association among affective commitment and agreeableness. It has been reported by Morrison (1997) that the attribute of agreeableness is considerably associated with overall commitment with the organization. Similarly, Naquin and Holton (2002) have found a modest association among affective commitment and agreeableness. Amusingly, in an investigation conducted by Cui (2010), among big five traits, only agreeableness was significantly associated with affective commitment of employees. Additionally, it also revealed that agreeableness is inspected as an interpersonal factor which

had a focus on the quality of relations through trust and cooperation. As agreeableness assists to develop satisfying and pleasant relations with the other employees, it associates with emotional warmth and might promote an employee's social individuality with their environment of work, promotes their sense of identification and belongingness with aims and values. Numerous researchers (Erdheim et al., 2006; Panaccio & Vandenberghe, 2012; Daneshfard, 2012; Kappagoda, 2013) have found a significant association between organizational commitment and agreeableness.

Openness to experience and Organizational commitment. A weak association has been found between openness to experience and work related outcomes (Barrick & Mount, 1991; Matzler & Renzl, 2007; Elanain, 2008). As found by McCrae and John (1992), persons high in openness to experience, possess a need for aesthetic sensitivity, diversity and eccentric values. They might be willing to find out job experiences that promote imagination and creativity. When a place of work permits such kind of prospect, these persons might build up affective commitment owing to such circumstances. DeNeve and Cooper (1998) elucidated that the trait openness to experience is like a sword with double edge that have an impact on person in feeling both the good and the bad in a deeply manner, leaving its directional effect on affective reactions like affective commitment is unclear. Nevertheless, openness to experience has been shown to be positively associated with turnover (Salgado, 2002) and career search (Boudreau, Bosewell, Judge, & Bretz, 2001). Such kind of negative behaviors appear to have effect on continuance commitment of employee's.

According to Lounsbury et al., (2003) persons high in the attribute of openness to experience are expected to spend effort and time to complete projects, meet targets and are very productive. So, it is logical to predict that the trait of openness to experience is expected to make influence on affective commitment of employees.

It has been found by Maertz and Griffeth (2004) that people high on dimension of openness to experience would give value to change their jobs and thus will have a high expectation to quit their job. It has been revealed by Erdheim et al., (2006) that such kinds of employees have a score of normally average in affective commitment. Zimmerman (2008) has reasoned that an openness to experience person might approach towards turnover from a positive point of view, such as attaining more personal growth and experience. Therefore, if employees have a belief that more substitutes are accessible, their level of continuance commitment will be reduced.

Conscientiousness and Organizational commitment. Conscientiousness is a trait of personality that has strong dispositional roots with job attitudes such as organization commitment, job involvement and job satisfaction (Hochwarter, Perrewé, Ferris & Guercio, 1999). In a study, Kappagoda (2013) found association between organizational commitment and big five personality traits in school teachers. The results of this investigation showed that extraversion, agreeableness and conscientiousness had a significant positive association with organizational commitment. Additionally, it also has been shown that openness to experience and neuroticism had non-significant negative relations with organizational commitment. In another study, Ziapour, Khatony, Jafari, and Kianipour (2017) indicated that conscientiousness was significantly correlated with organizational commitment.

Personality Traits and Organizational citizenship behavior

Individual attributes are the most commonly investigated precursors of OCB in literature (Organ, Podsakoff, & MacKenzie, 2006). Personality traits, along with situational factors, are most significant in predicting and explaining different aspects of organizational behavior. According to a study by Ozer and Benet-Martinez (2006), personality traits are associated with mental health, quality of social relationships, choice of occupation, job

satisfaction and work performance as well as pro and antisocial behavior in the community. Given this, it is not surprising that there is in organizational psychology great interest in studying the relationship of personality traits and different organizational attitudes and behavior.

Agreeableness and Organizational citizenship behavior. Persons with high score on the personality dimension of agreeableness, are regarded as likeable and being “courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted, and tolerant.” (Barrik & Mount, 1991). Consequently of the pleasant and friendly attitude towards other individuals, this personality dimension is alleged to associate positively with OCB aspects of facilitating, sportsmanship and courtesy, as such kind of individuals are assumed to provide assistance willingly so as to react to others needs and thus are avoiding to affront them (Organ et al., 2006).

In 1994, Organ published a research paper with an aim to assess the impact of personality attributes on organizational citizenship behavior. He tried to create a connection among organizational citizenship behavior and personality equally with the association among organizational citizenship behavior and job attitudes. His work was a discussion paper that elucidated the notion of a possible association among organizational citizenship behavior and personality (Organ, 1994). To the extent that agreeableness aspect is concerned, Organ (1994) assumed that this personality factor appears to be a perfect matching part of the organizational citizenship behavior aspect of “altruism”, as it calculates one’s friendliness, big-heartedness, kindness and courteousness. Regardless of the assumed reasonable association among agreeableness and organizational citizenship behavior revealed above, Organ (1994) was unable to provide an adequate number of researches that could have confirmed his suppositions.

Figuring out the sum of four studies (Organ & Lingl 1995; Konovsky & Organ 1996; Sjahruddin & Normijati, 2013; Patki & Abhyankar, 2016) it has been found that everyone among these disproved the statement that agreeableness dimension of personality has a substantial effect on organizational citizenship behavior. In an investigation by Singh and Singh (2009) on managerial personnel, the role of personality in predicting organizational citizenship behavior was studied. It was found that agreeableness dimension of personality had a significant positive association with organizational citizenship behavior. This determined the supposition that individuals, who are good-natured and friendly are more vulnerable for the concerns of other people, and will have a more likelihood to act in a cooperative way. It was also predicted by Konovsky and Organ (1996) that there were positive associations among OCB and the dimension of agreeableness (Singh & Singh, 2009). Also, Elanain (2007) came to the inference that the attribute of agreeableness was positively associated with overall OCB.

Conscientiousness and Organizational citizenship behavior. Numerous investigations have showed that conscientiousness attribute of personality has a positive association with organizational citizenship behavior. The association among this personality dimension and organizational citizenship behavior is more robust than the association of the formerly stated personality aspect agreeableness and organizational citizenship behavior.

Conscientiousness trait is thus appealed to have an association with impersonal modes of organizational citizenship behavior, such as civic virtue and compliance, directed towards the organization and the job itself (Organ et al., 2006). Unexpectedly, investigators also have observed associations with other aspects of organizational citizenship behavior to which the association has not been predicted contrary to the two aspects stated above. The inspection of numerous investigations evaluating the association of organizational citizenship behavior and personality has drawn a vivid picture.

Extraversion and Organizational citizenship behavior. The number of researches applying extraversion to predict OCB is not too many in amount. At the start of study on personality attributes as probable predictors of organizational citizenship behavior, the aspects of agreeableness and conscientiousness were highlighted, as it can be observed, for example, in studies of Organ and Ryan (1995), Organ and Konovsky (1996) and Singh and Singh (2009). For this reason more recent studies will be mentioned here, which will include the personality attribute of extraversion as a potential precursor of organizational citizenship behavior. In regard to the social part of being extravert it is expected that extravert individuals engage more in citizenship behaviors as they are more receptive to their social environment and may along these lines be additionally more vulnerable to the claim of other people (Organ, Podsakoff, & MacKenzie, 2006). Singh and Singh (2009) found that the aspect of extraversion had positive relationship with organizational citizenship behavior.

In an investigation by Hetty van Emerik and Euwema (2007) on school teachers found that high score on the trait of introversion has a meaning that he/she was shy and consequently may not take part in social relations, therefore, retreating from such circumstances. Also, those individuals were lacking social skills. It was pointed out by them that introversion was measuring degree of participation of the individual with others and subsequently it was presumed that introversion attribute was negatively associated with OCB towards their students, their school and their associates (Hetty et al., 2007). The conclusions of the study was that teachers who were more open for experience and were extroverts participated more in OCB as compared to those which were less open for experience and introverts (Hetty et al., 2007).

Emotional stability and Organizational citizenship behavior. Likewise, the formerly revealed dimensions of personality of extraversion, the foremost investigations which

examined the impact of attributes of personality on OCB didn't comprised the emotional stability attribute either, only conscientiousness and agreeableness attributes were studied as probably predicting OCB. In contrast, later studies encompassed emotional stability trait as probably predicting OCB and delivered interesting consequences. "Emotional Stability" also named as "Neuroticism" comprises factors for example anxiety, emotionality, depression, worries, anger, uncertainty and embarrassment (Barrick & Mount, 1991). The emotionally stable persons are those who are scoring high on the dimension of emotional stability (or with low neuroticism), more probably execute OCB as compared to the persons with neurotic personalities. This is because of the fact that individuals having the attribute of emotionally stability are more open towards the difficulties of others. While, persons having the trait of emotional instability, contrary to emotionally stable persons, are frequently overstretched with their personal difficulties and are, therefore, less probably engaging in facilitating behavior (Organ et al., 2005).

Elanain (2007) found that the trait of emotional stability has been reflected as a fundamental dispositional element of social behavior and thus there was a positive association with organizational citizenship behavior. Consequently, Elanain (2007) deliberated emotional stability as a vital predictor in performing organizational citizenship behavior. Hetty et al., (2007) in their study couldn't verify their hypothesis that the dimension of neuroticism was negatively associated with organizational citizenship behavior. Instead, it was found by them the protecting influences of effectiveness of team leader for emotional instability and introversion. It appears that "the engagement in OCB of emotionally instable persons deteriorates without an effective team leader" Instead, an influential team leader can balance the adverse effects of emotional insecurity (Hetty et al., 2007). A negative association between neuroticism and OCB was found by Singh and Singh (2009).

A positive association among various forms of helping (courtesy and altruism) and emotional stability, in addition to circumventing problems and not making complain about troublesome (sportsmanship), seems to be more reasonable than a negative association among the similar variables. An individual might obviously undertake that an individual with high neuroticism trait is complaining more about unimportant matters and helps less to others, because such kind of individual would be focusing more on his own problems. In contrast, as stated above, other persons are helped freely by an emotionally stable person, as he/she would be more proficient in resolving his/her personal problems and might not expend time concentrating on insignificant, trivial problems.

Openness to experience and Organizational citizenship behavior. The attribute of openness to experience has been very differently and broadly understood. Characteristics usually related to this aspect are artistic sensitivity, imagination, broad-mindedness, intelligence. (Barrick & Mount, 1991). According to Azimzade, Khabiri, and Asadi (2010), openness to experience is one of preeminent aspect of personality that has more pre-emptive part with organizational citizenship behavior and plays s great part in behaviors linked to place of job. The aspect of openness to experience is someone desiring to explore, art, flexibility and love (Jafarnejad, Farzad, Moradi, & Shokri, 2005).

The dimension of openness to experience as a key facet of personality is less recognized than excitement stability and internality. Components of this facet like active imagination, mentioning internal feelings, wanting variously, and mental curiosity, feeling for beauty, and judgment independently are frequently observed in theories of personality but their association in one exclusive field and creating a personality aspect have rarely been deliberated. People with an open mind have their lives full of experiences and are curious about external and internal beauty. They are inclined to accept unusual values, new beliefs and they have

experienced more positive and negative excitements as compared to closed people (Eslami, 2009). Likewise, those individuals who are more open as compared to others have more creativity, accept changes more, and more acceptable to new activities. Having such aspects can link this aspect positively with organizational citizenship behavior.

Elanain (2007) established support for the positive association amongst OCB and openness to experience. He explained that persons high in openness to experience vary from persons scoring low on openness to experience individuals in attitudes toward accepted assumptions and values and social attitudes. Prominently, persons high on openness to experience show an inclination for diversity, they have an intrinsic concern in and gratitude for innovation and they enjoy grasping novel ideas. Therefore the study anticipates that individuals which are high in openness more probably exhibit organizational citizenship behaviors.

An investigation conducted on organizational citizenship behavior in teachers by Hetty et al., (2007) found that extroverted and open for experience teachers involved more in organizational citizenship behaviors towards their school as compared to the introverted and less open for experience teachers. The association between OCB and personality dimension of openness to experience was strong. Raja (2004) found positive association between impersonal forms of OCB and openness to experience.

Mahdiun, Ghahramani, and Sharif (2010) found association among organizational citizenship behavior and openness to experience, agreeableness, and conscientiousness. It has also been emphasized by Hetty et al., (2007) that dimensions like extraversion and openness to experience might significantly expect organizational citizenship behavior emergence of staff. Adding up the outcomes of the above stated investigations, there is a strong provision of likelihood of a positive relationship amongst openness to experience trait of personality and

OCB. The relation to OCB's interpersonal forms such as civic virtue, sportsmanship and compliance appears to be little bit stronger as compared to the effect of openness to experience attribute of personality on OCB's forms focused towards individuals, such as courtesy and altruism, in spite of the fact that there is robust support for the connection among OCB and openness to experience. In an investigation by Patki and Abhyankar (2016) it was found that OCB was strongly predicted by openness to experience.

Positive psychological capital

Positive psychological capital is person's positive psychological state of development which is considered by efficacy, hope, optimism and resilience. It is (1) "having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; (3) making a positive expectation (optimism) about succeeding now and in the future; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans, Youssef, & Avolio, 2007). Investigators of positive psychological capital have reliably debated theoretically (Luthans & Youssef, 2004; Luthans, , 2007) and proved pragmatically (Avey, Wernsing, & Luthans, 2008; Luthans, Avolio, Avey, & Norman, 2007) that positive psychological capital is a basic construct or which has been stated by Law, Wong and Mobley (1998) as a multifaceted concept. The word 'capital' used in this construct is utilized to signify a value rather than its extensive use in the field of economics and finance, and the construct of positive psychological capital is grounded on some distinct and motivating constructs of the field of positive psychology (Luthans, Youssaf, & Avolio, 2007).

Moreover, there is evidence in the support of discriminant validity regarding the four dimensions of positive psychological capital described above (Avey, Luthans, & Jensen,

2009). Also, as a second-order construct positive psychological capital and its four components share underlying mechanisms (Avey et al., 2011) that yield a synergistic effect beyond that attributable to the individual components (Luthans et al., 2007). For example, an aggregate measure of positive psychological capital predicted Chinese factory workers' supervisor-rated performance to a greater degree than each of the four dimensions individually influence (Luthans et al., 2006). The same was found regarding third-party rated performance of management students, and in two samples of employees from service and high-technology manufacturing environments (Luthans et al., 2007).

The roots of positive psychology dates to the psychologist Seligman, who had recommended to focus more on the virtuous sides of individuals rather than focusing on problems (Fowler, Seligman, & Koocher, 1999). As stated by Seligman, people get stuck frequently on the undesirable sides of themselves (Seligman, Abramson, Semmel, & Von Bayer 1998). Therefore, positive psychology recognizes that individuals have been skilled with characteristics that are positive in their crux and that these allows persons to develop constantly and nurture into greater beings, having high influence on job performance (Seligman & Csikszentmihalyi, 2000; Luthans & Youssef, 2004). Other research field related to positive psychology is virtuousness. It is described by moral goodness, human impact and unconditional societal improvement (Bright, Cameron, & Caaza, 2006; Cameron, Bright, & Caaza 2004). Overall, some important contributions have been made by positive psychology to recognize which are the characteristics that make persons relatively positive.

Positive psychological capital and Job Outcomes

Positive psychological capital and Organizational citizenship behavior. Individuals having high positive psychological capital level would engage in more in OCBs as compared to those possessing low level of positive psychological capital due to several causes. Generally,

personnel who are having more positivity would appear to display more OCBs as compared to the personnel whose inclination is towards negativity. For the conceptualization of this relationship numerous pertinent mechanisms might deliver support. Fredrickson's (2003) model for example, is supporting an extending impact of positive emotions, in which individuals undergoing those emotions use extensive thought-action collections, thereby raising the potentiality for preemptive extra-role acts for instance sharing of creative notions or making plans for enhancement. There are organizational investigations which have utilized this broadened build model so as to examine the moderating role of positively-oriented mental well-being as of both the association among job satisfaction-employee turnover and job performance-job satisfaction (Wright & Cropanzano, 2007). Above and beyond this research support for the role of positive well-being for both turnover behaviors and in-role performance, the peculiar features of the positive psychological capacities which are constituting positive psychological capital, named as efficacy, hope, optimism and resilience can be proposed to lead to more recurrent involvement in extra-role behaviors like OCBs.

Past investigation (Van Dyne, & LePine, 1998) dedicated cautious consideration towards the precursors of organizational citizenship behaviors by revealing predictors of OCBs. Smith, Organ, & Near (1983) and afterwards Lee and Allen (2002) revealed positive psychological capital as an antecedent to OCBs. Positive psychological capital has been observed as a contributor associated with desired work behaviors which is supporting the organization through OCB. Henceforth, there is a probability that positive psychological capital might lead to desired job behaviors, not regarded as employee's job description part, which are being offered willingly by individual employee in support of the organization itself.

Avey, Luthans, Smith, and Palmer (2010) have established the usefulness of positive psychological capital in foreseeing behaviors and attitudes associated with work and exhibited

that there is a positive relation among organizational citizenship behavior and positive psychological capital. It was revealed by Jaffery (2014) that positive psychological capital was positively associated with organizational citizenship behavior.

Positive psychological capital and Organizational commitment. Luthans et al., (2007) have conducted research on the association amongst organizational commitment and positive psychological capital. In their investigation, Larson and Luthans (2006) also investigated commitment as a on-the-job attitude along with job satisfaction. As compared to job satisfaction, generally positive psychological capital have been found to be positively, moderately and considerably connected to organizational commitment while confidence and optimism as individual constructs were not related. Attribute of resilience was inferred to be significantly associated with organizational commitment, but at a lower level than overall positive psychological capital. As with job satisfaction, the only construct which was found to have a slightly higher but not significantly different association with organizational commitment as opposite to the overall construct of positive psychological capital was hope (Larson & Luthans, 2006).

Positive psychological capital and Well-being. Positive psychological capital has been anticipated to elicit conative, volition cognitive and affective social mechanisms which leads to well-being and happiness (Youssef & Luthans, 2013). Our affective and cognitive evaluations of life generally and of life domains, circumstances and events specifically predominantly shape well-being (Bakker & Oerlemans, 2011; Diener, Oishi, & Lucas, 2015). As indicated, an essential thread which runs through positive psychological capital and its integral resources is the establishment of positive evaluations of previous, current and upcoming events. More precisely, positive appraisals in positive psychological capital have based on positively described stylishness of the past (optimistic attributions), inspired

determination and persistence in the present (efficacy, hope, resilience agency) and positive expectations (optimistic attitude) and deliberated pursuit of goal (hope pathways) for future. Together, it has been proposed that such positive evaluations produce greater level of well-being.

The association found in the investigation of Avey et al., (2010) among well-being and positive psychological capital provided a significant potential concept in which to effect well-being and well comprehend its influence on more obvious work-related health effects. Youssef and Luthans (2013) in their investigation recommended that hope, optimism, resilience and efficacy when combined into the basic concept of positive psychological capital, a sustainable set of mechanisms and resources are offered which can uphold well-being.

Positive psychological capital and Life satisfaction. Current literature on life satisfaction and positive psychological capital has recommended the indirect association among these two constructs. For instance, it has been found by Schutz et al., (2013) that there were differences amongst sample on happiness, positive psychological capital and life satisfaction. The results exhibited that, in comparison to the other profiles, self-gratifying persons were happier, less depressed and more contented in their lives. However, self-disparaging persons were unhappier, depressed and less contented as compared to all other profiles. The self-gratifying persons were inclined to use approaches associated with agentic (e.g., instrumental goal pursuit), spiritual (e.g., religion) and communal (e.g., social affiliation) values while pursuing happiness (Luthans et al., 2007; Pillay, 2012).

Avey et al., (2010) have found a significant association among positive psychological capital and both eudemonic and well-being, which shows that positive psychological capital plays a role in inducing immediate satisfaction as well as plays a role in the accomplishment of happiness and gratification. Another investigation by Culbertson, Fullagar and Mills (2010)

has shown that positive psychological capital was predicting eudemonic well-being of individuals that has highlighted the hope component of positive psychological capital, where persons are feeling motivated to attain their aims (willpower) since they have trust in their cognition (pathways) to attain positive feelings.

Positive psychology has entered in the field of social sciences and psychology in recent times and it has transported an original and refreshing interpretation about nature of human and other features of humans that have somehow been ignored (Bright, Cameron & Caza 2006; Luthans, 2002b). Studies have suggested that positive psychological capital has an influence on numerous individual and organizational performance and outputs in work environments. Illustrations of such positive influences comprise increased commitment, satisfaction and performance (Luthans, Norman, Avolio, & Avey, 2008; Goldsmith, Veum, & Darity, 1997).

Pillay in (2012) has revealed in his investigation that satisfaction with life had a significant association with positive psychological capital. Morsy and Yomna (2015) in another investigation had determined that positive psychological capital predicted life satisfaction and creativity. In an investigation by Bhat (2017), it was recommended that athletic coaches who were possessing high positive psychological capital level were having a high level of satisfaction with their life than those who had low positive psychological capital level. The results of the study of Niyasar and Atashpuor (2016) have showed that with increased level of positive psychological capital there was increased happiness and increased quality of life.

Gender differences

Gender differences amongst the personnel have been measured in current years by examining the attitude, behavior and several outcomes. There has come an impression that there is perpetuation of gender differences from the perception of the job related attitudes and

outcomes (Yadav & Rangnekar, 2015). Gender differences have been observed to influence not only working conditions of employees but also it determines how they behave (Cooper & Lewis, 1995). It has been noticed that gender when reflected as a trait belonging to a person, it has influenced the organization's image, the attitude toward work and others (Mathieu & Zajac, 1990). There are inadequate surveys till date that has acknowledged and maintained that females are disposed to high level of compassion and have high helping nature as compared to males (Yadav, Rangnekar, & Bamel, 2016).

The views, opinions, and evaluations are shaped by the individuals' age and maturity (Lafer, 2014). At the workplace, several demographic aspects for instance gender and age have effect on perceptions of individuals, attitudes, appraisals and behaviors. Gender and age of the participants are suggested to be investigated in educational settings (Hall & Quin, 2014). The roles of males and females are altered at work and in life in general (Colley & Commber, 2003). Men generally have agentic behavior patterns leading them to act in an achievement oriented and competitive manner. But, women generally have communal behavior pattern leading them to act in a fostering and socially oriented way. Females incline to involve in cooperative and interpersonal behaviors through communal behavior patterns more commonly to cherish their close relations with others, to contribute to their feelings of belongingness and to acquire social support (Kidder, 2002; Kacmar, Bachrach, Harris, & Zivnuska, 2011). Women have a more sensitivity level about their environments and more susceptible to the emotional and social cues of other persons with whom they have social relationships (Hall, 1987; Ortiz, 2018). So, women might have more sensitivity to the verbal/nonverbal cues of their managers both in a positive or negative way. They might easily develop commitment if their managers who behave in a more supportive, ethical and fair way.

Mostly, research considering the associations among personality and gender have established minor to moderate gender differences. In terms of Big Five personality attributes, males incline to score low than females on agreeableness and neuroticism and to a smaller extent, certain aspects of openness to experience and extraversion (Feingold, 1994; Chapman, Duberstein, Sorensen, & Lynes, 2007; Weisberg, DeYoung, & Hirsh, 2011; De Bolle et al., 2015). As illustrated earlier, social role theory suggests that there will be smaller differences in gender with respect to personality in countries with more unrestricted gender roles, gender socialization and sociopolitical gender equity. Studies of Big Five personality attribute assessing this expectation have inferred, in nearly every occasion, the observed gender differences cross culturally relating to personality have strongly disapproved social role theory (Schmit, 2015; Schmit et al., 2016).

In an investigation of gender differences in Big Five personality attributes among fifty five countries, Schmit, Realoo, Voracek, and Alik (2008) concluded that males scored low than females on dimensions of neuroticism, extraversion, agreeableness and conscientiousness across many countries. More unrestricted gender roles, gender socialization and sociopolitical gender equity, nonetheless, were related to greater gender differences. For instance, the main overall differences relating to gender with respect to personality were found in comparatively high gender egalitarian cultures of Netherlands and France, while the lowest gender differences were found in comparatively low gender egalitarian cultures of India and Botswana. The similar pattern of results—greater Big Five gender differences were being found in more gender egalitarian cultures—had been formerly recognized by Costa, Terracciano, and McCrae (2001) and has since been replicated across dozens of cultures by Schmitt et al. (2017). Among the more likely forces behind large and persistent gender differences in personality are the specialized designs of males' and females' evolved psychology of universal gender role in

processes of socialization (Low, 1989; Pirlott & Schmit, 2014) and an extensive array of other cultural and biological factors (Mealey, 2000; Archer & Lloyd, 2002).

Big Five Personality Theory in relation to Outcomes

An important role is played by the personality in establishing how individuals encrypt and assess information from their environment (Swider & Zimmerman, 2010); by which way, individual differences have been responsible in influencing job outcomes that are encompassing favorable and unfavorable appraisal of workplace aspects (Meyer & Allen, 2006). Trait approach took the position in understanding personality, for agreement on basic personality structure congregating on five rudimentary traits referring as the Five Factor Model (Mooradian & Nezlek, 1995). In organizational research, Big Five personality model characterizes the overriding conceptualization of structure of personality that has acknowledged enormous pragmatic attention (Barrick & Mount, 1991). Cross culturally equivalence has been demonstrated by the Big Five model of personality (Digman, 1997; Nye, Roberts, Saucier, & Zhou, 2008). Costa and McCrae (1995) and Goldberg (1992) proposed the prominent theoretical approaches to explain Big Five Model. NEO-PI-R inventory was established by Costa and McCrae comprising of two hundred and forty items measuring 30 sub-facets to measure five attributes of personality. A shorter version of (NEO-FFI) comprising 60-items was developed later on. A 100-item inventory was proposed by Goldberg (1992), in form of shorter version was later revised by Saucier (1994).

The research in the area of personality, there has been observed a clear renaissance in the field of organizational psychology, since 1990 (Mount & Barrick, 1998). In the workplace a distinct emphasis has been made on determining personality testing role in applying a numerous personality assessments and employee selection (Sears & Rowe, 2003). Big five model of personality came up as perhaps the most broadly recognized structure used to

designate the utmost prominent facet of personality of individual (Digman, 1990; Goldberg, 1993; Judge, Heller & Mount, 2002). The validity of this model has been strongly supported by empirical evidences through a variety of measures, theoretical frameworks, cultures, professions and sources of evaluations (Barick & Mount, 1991; De Raad & Dodema, 1999; Liao & Chuang, 2004; Matzler & Renzel, 2007).

Big five model of personality has accomplished appropriateness among researchers (John & Srivastava, 1999). This model has its roots in Cattell's work (1943, 1945), who while working on trait list of Allport (1937), eventually led in establishing sixteen Personality Factor questionnaire (Catell, Eber, & Tatsuoka, 1970) also called as 16 PF. Tupes and Christal originated five comparatively recurrent and strong attributes and not anything of any significance in 1961. Many researchers replicated this five factor structure (Costa & McCrae, 1987; Goldberg, 1990; Digman, 1990) and it became to be known as the Big Five (Goldberg, 1981, 1990). With a strong indication of displaying its strength, the Big Five model was accepted by investigators in eighties. Due to the obtainability of better personality taxonomies, availability of more sophisticated analytical tools and a controllable set of communal attributes, investigations on personality started thriving again by late 1980s investigators (John & Srivastava, 1999).

Big Five is the most widely used and accepted personality taxonomy (Judge et al., 2002). In the past years, the Big Five traits have been revealed to associate with a variety of organizational and personal outcomes in field as well as meta-analytic researches (Barrick & Mount, 1991; Costa & McCrae, 1980, 1987; Judge et al., 2002).

Metzer, De Bruin, and Adams (2014) in their study, considered the Five Factor Model as the utmost prominent personality model mentioning it as the "Christmas tree on which

findings of stability, consensual validation, cross-cultural invariance, heritability and predictive utility are dangled like ornaments” (Pervin & John, 1999).

Positive psychological capital, Personality traits, Organizational citizenship behavior, Organizational commitment, Well-being and Life satisfaction

Subsequently by the lead of positive psychology, substantial focus has been in recent times dedicated to positive psychological capital in particular (Luthans et al., 2007; Luthans, Youssef, & Avolio, 2007) and positive organizational behavior in general (Luthans & Youssef, 2007, Bakker & Schaufeili, 2008; Wright & Quick, 2009). Albeit, over the years in the field of organizational behavior, there has been probably given a relatively more consideration to positively-oriented constructs than has psychology given before and there is new emphasis on positive organizational behavior (Luthans & Avolio, 2009). Now there is a need to evaluate whether these newly emerging positive state-like concepts like psychological capital can add value to the previously recognized positive trait-like concepts such as self-evaluation, person-job/organization fit and Big Five personality dimensions in foreseeing imperative attitudes and work behaviors like organizational citizenship behavior and organizational commitment. Evidence has been provided by the literature that personality attributes (Vinchur, Schipman, Switzer, & Roth, 1998; Hurtz & Donovan, 2000; Furnham & Fudge, 2008; Neubert, 2004) and positive psychological capital have a positive association with outcomes of job like organizational citizenship behavior, job performance and organizational commitment (Brandtt, Gomes, & Boyanova, 2011; Newman, Ucbasarann, Zhu, & Hirst, 2014).

Additional studies were conducted while answering to the need for performance predicting assessment tools, exploring, proposing and supporting that job performance can be predicted by personality traits (Barick & Mount, 1991; Hogan, Hogan, & Gregory, 1992; Salgado, 1997; Vinchur et al., 1998). Nevertheless, owed to the point that the personality

researches, in spite of various studies and not in their entirety, had only predicted job performance up to some level, has left the door open for investigators to discover other probable predictors of job performance. There is one such concept called positive psychological capital. Drawn from positive psychology, positive organizational behaviors and positive organizational scholarship, the positive psychological capital construct has been developed. In agreement with the core rudiments of positive organizational behaviors, positive psychological capital can be “measured, developed and harnessed for the improvement of performance” (Newman et al., 2014). Subsequently, positive psychological capital in work environment has been considered to influence performance of an individual positively (Brandt et al., 2011). It has been suggested by Maheshwari and Singh (2015) that so as to accomplishing or performing at optimum level, resources of psychological should not be undervalued. Consistent with theory of positive organizational behavior, the nature of this concept is proposed to be “state-like”, inferring that on a continuum of unstable (states) on one end to very stable (traits) on the other end, positive psychological capital is sufficiently flexible to be developed (Newmann et al., 2014). As compared to positive psychological capital, the construct of personality is trait like in nature, inferring it to be relative stable over time. In spite of this state-trait difference among and personality and positive psychological capital, both specify a positive relationship with job performance.

While positive psychological capital had been extensively investigated as a key predictor and mediator of job outcomes (organizational citizenship behavior, organizational commitment), less research has been conducted on exploring its possible effects as moderator. Positive psychological capital is theorized as a source with potential attenuating, buffering and motivational effects. Three appropriate investigations, stated underneath, explored contingency effects of psychological capital. Abbas, Raja, Darr, and Bouckennooghe (2014) in

their study of personnel in Pakistan from several organizations, revealed that the negative association of perception of organizational politics with job outcome (job satisfaction) has been moderated by positive psychological capital in such a manner that those having higher psychological capital had experienced lesser ill effects. The relationship of turnover intention and organizational politics was also moderated by positive psychological capital in such a manner that employees with high psychological capital were more possibly to think through to leave a politically prosecuted job. In another investigation, Cheung (2011) on school teachers inferred that the relationship of emotional labor on job satisfaction or depersonalization has been moderated by positive psychological capital, with the relationships which were weakened for the teachers having high positive psychological capital.

Likewise, a study by Roberts, Scherer, and Bowyr (2011) showed that positive psychological capital has moderated the relation of incivility and job stress in such a manner that the connection among stress and bad behavior was weaker for personnel having high level of psychological capital. These investigations identify two essential functions of psychological sources. The first function is that positive psychological capital can work as a buffer or threat neutralizer, protecting persons from contrarily adverse effects (Abbas et al., 2014). Secondly, positive psychological capital might encourage problem solving actions, as psychological resource, prepare people with the emotional and cognitive sources essential to drive them out of the way from an intimidating political job towards more encouraging job opportunities (Abbas et al., 2014).

Persistent with the investigations in enquiry so far, positive psychological capital states are possible to go beyond in enhancing in-role/work performance, that leads to positive attitudes, intentions (intention to continue), and “contextual” behaviors (discretionary behaviors) for instance OCB and can cause desired outcomes such as ethical performance

(Motowidlo & Van Scotter, 1994; Luthans & Youssef, 2004; Gooty et al., 2009; Avey et al., 2010). This being the case, positive psychological capital is assumed to influence the level to which an individual will display OCBs.

Some other investigations also have recognized the protecting capability of positive psychological capital in lessening the effect of negative emotions and attitudes like Cheung et al., (2011) revealed that with high positive psychological capital, there was positive association among surface acting on depersonalization in addition to the negative relationship with job satisfaction. Shukla and Rai (2015) in their study revealed that at elevated levels of positive psychological capital, the strength of the relationship of perceived organizational support with organizational commitment and organizational trust was weakened. In another investigation by Shaheen, Bukhari, and Adil (2016) it was found that the association of OCB with perceived organizational support (POS) has been moderated by positive psychological capital in such a manner that it reduced their positive relationship. The double role of positive psychological capital acts as having diminishing effect and as booster of positive effects at job. As a positive resource, positive psychological capital, will possibly also moderate the relationship of personality traits (extraversion, conscientiousness, neuroticism, openness to experience and agreeableness) with OCB, organizational commitment, well-being and life satisfaction. The role of personality traits have been emphasized by earlier investigations, (Gulati & Bhal, 2004; Sandhu & Mehta, 2007), in shaping attitude of employees towards their jobs.

In Pakistan, limited researches has been done to observe the moderating role of positive psychological capital on the relationship amongst the personality attributes (extraversion, conscientiousness, openness to experience, neuroticism and agreeableness) and OCB, organizational commitment. So there is a need to fill this gap. Also, some of the earlier authors and investigators have recommended that positive psychological capital is less steady than

personality attributes and therefore it is more open to be managed, developed and enhanced. In contrast, it is steadier than emotions, hence it does not alter in the short terms (for example, Luthans et al., 2008). This study will be highly pertinent to the prevailing literature which is appears to be currently blind in terms of moderating impact of positive psychological capital on the relationship of personality traits and OCB, organizational commitment, well-being and life satisfaction. The current investigation will increase the knowledge in the relevant field. Likewise, the conclusions of the present investigation will be valuable and will add a new knowledge contribution to the current literature and useful for the organizations which would likely to enhance their efficiency through OCBs and organizational commitment with different traits of personality. Likewise, conclusions will also pave the way for the management in paying attention in selecting teachers which may lead to a high level of their extra role performance and commitment towards their organization.

Rationale of the Study

Interest in the role of personality in work and organizational behavior has increased over recent years. To a large extent, this is due to the emergence of the ‘Big Five’ taxonomy for personality structure. A specific attention has been made on determining the role of utilizing a conglomeration of personality assessments and personality testing in employee selection at the place of work (Sears & Rowe, 2003). In a period of last two decades, the big five framework of personality has been originated as the most comprehensively recognized structure utilized to elucidate the utmost prominent features of an individual’s personality (Digman, 1990; Goldberg, 1993; Judge et al., 2002). Empirical evidence is present in different theoretical frameworks, measures, occupations, cultures and sources of ratings supporting the validity of the big five personality model (Barick & Mount, 1991; De Raad & Doodema, 1999; Liao & Chuang, 2004; Matzler & Renzel, 2007). Earlier Norman (1963) made an effort to find

suitable classification of personality attributes in explaining personality. About Big Five, it was stated that “rapid progress has been made towards a consensus on personality structure” (Digman, 1990; Costa & McCrae, 1992; McCrae & John, 1992). Consensus was made on the point that ‘Big Five’ (Goldberg, 1990), can be utilized to elucidate many noticeable features of personality. The five-factor approach (FFA) has achieved appreciable popularity as this model can be found in almost any measures of personality, comprising the analysis of trait adjectives in many languages and decisions made by expert judges based on existing measures (McCrae & John, 1992; Mount & Barrick, 1998).

In employee selection, the measurement of job related personality attributes have increasingly become an essential function of human resources (Levy et al., 2011). The area of employee’s selection merely highlights work related knowledge, skills and abilities. Now they have expanded it by measuring personal attributes specially the personality traits (Levy et al., 2011). Assessment of personality attributes might increase the likelihood of somebody to be successful in their profession, if their personality attributes are matching with their profession’s demand (Hamza, 2007). Relating to research on personality, scholars are of the view that personality is a useful tool which is predicting performance at job (Schulman, 2011; Ozer & Benet-Martinez, 2006). Replying to the requirement for performance predicting assessment tools, there are extensive number of investigations exploring and signifying that personality attributes can predict job outcomes (Barrick & Mount, 1991; Hogan, Hogan, & Gregory, 1992; Salgado, 1997; Vinchur et al., 1998).

Because of the increasing importance of teaching in recent times it is also needed to explore the personality factors which increase the well-being and life satisfaction of teachers. With increased well-being, more job satisfaction and better work performance might be accomplished and consequently the teaching process will be more effective. Happy teachers

will more be able to deliver to students and can teach them well. (Barker & Martin (2010). Additionally, it is assuredly ethically unsound to accept a situation in which teachers become unhappy by teaching others to be happy. Thus, on both counts we argue that teacher happiness ought in principle to be a goal of the subject. Noddings (2005) explained that a teacher's happiness can affect the classroom climate and therefore affect students. The concept of life satisfaction also needs to be studied, because it is the foundation of welfare and health, hence parallel to increasing longevity, quality, meaningful and welfare of life must to take in consideration as well (Ozer, 2006). The quality of life is outcome of complex interaction between the internal and external factors. According to Larsen & Buss (2005), personality is the internal factor that associates with life satisfaction.

The present research focuses on positive psychological capital as a personal resource for many causes. Firstly, it might be empirically and theoretically concluded that aiming on positive psychological capital as a fundamental construct is more advantageous than concentrating on each of its aspects separately (Luthans et al., 2007). This is demonstrated in how these four aspects are theoretically elucidated in relation to each other. For instance, Snyder (2000) suggests that personnel who are hopeful are more expected to be resilient in the face of difficulty due to their capability to plan substitute paths towards their goals. Furthermore, it was hypothesized by Bandura (1997) that personnel having high self-efficacy, will possess the self-assurance of hopefulness and they chose alternative paths towards their goals when they are facing hindrances. Putting differently, the fundamental construct of positive psychological capital is having more predictive power than its individual aspects of self-efficacy, hope, resilience and optimism (Luthans et al., 2007). This idea has been bolstered by empirical evidence which has shown that positive psychological capital is more stable in the prediction of outcomes such as performance, commitment and satisfaction as compared to

any of its individual aspects alone (Luthans et al., 2007; Larson & Luthans, 2006). As some investigations have attempted to assimilate the individual aspects of positive psychological capital are not consistent in their results (Xanthopoulou, Bakker, Demerouti, & Schaufeli 2007, 2009a; Herbert, 2011), it has been anticipated that assimilating positive psychological capital will acquire an enhanced result due to the reason of its greater predictive power.

Secondly, positive psychological capital has been selected for the present investigation due to its positive influence on organizational outcomes. It has been shown by the empirical research that positive psychological capital is positively linked to positive emotions, engagement (Avey, Wernsing, & Luthans, 2008), organizational citizenship behaviors (Avey et al., 2009) and performance, satisfaction, commitment (Larson & Luthans, 2006; Luthans et al., 2007). Furthermore, positive psychological capital is negatively associated with deviant behaviors, intentions to quit and cynicism (Avey et al., 2009). Furthermore, Larson and Luthans (2006) have revealed that positive psychological capital elucidated unique variance over and above human and social capital on commitment and satisfaction.

Thirdly, positive psychological capital is open to development and therefore, not like stable personality traits might be improved through intervention. It has been revealed by Luthans et al., (2007) empirically that positive psychological capital is more malleable in due course than the personality attributes such as extraversion, but is still constant as compared to emotions. When positioned on the trait- state continuum, Luthans et al., (2007) categorized positive psychological capital as state-like phenomenon, recommending that it is always open to alteration and development, but it still remains comparatively steady over time. The flexibility of positive psychological capital has been found to be more valued than the constancy of traits due to its envisaging power on the outcomes. It has been revealed by the empirical results that positive psychological capital described unique variance in positive

employee outcomes (satisfaction and commitment) and organizational citizenship behaviors (Avey et al., 2009) beyond extensively described personality traits (Luthans et al., 2007; Avey et al., 2009). Also, Larson and Luthans (2006) revealed that positive psychological capital described a unique variance in addition to social and human capital on commitment and satisfaction. Therefore, integration of positive psychological capital in our model will be valued to the current study because positive psychological capital's flexibility will permit its development in teachers and eventually will influence personal and job outcomes in teachers.

Another essential characteristic in conducting any study is to discover that measures should be fit for planned sample as a means to assess the cross cultural application. Testing the validity of study measures seems to have a relation with the evaluation of the psychometric viability of using scales/instruments in English language when their first language might not to be English. It is particularly essential when respondents might be functioning under dissimilar cultural norms from some Western countries. For current investigation, it is well recognized that university teachers sample at higher level of education can comprehend English. As medium of instructions of their lectures (Masters, M.Phil or Ph.D) is in English and their obligatory mode of teachings to students and syllabus is also in English.

One organizational setting which has received restricted investigation to date on the impact of personality and positive psychological capital on job and personal outcomes is the educational organization (public and private schools, colleges and universities). Organizational citizenship behavior as well as organizational commitment of the teachers is one of the most significant concerns in the education sector which can improve the productivity and progress of the university. Both citizenship behavior and commitment have been investigated across different professional groups. But the opinion that these outcomes are noteworthy in attaining

organizational as well as individual goals in the context of academic institutes has not been focused by the researchers (Chugtai & Zafar, 2006).

Conceptual framework

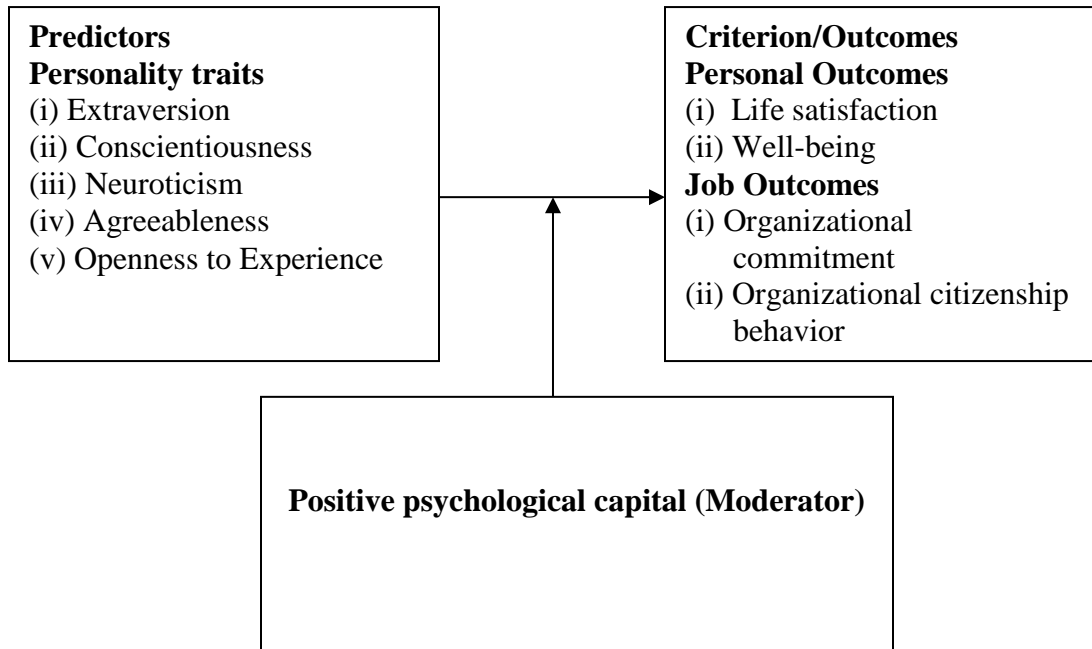


Figure 1: Conceptual framework of the present study

Conceptual framework (Figure 1) of the current study demonstrates that there are five independent variables i.e. extraversion, openness to experience, agreeableness, neuroticism and conscientiousness and four dependent variables (i.e. organizational citizenship behavior, organizational commitment, well-being and satisfaction with life) and the moderating variable positive psychological capital. This framework explains that how personality traits are linked with organizational citizenship behavior, organizational commitment, well-being and satisfaction with life and how this relationship can be moderated by positive psychological capital. Putting in a different way, how extraversion, neuroticism, conscientiousness, agreeableness and openness to experience will have a direct impact on OCB, organizational commitment, well-being and satisfaction with life and how positive psychological capital will strengthen or weaken the relationship of extraversion, neuroticism, conscientiousness, agreeableness and openness to experience with OCB, organizational commitment, well-being and satisfaction with life.

Objectives

1. To investigate the effect of personality traits on personal outcomes among university teachers.
2. To investigate the effect of personality traits on job outcomes among university teachers.
3. To investigate the moderating impact of positive psychological capital on the association of personality traits with personal outcomes among university teachers.
4. To investigate the moderating role of positive psychological capital on the relation between personality traits and job outcomes among university teachers.
5. To investigate gender differences among university teachers on study variables.

Hypotheses

- H1a: Extraversion will positively predict organizational citizenship behavior among university teachers.
- H1b: Agreeableness will positively predict organizational citizenship behavior among university teachers.
- H1c: Conscientiousness will positively predict organizational citizenship behavior among university teachers.
- H1d: Neuroticism will negatively predict organizational citizenship behavior among university teachers.
- H1e: Openness to experience will positively predict organizational citizenship behavior among university teachers.
- H2a: Extraversion will positively predict organizational commitment among university teachers.
- H2b: Agreeableness will positively predict organizational commitment among university teachers.
- H2c: Conscientiousness will positively predict organizational commitment among university teachers.
- H2d: Neuroticism will be negatively predict organizational commitment amongst university teachers.
- H2e: Openness to experience will positively predict organizational commitment among university teachers.
- H3a: Extraversion will positively predict well-being among university teachers.
- H3b: Agreeableness will positively predict well-being among university teachers.
- H3c: Conscientiousness will positively predict well-being among university teachers.

- H3d: Neuroticism will negatively predict well-being among university teachers.
- H3e: Openness to experience will positively predict well-being among university teachers.
- H4a: Extraversion will positively predict satisfaction with life among university teachers.
- H4b: Agreeableness will positively predict satisfaction with life among university teachers.
- H4c: Conscientiousness will positively predict satisfaction with life among university teachers.
- H4d: Neuroticism will negatively predict satisfaction with life among university teachers.
- H4e: Openness to experience will positively predict satisfaction with life among university teachers.
- H5: Positive psychological capital will moderate the relation between personality traits (agreeableness, openness to experience, extraversion, conscientiousness and neuroticism) and organizational citizenship behavior in university teachers.
- H6: Positive psychological capital will moderate the association between personality traits (conscientiousness, openness to experience, agreeableness, extraversion and neuroticism) and organizational commitment among university teachers
- H7: Positive psychological capital will moderate the association between personality traits (agreeableness, conscientiousness, extraversion, openness to experience and neuroticism) and well-being among university teachers.
- H8: Positive psychological capital will moderate the association between personality traits (conscientiousness, openness to experience, agreeableness, extraversion and neuroticism) and life satisfaction among university teachers
- H9: There will be gender differences among study variables.

METHOD

Sample

Data was gathered from a sample of university teachers ($N = 440$) in which female ($n = 200$) and male ($n = 240$) have been chosen from four provinces of Pakistan including public and private sector universities. Convenient sampling technique was used. Participant's age range was 25-50 years ($M = 34.59$, $SD = 6.68$). The qualifications of participants was PhD, MS/MPhil and Masters. Participant's designations were research associates/assistants lecturers, assistant professors and associate professors. For considering the domain of experience the inclusion criteria was one year.

Operational Definitions

Extraversion. It is related to sociability, talkativeness and cheerfulness versus shyness, passivity and quietness. In the current investigation, extraversion is operationally defined as the scores on subscale of extraversion of big-five personality inventory. High score on this subscale will show high extraversion and vice versa.

Agreeableness. It comprises as easy and nice nature, kindness and tolerance versus being quick tempered, argumentative, critical and irritable. In the current investigation, agreeableness is defined as the scores on the subscale of agreeableness of big-five personality inventory. More score obtained on the subscale will show high extraversion and vice versa.

Conscientiousness. It is defined by carefulness, organization, hard work and thoroughness. In the present study, conscientiousness has been operationally defined as scores on conscientiousness subscale of the Big-Five Personality Inventory. High scores on the scale will indicate high conscientiousness and vice versa.

Openness to experience. It is imagination comprising creativity and originality traits, as well as intellectual curiosity. In this investigation, operational definition of openness to

experience is the scores attained on subscale of openness to experience of the big-five personality inventory. Scoring more on this subscale will be showing high openness to experience and vice versa.

Neuroticism. Neuroticism is demonstrated by features of worry, envy, anxiety, jealousy and moodiness. Individuals scoring high on this dimension are more possible than the average to experience such feelings as anxiety, anger, depressed mood, guilt and envy. Neuroticism is operationally defined in the present investigation as scores on subscale of neuroticism of the big five personality inventory. More score on this subscale will show high neuroticism and vice versa.

Positive psychological capital. It is defined as the positive and developmental state of a person characterized by high resilience, self-efficacy, hope and optimism. In the current investigation, it is operationally defined as scores on positive psychological capital questionnaire PCQ (Luthans et al., 2007). High scores on the scale will indicate high Positive psychological capital and vice versa.

Life satisfaction. It is the way an individual recognizes how his/her life has been and how they feel about where it is going in the future. In the current investigation, life satisfaction is operationally defined as scores on satisfaction with life scale (Diener, Emmons, Larsen, & Griffin, 1985). More score on this scale will show more life satisfaction and vice versa.

Well-being. It is the state of being comfortable, healthy, or happy. In this investigation, higher scores on Well-being scale indicate high well-being and vice versa.

Organizational commitment. It is an individual's psychological affection with the organization. In the current investigation, organizational commitment is operationally stated as scores on organizational commitment scale (Meyer and Allen's, 1997). High organizational commitment will be indicated by the high score obtained on this scale and vice versa.

Organizational citizenship behavior. It is defined as the flexible behaviors showed by persons that are officially not documented in the organization, however these behaviors commonly enable the efficient and effective operations of organization to which the person belongs to. In the present study, Organizational citizenship behavior has been defined as scores on Organizational citizenship behavior Scale (Moorman & Blakely, (1995). High scores on the scale will indicate high organizational citizenship behavior and vice versa.

Instruments

Positive Psychological Capital Questionnaire. The positive psychological capital questionnaire (PCQ) has been utilized for measuring positive psychological capital. PCQ was developed by Luthans et al., (2007). Positive psychological capital Questionnaire consisted of 12 statements. The responses were on a 5 point ranging from strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). Cronbach alpha reliability of the positive psychological capital questionnaire was .95 respectively for the present study.

Warwick Edinburg Mental Well-being Scale. The short version of Warwick Edinburg well-being scale (WEMWBS; Tennant et al., 2007) was utilized in the current study to measure well-being. The scale consisted of 7 items and based on 5-point Likert type response pattern. All the items of the scale were positively worded. There is no cutoff score in the scale, therefore high scores on a scale items indicate high level of well-being and low scores on a scale items indicate low level of well-being. Reliability was .90 for the present study.

Big-Five Personality Inventory. The Big Five Personality Inventory by John and Srivastava (1999) was utilized in the present research. The questionnaire consisted of five personality types including agreeableness, neuroticism, extraversion, openness to experience and conscientiousness. This scale has 44 items scored on a five-point Likert scale. Categories of response were ranging from 1 to 5 (strongly disagree, disagree, neutral, agree and strongly

agree). Reliability for the subscales agreeableness, conscientiousness, openness to experience, neuroticism and extraversion were .92, .91, .91, .87 and .84 respectively for the present study.

Organizational Commitment Questionnaire. This study utilized 9-item Organizational commitment questionnaire developed by Mowday, Stears, and Porter (1979). Responses were along a 5-point Likert-type scale ranging from strongly agree to strongly disagree. The Cronbach alpha reliability for the current study was .90.

Organizational Citizenship Behavior Scale (OCBS). To measure OCB, 13-item Williams and Anderson (1991) scale, revised by Somech and Drach-Zahavy (2004) has been utilized. The responses on each item were utilizing a 5-point Likert scale (1= rarely or none of the time; 2 = a little of the time; 3 = some of the time; 4 = a good part of the time and 5 = Most of the time). Alpha reliability coefficient was .93 for the present study.

Satisfaction with Life Scale. It is a brief scale developed by Diener et al., (1985) consisting of five items aimed to measure global cognitive judgments of one's own life. The items were rated on a 5-point scale, ranging from 'Strongly disagree' to 'strongly agree'. Reliability was .89 for the current investigation.

Procedure

The participants were briefed about the purpose, nature and significance about the present study. Privacy and confidentiality was guaranteed to the participants by stating that the study is an academic research and all the information obtained will be utilized only for research purpose. The sample was collected from teachers of different universities. After the introduction phase, brief guidelines were delivered and informed consent was also acquired from the respondents. Questionnaires were distributed after obtaining the informed consent. The investigator was alert while the scales were filled and participants were assisted if they encountered any problem in comprehending the statements. After the complete filling of scales

they were obtained back. After taking complete data from research participant were thanked for their cooperation in the study.

Analysis

Pearson correlation, descriptive statistics, multiple regression, moderation and t test were computed.

RESULTS

Table 1

Socio-demographic variables of university teachers (N=440)

Variables	f	%age	Mean	SD	Range
Age			34.6	6.68	25-50
Experience			5.81	3.91	1-15
Gender					
Male	240	55			
Female	200	45			
Marital Status					
Unmarried	140	27			
Married	300	74			
Qualification					
Masters	47	14			
M.Phil./MS	251	56			
PhD	102	29			
Designation					
Research Associate	44	11			
Lecturer	240	55			
Assistant Professor	135	31			
Associate Professor	21	5			

Table 2

Description of statistics and alpha reliability coefficients for all variables (N=440)

Measures	K	α	Range		M	SD	Skew.	Kurt.
			Min	Max				
PCQ	12	.90	13	60	42.15	12.55	-.84	-.60
EXTRA	8	.84	8	40	24.13	7.09	-.33	-.36
AGREA	9	.92	12	45	31.93	9.34	-.87	-.29
CONSC	9	.91	9	45	30.05	9.82	-.67	-.69
NEURO	8	.87	8	40	23.46	7.69	.24	-.81
OPEN	10	.91	10	50	32.10	9.75	-.75	-.47
OCQ	9	.90	9	45	30.85	9.7	-.57	-.87
OCB	13	.93	15	63	44.86	12.26	-.88	-.38
WB	7	.94	7	35	24.21	7.67	-.68	-.74
SWL	5	.89	5	25	16.20	5.33	-.35	-1.01

PCQ=positive psychological capital, EXTRAV=extraversion, AGREA=agreeableness, CONSC=conscientiousness, NEURO=neuroticism, OPEN=openness to experience, OCQ=organizational commitment, OCB= organizational citizenship behavior, WB=well-being, SWL=satisfaction with life.

Table 2 shows alpha coefficients, descriptive statistics and normality statistics for all the studied variables. Alpha coefficients of all scales ranges from .84 to .95 which depicts that reliability of all the scales is satisfactory. Normality statistics shows that skewness (.24 to .68) and kurtosis (-.29 to -1) are in the acceptable range for claim of normality of data.

Table 3

Item-total correlation and corrected item-total correlation of organizational citizenship behavior OCBS (N=440)

Item	Inter item correlation	Corrected item- total correlation
1	1	.78
2	.80	.65
3	.61	.77
4	.69	.73
5	.67	.60
6	.53	.76
7	.72	.72
8	.64	.76
9	.68	.59
10	.48	.69
11	.56	.47
12	.39	.59
13	.53	.78

Table 3 shows that entire items of OCB have a significant correlation with the total score. The values of the correlation range from .39 to .80 which shows internal consistency and homogeneity of the measure for the sample.

Table 4

Item-total correlation and corrected item-total correlation of satisfaction with life scale
(N=440)

Item	Inter item correlation	Corrected item- total correlation
1	1	.75
2	.72	.80
3	.68	.79
4	.61	.78
5	.55	.59

Table 4 is revealing that all items of satisfaction with life scale have a significant correlation with the total score. The values of the correlation range from .55 to .80 which shows internal consistency and homogeneity of the measure for the sample.

Table 5

Item-total correlation and corrected item-total correlation of organizational commitment
(N=440)

Item	Inter item correlation	Corrected item- total correlation
1	1	.75
2	.71	.82
3	.56	.62
4	.59	.74
5	.70	.81
6	.59	.79
7	.65	.80
8	.70	.81
9	.56	.78

Table 5 indicates that entire items of organizational commitment have a significant correlation with the total score. The values of the correlation range from .56 to .82 which shows internal consistency and homogeneity of the measure for the sample.

Table 6

Item-total correlation and corrected item-total correlation of well-being (N=440)

Item	Inter item correlation	Corrected item- total correlation
1	1	.80
2	.69	.74
3	.72	.82
4	.70	.80
5	.70	.81
6	.66	.79
7	.70	.82

Table is indicating that entire items of well-being have a significant correlation with the total score. The values of the correlation range from .69 to .82 which shows internal consistency and homogeneity of the measure for the sample.

Table 7

Item-total correlation and corrected item-total correlation of positive psychological capital
(N=440)

Item	Inter item correlation	Corrected item- total correlation
1	1	.83
2	.77	.74
3	.78	.82
4	.63	.72
5	.67	.76
6	.69	.82
7	.65	.78
8	.64	.79
9	.60	.71
10	.62	.76
11	.68	.79
12	.73	.81

Table is showing show that all items of positive psychological capital are significantly correlated with the total score. The values of the correlation range from .60 to .83 which shows internal consistency and homogeneity of the measure for the sample.

Table 8

Item-total correlation and corrected item-total correlation of extraversion (N=440)

Item	Inter item correlation	Corrected item- total correlation
1	1	.51
6	.35	.56
11	.30	.57
16	.32	.58
21	.44	.47
26	.40	.66
31	.31	.51
36	.45	.68

Table 8 is revealing that entire items of extraversion have a significant correlation with the total score. The values of the correlation range from .30 to .44 which shows internal consistency and homogeneity of the measure for the sample.

Table 9

Item total correlation and corrected item-total correlation of agreeableness (N=440)

Item	Inter item correlation	Corrected item- total correlation
2	.1	.65
7	.58	.80
12	.56	.73
17	.40	.58
22	.52	.79
27	.58	.74
32	.45	.66
37	.52	.66
42	.56	.81

Table 9 is demonstrating that entire items of agreeableness have a significant correlation with the total score. The values of the correlation range from .40 to .81 which shows internal consistency and homogeneity of the measure for the sample.

Table 10

Item total correlation and corrected item-total correlation of conscientiousness (N=440)

Item	Inter item correlation	Corrected item- total correlation
3	1	.77
8	.53	.67
13	.74	.81
18	.58	.75
23	.58	.75
28	.75	.80
33	.70	.81
38	.61	.72
43	.54	.69

It is clear from Table 10 that entire items of conscientiousness have a significant correlation with the total score. The values of the correlation range from .53 to .81 which shows internal consistency and homogeneity of the measure for the sample.

Table 11

Item-total correlation and corrected item-total correlation of neuroticism (N=440)

Item	Inter item correlation	Corrected item- total correlation
4	.1	.66
9	.44	.59
14	.53	.64
19	.50	.65
24	.43	.63
29	.42	.46
34	.38	.62
39	.62	.68

Table 11 is showing that entire items of neuroticism have a significant correlation with the total score. The values of the correlation range from .38 to .68 which shows internal consistency and homogeneity of the measure for the sample.

Table 12

Item-total correlation and corrected item-total correlation of openness to experience (N=440)

Item	Inter item correlation	Corrected item-total correlation
5	1	.78
10	.68	.79
15	.64	.77
20	.70	.82
25	.72	.80
30	.67	.81
40	.66	.30
41	.31	.81
44	.56	.67

Table 12 shows that all items of openness to experience are significantly correlated with the total score. The values of the correlation range from .30 to .81 which shows internal consistency and homogeneity of the measure for the sample.

Table 13

Pearson correlations among variables (N=440)

Variables	1	2	3	4	5	6	7	8	9
1.EXTRA	-	.76**	.79**	-.67**	.77**	.60**	.65**	.64**	.65**
2.AGREA		-	.77**	-.70**	.70**	.70**	.80**	.70**	.71**
3.CONSC			-	-.78**	.74**	.73**	.81**	.72**	.73**
4.NEURO				-	-.75**	-.60**	-.65**	-.64**	-.65**
5.OPEN					-	.71**	.76**	.71**	.72**
6.OC						-	.74**	.77**	.76**
7.OCB							-	.72**	.72**
8.WB								-	.78**
9.SWL									-

** $p < .01$

EXTRA=extraversion, AGREA=agreeableness, CONSC=conscientiousness,

NEURO=neuroticism, OPEN=openness to experience, OCQ=organizational commitment,

OCB=organizational citizenship behavior, WB=well-being, SWL=satisfaction with life.

Table 13 demonstrates that extraversion has positive correlation with organizational commitment ($r=.60$, $p<.01$), organizational citizenship behavior ($r=.65$, $p<.01$), well-being ($r=.64$, $p<.01$) and satisfaction with life ($r=.65$, $p<.01$). Table 13 further depicts that agreeableness is positively correlated with organizational citizenship behavior ($r=.80$, $p<.01$), organizational commitment ($r=.70$, $p<.01$), well-being ($r=.70$, $p<.01$) and satisfaction with life ($r=.71$, $p<.01$). Table 13 also shows that there is a positive correlation of conscientiousness with organizational commitment ($r=.73$, $p<.01$), organizational citizenship behavior ($r=.81$,

$p < .01$), well-being ($r = .72$, $p < .01$) and satisfaction with life ($r = .73$, $p < .01$). Table 13 also demonstrates that neuroticism correlates negatively with organizational commitment ($r = -.60$, $p < .01$), organizational citizenship behavior ($r = -.65$, $p < .01$), well-being ($r = -.64$, $p < .01$) and satisfaction with life ($r = -.65$, $p < .01$). Table 13 also exhibits that openness to experience positively correlates with organizational commitment ($r = .78$, $p < .01$), organizational citizenship behavior ($r = .76$, $p < .01$), well-being ($r = .71$, $p < .01$) and satisfaction with life ($r = .72$, $p < .01$).

Table 14

Multiple regression predicting organizational citizenship behavior from extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (N=440)

Model	Unstandardized		Standardized	t	Sig
	coefficients		coefficients		
R ² =.68, F=191.28	B	Std. Error	Beta		
Constant	4.782	2.605		1.84	.067
Extraversion	.076	.063	.044	1.20	.230
Agreeableness	.532	.065	.41	8.15	.000
Conscientiousness	.098	.072	.078	1.36	.174
Neuroticism	-.54	.055	-.34	-5.98	.003
Openness to experience	.645	.061	.513	10.55	.000

Table 14 is showing results of hypotheses 1a, 1b, 1c, 1d and 1e. Findings of table indicates that the dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, in total, are able to express 68% of the total variance in predicting organizational citizenship behavior. Table 14 also demonstrates that agreeableness ($\beta=.41$, $p<.001$) and openness to experience ($\beta=.51$, $p<.001$) significantly predicts organizational citizenship behavior. Table 14 also reveals that neuroticism ($\beta=-.34$, $p<.01$) negatively predicts organizational citizenship behavior. Furthermore conscientiousness and extraversion did not predict significantly organizational citizenship behavior.

Table 15

Multiple regression predicting organizational commitment from extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (N=440)

Model	Unstandardized		Standardized	t	Sig
	coefficients		coefficients		
R ² =.80, F=357.41	B	Std. Error	Beta		
Constant	-2.59	2.604		-.99	.321
Extraversion	.15	.063	.111	2.40	.017
Agreeableness	.26	.065	.256	4.07	.000
Conscientiousness	.17	.072	.178	2.45	.015
Neuroticism	-.12	.055	-.10	-2.19	.029
Openness to experience	.41	.061	.412	6.70	.000

Table 15 is showing results of hypotheses 1a, 1b, 1c, 1d and 1e. Findings of table indicates that the dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, in total, are able to express 80% of the total variance in predicting organizational citizenship behavior. Table 15 also demonstrates that extraversion ($\beta=.11$, $p<.05$), agreeableness ($\beta=.25$, $p<.001$), conscientiousness ($\beta=.17$, $p<.05$) and openness to experience ($\beta=.41$, $p<.001$) predicts significantly organizational commitment. Neuroticism predicts significantly and negatively ($\beta=-.10$, $p<.05$) organizational commitment.

Table 16

Multiple regression predicting well-being from extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (N=440)

Model	Unstandardized		Standardized	t	Sig
	coefficients		coefficients		
R ² =.78, F=310.18	B	Std. Error	Beta		
Constant	5.234	1.695		3.21	.001
Extraversion	.171	.065	.088	2.60	.009
Agreeableness	.219	.043	.267	5.08	.000
Conscientiousness	.188	.047	.241	3.96	.000
Neuroticism	-.094	.036	-.095	-2.58	.010
Openness to experience	.211	.041	.269	5.20	.000

Table 16 is showing results of hypotheses 1a, 1b, 1c, 1d and 1e. Findings of table indicates that the dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, in total, are able to express 78% of the total variance in predicting well-being. Table 16 also demonstrates that extraversion ($\beta=.08$, $p<.05$), agreeableness ($\beta=.26$, $p<.001$), conscientiousness ($\beta=.24$, $p<.001$) and openness to experience ($\beta=.26$, $p<.001$) significantly predicts well-being. Table 16 further shows that neuroticism negatively predicts well-being ($\beta=-.095$, $p<.05$).

Table 17

Multiple regression predicting satisfaction with life from extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (N=440)

Model	Unstandardized		Standardized	t	Sig
	coefficients		coefficients		
R ² = $.57$, F=116.48	B	Std. Error	Beta		
Constant	6.38	1.675		3.81	.000
Extraversion	.070	.041	.093	1.72	.046
Agreeableness	.096	.042	.169	2.29	.022
Conscientiousness	.121	.046	.223	2.63	.009
Neuroticism	-.093	.036	-.134	-2.61	.009
Openness to experience	.112	.039	.204	2.84	.005

Table 17 is showing results of hypotheses 1a, 1b, 1c, 1d and 1e. Findings of table indicates that the dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, in total, are able to express 57% of the total variance in predicting life satisfaction. Table 17 also demonstrates that extraversion ($\beta=.093$, $p<.05$), agreeableness ($\beta=.16$, $p<.05$), conscientiousness ($\beta=.22$, $p<.01$), and openness to experience ($\beta=.20$, $p<.01$) positively predicts satisfaction with life. Neuroticism ($\beta=-.13$, $p<.01$) negatively predicts satisfaction with life. Furthermore extraversion did not predict satisfaction with life significantly.

Table 18

Moderating impact of positive psychological capital on the relation between personality traits (extraversion, agreeableness, conscientiousness, openness to experience and neuroticism) and organizational citizenship behavior amongst teachers (N=440)

Predictors		Organizational citizenship behavior		
		95% CI		
		B	LL	UL
Extraversion	PsyCap	1.23**	1.10	1.37
	EXTRAV	1.32**	1.02	1.61
	(EXTRAV) × (PsyCap)	-.03**	-.03	-.02
	R^2		.80	
	ΔR^2		.03	
	F		595.21	
	ΔF		58	
Agreeableness	PsyCap	.89**	.72	1.05
	AGREA	1.01**	.80	1.23
	(AGREA) × (PsyCap)	-.01**	-.02	-.008
	R^2		.82	
	ΔR^2		.01	
	F		683.84	
	ΔF		23.88	
Conscientiousness	PsyCap	1.09**	.95	1.23
	CONS	1.12**	.89	1.35
	(CONS) × (PsyCap)	-.02**	-.02	-.01
	R^2		.81	
	ΔR^2		.02	
	F		629.78	
	ΔF		56.46	
Neuroticism	PsyCap	.18	-.01	.37
	NEURO	-1.07**	-1.36	-.78
	(NEURO) × (PsyCap)	.02**	.01	.03
	R^2		.79	
	ΔR^2		.02	
	F		557.45	
	ΔF		42.89	
Openness to experience	PsyCap	.92**	.78	1.07
	OPEN	1.18**	.99	1.38
	(OPEN) × (PsyCap)	-.02**	-.02	-.01
	R^2		.84	
	ΔR^2		.02	
	F		774.20	
	ΔF		47.34	

** $p < 0.01$

PsyCap=positive psychological capital, EXTRAV=extraversion, AGREA=agreeableness, CONS=conscientiousness, NEURO=neuroticism, OPEN=openness to experience.

Table 18 is showing results of hypothesis 5. Table 14 demonstrates that positive psychological capital acts as a moderator on the relationship between extraversion and organizational citizenship behavior ($B=-.03$, $p<.01$, $\Delta R^2=.03$). It shows that the positive psychological capital have added 3% additional variance in association between extraversion and organizational citizenship behavior. The moderating impact of positive psychological capital have been showed through the Modgraph in figure 2.

Table 18 additionally shows that positive psychological capital is acting as a moderator on the association among conscientiousness and organizational citizenship behavior ($B=-.02$, $p<.01$, $\Delta R^2=.01$). It shows that positive psychological capital added 2% additional variance in association between conscientiousness and organizational citizenship behavior. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 3.

Table 18 also shows that positive psychological capital is acting as a moderator on the association among agreeableness and organizational citizenship behavior ($B=-.01$, $p<.01$, $\Delta R^2=.01$). It reveals that positive psychological capital added 1% additional variance in association between agreeableness and organizational citizenship behavior. The moderating impact of positive psychological capital have been showed through the Modgraph in figure 4.

Table 18 moreover shows that positive psychological capital acts as a moderator on the relationship between neuroticism and organizational citizenship behavior ($B=-.02$, $p<.01$, $\Delta R^2=.01$). It reveals that positive psychological capital added 2% additional variance in association between neuroticism and organizational citizenship behavior. The moderating impact of positive psychological capital have been showed through the Modgraph in figure 5.

Table 18 further demonstrates that positive psychological capital is also acting as a moderator on the association of openness to experience with organizational citizenship behavior

($B = -.02$, $p < .01$, $\Delta R^2 = .01$). It also shows that positive psychological capital added 2% additional variance in association among openness to experience and organizational citizenship behavior. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 6.

**Moderating effect of positive psychological capital on the relationship between
organizational citizenship behavior and extraversion**

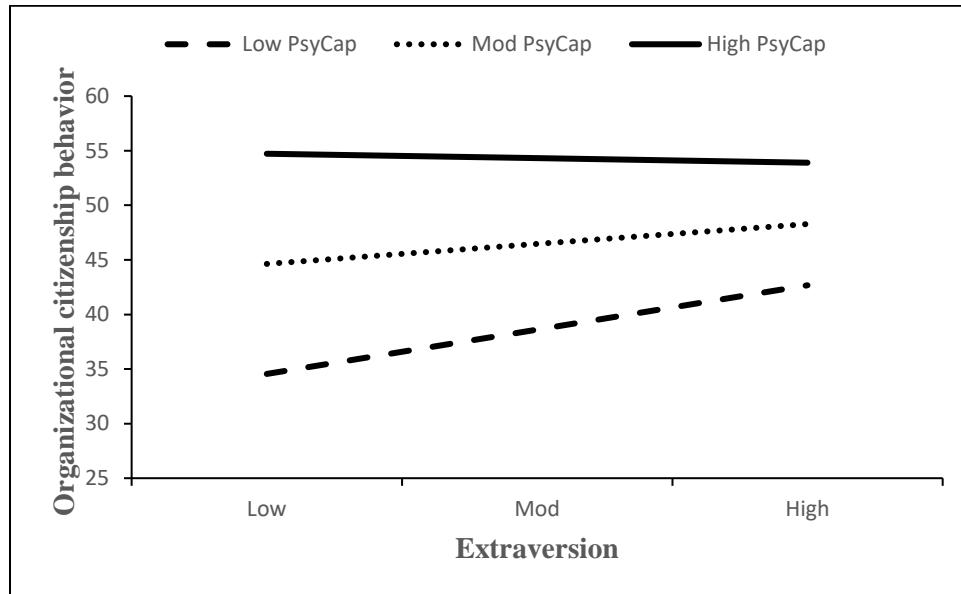


Figure 2 (Moderating effect of positive psychological capital on the relationship between organizational citizenship behavior and extraversion)

Figure 2 reveals that teacher's having low positive psychological capital level, with an increase in trait of extraversion, have increased OCB. There is an increase in organizational citizenship behavior of teachers at moderate level of positive psychological capital also with an increase in extraversion trait. However, at high level of positive psychological capital, extraversion have no substantial impact on OCB.

**Moderating impact of positive psychological capital on the relation between
organizational citizenship behavior and conscientiousness**

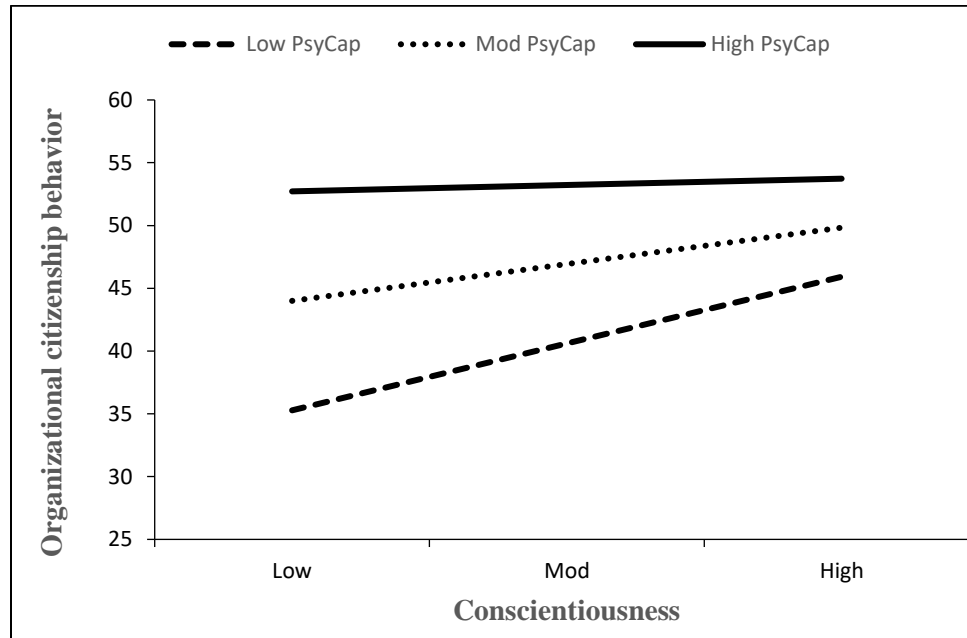


Figure 3 (Moderating impact of positive psychological capital on the relation between organizational citizenship behavior and conscientiousness)

Figure 3 reveals that teacher's having low positive psychological capital level, with an increase in trait of conscientiousness, have increased OCB. There is an increase in organizational citizenship behavior of teachers at moderate level of positive psychological capital also with an increase in conscientiousness trait. However, at high level of positive psychological capital, conscientiousness have no substantial impact on OCB.

**Moderating effect of positive psychological capital on the relation between
organizational citizenship behavior and agreeableness**

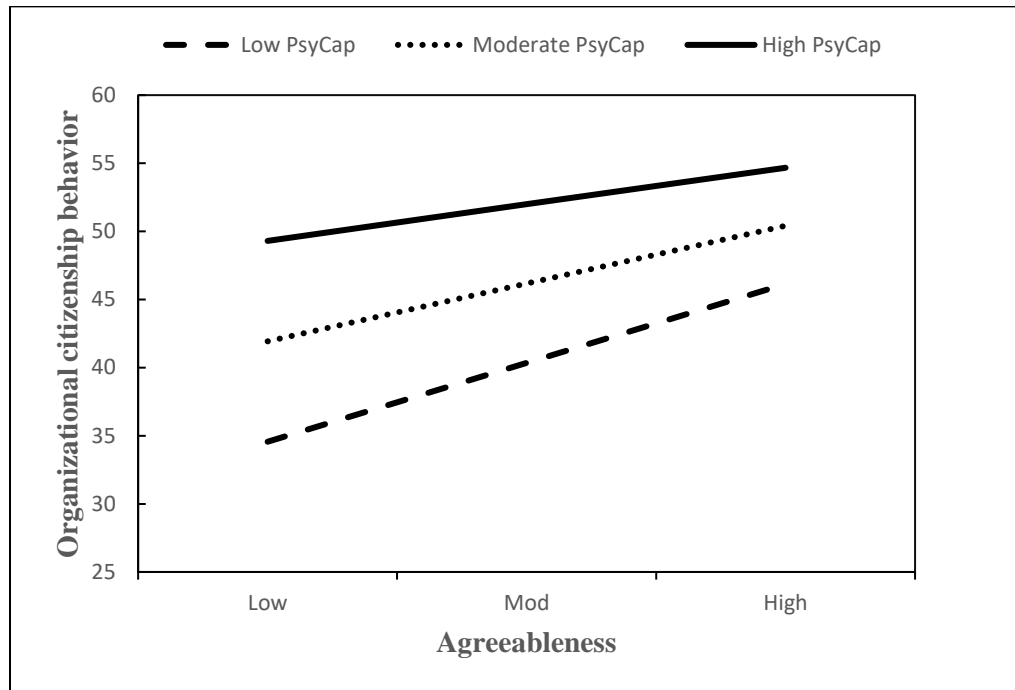


Figure 4 (Moderating effect of positive psychological capital on the relation between organizational citizenship behavior and agreeableness)

Figure 4 reveals that teacher's having low positive psychological capital level, with an increase in trait of agreeableness, have increased OCB. There is an increase in organizational citizenship behavior of teachers at moderate level of positive psychological capital also with an increase in agreeableness trait. However, at high level of positive psychological capital, agreeableness have no substantial impact on OCB.

Moderating impact of positive psychological capital on the relation of organizational citizenship behavior and neuroticism

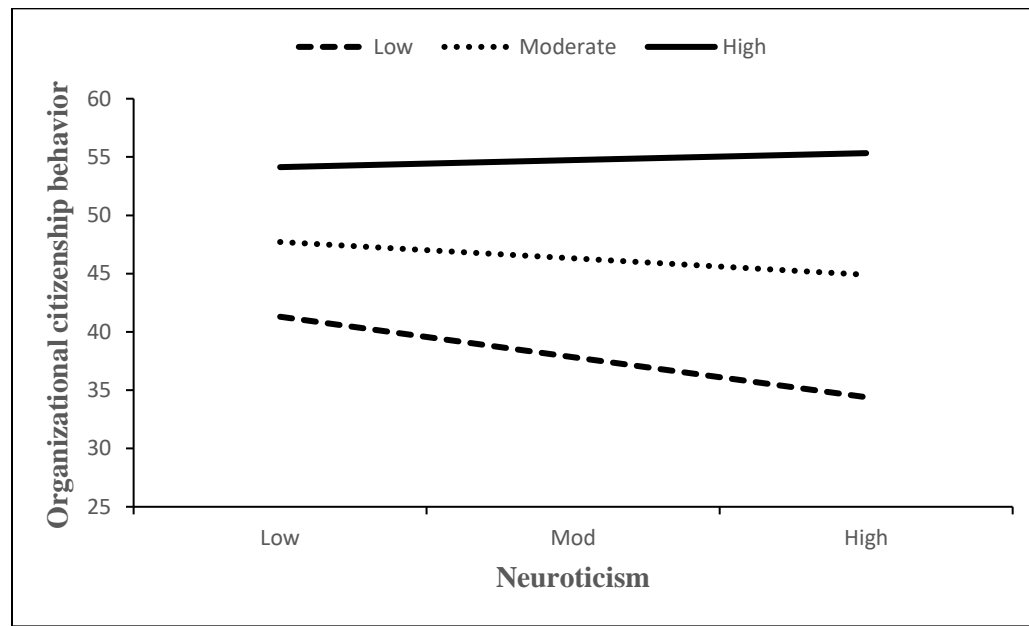


Figure 5 (Moderating impact of positive psychological capital on the relation of organizational citizenship behavior and neuroticism)

At low level of psychological capital an increase in neuroticism, OCB is decreasing. But at high level of positive psychological capital an increase in neuroticism, OCB is increasing. Figure 5 reveals that positive psychological capital is buffering the negative effects of personality trait of neuroticism on OCB.

**Moderating impact of positive psychological capital on the relation between
organizational citizenship behavior and openness to experience**

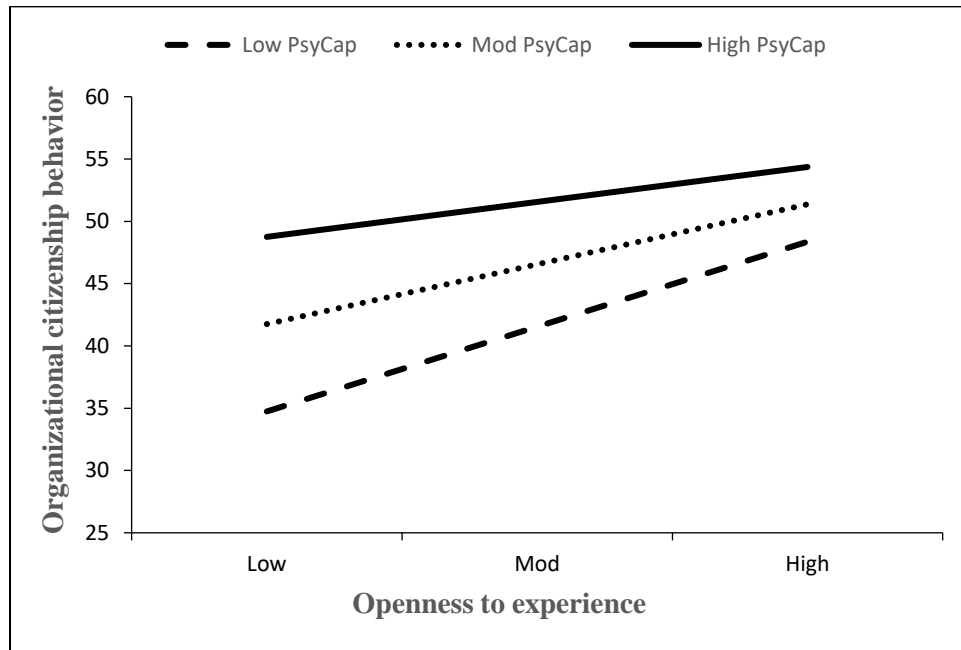


Figure 6 (Moderating impact of positive psychological capital on the relation between organizational citizenship behavior and openness to experience)

Figure 6 reveals that teacher's having low positive psychological capital level, with an increase in trait of openness to experience, have increased OCB. There is an increase in organizational citizenship behavior of teachers at moderate level of positive psychological capital also with an increase in openness to experience trait. However, at high level of positive psychological capital, openness to experience have no substantial impact on OCB.

Table 19

Moderating impact of positive psychological capital on the relation between personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) and organizational commitment among university teachers (N=440)

Predictors		Organizational commitment		
		B	95% CI	
			LL	UL
Extraversion	PsyCap	.71**	.59	.83
	EXTRAV	.52**	.26	.78
	(EXTRAV) × (PsyCap)	-.007**	-.01	-.001
	R^2		.76	
	ΔR^2		.003	
	F		463.34	
	ΔF		5.82	
Agreeableness	PsyCap	.70**	.54	.85
	AGREA	.39**	.18	.59
	(AGREA) × (PsyCap)	-.005*	-.01	-.0004
	R^2		.76	
	ΔR^2		.002	
	F		454.37	
	ΔF		4.58	
Conscientiousness	PsyCap	.74**	.61	.87
	CONS	.43**	.22	.63
	(CONS) × (PsyCap)	-.007**	-.01	-.003
	R^2		.76	
	ΔR^2		.01	
	F		450.87	
	ΔF		9.5	
Neuroticism	PsyCap	.34**	.17	.50
	NEURO	-.49**	-.75	-.24
	(NEURO) × (PsyCap)	.01**	.006	.01
	R^2		.76	
	ΔR^2		.01	
	F		449.15	
	ΔF		17.54	
Openness to Experience	PsyCap	.66**	.52	.80
	OPEN	.46**	.27	.65
	(OPEN) × (PsyCap)	-.006**	-.01	-.001
	R^2		.76	
	ΔR^2		.003	
	F		473.67	
	ΔF		6.24	

** $p < 0.01$, * $p < 0.05$

PsyCap=positive psychological capital, EXTRAV=extraversion, AGREA=agreeableness, CONS=conscientiousness, NEURO=neuroticism, OPEN=openness to experience.

Table 19 is showing results of hypothesis 6. Table 15 is revealing that positive psychological capital is playing a moderating role on the association among extraversion and organizational commitment ($B=-.007$, $p<.01$, $\Delta R^2=.003$). It has been revealed that positive psychological capital added 0.3% additional variance in association of extraversion with organizational commitment. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 7.

Table 19 also showed that positive psychological capital acts as a moderator on the relationship between agreeableness and organizational commitment ($B=-.005$, $p<.01$, $\Delta R^2=.002$). It has been revealed that positive psychological capital added 0.02% additional variance in association among agreeableness and organizational citizenship behavior. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 8.

Table 19 further reveals that positive psychological capital acts as a moderator on the association among conscientiousness and organizational commitment ($B=-.074$, $p<.01$, $\Delta R^2=.01$). It has been revealed that positive psychological capital added 1% additional variance in association among organizational commitment and conscientiousness. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 9.

Table 19 moreover shows that positive psychological capital acts as a moderator on the relationship between neuroticism and organizational commitment ($B=-.01$, $p<.01$, $\Delta R^2=.01$). It has been revealed that positive psychological capital added 1% additional variance in relationship between neuroticism and organizational commitment. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 10.

Table 19 further reveals that positive psychological capital acts as a moderator on the association among openness to experience and organizational commitment ($B=-.006$, $p<.01$,

$\Delta R^2=.003$). It has been revealed that positive psychological capital added 0.03% additional variance in relationship among openness to experience and organizational commitment. The moderating effect of positive psychological capital have been showed through the Modgraph in figure 11.

Moderating impact of positive psychological capital on the relation of organizational commitment and extraversion

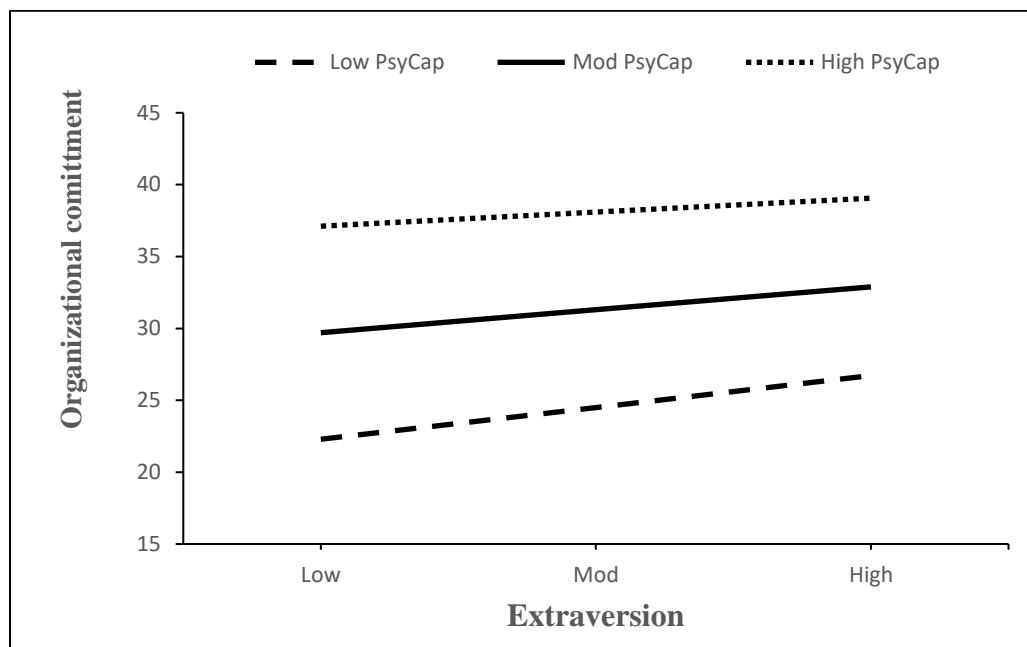


Figure 7 (Moderating impact of positive psychological capital on the relation of organizational commitment and extraversion)

Figure 7 reveals that teacher's having low positive psychological capital level, with an increase in trait of extraversion, have increased organizational commitment. There is an increase in organizational commitment of teachers at moderate level of positive psychological capital also with an increase in extraversion trait. However, at high level of positive psychological capital, there is no substantial impact on organizational commitment by extraversion.

**Moderating impact of positive psychological capital on the relation of agreeableness
and organizational commitment**

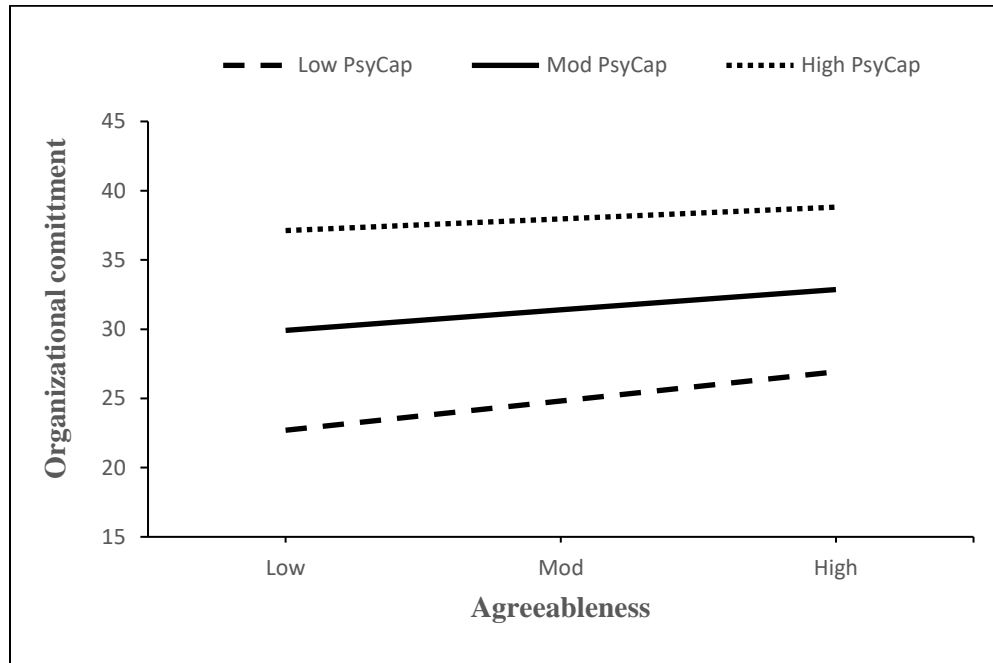


Figure 8 (Moderating impact of positive psychological capital on the relation of agreeableness and organizational commitment)

Figure 8 reveals that teacher's having low positive psychological capital level, with an increase in trait of agreeableness, have increased organizational commitment. There is an increase in organizational commitment of teachers at moderate level of positive psychological capital also with an increase in agreeableness trait. However, at high level of positive psychological capital, agreeableness have no substantial impact on organizational commitment.

**Moderating impact of positive psychological capital on the association of
conscientiousness and organizational commitment**

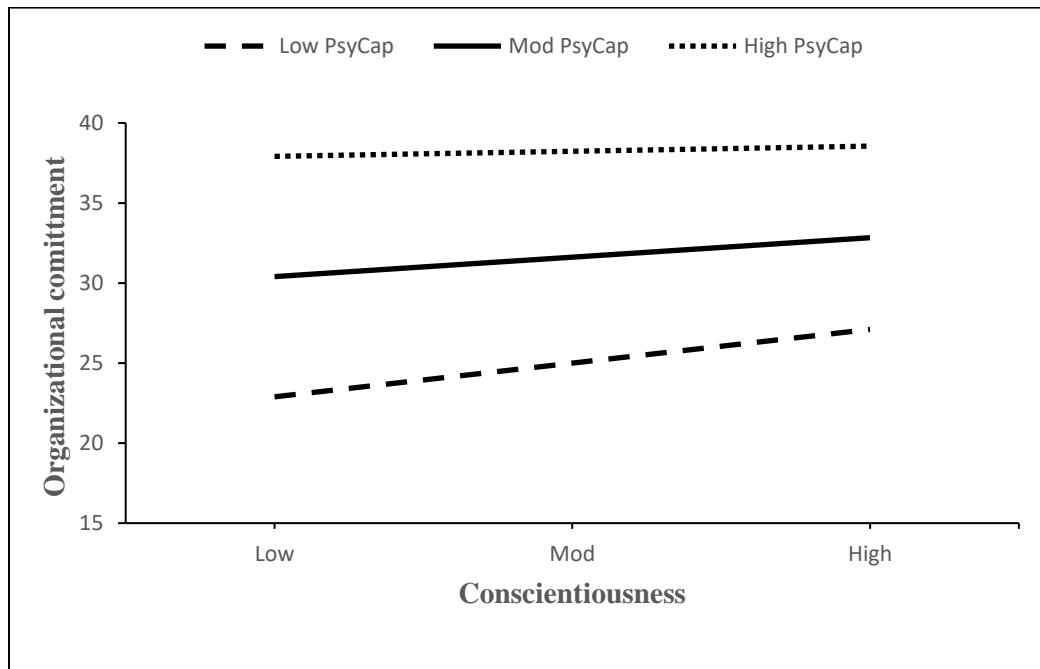


Figure 9 (Moderating impact of positive psychological capital on the association of conscientiousness and organizational commitment)

Figure 9 reveals that teacher's having low positive psychological capital level, with an increase in conscientiousness attribute, have increased organizational commitment. There is an increase in organizational commitment of teachers at moderate level of positive psychological capital also with an increase in conscientiousness trait. However, with high positive psychological capital, conscientiousness have no substantial impact on organizational commitment.

**Moderating impact of positive psychological capital on the relation among neuroticism
and organizational commitment**

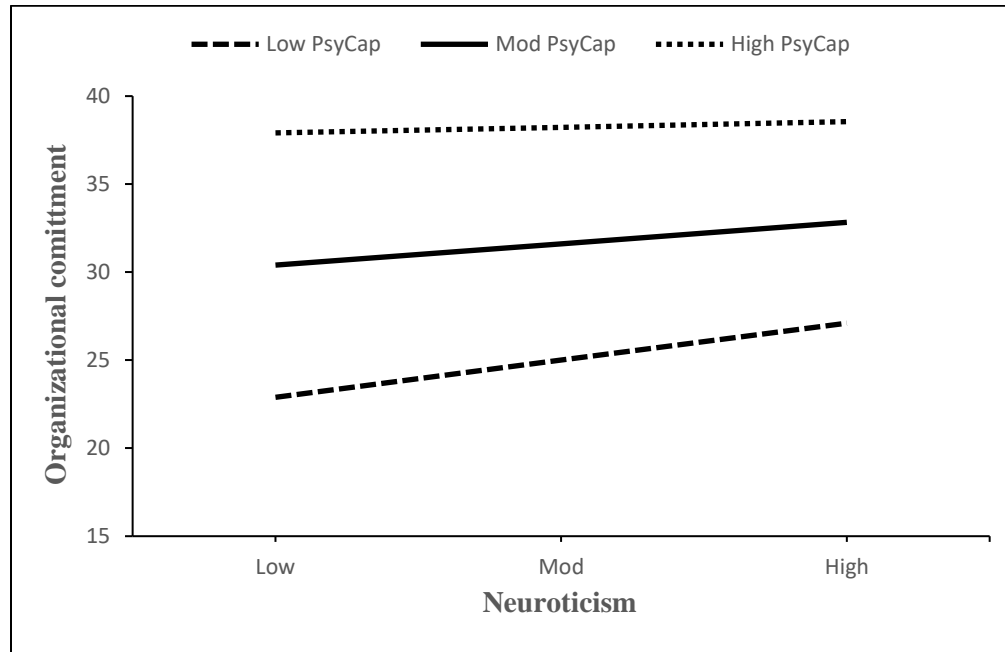


Figure 10 (Moderating impact of positive psychological capital on the relation among neuroticism and organizational commitment).

When the level of psychological capital is low, then with the increase in neuroticism, organizational commitment is decreasing. But at high positive psychological capital level with the increase in neuroticism, organizational commitment is increasing. Figure 5 reveals that positive psychological capital is mitigating the negative effects of personality trait of neuroticism on organizational commitment. Figure 10 reveals that positive psychological capital is buffering the negative effects of personality trait of neuroticism on organizational commitment.

Moderating impact of positive psychological capital on the relation between openness to experience and organizational commitment

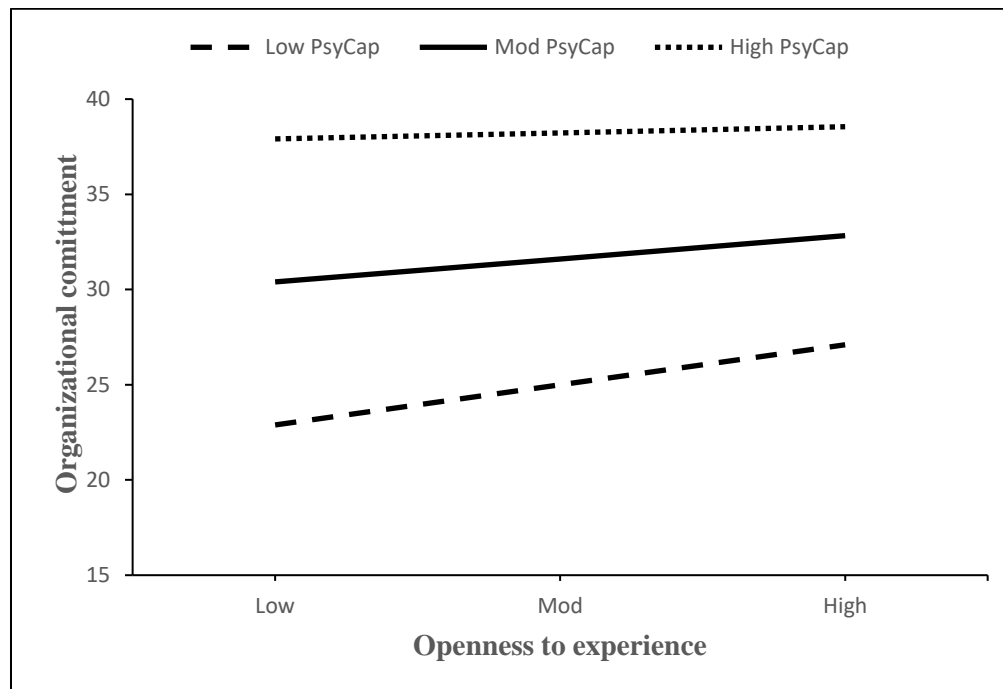


Figure 11 (Moderating impact of positive psychological capital on the relation between openness to experience and organizational commitment)

Figure 11 reveals that teacher's having low positive psychological capital level, with an increase in trait of openness to experience, have increased organizational commitment. There is an increase in organizational commitment of teachers at moderate level of positive psychological capital also with an increase in openness to experience trait. However, at high positive psychological capital level, openness to experience have no substantial impact on organizational commitment.

Table 20

Moderating impact of positive psychological capital on the relation among personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) and well-being among university teachers (N=440)

Predictors		Well-being		
		95% CI		
		B	LL	UL
Extraversion	PsyCap	.55**	.48	.63
	EXTRAV	.28**	.11	.45
	(EXTRAV) × (PsyCap)	-.003	-.007	.0006
	R^2		.84	
	ΔR^2		.001	
	F		760.69	
	ΔF		2.67	
Agreeableness	PsyCap	.42**	.33	.52
	AGREA	.17**	.04	.30
	(AGREA) × (PsyCap)	.0006	-.003	.004
	R^2		.84	
	ΔR^2		.000	
	F		784.13	
	ΔF		.13	
Conscientiousness	PsyCap	.45**	.37	.53
	CONSC	.25**	.12	.38
	(CONSC) × (PsyCap)	-.001	-.004	.002
	R^2		.85	
	ΔR^2		.0003	
	F		803.98	
	ΔF		.74	
Neuroticism	PsyCap	.42**	.31	.53
	NEURO	-.26**	-.42	-.10
	(NEURO) × (PsyCap)	.002	-.001	.006
	R^2		.84	
	ΔR^2		.0006	
	F		777.18	
	ΔF		1.76	
Openness to Experience	PsyCap	.46**	.38	.54
	OPEN	.22*	.10	.35
	(OPEN) × (PsyCap)	-.0009	-.004	.002
	R^2		.85	
	ΔR^2		.0001	
	F		794.45	
	ΔF		.38	

* $p < 0.05$, ** $p < 0.01$

PsyCap=positive psychological capital, EXTRAV=extraversion, AGREA=agreeableness, CONS=conscientiousness, NEURO=neuroticism, OPEN=openness to experience.

Table 20 is showing results of hypothesis 7. Table 20 reveals that positive psychological capital didn't moderate the relation between the personality dimensions (agreeableness, extraversion, conscientiousness, neuroticism and openness to experience) and well-being.

Table 21

Moderation of positive psychological capital on the relationship between personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) and satisfaction with life among university teachers. (N = 440)

Predictors		Satisfaction with life		
		95% CI		
		B	LL	UL
Extraversion	PsyCap	.29**	.22	.37
	EXTRAV	.02	-.14	.19
	(EXTRAV) × (PsyCap)	.001	-.0022	.005
	R^2		.69	
	ΔR^2		.0004	
	F		316.92	
	ΔF		.56	
Agreeableness	PsyCap	.32**	.23	.42
	AGREA	-.006	-.13	.12
	(AGREA) × (PsyCap)	.0006	-.0025	.004
	R^2		.68	
	ΔR^2		.0001	
	F		308.58	
	ΔF		.14	
Conscientiousness	PsyCap	.31**	.23	.39
	CONSC	.03	-.10	.15
	(CONSC) × (PsyCap)	.0005	-.002	.003
	R^2		.68	
	ΔR^2		.0001	
	F		310.80	
	ΔF		.11	
Neuroticism	PsyCap	.34**	.23	.44
	NEURO	-.05	-.20	.11
	(NEURO) × (PsyCap)	-.008	-.004	.003
	R^2		.68	
	ΔR^2		.0002	
	F		318.36	
	ΔF		.22	
Openness to Experience	PsyCap	.29*	.20	.38
	OPEN	-.03	-.15	.09
	(OPEN) × (PsyCap)	.001	-.001	.004
	R^2		.68	
	ΔR^2		.0009	
	F		310.49	
	ΔF		1.21	

* $p < 0.05$, ** $p < 0.01$

PsyCap=positive psychological capital, EXTRAV=extraversion, AGREA=agreeableness, CONS=conscientiousness, NEURO=neuroticism, OPEN=openness to experience.

Table 21 is showing results of hypothesis 8. Table 121 shows that psychological capital didn't moderate the relation between the personality traits (agreeableness, extraversion, conscientiousness, neuroticism and openness to experience) and satisfaction with life.

Table 22

Difference between male and female university teachers on study variables (N=440)

Variable	Male Teachers (<i>n</i> = 240)	Female Teachers (<i>n</i> = 200)	<i>t</i>	<i>p</i>	95% CI		<i>Cohens d</i>
	<i>M (SD)</i>	<i>M (SD)</i>			<i>LL</i>	<i>UL</i>	
EXTRAV	24.21(6.88)	24.04(7.33)	.26	.79	-1.15	1.51	0.024
AGREA	32.51(9.05)	31.24(9.65)	1.4	.15	-4.8	3.02	0.135
CONSC	30.81(9.12)	29.41(10.54)	1.78	.074	-.16	3.52	0.14
NEURO	21.98(6.8)	25.24(8.32)	-4.52	.000	-4.67	-1.83	0.43
OPEN	32.97(8.99)	31.05(10.52)	2.06	.04	.090	3.74	0.20
OCB	46.03(11.26)	43.45(13.25)	2.18	.03	.25	4.92	0.21
OC	31.79(9.05)	29.73(10.33)	2.21	.028	.22	3.91	0.21
PsyCap	43.94(11.45)	40.01(13.47)	3.26	.001	1.56	6.31	0.31
WB	25.21(7.21)	23.46(8.09)	2.37	.018	.29	3.2	0.23
SWL	16.88(5.04)	15.39(5.56)	2.93	.004	4.9	2.5	0.28

PsyCap=positive psychological capital, EXTRAV=extraversion, AGREA=agreeableness, CONSC=conscientiousness, NEURO=neuroticism, OPEN=openness to experience, OCQ=organizational commitment, OCB= organizational citizenship behavior, WB=well-being, SWL=satisfaction with life.

Table 22 is showing results of hypothesis 9. Table 22 indicates the differences between male and female university teachers on extraversion, agreeableness, conscientiousness, neuroticism, openness to experience, organizational citizenship behavior, organizational commitment, positive psychological capital, well-being and satisfaction with life. Females

scored higher ($M=25.24$, $p<.001$) than males ($M=21.98$) on the domain of neuroticism. Table 17 indicates that male ($M=32.97$, $p<.05$) scored high than females ($M=32.97$) on variable of openness to experience. On the variable of organizational citizenship behavior male teachers ($M=46.03$, $p<.05$) scored higher than female teachers ($M=43.45$). Table 22 further indicates that male ($M=31.79$, $p<.05$) scored high than females ($M=29.73$) on the dimension of organizational commitment. Table 22 moreover indicates that male ($M=43.94$) scored high than females ($M=40.01$, $p<.05$) on the dimension of positive psychological capital. Well-being score were significantly higher for males ($M=25.21$, $SD=7.21$) than females ($M=23.46$, $p<.05$). Table 22 furthermore indicates that male ($M=16.88$, $SD=5.04$) scored high than females ($M=15.39$, $p<.05$) on the domain of satisfaction with life. On the variables of extraversion, agreeableness and conscientiousness no significant gender differences were found.

DISCUSSION

The current study examined the effect of personality traits (conscientiousness, openness to experience, agreeableness, extraversion and neuroticism) on personal (satisfaction with life and well-being) and job outcomes (organizational citizenship behavior and organizational commitment) in teachers of university. The moderating impact of positive psychological capital on the relation of personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) with personal and job outcomes among university teachers was also investigated. Gender differences were also investigated on the study variables.

Main Effect Hypotheses

The relationships of personality traits with job and personal outcomes were predicted in twelve main effect hypotheses, that is, hypotheses 1a to 4e. Below, first main effects of personality traits on job outcomes (organizational citizenship behavior and organizational commitment) are discussed.

Personality Traits-Organizational citizenship behavior

Hypothesis 1a of the current study was that extraversion will be positively predicting organizational citizenship behavior amongst teachers of university has not been supported by the results. In a study by Mosalaei, Nikbakhsh, and Tojari (2014) found that extraversion did not predict organizational citizenship behavior. In another investigation, Elenain (2007) showed absence of any substantial association among OCB and extraversion.

Hypothesis 1b of the present study is consistent with the study of Kumar, Bakshi, and Rani (2009) which states that organizational citizenship behavior is positively predicted by agreeableness. Hypothesis 1c has not been supported by the current study. Conscientiousness

did not predict organizational citizenship behavior. Mosalaei et al., (2014) showed that conscientiousness did not predict organizational citizenship behavior

Hypothesis no 1d of the current study has also been supported by the findings of the present investigation that neuroticism negatively predicts OCB. This hypothesis is in line with the investigation by Kumar, Bakshi, and Rani (2009) who revealed that neuroticism negatively relates to OCB. Hypothesis no 1d of the present study is also consistent with the study of Mushraf, Al-Saqry, and Obaid (2015). This finding is also consistent with investigation of Purba, Oostrom, Van Der Molen, and Born (2015). Mosalaei, et al., (2014) and Anjum, Fan, Javed, and Akhtar (2014) who revealed that personality attribute of neuroticism has substantial negative effect on OCB. This leads to the conclusion that emotional stability of teachers is associated with OCB, so the university administration must focus on the attribute of neuroticism which is negatively affecting the behavior of teachers.

Hypothesis 1e is in line with the study by Elanain (2007), who has found that openness to experience was the most significant predictor of organizational citizenship behavior. From a range of meta-analytic reviews it has been found that agreeableness, conscientiousness and emotional stability are positively associated with diverse dimensions of contextual performance (Hurtz & Donovan, 2000; Hogan & Holland, 2003). One explanation for such finding is that persons scoring high on dimension of agreeableness are inclined to be flexible, courteous, good-natured, trusting, forgiving, cooperative, tolerant and soft-hearted; all personality traits that will result in higher level organizational citizenship behavior.

Current study's hypothesis 1b and 1e are also in accordance with the study of Mahdiuon et al., (2010), who discovered that personality dimensions of openness to experience and agreeableness strongly predicted OCBs of staff at Tehran University. Another study by Leephaijaroen (2016) revealed that the big-five personality attributes of agreeableness and

emotionally stable personality had positive effects on OCB (Singh & Singh, 2009; Kumar et al., 2009; Malik, Ghafoor, & Iqba 2012; Sjahruddin & Normijati, A., 2013; Hakim, Nimran, Haerani, & Alam. 2014).

In the past, other researchers (Singh and Singh 2009 and Kumar et al., 2009) made an extensive examination into the influence of big-five personality characters on OCB and demonstrated that big-five personality traits of agreeableness have shown *substantial* effects on organizational citizenship behavior. It has been revealed by Mahdiuon et al., (2010) that some of the big-five personality traits, i.e., openness to experience, agreeableness and conscientiousness predicted staff's organizational citizenship behavior. It has also been demonstrated by Malik et al., (2012) that the big-five personality attributes have a substantial effect on OCB. So, organizational citizenship behavior is predicted significantly and positively by agreeableness and openness to experience and negatively predicted by neuroticism.

Personality traits-Organizational commitment

Hypothesis no 2a and 2c stated that conscientiousness and extraversion will positively affect organizational commitment. This has been verified by the results of the current study. This result is consistent with the findings of Akvanyan (2010). It appears that extrovert teachers can communicate easily with others especially the staff, students and subordinates, for the reason that they are well socialized and incline to have social interactions with others and also they are also experienced emotionally. So, this might have an encouraging influence on their affective organizational commitment. It means that with the increase in trait of extraversion leads to an increase in affective commitment of teachers. In a study, Celik and Oral (2016) had found that the conscientious personality trait is significantly related to organizational commitment. Moreover, earlier studies had identified conscientiousness as the most reliable predictor of job performance (Barrick, Mount, & Judge, 2001; Barrick & Mount, 1991).

Studies of Ganu and Kogutu (2014) and Kumar and Bakhshi (2010) also found out significant association between organizational commitment and conscientiousness.

Hypothesis no 2b and 2e was that organizational commitment will be positively affected by agreeableness and openness to experience. The results of current study verifies these hypotheses. There is a significant relationship between personality trait of agreeableness and organizational commitment of teachers in this study. It means that the more the teacher is agreeable more will be the level organizational commitment. This finding is in line with the results of the study of Akvanyan (2010) and Salehi and Gholtash (2011), but is not consistent with the results of Kottawatta (2016) and Judge, Heller, and Mount (2002). Agreeableness is similar to extraversion which is primarily an aspect of interpersonal needs. An agreeable individual is fundamentally a philanthropist, shows sympathy towards other individuals, is keen to assist and have faith in that others are reciprocally helpful. An individual low in agreeableness is aggressive than others, skeptical and egocentric and is more competitive rather than supportive. This result of present study is in consistent with the research of Njoku, Ebeh, and Mbaeri (2017) who found that openness to experience significantly predict employee's organizational commitment. A further look at the result shows that as employees' openness to experience increases, organizational commitment equally increases. Similar to this finding, Ganu and Kogutu (2014) found that openness to experience has positive relationship with organizational commitment. They further suggested that employees exhibiting the openness trait, show more commitment towards their organizations. Also, the results of the present study findings are in consistent with past studies (Darbanyan, Samavatyan, Oreyzi, & Mousavirad 2014; Sadeghi & Yazdanbakhsh, 2014; Emecheta, Awa, & Ukoha, 2016). A plausible elucidation for this conclusion is that persons who are more open to experience like to learn new things, enjoy new experiences and are usually open-minded. These characteristics may

likely be endeavoring them towards their organization leading to increasing affect and consequently increased commitment to their organizations.

Hypothesis number 2d of the current study has also been verified by the results, which was that organizational commitment will be negatively affected by personality trait of neuroticism. This is in line with the findings of study by Pasha and Khodadadi (2008) and Parvin (2008) who recognized neuroticism as to be a significant negative predictor of commitment. The study by Syed, Saeed, and Farrukh (2015) found a significant negative association among neuroticism and affective commitment which is in accordance with hypothesis 6. Neuroticism is ruminated to be the key antecedent of negative emotions, for which the association among organizational commitment and negative emotions in the previous studies has been observed (Thoresen, Kaplan, Barsky, Warren, & de Chermont 2003; Kumar & Bakhshi, 2010).

Present study Hypothesis 1b, Hypothesis 1c and Hypothesis 1e is also supported by the investigation of Tziner, Waisman-Manor, Vardi, and Brodman (2008), who found that three of the big five factors (openness to experience, conscientiousness and agreeableness) were significantly associated with organizational commitment and measures of job satisfaction, respectively. Mutually, these aspects explained 58% and 44% of the variance in organizational commitment and job satisfaction, correspondingly. Individuals with high agreeableness work with their colleagues in pleasant means and therefore expected to experience more job satisfaction. Furthermore, they are likewise more trusting, caring and compliant and might show their affection towards their organization. Lastly, individuals with high trait of conscientiousness are usually dedicated, responsible, achievement-oriented and persevering features related to hard work. Love (2015) in a study found that a significant positive influence on organizational commitment was by the conscientiousness and openness traits of the big five

personality traits. In another investigation by Lee, Ho, Wu, and Kao (2008), it was found that individuals who were high in extraversion were experiencing greater affective commitment (commitment with the organization).

Personality traits-Well-being

The results of the current study also supports hypothesis 3a, 3c and 3e that conscientiousness, extraversion and openness to experience will positively predict well-being among university teachers. This is in line with the results of the study by Marzuki (2013) on university lecturers which indicated that personality attributes of extraversion, conscientiousness and openness to experience had impact on overall well-being. Conscientiousness and openness to experience were found to be the best predictors of well-being as compared to extraversion. The overall impact of openness to experience, conscientiousness and extraversion on well-being could be linked to the overall environment and the nature of work in a higher learning institution. It was also been found that conscientiousness is significantly related to psychological as well as emotional well-being. Individuals high in the trait of conscientiousness are considered as competent, having order, are dutiful and achievement oriented, self-disciplined and deliberated (McCrae & Costa, 2003). Kinnunen et al., (2012) in their investigation concluded that high conscientiousness jointly with high extraversion was related to good self-evaluated health, while low conscientiousness jointly with high extraversion was connected to ordinary self-evaluated health.

Present study findings also verified hypothesis 3b and 3e which stated that well-being will be positively predicted by agreeableness and openness to experience. This is consistent with the study of Ziskis (2010), which found that agreeableness and openness to experience was significantly and positively related to well-being. This finding is also in line with results

of the study of Kokko et al., (2013), who revealed that a high openness, conscientiousness and agreeableness level was significantly associated with well-being.

Hypothesis 3d was regarding the prediction of well-being by neuroticism has also been confirmed by the results. Results of the investigation by Singh, Singh and Singh (2012) are consistent with hypothesis 3d by revealing that neuroticism significantly and negatively predicted well-being. In agreement with earlier investigations, neuroticism has been found to be the best predictor of well-being (Schmutte & Ryff, 1997; Grant et al., 2009; Kokko et al., 2013; Aldridge & Gore 2016). It is thought that neurotics have a temperamental vulnerability to experience positive and negative affect correspondingly.

Daily contact with the students requires teachers to be capable of manifesting personality attributes which are admissible for students. For instance, students have an anticipation regarding their teachers to be having active imagination in the process of teaching, aesthetic sense, focused on insights and inner feelings (openness to experience). Furthermore, academic tasks entails teachers to be inclined toward organizing, planning and execution of stimulating project based learning as part of their daily tasks as these are the indicator of punctual and meticulous behaviors (conscientiousness). Lastly, trait of extraversion necessitate teachers to be assertive, talkative, active and sociable so as to be capable to do well in class lectures besides dealing with every student. These personality domains (conscientiousness, openness to experience and extraversion) that implant specific attributes might have a good impact on psychological well-being of person in terms of creative self, social self, coping self, essential self and physical self. With such level of high psychological well-being through these attributes, better job satisfaction and job performance might be attained.

Hypothesis 3a, 3c and 3d of the present study are in line with the results of the study of Grant et al., (2009) who investigated big five personality attributes as contributing factors of

psychological and subjective well-being. These researchers found a substantial relationship among extraversion, conscientiousness and neuroticism with psychological and subjective well-being amongst women and men. Their conclusions also demonstrated that the relationship of personality attributes with well-being (psychological) was stronger as compared to the association of personality attributes with well-being (subjective). Increased level of conscientiousness and extraversion indicates sociability of teachers and also a likelihood of family and friend's higher social support. Teachers high on extraversion, incline to develop friendships and they are more likely to maintain these friendships if they are conscientious (Grant et al., 2009). Having friends is an indication that they have more social support and larger social networks. Predispositions for well-being are characterized by social support (Steese, et al., 2006). Social support assists in decreasing stress, anxiety and depression and also diminishes other psychological concerns. Thus, there is improvement in psychological well-being (Elliot & Gramling, 1990).

Hypothesis 3a and 3d of the present study are also consistent with the study of Augusto Landa, Martos and Lopez-Zafra (2010), who found that high score on extraversion and low score on neuroticism better predict psychological well-being. Neuroticism dimension inclines towards mental illnesses and is precipitating negative emotions, while dimension of extraversion develops positive feelings and therefore relates to psychological well-being. A research by Ziskis (2010) revealed that the personality characteristic of neuroticism made a substantial exclusive influence on overall PWB (psychological well-being). The trait of extraversion also made a substantial exclusive impact on overall PWB. The personality characteristic of agreeableness also made a significant influence on overall PWB. The personality characteristic of conscientiousness also made a noteworthy distinctive influence on overall PWB. Lastly, gender also made an important influence on overall PWB. A study by

Kokko et al., (2013) suggested that, specifically, high extraversion and low neuroticism strongly relates to increased psychological well-being. The associations among the psychological well-being and big five personality attributes have, with little exemptions, have not often been investigated (Lamers, Westerhof, Kovács, & Bohlmeijer, 2012). Nevertheless, the relationship of low neuroticism and emotional well-being and high extraversion have been stated (e.g., Steel et al., 2008) and elated neuroticism has constantly been related to pathetic self-evaluated health (e.g., Charles, Gatz, Kato, & Pedersen, 2008; Lahey, 2009). On the base of the current findings it appears that extraversion and neuroticism are still more significant to self-awareness, listed on this place by (PWB) psychological well-being, than to emotional well-being, and listed here as having a general feeling of happiness with one's life.

Personality traits-Satisfaction with life

The present study hypothesis 4a and 4c have also has been supported by the results. Hypothesis 4a and 4c stated that conscientiousness and extraversion will positively predict life satisfaction. This is in line with investigation by Onyishi and Okongwu (2013), who demonstrated that workers life satisfaction was predicted by personality attributes (extraversion, conscientiousness, openness to experience, agreeableness and neuroticism). Findings indicated that conscientiousness, agreeableness and extraversion had positive association with life satisfaction, whereas neuroticism had negative association with life satisfaction. With life satisfaction, the openness to experience trait had non-significant positive association. This finding is also in line with study of Szczesniak, Sopinska, and Kroplewski, (2019), who revealed that extraversion and conscientiousness predicted life satisfaction significantly and positively. The current investigation hypothesis 4b and 4e have also has been verified by the results and is consistent with the study of Szczesniak et al., (2019), who revealed that openness to experience and agreeableness significantly predicted life satisfaction.

Life satisfaction was predicted by agreeableness amongst university teachers. The reason for such findings might be due to the investigation of McCrea and Costa (1991) who believe that to achieve interpersonal intimacy, agreeable persons have greater motivation. These relationships, in the form of friendship, assists as a promoter of stress; thereby, substantially strengthening life satisfaction in a positive way. Teachers with leading attributes of conscientiousness are disciplined, thorough, and careful, with strong sense of obligation, hence substantially contributing towards life satisfaction in a positive way. The attribute of openness to experience did not predict life satisfaction significantly, possibly because openness to experience attribute is a double-edged sword that inclines persons to feel equally the bad and the good more intensely (DeNeve & Cooper, 1998).

Hypothesis 4d of the present study has also been supported which states that neuroticism will negatively predict life satisfaction. Results of the study of Joshanloo and Afshari (2009) are consistent with this finding. It is not surprising that neuroticism emerged as the robust predictor of life satisfaction amongst the individuals because neurotic persons have inclination in placing them in situation that is fostering negative affect (Diener et al., 1985). They are inclined to feel negative happenings (Headey & Wearng, 1989) and are showing consideration to negative stimuli (Rusting & Larsen, 1998). Individuals having dominant attributes of neuroticism are not capable of facing frustration when they are under pressure. Therefore, it leads to extreme level of displeasure in life. In contrast, adaptive coping style, which is the characteristic of an emotionally stable person was related to higher life satisfaction level. Likewise, robust positive predictor of life satisfaction was the trait of extraversion. These conclusions are supported by investigations in other studies (Vitterso, 2001; Schimmack, et al 2004; Chen, Tu, & Wang, 2008; Bratko & Sabol 2006; Joshanloo & Afshari, 2011), who has found neuroticism and extraversion as robust predictors of life satisfaction.

Beyond these common emotional correlates, with the remaining personality factors (conscientiousness, openness to experience and agreeableness) we anticipated that some outcomes of well-being would reveal differentiated relations. Our expectations are in agreement with an assumption offered by McCrae and Costa (1991), which holds that agreeableness and conscientiousness might be related to happiness. A study by Brajsa-Zganec, Ivanovic, and Kaliterna (2011) found that scores on life satisfaction were predicted by greater emotional stability, conscientiousness, and extraversion which is in resemblance with the results of the current study. The reason is that individuals who are more agreeable, are happier since they have surrounded themselves with supportive and warm others. Individuals who are more conscientious are very happy, because they have accomplished competence and a heightened sense of control by their responsible and meticulous behavior. It was hypothesized that well-being outcomes will have instrumental links with attributes of personality. For instance, people might attain predominantly nourishing interpersonal ties by their trusting tendencies (high agreeableness) and good nature. Other people might achieve a strong sense of competence and mastery in handling their living (environmental mastery) after years of hard work (high conscientiousness) reliability and efficiency. Individuals who are in continuing process to improve and grow themselves in their life (personal growth) might be determined by their curious dispositions (high openness to experience) and imagination. Similarly, a strong self-determination might be an extra reward for repeatedly pursuing novel experiences (high openness to experience).

Patel (2011) revealed that extraversion attribute was found to have a strong relationship with satisfaction with life as compared to the personality attributes of openness, conscientiousness and agreeableness. Moreover extraversion attribute was robustly associated with satisfaction with life as compared to the substantial narrow personality attributes too-

tough-mindedness, image management, assertiveness and intrinsic motivation. Relations are important constituents of individual happiness as interactions are essential. Extraverted teachers allegedly attain pleasure from external stimuli. They also allegedly frequently pursue anything that makes them happy which also involves other individuals. The persons which are extraverted are congenial, warmhearted and sociable that upsurges the possibility of other persons in society leaning towards them. This attraction expands their social circle which develops their support system, thus assists in boosting and making stronger the person's life satisfaction. Conclusions suggest that extraverts will have a likelihood of more satisfaction with life as compared to the introverts. They work better with others. Results also suggest that an open and extraverted teacher will experience high degree of satisfaction with life. This is in line with social interaction theory increasing life satisfaction and happiness (Furnham, 2005).

Buss (1996) noted that personality traits “represent individual differences in the qualities or resources individuals can draw upon to solve adaptive problems.” It was recommended by Buss (1996) that the more the level of emotional stability is, the more a “person may rely on steadiness of nerves, inner resilience, and the capacity to rally from setback”, that permits a person to concentrate on family demands, life or job without performance being reduced by anxiety or worrying; therefore, increasing satisfaction with life or its aspects (family, work etc.). Emotional stability attribute of personality is established as the highest association with life satisfaction. As such an emotionally stable person stays consistent and calm; is generally happier; and not disposed to uncertainty, and paranoia. It was revealed by Judge, Heller, and Mount (2002) that personnel who are extraverted and emotionally stable appear to be happier in their employment, because these persons are more probably maximizing accomplishment in their jobs, because they might not be mistrustful towards their colleagues. Instead they will search out social contact and perhaps even

cooperation. Similarly, those individuals who have more emotional stability are less probable to be unstipulated in their work choices, personal choices etc. Results recommend that attribute of emotional stability helps in up surging their satisfaction with life.

The agreeableness attribute has also been significantly associated with life satisfaction. An agreeable teacher is cooperative, equable, amiable and pleasant. Contrary to this kind there could be an argumentative person. There is certain time where it would be suitable to be agreeable more or team focused. For instance, when at work on a collective venture a disagreeable person might manifest a notion and presume it to be utilized as specified – devoid of any modifications in the notion, nevertheless, an agreeable person might manifest an idea and presume it to be deliberated, and if there is a need it might be modified. If the idea of the disagreeable individual's idea is rejected or amended, he/she might take it personally or even negatively. They might even dispute and waste time, while an agreeable person might work to develop their initial idea to make it more accepted to the team; thereby increasing the overall efficiency and performance of the teams. A disagreeable individual may react to rejection unfavorably as compared to an agreeable individual. Because of their willingness to embrace change and improvement on ideas, agreeable persons are commonly more contented with their lives. They are not deteriorating strength, time or other resources in quarrelling with their group. Also, to achieve interpersonal intimacy, agreeable persons have greater motivation. These relationships in the form of friendship assists as a promoter of stress; thereby, substantially strengthening life satisfaction in a positive way. Teachers with leading attributes of conscientiousness are disciplined, thorough and careful with strong sense of obligation, hence substantially contributing towards life satisfaction in a positive way.

Conscientiousness attribute positively associated with satisfaction with life. Conscientious individuals reduce their level of stress by organizing their life and job. Judge et

al., (2002) suggest that these persons perform better in jobs and are more gratified because of the awards of high performance. They commonly approach their lives or jobs in a methodical and systematic manner, thus they attain better results and increase reap greater satisfaction from life.

Openness to experience is a broad personality attribute that has been positively associated to satisfaction with life. Motivational aspects of openness such as preference for complexity, tolerance of ambiguity and need for variety might be related to better regulation of stress (Williams et al., 2009). Likewise, individuals who are more open for experience will be more open to novel ideas and change innovation. They have a disposition of accepting other persons, experiences and ideas. Previous investigations by DeNeve and Cooper (1998) has found that the trait of openness was significantly related to life satisfaction. The consequences of their research further found that openness have the weakly associated to life satisfaction, in comparison to the other personality attributes. In comparison to most of the significant narrow personality traits, openness attribute was also weakly related to life satisfaction-excepting for determination and image management.

Moderation Effect Hypotheses

Hypotheses 13-16 were stated to observe the interactive effect of positive psychological capital and personality traits on four dependent variables (OCB, organizational commitment, and well-being and life satisfaction), which was analyzed through moderation analysis and is discussed below:

Moderating impact of Positive psychological capital on the relationship between Personality traits and Organizational citizenship behavior

Hypothesis no 5 has also been verified by the conclusions of the current study. Moderating impact has been made by positive psychological capital on the relation of

personality traits of conscientiousness, agreeableness, and openness to experience, extraversion and neuroticism on OCB. The nature of this interaction was such that high positive psychological capital diminished the positive relation of personality traits of conscientiousness, extraversion, openness to experience and agreeableness with OCB. Additionally, the moderating impact of positive psychological capital on the relation between neuroticism and OCB was positive. Similar moderating impact was found in investigation by Shaheen et al., (2016) that the association of organizational citizenship behavior with perceived organizational support (POS) has been moderated by positive psychological capital, in such a manner, that it reduced their positive relationship. Therefore, positive psychological capital is a positive resource that can be used to dampen the impact of attributes of personality on OCB due to which the dependence of traits for exhibiting OCB can be reduced among university teachers. Similar association was observed in the study of Shukla and Rai (2015), who revealed that perceived organizational support (POS) was positively related to both organizational trust and organizational commitment, and the strength of these relationships weakened with higher levels of psychological capital.

A significant interaction was found between the extent of extraversion and the extent of positive psychological capital in terms of OCB. Table 18 is showing that interaction term of positive psychological capital on the relation of personality attribute of extraversion on OCB is negative. It reveals that high value of positive psychological capital is dampening the positive relationship of organizational citizenship behavior and extraversion. From figure 2, it can be observed that at low positive psychological capital level, with an increase in trait of extraversion, there is increase in OCB. At moderate level of positive psychological capital there is also an increase in organizational citizenship behavior also with an increase in extraversion. However, at high level of positive psychological capital, extraversion have no

substantial impact on OCB. High positive psychological capital has dampened the effect of extraversion on OCB. Positive psychological capital interferes with extraversion such that extraversion is not necessary for OCB in teachers high in positive psychological capital, for whom OCB is high regardless of extraversion. This type of interaction is a category of interaction effect was described by Cohen, Cohen, West, & Aiken (2003) cited in Cortina, Koehler, Keeler, and Nielsen (2019) as the interference interaction. In an interference interaction, the predictor and moderator have effects in the same direction, but the interaction works in the opposite direction. If the main effects are positive, then values of the outcome are restricted to high levels when either predictor is high.

Table 18 is further showing that the interaction of positive psychological capital on the relation of personality attribute of conscientiousness on OCB has been observed to be negative. It reveals that high value of positive psychological capital is dampening the positive relation of organizational citizenship behavior and conscientiousness. A significant interaction has been found among the extent of positive psychological capital and conscientiousness in terms of OCB. It has been demonstrated from Figure 3 that at low positive psychological capital level, there is an increase in teacher's conscientiousness level and also the level of OCB increases. At the modest level of positive psychological capital, conscientiousness increases with the increase in OCB. However, with high positive psychological capital level, the impact of conscientiousness on OCB has no substantial effect, which suggests that the influence of conscientiousness trait on OCB reduces with the upsurge in positive psychological capital of the teachers. Positive psychological capital interferes with conscientiousness such that conscientiousness is not necessary for organizational commitment in teachers high in positive psychological capital, for whom organizational commitment is high regardless of

conscientiousness. In other words, positive psychological capital decreases the dependency on conscientiousness trait as far as the occurrence of aforementioned OCB is concerned.

Also, Table 18 is further showing that the interaction of positive psychological capital on the relation of personality attribute of agreeableness on OCB is negative. It shows that high positive psychological capital is diminishing the positive relationship of OCB and agreeableness. Figure 4 is showing that at low level of positive psychological capital, there is increase in agreeableness level of teacher and also there is increase in OCB. At modest level of positive psychological capital, there is increase in agreeableness trait with an increase in OCB. However, at high level of positive psychological capital, impact of agreeableness on OCB has been reduced. It can be concluded that the influence of agreeableness on OCB weakens with the increased in level of positive psychological capital of teachers. Otherwise speaking, positive psychological capital decreases the dependency on agreeableness trait insofar as the development of the aforementioned behavior OCB is concerned. Positive psychological capital has dampened the effect of agreeableness on OCB. Positive psychological capital interferes with agreeableness such that agreeableness is not necessary for OCB in teachers high in positive psychological capital, for whom OCBs are high regardless of agreeableness.

An unusual finding was that the positive psychological capital moderated the relation amongst neuroticism and OCB in such a manner that when these terms were added to the interaction term, the association among neuroticism and OCB became positive. It is shown in Figure 5. This may be attributed to a suppression effect (MacKinnon et al., 2000). The findings show that the positive psychological capital factors, which can be developed in the teachers, buffers the negative effects of personality trait of neuroticism on OCB. At low level of psychological capital with the increase in neuroticism, OCB was decreasing. But at high level

of positive psychological capital with the increase in neuroticism, OCB was increasing. Positive psychological capital acts as a protector in such situation.

In addition, Table 18 is correspondingly showing that the interaction of positive psychological capital on the relation of personality attribute of openness to experience with OCB has been concluded to be negative. It is revealing that high value of positive psychological capital is weakening the positive relation of OCB with openness to experience. Figure 6 is showing that at low level of positive psychological capital, with the increase in openness to experience level of teacher, the outcome OCB is increases. At modest level of positive psychological capital, an increase in level of openness to experience trait OCB also increases. However, at high level of positive psychological capital openness to experience impact on OCB reduces. Positive psychological capital interferes with openness to experience such that openness to experience is not necessary for OCB in teachers high in positive psychological capital, for whom OCBs are high regardless of openness to experience. It can be inferred that the impact of openness to experience on OCB weakens at high level of positive psychological capital. Otherwise speaking, positive psychological capital decreases the dependency on openness to experience trait insofar as the manifestation of the aforementioned behavior OCB is concerned.

Moderating impact of Positive psychological capital on the relationship of Personality traits with Organizational commitment

Hypothesis no 6 has also been supported by the findings of the present investigation. Positive psychological capital moderates the relationship of personality characteristics of agreeableness, openness to experience, conscientiousness, extraversion and neuroticism with organizational commitment amongst university teachers. The nature of interaction was such that high positive psychological capital diminished the positive relationship of personality

attributes of conscientiousness, extraversion, agreeableness and openness to experience with organizational commitment. Additionally, the moderating effect of positive psychological capital on the relation between neuroticism and organizational commitment was positive. This type of relationship was also found in a study by Shaheen et al., (2016), which found that the association of OCB with perceived organizational support (POS) has been moderated by positive psychological capital in such a manner that it reduced their positive relationship. Similar relationship was found in the study of Shukla and Rai (2015), who revealed that perceived organizational support (POS) was positively related to both organizational trust and organizational commitment, and the strength of these relationships diminished with higher levels of psychological capital, although in varying degree.

A substantial interaction effect was observed between the amount of extraversion and positive psychological capital relating to organizational commitment. Figure 7 reveals that a raise in organizational commitment as related to an increase in extraversion was more noticeable for the teachers with low and moderate levels of positive psychological capital. But high level of positive psychological capital has dampened the effect of extraversion on organizational commitment. Positive psychological capital interferes with extraversion such that extraversion is not necessary for organizational commitment in teachers high in positive psychological capital, for whom organizational commitment is high regardless of extraversion.

A substantial interaction effect was identified between the amount of conscientiousness and positive psychological capital relating to organizational commitment. Figure 8 revealed that a raise in organizational commitment as related to a raise in conscientiousness was more noticeable for the teachers with low and moderate levels of positive psychological capital. But high level of positive psychological capital has dampened the effect of conscientiousness on organizational commitment. Positive psychological capital interferes with conscientiousness

such that conscientiousness is not necessary for organizational commitment in teachers high in positive psychological capital, for whom organizational commitment is high regardless of conscientiousness.

A significant interaction effect was observed between the amount of agreeableness and positive psychological capital relating to organizational commitment. Figure 9 revealed that a raise in organizational commitment as relating to a raise in agreeableness was more noticeable for the teachers with low and moderate levels of positive psychological capital. Thus positive psychological capital attenuates the effect of agreeableness on organizational commitment. But high level of positive psychological capital has dampened the effect of agreeableness on organizational commitment. Positive psychological capital interferes with agreeableness such that agreeableness is not necessary for organizational commitment in teachers high in positive psychological capital, for whom organizational commitment is high regardless of agreeableness.

A noteworthy interaction effect was seen between the extent of openness to experience and positive psychological capital relating to organizational commitment. Figure 10 revealed that a rise in organizational commitment as related to an increase in openness to experience was more noticeable for the teachers with low and moderate levels of positive psychological capital. Thus positive psychological capital attenuates the effect of openness to experience on organizational commitment. Positive psychological capital has dampened the effect of openness to experience on organizational commitment. Positive psychological capital interferes with openness to experience such that openness to experience is not necessary for organizational commitment in teachers high in positive psychological capital, for whom organizational commitment is high regardless of openness to experience.

An unusual finding was observed that the positive psychological capital moderated the relation of neuroticism with organizational commitment in such a manner that the association of neuroticism with organizational commitment became positive. This is demonstrated in Figure 11. This may be attributed to a suppression effect (MacKinnon et al., 2000). This finding revealed that the positive psychological capital buffers the negative effect of personality attribute neuroticism on organizational commitment. At low level of psychological capital with the increase in neuroticism, organizational commitment was decreasing. But at high level of positive psychological capital with the increase in neuroticism, organizational commitment was increasing. Positive psychological capital acts as a protector in such situation.

Moderating impact of Positive psychological capital on the relation between Personality traits and Well-being

There is no moderating impact of positive psychological capital in the relation of well-being and extraversion. There is thus no support for the hypothesis no 7 by the results of the current research. It is likely that there is an overlap in the constructs of well-being and extraversion. Schmutte and Ryff (1997) acknowledged in their investigation about the commonalities among the big five personality attributes and psychological well-being variables. Ryff (1989) revealed a certain overlap among extraversion and positive relations with others because of the ascendance and sociability constituents of the trait (extraverted people are more probable to build up trusting associations with others). Although overlap of predictor-criterion commonly does not include replication of each item on instrument, personality and well-being measures share several common elements. For instance, in the aspects which constitute neuroticism subscale in NEO 5 Personality Inventory (Costa & McCrae, 1985) are anxiety, depression and susceptibility to be distress or sad. Nonetheless, on Bradburn's (1969) negative affect scale five items are about depressed, upset and restlessness

while on negative affect scale of PANAS the items are about upset, distressed, jittery and nervous. These items have been derived from not the same inventories, however the content is amazingly akin. Similarly, on the positive level, the extraversion sub scale of NEO personality inventory is comprised of aspects called as positive activity and emotion. Nevertheless, Bradburn's (1969) Positive Affect scale comprises entirely items relating to positive emotionality (e.g., excited/interested, on top of the world and pleased,). The PANAS Positive Affect scale comprises both activity energy items (e.g., lively, strong, attentive) and positive emotion items (e.g., passionate, excited, motivated). The meaning of substantial associations observed among affect measures and the five-factor model is confused by this commonality (McCrae & Costa, 1991; Costa & McCrae, 1985).

The unclear boundary among affect and personality has been empirically revealed, through studies related to factor analytic investigations (Watson & Clark, 1992; Meyer & Shack, 1989). When measures of affect and personality were inspected in a solitary aspect construct, neither a pure personality nor a true affect feature arises. Rather, negative affect loads profoundly on a feature recognized as neuroticism while positive affect is loaded on a feature recognized as extraversion. Likewise, a well-being scale is included in Tellegen's (1982) Multidimensional Personality Questionnaire that loads constantly on a higher order aspect called to be "positive emotionality". In brief, it is unclear that affectively established considerations of well-being are different from affectively based apprehensions of personality.

Theoretically, well-being and personality characterize different constructs. Normally speaking, personality attributes define individual tendencies toward unchanging configurations of thought and behavior that frequently are neither intrinsically bad nor intrinsically good. Contrarily, well-being has been anticipated to be modified in reaction to developmental accomplishments and happenings of life and is obviously assuasive; well-being characterizes

an explicitly desired psychological condition. The muddling of well-being and personality in previous investigations has caused, partially, from the inclination to operationalize well-being more or less entirely in terms of affect. We sustain that coming back to the literature of well-being, that has addressed more varied features of robustness than purely life satisfaction and happiness is reasonable.

While Ryff's (1995) measure of well-being eludes affect commonality to some amount, its considerable evaluative proportion generates a separate redundancy matter. In spite of struggles to ignore estimative terms from the dominion of "real" personality attributes (Allport & Odbert, 1936), some terms which meet the requirements as real attributes and that figure out in the center of five factor model are completed with evaluative meanings. As McCrae and John (1992) stated, "Agreeableness and Conscientiousness are the classic dimensions of character, describing 'good' versus 'evil' and 'strong-willed' versus 'weak-willed' individuals". Actually, there are commonalities among Ryff's (1995) well-being outcomes and the five-factor model personality factors. For instance, a high scorer on agreeableness domain was called by Costa and McCrae (1985) as sympathetic and trusting; a high scorer on this domain was called by Ryff (1989) as possessing positive relations and is warm, developing trusting relations with others and was also regarded as capable of strong intimacy, affection and empathy.

Some other situational factors may be involved in relationship of personality attributes and well-being due to which there has been no moderation of positive psychological capital on the relation of personality traits with well-being. There may be a factor such as good earning. Other reason may be that teachers are primarily satisfied and positive psychological capital would be a secondary motive for them. Furthermore, many other factors can have the potential to make an influence on the relation among well-being and personality. This for instance can

include an individual's health situation, life circumstances, level of physical fitness. As there can be many other factors to influence personality-well-being association, a single factor might possibly contribute up to low extent towards well-being of university teachers.

Moderating impact of Positive psychological capital on the relationship between Personality traits and Satisfaction with life

Hypothesis no 8 of the current study concerned the moderating role of positive psychological capital on the relationship of personality attributes with satisfaction with life. It has not been supported by the findings of the present investigation. Positive psychological capital has not moderated this relationship. Some other situational factors may be involved in this relationship such as good income. Other reason may be that teachers are primarily satisfied and positive psychological capital would be a secondary motive for them. Furthermore, many other factors can have the potential to make an influence on the relation among life satisfaction and personality. This can include for instance, individual's health situation, life circumstances, level of physical fitness. As there can be many other factors to influence personality-life satisfaction relation, a single factor might possibly contribute up to low extent towards overall satisfaction with life. Moreover, some researchers have described mediating or moderating effects of certain variables influencing the connection among life satisfaction and personality. For instance, it has been pointed out by Tomas, Sancho, Gutiérrez and Galiana (2014) that there is a need for the consideration of demographic variables. Magee, Heaven and Miller (2013) described that there is an influence of cultural background on life satisfaction and personality relationship. Therefore, the relationship among life satisfaction and personality appears to be a multifaceted network with both indirect and direct pathways.

Gender differences

It was hypothesized that there will be gender differences amongst teachers of university on the study variables. The findings of the present study supports this hypothesis. Gender differences were found in an investigation by Lehmann, Denissen, Allemand, & Penke (2013), signifying that females, typically, had revealed higher levels of extraversion and neuroticism, whereas males were more in the attribute of openness to experience. Henceforward, females are perceived to be more caring and nurturing. It is also mentioned that males are having high paying and high status jobs in the society, they are perceived to be more dominating and assertive. Such gender roles then effect a person's biological and social behavior. It can also be observed that in social collaboration, individuals react better to persons who are conforming to the societal gender expectations (Wood & Karten, 1986). Established on this, such gender roles become absorbed into the personal characteristics of males and females that can bring about a change in personality (Wood, Christensen, & Rothgerber, 1997; Witt & Wood, 2010). Hormone processing at a biological level, also have an impact on creating and following of such roles of gender (for example, level of testosterone increases in females and males before athletic competitions (Wood & Eagly, 2012).

Likewise there is evidence that the attributes of big five personality brought to bear significant gender difference, for instance, Costa, Teraciano, and McCrae (2001) revealed that females scored more on the Five Factor Model (FFM) attributes neuroticism and extraversion, while males scored more on the attribute of openness to experience. Non-significant gender differences on conscientiousness were also found by them. These findings are also in consistent with the conclusions of the investigation by Chapman, Duberstein, Sorenson, and Lynes, (2007) except for the attribute of extraversion where men had scored more. In an investigation by Rey and Extremera (2016) it was found that there no significant gender differences on

agreeableness. Tamban and Maningas (2018) in their study also couldn't find any significant gender difference regarding the personality attribute of agreeableness.

Male teachers scored high than females on openness to experience. The current findings are in consistent with Shah's (2016) study findings that the openness factor/trait among males is higher from females. Kawamoto et al., (2015) study findings also confirms our hypothesis regarding gender differences and confirms that males are more open to experience than females. Earlier research has confirmed that, by early adulthood, neuroticism level inclines to be more amongst females as compared to males (Donellan & Lucas, 2008; Soto, Jhon, Gosling & Poter, 2011). Weisberg, Colin, DeYoung, and Jacob (2011) in their investigation couldn't find a significant gender difference on the personality attribute of conscientiousness. Women scored higher than men on Neuroticism.

Results of the study of Gumbang, Suki, and Suki (2010) revealed that male subjects have higher mean scores on organizational commitment. Sentuna (2015) in their study found that male's organizational commitment is higher than females.

In s study by Punia (2017) it was found that male scored higher on OCB than females. Morin et al., (2011) in their study found that men reported higher OCB than did women. Sadeghi and Yazdi (2016) in their study of organizational citizenship behavior found that correlation for men is higher than women. The study of Mahnaz, Mehdg, Jafar, and Abbolghasem (2014) supported the notion that gender is a substantial factor in demonstrating performance of OCB and females demonstrated less OCB than males. One reason that can be given for such difference among males and females in this regard can be due to the fact that female employees do not trust males and because females are distrustful to unfamiliar things so, they present OCB in a lesser manner as compared to male employees (Rezaian, 2006).

In the investigation by Priyanka and Mishra (2010) males reported higher mean score than females in life satisfaction. Batz-Barbarich, Tay, Kuykendall, and Cheung (2018) in their investigation revealed that, after accounting for publication bias, there were significant gender differences among women in their levels of life satisfaction such that males reported more life satisfaction than females. In their investigation on gender differences in psychological well-being, Moreau and Mageau (2012) recommended that male health professionals incline to experience more well-being and job satisfaction.

Parthi and Gupta (2016) found in their study that there was a significant difference between males and females for positive psychological capital, with males scoring higher than females. The results are consistent with existing research, suggesting gender differences in psychological capital (Lehoczky, 2013).

In the present study, no significant gender differences were found on extraversion, agreeableness and conscientiousness. The sample of the present research included university teachers who are highly qualified and are possessing innovative knowledge and higher order skills and also they are working in a competitive environment, so regardless of gender they are recognized as independent and unconventional thinkers. Therefore, the non-significant gender differences on extraversion, agreeableness and conscientiousness are more or less justifiable

Implications

The current investigation has demonstrated that personality attributes can make a contribution towards the development of commitment towards an organization. Committed teachers will have more chances to stay in the organization and a higher level of employee engagement will be displayed by them (Tanriverdi, 2008); such as work motivation and job satisfaction (Tella, Ayeni, & Popoola, 2007). The policy makers and HR managers will be assisted by the findings of this investigation in devising a selection process which will

comprise of psychological tests in determining the required personality attributes and inducting a highly committed workforce. These type of teachers are inclined to be committed and emotionally attached to their organization show better performance and are more satisfied with their work.

Extending the dispositional basis of OCB, the current study results recommend that that an important role is played by individual differences in predicting whether a teacher will show OCB. The outcomes also suggest that the personality is a valuable structure to explain the personal bases of OCB. It must be noted that other frameworks for instance the positive and negative affect (PA-NA) categorization of affective temperaments can and have been utilized to elucidate the temperamental sources of OCB. However, there are two causes that encourages the usage of five-factor model. First, in comparison to the PA–NA categorization, the five factor framework comprises of three other attributes which are significant in prediction of overall OCB. Secondly, as Judge et al., (2002) discussed that positive and negative affect are less steady as compared to other dispositional dimensions and might be confused with life satisfaction.

When looking at personality attributes, the persons who are more open to new learning and experience, conscientious, assertive, agreeable, extraverted, internally motivated, optimistic and emotionally stable are more contented from their lives. The present investigation illustrates the effectiveness of utilizing personality attributes when measuring life satisfaction. Individuals who are having extraverted, conscientious, agreeable and emotionally stable personalities incline to remain happier over time and also they will have more well-being.

Further it has been found that if there is high level of positive psychological capital, then the dependence on the traits of openness to experience, conscientious, agreeable, extraversion and emotional stability for the occurrence of aforementioned outcomes OCB and

organizational commitment may not be needed. Furthermore, positive psychological capital have buffered the negative effects of neuroticism in displaying OCB and organizational commitment. As far as personal outcomes well-being and life satisfaction are concerned, high value of positive psychological capital is not needed as a moderator.

As a state-like concept, there is malleability in positive psychological capital, that is, it is most often open to change and improvement as compared to the personality traits. In an investigation by Luthans, Avey, Avolio, & Peterso (2010) it was showed that through specific training interventions (called to be PCI or positive psychological capital intervention) positive psychological capital can be enhanced. Successions of group discussions and exercises are involved in PCI that were intended to impact level of efficacy, resilience, hope, and optimism among participants. A comparison of experimental group and control group showed that there was considerable improvement in the level of positive psychological capital. On the job performance this training method also had a positive effect. Henceforth, universities can take benefit by the conduct of training programs like such to nurture and safeguard their human capital effectively.

Limitations

Researchers might additionally like to evaluate cross-level difference in the current framework. Temporal effect was not estimated in the current investigation; henceforth, longitudinal investigations are recommended for definite assessment of causation. Another concern is generalization issue, as the data was gathered from organization of single service-base. Thus, it is necessary that the proposed associations also be tested in other organizations. An alternative fascinating area would be to test moderating effect of positive psychological capital by individual dimensions of on assumed associations. An examination can be made on the effect of other contextual variables on the hypothesized associations. The type of job

(repetitive or non-repetitive), type of ownership (private, public or family owned), type of industry (manufacturing or service based) and degree of centralization could have been some of these variables, and these investigations might produce rich insight. Nevertheless, as the data was gathered from the single source at one point in time, a potential issue is of common method variance. Some other moderators like social support, perceived organizational support can be used with personality traits.

Conclusion

The present study examined the effect of personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) on personal (satisfaction with life and well-being) and job outcomes (organizational citizenship behavior and organizational commitment) among university teachers. The present study also studied the interactive effect of positive psychological capital on the relation between personality traits and personal and job outcomes among university teachers. It was concluded that personality traits of agreeableness and openness to experience predicted OCB positively while neuroticism predicted OCB and organizational commitment negatively. Extraversion and conscientiousness did not significantly predicted OCB. Extraversion, conscientiousness, openness to experience and agreeableness predicted organizational commitment positively. The personality traits also significantly predicted personal outcomes. Positive psychological capital moderated the association among extraversion and organizational citizenship behavior, agreeableness and organizational citizenship behavior, conscientiousness and organizational citizenship behavior, neuroticism and organizational citizenship behavior and openness to experience and organizational citizenship behavior. Positive psychological capital also moderated the association among extraversion and organizational commitment, agreeableness and organizational commitment, conscientiousness and organizational commitment,

neuroticism and organizational commitment and openness to experience and organizational commitment. However positive psychological capital did not moderate the association of personality traits with personal (satisfaction with life and well-being) outcomes. The diminishing effect of positive psychological capital is interpreted in the context of this study. It can be said that the impact of personality traits on organizational citizenship behavior and organizational commitment decreases with the increase in individual's psychological capital. Stating differently, positive psychological capital decreases the requirement of personality traits as far as the development of the aforesaid job outcomes (organizational citizenship behavior and organizational commitment) are concerned.

Results also revealed that females scored higher than males on the domain of neuroticism. It was also indicated that male scored higher than females on variables of openness to experience, organizational citizenship behavior, organizational commitment, positive psychological capital, well-being and satisfaction with life. No significant gender differences were found on the variables of extraversion, agreeableness and conscientiousness.

Summary

The current study studied the influence of personality traits (extraversion, openness to experience, conscientiousness, neuroticism and agreeableness) on personal (well-being and satisfaction with life) and job outcomes (organizational commitment and organizational citizenship behavior) among teachers of university. Moderating effect of positive psychological capital on the relation between personality traits and personal and job outcomes among university teachers in the current study was also studied. Data was collected from universities in four provinces of Pakistan including public and private sector through conveniently drawn sample (N=440) of teachers including (n=240) male and (n=200) female teachers. Age of participants was ranging from 25 to 50 years. The results indicated that the

personality traits of agreeableness, openness to experience and neuroticism significantly predicted OCB. Furthermore, the results showed that personality traits of extraversion and conscientiousness did not predicted OCB. The results also indicated that all the personality traits significantly predicted organizational commitment. The results also indicated that all the personality traits predicted personal outcomes. Positive psychological capital moderated the relationship of organizational citizenship behavior and extraversion, agreeableness and organizational citizenship behavior, conscientiousness and organizational citizenship behavior, neuroticism and organizational citizenship behavior and openness to experience and organizational citizenship behavior. Positive psychological capital also moderated the relation among extraversion and organizational commitment, agreeableness and organizational commitment, conscientiousness and organizational commitment, neuroticism and organizational commitment and openness to experience and organizational commitment. However positive psychological capital didn't moderate the relation between the personality traits and personal outcomes. Results also revealed that females scored higher than males on the domain of neuroticism. It was also indicated that male scored higher than females on variables of openness to experience, organizational citizenship behavior, organizational commitment, positive psychological capital, well-being and satisfaction with life. On the variables of extraversion, agreeableness and conscientiousness no significant gender differences were found.

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Summary of findings pertaining to main effect hypotheses

HYP	IV	DV	Remarks
1a	Extraversion	Organizational citizenship behavior	Not Confirmed
1b	Agreeableness	Organizational citizenship behavior	Confirmed
1c	Conscientiousness	Organizational citizenship behavior	Not Confirmed
1d	Neuroticism	Organizational citizenship behavior	Confirmed
1e	Openness to experience	Organizational citizenship behavior	Confirmed
2a	Extraversion	Organizational commitment	Confirmed
2b	Agreeableness	Organizational commitment	Confirmed
2c	Conscientiousness	Organizational commitment	Confirmed
2d	Neuroticism	Organizational commitment	Confirmed
2e	Openness to experience	Organizational commitment	Confirmed
3a	Extraversion	Well-being	Confirmed
3b	Agreeableness	Well-being	Confirmed
3c	Conscientiousness	Well-being	Confirmed
3d	Neuroticism	Well-being	Confirmed
3e	Openness to experience	Well-being	Confirmed
4a	Extraversion	Satisfaction with life	Confirmed
4b	Agreeableness	Satisfaction with life	Confirmed
4c	Conscientiousness	Satisfaction with life	Confirmed
4d	Neuroticism	Satisfaction with life	Confirmed
4e	Openness to experience	Satisfaction with life	Confirmed
9	Gender differences		Confirmed (partially)

Summary of findings pertaining to the moderating effect hypotheses

HYP	IV	DV	Moderator	Remarks
1	conscientiousness extraversion, agreeableness, openness to experience and neuroticism	organizational citizenship behavior	positive psychological capital	Confirmed
2	conscientiousness extraversion, agreeableness, openness to experience and neuroticism	organizational citizenship behavior	positive psychological capital	Confirmed
3	conscientiousness extraversion, agreeableness, openness to experience and neuroticism	well-being	positive psychological capital	Not Confirmed
4	conscientiousness extraversion, agreeableness, openness to experience and neuroticism	satisfaction with life	positive psychological capital	Not Confirmed

APPENDICES

Appendix-I

PSYCHOLOGICAL CAPITAL QUESTIONNAIRE (PCQ)

Sr. No.	Statements	Strongly disagree	Disagree	Agree	Somewhat agree	Strongly agree
1	I feel confident in representing my work area in meetings with management.					
2	I feel confident contributing to discussions about the company's strategy.					
3	I feel confident presenting information to a group of colleagues.					
4	If I should find myself in a jam at work, I could think of many ways to get out of it.					
5	Right now I see myself as being pretty successful at work.					
6	I can think of many ways to reach my current work goals.					
7	At this time, I am meeting the work goals that I have set for myself.					
8	I can be “on my own” so to speak at work if I have to.					
9	I usually take stressful things at work in stride.					
10	I can get through difficult times at work because I've experienced difficulty before.					
11	I always look on the bright side of things regarding my job.					
12	I'm optimistic about what will happen to me in the future as it pertains to work.					

Appendix-II

ORGANIZATIONAL CITIZENSHIP BEHAVIOR SCALE (OCBS)

Sr. No.	Statements	Strongly disagree	Disagree	Agree	Somewhat agree	Strongly agree
1	Helps others who have been absent.					
2	Helps others who have heavy workloads.					
3	Assists supervisor with her/her work (when not asked).					
4	Takes time to listen to co-workers' problems and worries.					
5	Goes out of the way to help new employees.					
6	Takes a personal interest in other employees.					
7	Passes along information to co-workers.					
8	Attendance at work is above the norm.					
9	Gives advance notice when unable to come to work.					
10	Takes undeserved work breaks. R					
11	Great deal of time spent with personal phone conversations. R					
12	Complains about insignificant things at work. R					
13	Adheres to informal rules devised to maintain order.					

Appendix-III

SATISFACTION WITH LIFE SCALE (SWLS)

Sr. No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In most ways my life is close to my ideal.					
2	The conditions of my life are excellent.					
3	I am satisfied with my life.					
4	So far I have gotten the important things I want in life.					
5	If I could live my life over, I would change almost nothing.					

Appendix-IV

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (OCQ)

Sr. No.	Statements	Strongly disagree	Disagree	Agree	Somewhat agree	Strongly agree
1	I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.					
2	I talk up this organization to my friends as a great organization to work for.					
3	I would accept almost any type of job assignment in order to keep working for this organization.					
4	I find that my values and the organizations values are similar.					
5	I am proud to tell others that I am part of this organization.					
6	This organization really inspires the very best in me in the way of job performance.					
7	I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.					
8	I really care about the fate of this organization.					
9	For me this is the best of all possible organizations for which to work.					

Appendix-V

WARWICK-EDINBURGH MENTAL WELL-BEING SCALE (WEMWBS)

Sr. No.	Statements	None of the time	Rarely	Some of the time	Often	All of the time
1	I've been feeling optimistic about the future					
2	I've been feeling useful					
3	I've been feeling relaxed					
4	I've been dealing with problems well					
5	I've been thinking clearly					
6	I've been feeling close to other people					
7	I've been able to make up my own mind about things					

Appendix-VI

THE BIG FIVE INVENTORY (BFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree Strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

I see Myself as Someone Who...

- | | |
|--|---|
| ___ 1. Is talkative | ___ 23. Tends to be lazy |
| ___ 2. Tends to find fault with others | ___ 24. Is emotionally stable, not easily upset |
| ___ 3. Does a thorough job | ___ 25. Is inventive |
| ___ 4. Is depressed, blue | ___ 26. Has an assertive personality |
| ___ 5. Is original, comes up with new ideas | ___ 27. Can be cold and aloof |
| ___ 6. Is reserved | ___ 28. Perseveres until the task is finished |
| ___ 7. Is helpful and unselfish with others | ___ 29. Can be moody |
| ___ 8. Can be somewhat careless | ___ 30. Values artistic, aesthetic experiences |
| ___ 9. Is relaxed, handles stress well | ___ 31. Is sometimes shy, inhibited |
| ___ 10. Is curious about many different things | ___ 32. Is considerate and kind to almost everyone |
| ___ 11. Is full of energy | ___ 33. Does things efficiently |
| ___ 12. Starts quarrels with others | ___ 34. Remains calm in tense situations |
| ___ 13. Is a reliable worker | ___ 35. Prefers work that is routine |
| ___ 14. Can be tense | ___ 36. Is outgoing, sociable |
| ___ 15. Is ingenious, a deep thinker | ___ 37. Is sometimes rude to others |
| ___ 16. Generates a lot of enthusiasm | ___ 38. Makes plans and follows through with them |
| ___ 17. Has a forgiving nature | ___ 39. Gets nervous easily |
| ___ 18. Tends to be disorganized | ___ 40. Likes to reflect, play with ideas |
| ___ 19. Worries a lot | ___ 41. Has few artistic interests |
| ___ 20. Has an active imagination | ___ 42. Likes to cooperate with others |
| ___ 21. Tends to be quiet | ___ 43. Is easily distracted |
| ___ 22. Is generally trusting | ___ 44. Is sophisticated in art, music, or literature |

Demographic Data

Please fill in the blanks or tick (✓) the appropriate box where required.

1. Name: _____
2. Age: _____ Years
3. Gender: ☐ Male ☐ Female
4. Marital Status: ☐ Married ☐ Un-married
5. Qualification (please mention the highest certificate/degree obtained): _____
6. Designation: _____
7. Organization: _____
8. Number of years of service in this organization: _____ Years



DEPARTMENT OF PSYCHOLOGY, FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

Dear Respondent,

I am pursuing my Ph.D. in Psychology from the Department of Psychology Faculty of Social Sciences International Islamic University, Islamabad. My area of research is organizational Psychology. More specifically, I am interested to investigate some of the important factors that impact the individuals' attitudes and behaviors in an organization. ***You can help me in this research by sparing some of your valuable time and completing the attached questionnaire.***

The questionnaire contains questions on various behaviors in organizations face. At the end, I have also requested you to provide some personal information. ***However, I assure you that your responses will be treated as confidential and used solely for the purpose of academic research.*** The resulting data will be summarized only on general, aggregate terms. Moreover your participation in the research is voluntary.

Kindly read the instructions carefully and answer the questions candidly. There are no “trick” questions so, please answer the questions independently without consulting anyone. I request you to ***answer all the questions even if they seem repetitive.***

I appreciate your cooperation in this research endeavor and once again thank you for completing the questionnaire.

Sincerely,

Noman Aftab

Ph.D. Scholar

Department of Psychology,

Faculty of Social Sciences,

International Islamic University,

Islamabad.

Report of Plagiarism Check

Appendix-VII

INTERNATIONAL ISLAMIC UNIVERSITY (Examination Branch)

No.IIU/Exam/2018-

6787

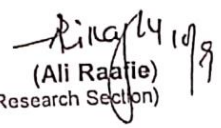
Dated: 10.09.2018

Report of Plagiarism Check

Reference PHD Psychology thesis of Mr. Nouman Aftab, Registration No.28-FSS/PHDPSY/F12, titled: "DIRECT AND INTERACTIVE EFFECTS OF PERSONALITY TRAITS AND POSITIVE PSYCHOLOGICAL CAPITAL ON PERSONAL AND JOB OUTCOMES AMONG UNIVERSITY TEACHERS".

The Plagiarism check prescribed/authorized by HEC was processed on the thesis and report is as under:-

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(Ali Raafie)
Incharge (Research Section)

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