

**TALLINNA TEHNIKAÜLIKOOL**

**TALLINNA KOLLEDŽ**

Rahvusvaheline majandus ja ärikorraldus

Rahvusvaheline äritegevus

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**SUURE VIISIKU ISIKSUSEJOONTE MÕJU KAASAHAARATUSE  
KUJUNEMISELE AKADEEMILISES KESKKONNAS TTÜ  
TALLINNA KOLLEDŽI JA DALARNA ÜLIKOOLI NÄITEL**

Lõputöö

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## INTRODUCTION

Work Engagement is a rising concept in today's competitive world, where high efficiency, productivity, and success have become an obsession at both individual and organizational level. Competition is increasing tremendously, people have high expectations on their professional development, possess increasingly demanding careers, and companies are constantly searching for means to increase their competitive advantage. Work Engagement is a theory of intrinsic motivation, involvement, meaningfulness, and positive emotions towards one's work, and attempts to find an answer to a question: "why some individuals have higher motivation, better results, stronger commitment, and more positive feelings towards their work and organization than others?" Work engagement does not only apply to the business organizations and its members, but can be as well expanded to any type of organization, including academic institution such as university. University students, as members of an academic organization, can be seen as equivalents to clients or employees and therefore the extension of the engagement theory to the students is fully justified. There are many external factors that influence the formation of personal engagement including organizational factors (leadership style, policies, co-workers, etc.), as well as internal factors, such as personal values, experiences, beliefs, and personality.

The aim of this thesis is to study the link between personality and engagement in an academic context, and to find out whether and to which extent personality characteristics influence the development of engagement. The assessment of the student's levels of engagement and personality is based on the Utrecht Work Engagement Scale and the Big-5 personality taxonomy. In accordance with the purpose of this paper, the research tasks were established as following:

1. To study the literature and previous researches on the subject of engagement, and the factors influencing it with a focus on personality, in order to develop the wider understanding about the topic.
2. To carry out a survey to measure the engagement levels and personality among the students of Tallinn College of Tallinn University of Technology and Dalarna University in Sweden.

3. To perform a statistical analysis in three main steps:
  - a. to calculate one-dimensional and three-dimensional engagement scores for every student;
  - b. to calculate the scores of Big-5 personality dimensions for every student;
  - c. to carry out a correlation analysis to ascertain the connections between the various dimensions of personality, engagement, and demographical factors.
4. To interpret the findings of the analysis and to draw parallels between the empirical and the theoretical part of the paper.

Work engagement is a widely researched topic in all sorts of variations, including engagement among different professions, engagement in schools and universities, or engagement and its effect on productivity- are only few examples from many. The theoretical part of the current paper was composed on the basis of many academic articles and studies concerning employee as well as student engagement.

First of all, the theory of engagement, which was first developed by William A. Kahn in 1990, was introduced in terms of its origin, definition, different levels, factors influencing it, and finally the outcomes. It was followed by describing the theory of Big-5 personality model with an insight into its five dimensions: extraversion, agreeableness, neuroticism, openness, and conscientiousness. In the empirical part of the thesis, author firstly introduced the methodology of the research: selection of the sample, data collection, methods of analysis, and questionnaire design. Next chapter introduced the findings of the research and was divided into three parts: findings about the engagement, findings about personality, and correlations between engagement and personality, followed by the discussion where theoretical and empirical part of the thesis was brought together.

In order to reach the research purpose, the electronic survey was conducted among business students from two different universities: Tallinn College of Tallinn University of Technology, located in Estonia and Dalarna University, located in Sweden. The survey was carried out among 200 students of whom 50% were from Tallinn College and 50% from Dalarna University. The electronic questionnaires were distributed among the students through mainly two channels: e-mail and Facebook. The data analysis was carried out in Microsoft Excel, using mainly following statistical methods or functions: arithmetic average, correlation analysis, and chi-squared test.

# 1 THEORETICAL FRAMEWORK

## 1.1 Work engagement

### 1.1.1 Origin and definition

The theory of personal engagement was first developed through the study of William A. Kahn in 1990 as a concept of individual integration with role activities by identifying, why different individuals integrate with a role at different levels (Bhuvanaiah, Raya 2014). Kahn described personal engagement as “harnessing of organization members’ selves to their work roles; being engaged, people employ and express themselves physically, cognitively, and emotionally during role performances” (Ongore 2014). Kahn suggested that the level of integration an individual applies in his/her work activities differs, as individual will have a choice to present his/her preferred self. He distinguished personal engagement as employee’s self-integration with a role, and personal disengagement as employee’s withdrawal of self from a role. (Bhuvanaiah, Raya 2014). According to Kahn, engagement has three dimensions: physical, cognitive, and emotional; a person is highly engaged, when all three dimensions occur simultaneously (Ongore 2014).

Physical engagement is characterized by the amount of effort an individual exerts to accomplish his/her role. Emotional Engagement is seen as a positive affective attitude and reaction towards one’s role, the organization, and its leaders. Kahn has summarized cognitive engagement as attention to and absorption in one’s job, which includes person’s beliefs about the organization, its leaders, and working conditions. (Ongore 2014)

Schaufeli (2004) described engagement as a positive state of mind towards work, which can be characterized by vigor, dedication, and absorption: (Kataria, Rastogi, Garg 2012)

- Vigor is a characteristic, which can be described with person’s high level of positive energy and mental resilience while fulfilling his/her job tasks. These Individuals see their work

challenging, mentally stimulating, and they are willingly devoting their time and effort to it.

- Dedication indicates the extent to which an individual is willing to invest considerable time, stronger involvement, energy, and effort in his/her work, as he/she finds the job meaningful and feels enthusiastic about it.
- Absorption reflects individual's level of involvement. That person is fully involved in one's work and often finds difficulties in detaching oneself from job-related activities. (Kataria, Rastogi, Garg 2013) Being fully absorbed in one's work, reflects the state of optimal experience that is described by focused attention, clear mind, mind and body balance, effortless concentration, complete control, loss of self-consciousness and sense of time, and intrinsic enjoyment. (Scaufeli, Salanova 2007)

It can be drawn strong parallels between the three dimensions of engagement presented by Kahn (1990) and Scaufeli (2004), as they both describe engagement in terms of investment of personal effort, time, commitment, and adaption of positive attitudes, behaviours, and beliefs towards work and organization.

Literature suggests additional three dimensions to describe the engagement in an academic context, which are similar to the ones presented by Kahn (1990): behavioural engagement, emotional engagement, and cognitive engagement: (Towler 2010)

- Behavioural engagement- students, who are behaviourally engaged, generally follow behavioural norms and rules, such as attendance and involvement, and they lack of negative and disruptive behaviours.
- Emotional engagement- students, who are emotionally engaged, experience affective reactions such as interest, joy, and a sense of belonging.
- Cognitive engagement- these students are highly invested in their learning process, like to take challenges, and seeking to go beyond the requirements.

Despite the fact that engagement is relatively well-researched concept, it lacks a universal definition that would distinguish employee engagement from other employee related constructs. While defining the concept of employee engagement, researchers have expressed it mainly in terms of "positive attitudes", "behaviour", and "psychological state". (Bhuvanaiah, Raya 2014) Engagement is believed to bring both personal fulfilment and positive contribution for the organization, as it

goes beyond satisfaction or commitment, and can be considered as an enhanced state of thinking and acting (Kataria, Rastogi, Garg 2014).

When it comes to engaging the members of an academic organization, the same fundamental principles can be applied; student engagement can be further described as an interaction between the time, effort, and other relevant resources invested by the students and their institution, in order to optimise the student's experience, enhance the learning outcomes and the reputation of the institution. (Towler 2010)

There are two distinct schools, when it comes to defining work engagement. One the one side, are the scholars, who consider engagement as a freestanding concept, and on the other side, are the researchers, who believe that engagement should be described together with a burnout as two poles of the same scale. Burnout is often discussed in the literature as an opposite state of engagement. When engagement is considered as having high levels of energy and strong identification with one's work and the organization, then burnout in contrary is characterized by low levels of energy and poor identifications with the work-role and the company. The symptoms of burnout are exhaustion, cynicism, and (lack of professional efficacy), which are considered the opposites of vigor and dedication. (Scaufeli, Salanova 2007) Employees with high engagement levels are less likely to experience cynicism and exhaustion. Engagement can in time and as a response to different stress factors, turn into burnout, when high levels of energy turn into exhaustion, efficiency turns into inefficiency, and high involvement into cynicism. (Schaufeli, Bakker 2003)

### **1.1.2 Levels of engagement**

Blessing White Organization developed a model for employee engagement, which consists of five levels, reflecting the amount of individual contribution towards organizational achievement and satisfaction received from the job (Bhuvanaiah, Raya 2014):

1. Engaged- highly productive and satisfied individuals, who can be characterized by discretionary effort and commitment.
2. Almost engaged- reasonably productive and relatively contented with the job they hold. The engagement levels of those people can be increased by the organization.
3. Honeymooners and Hamsters- people, who are highly satisfied with the organization they work for, and with the compensation they receive, but contribute less to the organizational

success. This state of engagement can be temporary and the engagement level can be enhanced by the organization.

4. Crash Burners- highly productive individuals, who contribute the maximum amount of effort to the organization's success, but are not happy with their personal success and development. There is a high risk they may turn into disengaged employees due to the lack of self-contentment.
5. Disengaged- people, who hold high levels of discontentment and negative attitudes towards the organization they work for.

Gallup Institute has also identified three levels of engagement:

1. Engaged- individuals, who constantly strive to perform excellence within their roles (Anitha 2013). It is stated that engaged employees are the most desirable workforce accomplishing organization's requirements and goals (Bhuvanaiah, Raya 2014).
2. Disengaged - individuals, who focus on the task given to them and do exactly what they are told to, rather than concentrating their effort towards the organization's goals. They demonstrate little passion and put less energy towards organizational success (Bhuvanaiah, Raya 2014).
3. Actively disengaged- individuals, who perform poorly and are dangerous for the company, as they demotivate performers. (Anitha 2013.) These types of employees are highly unsupportive and diminishing organizational fame and spreading negativism among co-workers (Bhuvanaiah, Raya 2014).

Highly engaged individuals may gradually move into disengaged state and those with low levels of engagement, with the help of the organizational support, facilitation, and appropriate resources, can experience increased levels of engagement (Bhuvanaiah, Raya 2014).

When it comes to engagement in an academic environment, four types of engagement styles can be distinguished according to Towler (2010):

1. Intense Engagement- these students are highly involved in their university studies. They see their study environment supportive, responsive, challenging, and teaching staff approachable.
2. Independent Engagement- this academic engagement style is characterized more by academic approach rather than social approach. Students, who are independently engaged

see themselves as participants of a supportive learning community, and describe teaching staff approachable, encouraging, and responsive to student feedback, but at the same time these students are less likely to take part in the activities outside of the class, nor interact actively with other students.

3. Collaborative Engagement- These types of students value more the social aspect of their studies, compared to purely cognitive or individualistic forms of interactions. They feel validated by participating in various extra-curricular activities, interacting closely with the teaching staff and other students.
4. Passive Engagement- these students rarely/only participate in general activities concerning their studies.

## **1.2 Factors influencing engagement**

A key factor of work- as well as academic engagement is motivation- why people do what they do. Organizations need to be able to manage individuals with different personalities, interests, preferences, abilities, and notice that not all the individuals are naturally energized, enthusiastic, and focused in their work activities. There are many factors such as personnel, job characteristics, personal characteristics, employees' past experiences, and organizational factors, which may influence the levels of engagement among employees. (Bhuvanaiah, Raya 2014) Most of the motivational factors presented in this paper, have the same effect on employees as well as on students.

In 1990 Kahn introduced the concept of personal engagement “the harnessing of organization member’s selves to their work roles; being engaged, people employ and express themselves physically, cognitively, and emotionally during role performance.” Kahn also stated that in order for an individual to be rightly engaged, three conditions are necessary: meaningfulness, safety, and availability. (Anitha 2013)

### **1.2.1 Meaningfulness**

Meaningfulness is defined by individuals' feelings of being worthwhile, useful, and valuable. These feelings are triggered by jobs involving challenge, variety, creativity, and autonomy, as well as by

work roles that come with attractive identity, and status, as well as personal matters that promote dignity, self-appreciation, and meaningfulness. (Keating, Heslin 2015) Below are stated several factors, which influence a person to receive more meaningfulness from one's job.

### **Identifying person's motivational triggers**

It is not really possible to fully engage people if their needs are not satisfied. Every person is different in terms of personality, needs, and expectations and the conditions that may be motivating for one individual, may not work for others. It is crucial to identify the motivational triggers for each person in order to create the culture of engagement in an organization.

Kelleher (2014) has identified seven motivational drivers, which differ from person to person:

1. Achievement- people, who are driven by success, challenges, growth opportunities, and are self-motivated.
2. Authority- individuals, who are motivated by the position of power and authority.
3. Camaraderie- these people love to be surrounded by others and perceive the social aspects of work as a reward itself.
4. Independence- people, who value freedom and independence in their work activities, want to take responsibility, and often function the best working alone, from home, or from remote location.
5. Esteem- these people need recognition and praise for specific accomplishments.
6. Safety/security- steady income, health insurance, secure job, and a hazard-free work environment are the most important factors that determine the satisfaction of this type of individuals.
7. Fairness- people, who want to be treated fairly, comparing the work hours, salaries, job duties, and privileges to those of their co-workers, to make sure that they are treated equally.

### **Corporate Social Responsibility**

Study conducted by Hewitt and Associates found that more a company engages in CSR (Corporate Social Responsibility) practices, the more engaged their employees are. CSR can be defined as the company's considerations of and response to the issues that go beyond the narrow economic, technical, and legal requirements to gain social and environmental benefits, additional to the

traditional economic gains. CSR is a concept whereby companies on a voluntary basis integrate social and environmental concerns in their business activities. (Ferreira, Oliveira 2014) CSR activities can range from company's carbon footprint to the level of volunteerism or giving back to the community. Employees feel proud to work in a company that wants to make a difference in the world. (Kelleher 2014) Employees, who work for companies with sustainability or CSR programs, demonstrate more loyal and moral behaviours (Ferreira, Oliveira 2014).

### **Autonomy**

Employee must be able to manage one's own work. Autonomy in accomplishing work tasks can be described as employees' self-directed behaviour. An autonomous employee understands that there are choices, consequences, and he/she ultimately feels responsible for the work he/she does. In case there is an obstacle or decision an employee is not capable of solving, manager must support the employee with proper coaching and development, in order to improve employee's problem-solving skills. (Cardus 2013) Autonomy is also a critical success factor, when it comes to engagement in an academic context: student's independently invested time and effort in one's academic activities, leads him/her to increased outcomes, better feedback, and higher levels of engagement (Towler 2010).

### **Purpose and Goals**

A person feels emotionally energized as well as intrinsically rewarded and engaged, when she/he senses the meaningfulness of his/her job activities, clarity of the purpose of the task, ability to achieve the purpose, and opportunities to develop and increase his/her performance. Facilitation of clear objectives, a broad picture how their contribution meets with organization's expectations and requirements, and autonomy in his/her work activities thrives employee self-management that in-turn results in enhanced employee engagement. (Bhuvanaiah, Raya 2014) When people care deeply about something, or have invested oneself in an activity, cause, or a job, both intellectually and emotionally, they tend to be more passionate about the outcome. In order to make an employee feel passionate about company's success, it is important to show where his/her role lies in the process of gaining it. (Kelleher 2014)

Goals cannot be too broad that employees would get confused, neither too narrow that employees would feel restricted, stopping them to do their best work. Goals must be set correctly for each person. A competent manager is capable of setting the goals with a proper quality, quantity and timeframe. (Cardus 2013)

### **Engagement through branding**

A lot of organizations concentrate their efforts on developing their product brand- “what we do” but at the same time forgetting to communicate its employment brand- “who we are”. Product and employment brand are often linked to each other. Identifying the employment brand helps the organization to attract the people with same values and standards, who eventually lead the company to succeed. Successful employment branding should start by developing an employee value proposition: “who you are and why people should work for you”, followed by effective communication of company’s brand both internally and externally, which helps to create pride among current, as well as future employees and makes a company a desirable place to work. (Kelleher, 2014)

### **1.2.2 Safety**

Safety is described by freedom to express, behave, and devote oneself, without a fear of negative consequences to status, career, or self-image (Keating, Heslin 2015). It is strongly related to social interactions in an organization and to support an employee receives from his/her colleagues and supervisors (Rana, Ardichvili, Tkachenko 2014).

### **Leadership style**

Studies indicate that engagement occurs naturally, when leaders are inspiring (Anitha 2013). When creating an engaged environment, it is important to make a difference between a manager and a leader. A manager manages processes, programs, and data, and his/her authority comes from the hierarchical position. A leader, on the other hand, guides people, builds strong relationships, connects people, and strives organization to success. However managers are crucial to follow company’s strategies and business plans, leaders create the environment for high engagement. (Kelleher 2014)

There are many ways, how a leader can motivate his/her subordinates to be more engaged. It is important to recognise and reward good performance instead of correcting poor performance (Scaufeli, Salanova 2007), and to provide employees with an honest feedback (Kelleher 2014). Being fair to employees and not acting out of favouritism or self-interest, is another strong basis for engagement (Scaufeli, Salanova 2007). Leaders should be someone subordinates can trust; trust works at a mutual level, in order the manager to receive subordinates' trust, one must first put trust in them (Kelleher 2014); informing employees about important issues on a regular basis, face-to-face, helps to build the trust (Scaufeli, Salanova 2007). A leader should also provide employees with a common clear vision and direction, which helps them to understand their role in achieving organization's goals and that their job and efforts have a meaning and importance. In order for subordinates to feel inspired by their leader, one should behave and advocate the attitudes, which lead to successful results and trust. (Kelleher 2014) Lastly, when raising the engagement levels in an organization, a leader should show interest towards employees' personal development and offer emotional support whenever needed, such as discussing career paths, setting goals, giving advice on how to plan their work, and by helping them to overcome obstacles and problems. (Scaufeli, Salanova 2007)

### **University faculty and teaching staff**

Educational institutions, where a faculty creates an environment of effective educational practices, experience higher student involvement and participation in their learning. There are several ways how a teaching staff can increase the level of engagement among students, for example making themselves available for consultations outside of the classroom, suggesting motivational literature, encouraging students to work in teams, using honest feedback, communicating high expectations, and taking part in the wider student life of the University. (Towler 2010)

### **Team and co-worker relationships**

Team and co-worker relationships are another factors that play a great role in the development of higher engagement levels. Factors, such as talent, team climate, collective pride, commitment, leadership, purpose, communication, on-going improvement, team ethics, and team bonding contribute to the formation of engaged teams and individuals. It is further noticed that engagement is fostered, when an individual has a best friend from work (Keating, Heslin 2015). An open and

supportive environment is crucial for employees to feel safe and to engage totally with their responsibilities, allowing them to experiment with new things without being afraid of the consequences in case of a failure. Individuals, who create positive interpersonal interactions with their colleagues, are noticed to experience greater meaning in their work. (Anitha 2013)

## **Communication**

Often, the cause for disengaged employees is a non-existent communication between employees and managers. In order to cultivate engaged organizational culture, open and consistent communication throughout all organizational levels must become an essential. The direct and open communication with a direct manager is proved to increase employees' engagement. It is crucial for managers to communicate the importance an employee plays in an organization, to recognize their contribution, to give them feedback, and to encourage them, which in turn enhances their job performance. Communication has to be two-sided and feedback must be provided from both employee and employer. An organization, where open communication, suggestions, feedback, and approaching higher-ups is encouraged, is on its way to engaged culture. (Kelleher 2014)

### **1.2.3 Availability**

It is important to create a supporting work environment with an access to adequate psychical, psychological, social, and organizational resources, which stimulate employees' development, allow them to perform well in their work role and experience reduced stress levels. (Rana, Ardichvili, Tkachenko 2014)

## **Resources**

To complete the work and the goals set, employee must be able to access the proper and sufficient resources. Resources can include materials, training, consultation, staff, or money. When there are not enough resources to complete the work, frustration will occur, which can result in disengaged workforce. (Cardus 2013) Also academic institutions need to provide its students with appropriate resources and opportunities, in order to promote the interactions that lead to higher levels of engagement and productivity. This may involve spacious libraries with sufficient literature, or different study-related opportunities such as research, internships, and study abroad. (Towler 2010)

## **Organizational policies**

Organisational policies, procedures, systems, and structure are also important ingredients for engaged work force. Important policies and procedures may include fair recruitment and selection, flexi-timing, aid in balancing work and life, and fair policies for promotion. (Anitha 2013) In an academic environment the policies may involve: organization of the curriculum, grading, examinations, different supporting services for example career counselling, overall philosophy of the leaders of the institution, and professors' teaching style (Towler 2010).

## **Training and career development**

Another important factors that enhance engagement are training and career development. In order for employees to be engaged, they need challenge and excitement from their work (Kelleher 2014). Training improves service quality, accuracy, and enhances engagement. Undergoing training and development programs increase employee's confidence, competence, and motivate him/her to be more engaged in his/her job tasks. Training and personal growth opportunities can be considered as an equivalent to reward. (Anitha 2013) Offering employees the opportunities to develop their skills and acquire new knowledge, increase engagement, as it helps the employees to visualize where their career is today and where is it going to be in the future as they develop. Managers, who create a culture of learning, understand that educating your employees is an investment to the future, from which the company as well as its members will benefit. (Kelleher 2014)

## **Reward system**

Compensation and reward system (both financial and non-financial) are essential attributes that motivate an employee to achieve goals and to exert greater effort to his/her work and personal development, creating higher levels of engagement. Attractive compensation is a combination of pay, bonuses, and other financial rewards, as well as non-financial rewards, which can be for example an extra holiday, concert tickets, or a voucher. It is noted that when employees receive rewards and recognition, which they consider valuable, they feel obliged to respond with higher effort and greater contribution to the organization's success. (Anitha 2013)

## **Managing stress**

It is important that organizations would take into consideration employees' different needs and expectations and not just pay them for the time worked for the organization. Physical, emotional, mental, and spiritual considerations in fulfilling employees' needs, will result in higher performance, feelings of safety, trust, well-being, and ultimately higher levels of engagement (Bhuvanaiah, Raya 2014). Stress can be highly harmful to the individual's level of engagement. Management can maintain and improve the employees' level of engagement by controlling the stress levels through specific steps, such as controlling the work load burden, recognising employees different qualities, monitoring, and giving the employees the opportunity to manage their work. (Bhuvanaiah, Raya 2014)

### **1.3 Outcomes of engagement in a business and academic environment**

Studies suggest that high levels of engagement lead to higher job performance, increased task performance, organisational citizenship behaviour, enhanced productivity, discretionary effort, increased commitment, higher levels of psychological climate, and improved customer service. (Anitha 2013) However most of the outcomes of work engagement apply similarly to engagement in an academic context, some additional benefits can be pointed out: (Towler 2010)

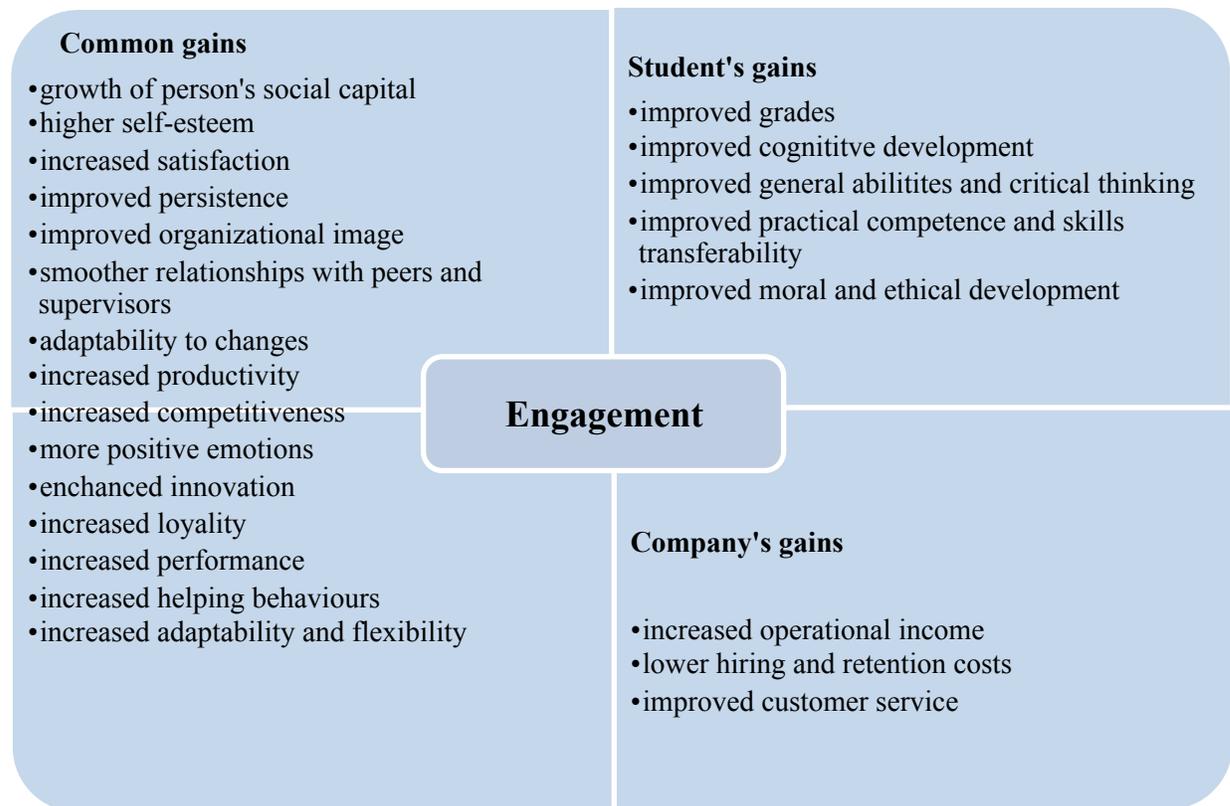
- improved general abilities and critical thinking;
- improved practical competence and skills transferability;
- cognitive and psychological development;
- higher self-esteem;
- productive racial and gender identity formation;
- improved moral and ethical development;
- increased student satisfaction;
- growth of student's social capital;
- improved grades;
- persistence;
- higher retention rates.

Engaged work force results in lower hiring and retention costs, corporate development, enhanced innovation, and higher levels of productivity. Employee engagement is viewed as a critical element in company's talent management, which increases organization's competitiveness. It also improves company's image, since it decreases the employee attrition rate. Engaged employees are believed to either directly or indirectly demonstrate the positive image of the organization, as their commitment reflects the impression of a responsible and employee-centred company. (Kaliannan, Adjovu 2015)

Engaged students are active in their learning process, have better results and take part in different activities around the campus, and have overall higher satisfaction concerning the university and one's studies. Happy and satisfied students help to raise university's reputation by demonstrating one's ability to add value to students' study experience and raising the quality of the education. (Towler 2010)

Higher engagement level allows an organization to gain competitive advantage over others, since people, as the most valuable asset of an organization, is the factor that cannot be imitated or duplicated by the competitors. When employee is engaged, he/she is aware of his/her role in an organization and feels responsible for achieving its business goals and motivates his/her colleagues alongside to contribute to the success of the organization. Employees with high engagement level go beyond the call of duty to perform their role with excellence. (Anitha 2013)

It has been acknowledged that the focal point of organisational theory is organisational effectiveness and the efforts to increase it. Organisational effectiveness is the extent to which an organisation achieves its goals; a long-term ability to fulfil consistently its strategic and operational goals. Studies have proved that engaged employees are more willing and likely to demonstrate behaviours, which increase company's effectiveness. Engaged employees often experience positive emotions such as joy, proud, compassion, which lead them to act accordingly, for example helping colleagues. Positive emotions enhance employee satisfaction, which leads to managerial as well as organisational excellence. Furthermore, engaged employees perform their work-related tasks with a sense of high involvement and full concentration, and therefore are more proficient, accurate, competent, and adapt to changes in their job, which in turn increases company's effectiveness and generates more profit and productivity. Engaged employees also demonstrate positive behaviours in a case of an emergency, which increases organizational flexibility and adaptability. (Kataria, Rastogi, Garg 2012)



**Figure 1.** Benefits of engagement

Source: Towler 2010; Kataria & others, 2012; Kaliannan, Adjovu, 2015; Anitha 2013

Engaged employees have better and smoother relationships with their supervisors (Kaliannan, Adjovu 2015). Also in an academic context engagement leads to improved communication between academics and their students, that in turn results in smoother and less tense study environment and teaching process, that increase satisfaction for both parties. Students, who have higher engagement levels, develop more positive feelings towards their classmates, professors, and institution, which create a sense of belongingness and connectedness, while offering rich opportunities for learning and development that result in student’s high involvement and increased effort. Furthermore, increased student engagement creates a climate of co-operation and greater overall voice for students, allowing them to participate more actively in the decision-making process of the university life, for example participating in different committees. (Towler 2010)

## 1.4 Personality as a lever of engagement

It is stated that both situational and personal factors must be considered, in order to understand the formation of work engagement and reasons why personality variables contribute to the differences in performance of individuals in similar environments (Handa, Gulati 2014).

In 1990 Kahn introduced a concept of personal engagement and disengagement. Personally engaged individuals are dedicated to their work, their colleagues, and are physically, cognitively, and emotionally present at their work place. In addition, they are not afraid to be their true selves and express their thoughts, ideas, and feelings. Personally disengaged individuals, on the other hand, tend to be psychologically, emotionally, and cognitively absent, and inactive in fulfilling the work tasks. (Anitha 2013)

Kahn (1990) described three sets of conditions important to evaluate employee's level of engagement and which formulate the "harnessing" of self to the work roles. Mentioned conditions are: meaningfulness, safety, and availability. Individuals are engaged and demonstrate active full performance, when they find their work meaningful, the environment safe, and there is an availability of adequate resources for completing the job. It is further suggested that employees perceive meaningfulness, safety, and availability differently according to their temperament and personal characteristics. (Handa, Gulati, 2014)

It is highly beneficial to choose the right people with the right characteristics and values to your team. Selection of the right players can benefit the natural formation of engagement. Too often employers concentrate mostly on education, experience, and skills while hiring, but in reality candidate's characteristics and behaviours are the factors that determine their success in an organization. (Kellher 2014)

Personality can be described as a set of personal characteristics that determine individuals' perception and reaction to different situations (Handa, Gulati 2014). There are many methods, tests, and theories to measure personality. Current research concentrates on the Big-5 taxonomy that measures personality in five different dimensions, which don't represent a particular theoretical perspective, but rather concentrate on the natural language of personality descriptions, that people use for describing themselves and others around them (John, Srivastava 1999). Big-5 model of personality is developed and improved over the last five decades (Rothmann, Coetzer 2003). The

model was first discussed in 1961, when scientists Ernest Tupes and Raymond Christal analysed personality in eight different samples and discovered five recurrent factors. The concept of Big-5 was further developed by Warren Norman (1963). In 1980s the theory of five personality traits started to gain attention from many different researchers from different traditions and they all concluded that these five factors could be considered as fundamental dimensions of personality, regardless of age, gender, nationality, etc. (McCrae, John 1990s). It is stated that Big-5 personality dimensions are relevant to different cultures and are related to employee's performance at work; research has also shown the connection between these traits and genetics as they are inherited. (Rothmann, Coetzer 2003) Table 1 displays Big-5 personality dimensions and the characteristics, which represent the opposite ends of each dimension.

**Table 1.** Big-5 personality dimensions and their characteristics

<b>Big-5 dimensions</b>	<b>Low Score characteristics</b>	<b>High score characteristics</b>
<b>Extraversion versus introversion</b>	Quiet, reserved, shy, silent, withdrawn, retiring	Talkative, assertive, active, energetic, outgoing, outspoken, dominant, forceful, enthusiastic, show-off, sociable, spunky, adventurous, noisy, bossy
<b>Agreeableness versus antagonism</b>	Fault-finding, cold, unfriendly, quarrelsome, hard-hearted, unkind, cruel, thankless	Sympathetic, kind, appreciative, affectionate, soft-hearted, warm, generous, trusting, helpful, forgiving, pleasant, good-natured, friendly, cooperative, gentle, unselfish, praising, sensitive
<b>Conscientiousness versus lack of direction</b>	Careless, disorderly, frivolous, irresponsible, undependable, forgetful	Organized, thorough, planful, efficient, responsible, reliable, dependable, conscientious, precise, practical, deliberate, painstaking, cautious
<b>Neuroticism versus emotional stability</b>	Stable, calm, contented, unemotional	Tense, anxious, nervous, moody, worrying, touchy, fearful, high-strung, self-pitying, temperamental, unstable, self-punishing, despondent, emotional
<b>Openness versus closedness to experience</b>	Commonplace, narrow interests, simple, shallow, unintelligent	Wide interests, imaginative, intelligent, original, insightful, curious, sophisticated, artistic, clever, inventive, sharp-witted, ingenious, resourceful, wise, logical, civilized, foresighted, polished, dignified

Source: John, Srivastava 1990s

## **Extraversion**

Extraversion includes characteristics, such as talkativeness, sociability, and assertiveness. People, who score high in extraversion are extraverts, and people, with low scores are considered introverts. Extraverts are optimistic, energetic, out-going, and experiencing positive feelings. Introverts are characterised as reserved, independent, and even-paced. (Rothmann, Coetzer 2003)

## **Agreeableness**

An agreeable individual has a sympathetic and helpful attitude towards others and believe that others would answer him/her with the same. A disagreeable person is egocentric, sceptical, and competitive, rather than co-operative. (Rothmann, Coetzer 2003) It is noted that dimension “agreeableness” seems to consist of more humane aspects of humanity, including at the one end of the spectrum characteristics such as altruism, nurturance, caring, emotional support and hostility, indifference to others, self-centeredness, spitefulness, and jealousy at the other end of the spectrum. (McCrae, John 1990s)

## **Conscientiousness**

Conscientiousness indicates the level to which an individual possesses self-control, ability to actively plan, organize, and to carry out tasks. Conscientious person has a strong will, is purposeful, determined, and oriented to achievement. That person is also hardworking, persistent, responsible, and loves order. Being conscientious also has its downsides; conscientious individuals tend to be annoyingly demanding, compulsively neat, or workaholics. Low scores of conscientiousness are not indicators of lack of moral principles, but rather being less precise in applying them. (Rothmann, Coetzer 2003)

## **Neuroticism**

It is a dimension of normal personality with a tendency to experience negative feelings such as sadness, fear, anger, embarrassment, disgust, or guilt (Rothmann, Coetzer 2003). High scores in that dimension indicate that a person may experience recurrent nervous tension, depression, frustration, guilt, irrational thinking, low self-esteem, poor control of impulses and cravings, or even some type of psychiatric issue. Individuals, with low scores are not particularly with a perfect mental health, but they are simply calm, relaxed, and even-tempered. (McCrae, John 1990s) When an individual

scores high in that dimension, she/he is likely to be prone to have irrational ideas, and less capable to control impulses or cope with stress. A low score in neuroticism, on the other hand, is a sign of emotional stability and can be described with calm, even-tempered, relaxed, and stress resistant behaviours. (Rothmann, Coetzer 2003)

### **Openness to experience**

That personality trait is characterised by active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgement. Individuals, with low scores of openness, can be conventional in behaviour and with a conservative outlook to life. Moreover, they prefer familiar to something new and they don't express many emotions. People scoring high in openness behave unconventionally, they are curious about inner and outer worlds, and therefore their lives tend to be richer. They are also willing to question authority, they are open to new ethical, social, and political ideas, and experience both negative and positive emotions in a deeper level. (Rothmann, Coetzer 2003)

## **2 METHODOLOGY**

### **2.1 Selection of the sample, data collection, and methods of analysis**

The aim of this quantitative research was to assess and discover connections between engagement and personality in an academic context, and to find out whether and to which extent the Big-5 personality traits influence the level of student engagement. In order to reach the research purpose, the electronic survey was conducted among business students from two different universities: Tallinn College of Tallinn University of Technology, located in Estonia, and Dalarna University, located in Sweden. The fact that the sample consisted of students from two different educational institutions, allowed an author to compare the engagement levels accordingly. The sample consisted of students from both bachelor and master level, from different nationalities, and the age of the respondents ranged from 19 to 46; the only prerequisite for the sample was that the students must be enrolled in a business program at the chosen universities.

A survey was carried out among 200 students of whom 50% were from Tallinn College and 50% from Dalarna University. Electronic questionnaires were distributed among the students through mainly two channels: e-mail and Facebook. The students from Tallinn College were mainly reached via personal e-mails, which were accessed through web-based learning environment “Moodle”. The students from Dalarna University were mainly contacted via Facebook personal messaging and through Facebook student groups. The questionnaires were sent out in two sets: one in December 2015 and another in March 2016, and were conducted in both English and Estonian.

A data analysis was carried out in Microsoft Excel, using mainly following statistical methods or functions: arithmetic average, correlation, and chi-squared test. The statistical analysis started with bringing the data into order, systemizing, and decoding the qualitative data into quantitative values when needed. The analysis was completed in three main parts: analysis of the engagement, analysis of the personality tests, and the correlations.

Firstly, the average scores of engagement dimensions (vigor, dedication, absorption) were calculated separately, and since all of the dimensions were strongly correlated, the scores were summarized and divided by 3 in order to get the final one-dimensional engagement score. The respondents had to choose their answers from a 7-point scale, depending on how frequently they experienced and felt certain feelings or attitudes towards their studies. Percentages of each of the seven points, represented on a scale, were calculated for every question, distinguishing data according to the university (Appendix 2). Afterwards, the total engagement scores were interpreted according to the engagement categories: very low engagement, low engagement, average engagement, high engagement, and very high engagement (Table 2), and the results were displayed on a chart (Figure 5).

Next step in the data analysis was the evaluation of the personality tests. In order to ease the process of analysis, the questions were organized according to the personality dimensions; the Big-5 personality model, used in the questionnaire, includes five different personality dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness. The personality tests were assessed on a Likert's 10-point scale. When calculating the average scores for each of the five dimensions of the Big-5 personality model, two methods of scoring were used: direct scoring (responses were summarized in its original value), and reverse scoring (responses were changed into opposite values) (Table 4). After calculating the personality test scores for each respondent, all the necessary data (average scores of engagement dimensions, total engagement, personality test scores, and demographical data) were concluded in a common sheet in order to prepare the data for the correlation analysis. After completing the correlation analysis, the statistical significances for the strong and moderate correlations were tested. Finally, the chi-squared tests were carried out, in order to find out whether there exist differences in engagement levels between chosen study institutions and between female and male respondents.

## **2.2 Questionnaire design**

The questionnaire consisted of total 67 statements, which were divided into three parts: the assessment of engagement in an academic context, which consisted of 17 statements, a personality test with 44 arguments, and demographics with 6 questions.

In order to measure the level of engagement among business students, internationally recognised Utrecht Work Engagement Scale (UWES), which was developed to measure both employee as well as student engagement, was used. UWES questionnaire consists of 17 statements, which measure engagement levels through three dimensions: vigor, dedication, and absorption.

Vigor refers to high levels of energy, resilience, the willingness to invest personal time and effort to studies, and demonstration of persistence and strength in case of difficulties. Vigor can be assessed through following six questions: (Schaufeli, Bakker 2003)

1. *My duties as a student make me feel full of energy*
2. *I feel strong and vigorous when I am studying or going to a class*
3. *When I get up in the morning, I feel like going to a class or a study*
4. *I can continue studying for a very long periods of time*
5. *In my studies I am very resilient, mentally*
6. *In my studies I always carry on, even when things do not go well*

Dedication can be described as a sense of pride and enthusiasm about one's studies, and feeling inspired and challenged by it. Dedication is assessed by five items: (Schaufeli, Bakker 2003)

1. *I find my studies full of meaning and purpose*
2. *I am enthusiastic about my career*
3. *My studies inspire me*
4. *I feel proud of my studies*
5. *I find my studies challenging*

Absorption is measured by six aspects, referring student's inability to detach oneself easily from the studies, being happily immersed in one's studies and forgetting everything else around, while being occupied with study related activities. Absorption is measured by six items: (Schaufeli, Bakker 2003)

1. *Time flies when I perform my duties as a student*
2. *When I am preoccupied with my studies, I forget everything around me*
3. *I feel happy when I perform my duties as a student*
4. *I am immersed in my studies*
5. *I get carried away when I am performing my duties as a student*
6. *It is difficult to detach myself from my studies*

Never	Almost Never	Rarely	Sometimes	Often	Very often	Always
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

**Figure 2.** UWES scale

Source: Schaufeli, Bakker 2003

When responding to the questions, students had to choose their answers from a 7-point scale, which reflects a frequency of a certain feeling, emotion, or opinion a student holds for his/her studies (Figure 2).

**Table 2.** UWES scoring categories

Qualification	Lower limit	Score	Upper limit	Score range
Very high engagement level	95 percentile $\leq$	score		5.7-6
High engagement level	75 percentile $\leq$	score	< 95 percentile	4.5-5.7
Average engagement level	25 percentile $\leq$	score	< 75 percentile	1.5-4.5
Low engagement level	5 percentile $\leq$	score	< 25 percentile	0.3-1.5
Very low engagement level		score	< 5 percentile	0-0.3

Source: Schaufeli, Bakker 2003

The average scores of vigor, dedication, and absorption were calculated by summarizing the scores of the statements belonging to a particular dimension, and dividing the sum by the number of items/statements that the dimension includes. Since the analysis revealed strong correlations between the engagement dimensions vigor, dedication, and absorption, the one-dimensional engagement score was calculated by summarizing the scores of each dimension and dividing it by 3 (the number of dimensions). When interpreting and analysing the responses, the scoring categories presented in a Table 2 were used.

The aim of the second part of the questionnaire, was to determine the student's personality by using the Big-5 Inventory" (BFI), which is a questionnaire developed to measure individual's personality through five different dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness. BFI was conducted by researchers Oliver John, James Donahue, and Kentle, on the basis

of the research by Paul Costa and Robert McCrae. (John, Srivastava 1999) The Big-5 Inventory consists of 44 statements in a style: “I see myself as someone who is...” followed by an item of characteristics (Table 3). A Likert 10-point scale, where each point reflects an extent of agreement or disagreement a student holds for his/her studies, was used in order to measure the personality of the respondents (Figure 3).

**Table 3.** Big-5 personality statements

Nr	Statement- "I see myself as someone, who..."	Dimension
1	Is talkative	Extraversion
2	Tends to find fault with others	Agreeableness
3	Does a thorough job	Conscientiousness
4	Is depressed, blue	Neuroticism
5	Is original, comes up with new ideas	Openness
6	Is reserved	Extraversion
7	Is helpful and unselfish with others	Agreeableness
8	Can be somewhat careless	Conscientiousness
9	Is relaxed, handles stress well	Neuroticism
10	Is curious about many different things	Openness
11	Is full of energy	Extraversion
12	Starts quarrels with others	Agreeableness
13	Is a reliable worker	Conscientiousness
14	Can be tense	Neuroticism
15	Is ingenious, a deep thinker	Openness
16	Generates a lot of enthusiasm	Extraversion
17	Has a forgiving nature	Agreeableness
18	Tends to be disorganized	Conscientiousness
19	Worries a lot	Neuroticism
20	Has an active imagination	Openness
21	Tends to be quiet	Extraversion
22	Is generally trusting	Agreeableness
23	Tends to be lazy	Conscientiousness
24	Is emotionally stable, not easily upset	Neuroticism
25	Is Inventive	Openness
26	Has an assertive personality	Extraversion
27	Can be cold and aloof	Agreeableness

28	Perseveres until the task is finished	Conscientiousness
29	Can be moody	Neuroticism
30	Values artistic, aesthetic experiences	Openness
31	Is sometimes shy, inhibited	Extraversion
32	Is considerate and kind to almost everyone	Agreeableness
33	Does things efficiently	Conscientiousness
34	Remains calm in tense situations	Neuroticism
35	Prefers work that is routine	Openness
36	Is outgoing, sociable	Extraversion
37	Is sometimes rude to others	Agreeableness
38	Makes plans and follows through with them	Conscientiousness
39	Gets nervous easily	Neuroticism
40	Likes to reflect, play with ideas	Openness
41	Has few artistic interests	Openness
42	Likes to cooperate with others	Agreeableness
43	Is easily distracted	Conscientiousness
44	Is sophisticated in art, music or literature	Openness

Source: John, Srivastava, 1999

1	2	3	4	5	6	7	8	9	10
Disagree strongly		Disagree a little		Neither agree nor disagree		Agree a little		Strongly Agree	

**Figure 3.** Likert scale

Source: Wikipedia

**Table 4.** Big-5 scale scoring

Dimension	Number of the question
Extraversion vs. introversion	1, 6R, 11, 16, 21R, 26, 31R, 36
Agreeableness vs. antagonism	2R, 7, 12R, 17, 22, 27R, 32, 37R, 42
Conscientiousness vs. lack of direction	3, 8R, 13, 18R, 23R, 28, 33, 38, 43R
Neuroticism vs. emotional stability	4, 9R, 14, 19, 24R, 29, 34R, 39
Openness vs. closedness to experience	5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

Source: John, Srivastava, 1999

The final score of each personality dimension was calculated by summarizing the scores of the statements belonging to the specific dimension and dividing the sum by the number of

items/statements under that dimension. Some of the statements had to be evaluated on a reverse scale, which means if a respondent answered to a statement with 10 (strongly agree), an author scored it as 1 (strongly disagree); the questions, which were evaluated with a reverse scoring are marked with a letter “R” (Table 4).

### 3 ANALYSIS

#### 3.1 Demographics

As previously mentioned, the research was carried out among 200 business students from two different educational institutions from Estonia and Sweden. The sample was divided into equal proportions according to the study place: 50% of the respondents were from Tallinn College of Tallinn University of Technology and other half from Dalarna University. The age of the respondents ranged from 19 to 46 (Figure 5), with the majority from the age group 19-25. The sample consisted of 63% of female and 37% of male respondents. There were total 30 nationalities represented in the research (Table 5). As the variety of nationalities was diverse, the author decided to complete the analysis with two different distinctions: Estonians and other nationalities. The nationalities represented in the sample were as following:

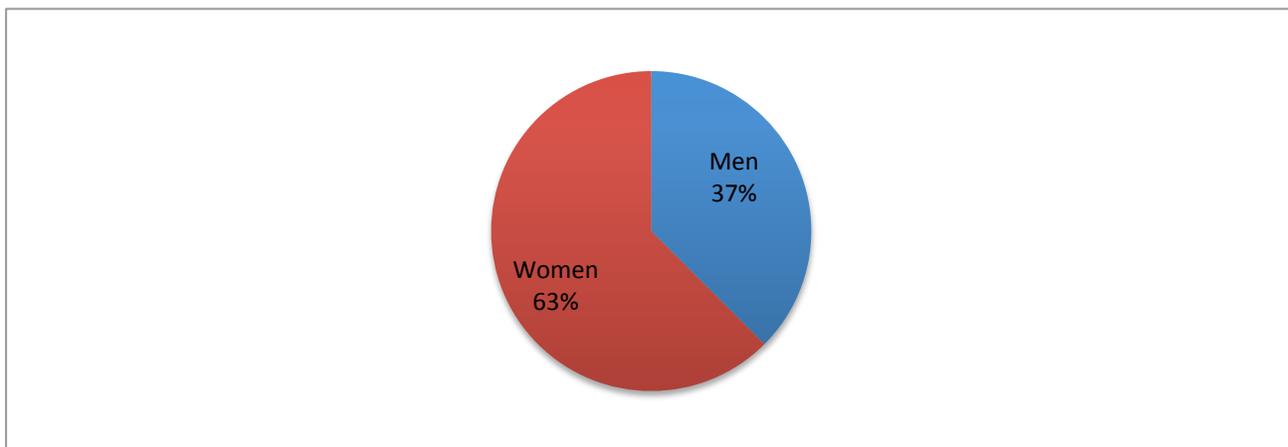
**Table 5.** Nationalities represented in the research

Estonian	Greek	Chinese	Latvian
Swedish	Icelandic	Columbian	Pakistanis
Australian	Indian	Czech	Peruvian
Bangladeshis	Indonesian	Dutch	Portuguese
Belarusian	Iranian	Egyptian	Romanian
Brazilian	Irish	Finnish	Russian
British	Kurdistan	French	
German	Sri-Lankan	Spanish	

Source: Compiled by author

There were students from both Master and Bachelor level, respectively 19% and 81%, studying different business related subjects. The Tallinn College of Tallinn University of Technology offers a business program with three different specializations: Accounting, Business Administration, and freshly introduced Service Marketing and Management. Dalarna University has many business

programs taught both in Swedish and in English and the ones represented in the current research were as following: International Tourism Management, (combination of business administration and tourism studies), Marketing, Business Intelligence (business program with the focus on IT), Economics, and Business Administration.



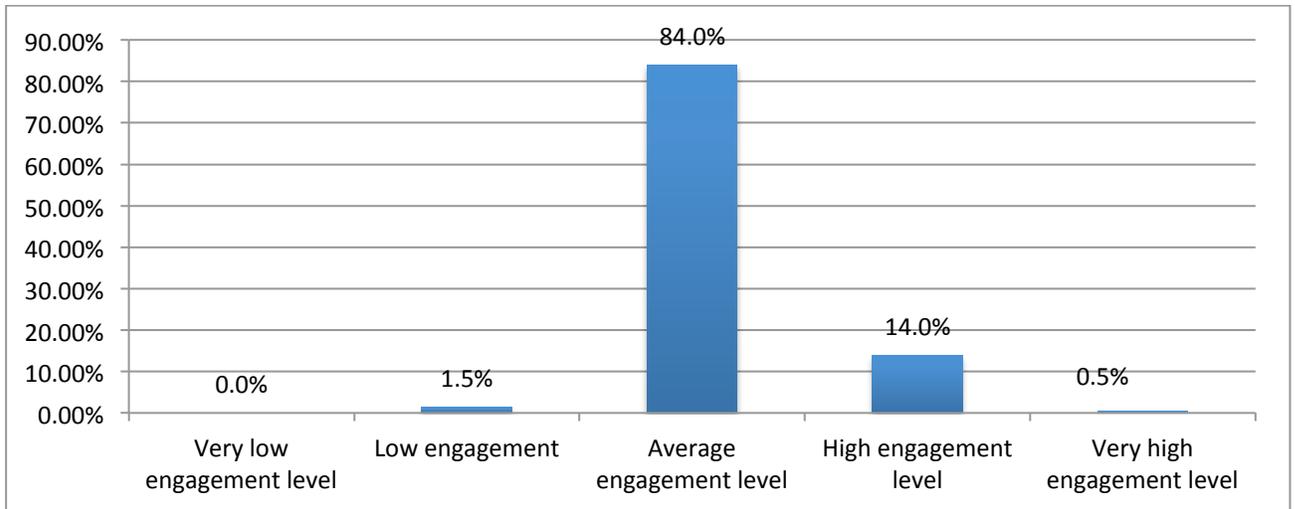
**Figure 4.** Distribution of the sample by gender

Source: Compiled by author

### 3.2 Findings

The findings can be presented in three sections: the findings regarding engagement, the findings regarding personality, and finally the correlations between them.

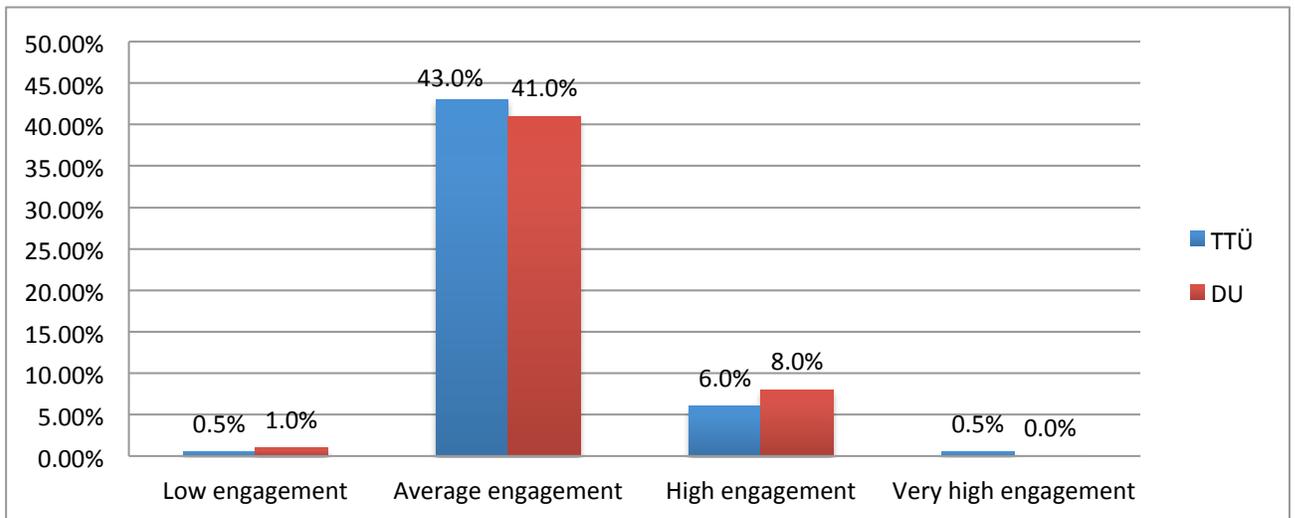
The engagement levels of the business students, studying in Högskolan Dalarna and Tallinn College of Tallinn University of Technology, were measured by the student version of Utrecht Work Engagement Scale (UWES). According to the UWES scale, the scores of the engagement can be divided into five categories (Table 2): very low engagement, low engagement, average engagement, high engagement, and very high engagement. The findings of the current research regarding the distribution of the engagement levels are presented on a Figure 5. The majority, 84% of the respondents fell into a category of “average engagement level”, followed by highly engaged students (14%), students, with low engagement level (1,5%), and students with the highest engagement (0,50%). There was not a single student, who scored at the lowest engagement level.



**Figure 5.** Total engagement levels

Source: Compiled by author

A Chi-squared test was carried out in order to find out whether there exist any differences between the engagement levels depending on the university the student is from, but no significant distinctions were found (Table 6). The non-existent connection between the engagement level and the educational institution could be also proved with a correlation index 0,04.

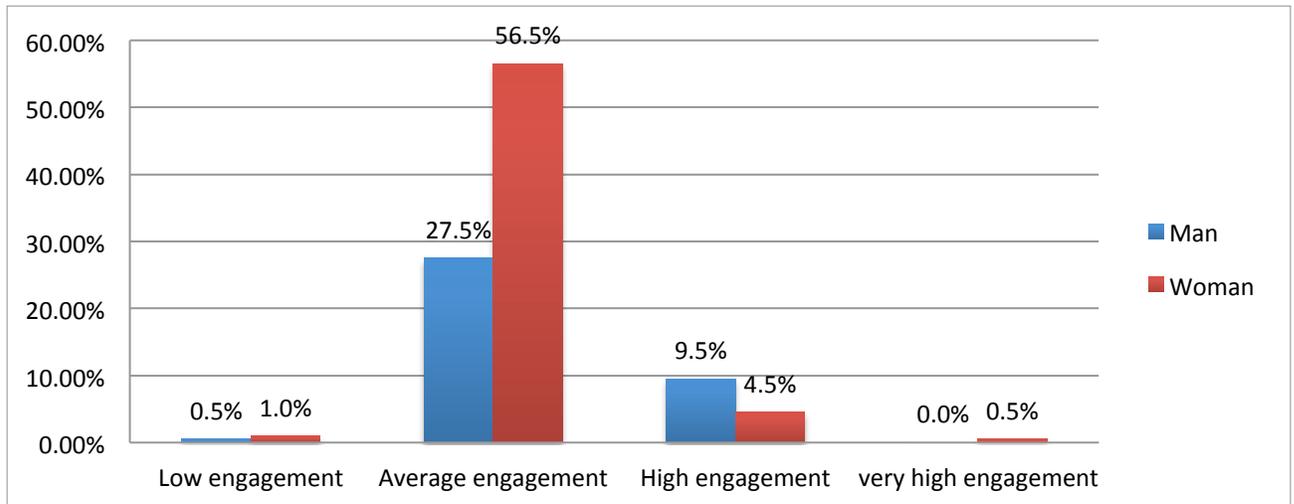


**Figure 6.** Engagement levels of the students from Tallinn College and Dalarna University

Source: Compiled by author

The engagement levels were also compared between female and male respondents and slight differences were found (Figure 7). From the total 84% of the people, who scored “average” in

engagement, 56% were woman and 27% men. The respondents, who had high levels of engagement, were mostly men (9,5%). From total 200 respondents, there was only one female individual, who scored “very high” in engagement.



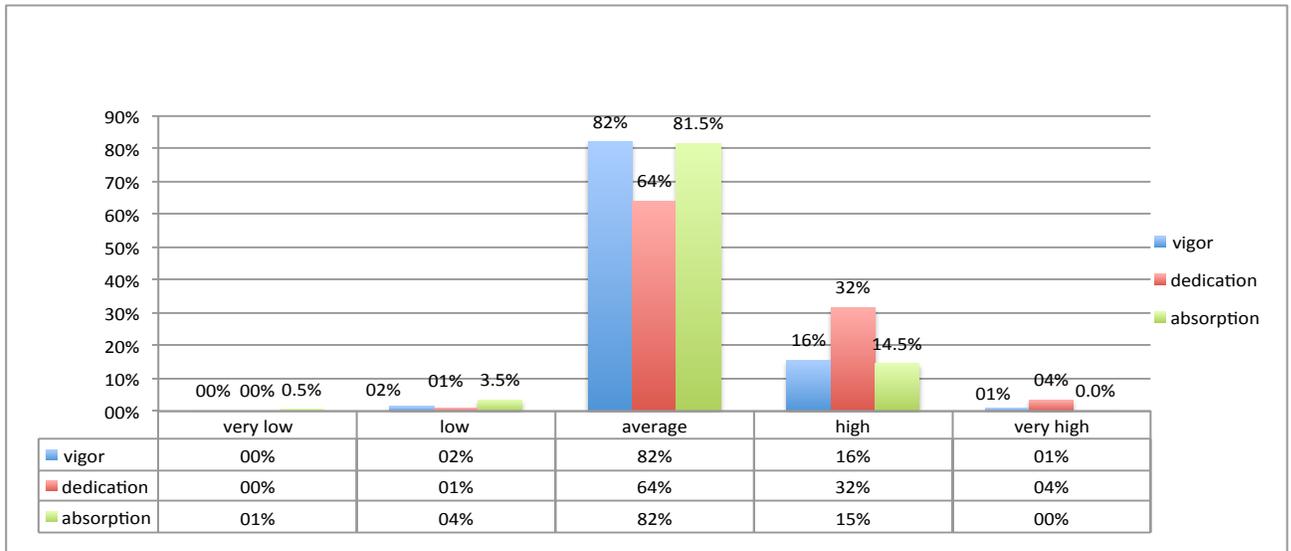
**Figure 7.** Engagement levels among female and male respondents

Source: Compiled by author

Previously presented charts (Figure 5, Figure 6, Figure 7) illustrated the data in a one-dimensional score. As the score is formed by the three subscales of engagement dimensions (vigor, dedication, absorption), the findings can be also presented in a three-dimensional manner (Figure 8).

Vigor can be described by having high levels of energy and resilience. The person with high levels of vigor is willing to invest effort in one’s projects, and is persistent in the face of difficulties (Schaufeli, Bakker 2003). None of the respondents scored “very low” in vigor. 15,5% of the students scored “high” in vigor, 1% “very high”, and 1,5% “low”. Majority, 82% of the business students scored “average” in that dimension.

Dedication refers to a sense of enthusiasm and pride about one’s work or studies, and feeling inspiration and challenge from it (Schaufeli, Bakker 2003). As presented on the Figure 8, none of the students had very low levels of dedication, 1% of the respondents experienced low levels of dedication, 82% average levels of dedication, and 31,5% scored “high” in that dimension. Very high scores of dedication had only 3,5 % of the sample.



**Figure 8.** Three-dimensional engagement scale

Source: Compiled by author

Absorption shows to which extent a student is immersed in his/her studies, and having difficulties detaching oneself, forgetting everything around him/her while fulfilling study-related tasks. (Schaufeli, Bakker 2003). None of the business students scored “very high” in absorption, only 0,5% scored “very low”, and 3,5% “low”. The majority (81,5%) of the respondents had an average level of absorption, and 14,5% were highly “absorbed” in their studies.

In order to take a look at the findings in a more detailed way, the percentages of the responses for each question were calculated, distinguishing data according to the university (Appendix 2). Additionally, the average scores of vigor, dedication, absorption, and a one-dimensional engagement score were calculated for Tallinn College and Dalarna University and the results were presented on a Table 6. As seen from the Table 6 there were no dramatic differences, when it comes to the average scores of engagement between the chosen universities.

**Table 6.** Average scores of engagement and its dimensions according to the study institution

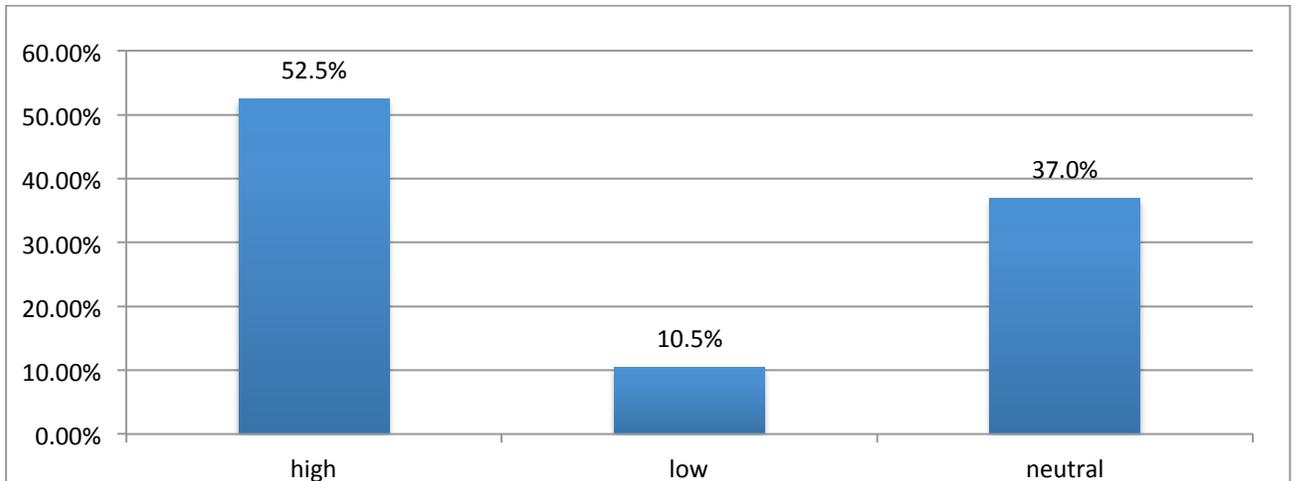
Dimension	TTÜ average score	DU average score
Vigor	3,52	3,43
Dedication	4,08	4,16
Absorption	3,12	3,31
Total engagement	3,57	3,64

Source: Author’s calculations

It can be noted that the average scores of vigor, dedication, and absorption, as well as total engagement were at the average level. However major differences between chosen universities could not be noticed, the total engagement score of Dalarna University (3,64) was slightly higher than the score of Tallinn College (3,57). When taking a look at the dimensions separately, Dalarna University scores were slightly higher in dedication (4,16) and absorption (3,31) compared to the results of Tallinn College, respectively 4,08 and 3,12. Tallinn College scored higher in vigor (3,52) compared to Dalarna University (3,43).

The personality of the respondents was measured by the Big-5 personality model, consisting of five different personality dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness. The final average score of each dimension could be distinguished as low score, high score or neutral opinion. The distribution of the students' responses for each dimension is displayed on five separate charts. Dimensions such as openness, neuroticism, and agreeableness are additionally presented according to the distribution by age and gender, since correlation analysis indicated connections between the mentioned factors. The average scores of agreeableness, openness and neuroticism were also calculated in order to further prove the differences between the results of different age groups (Table 7) and gender.

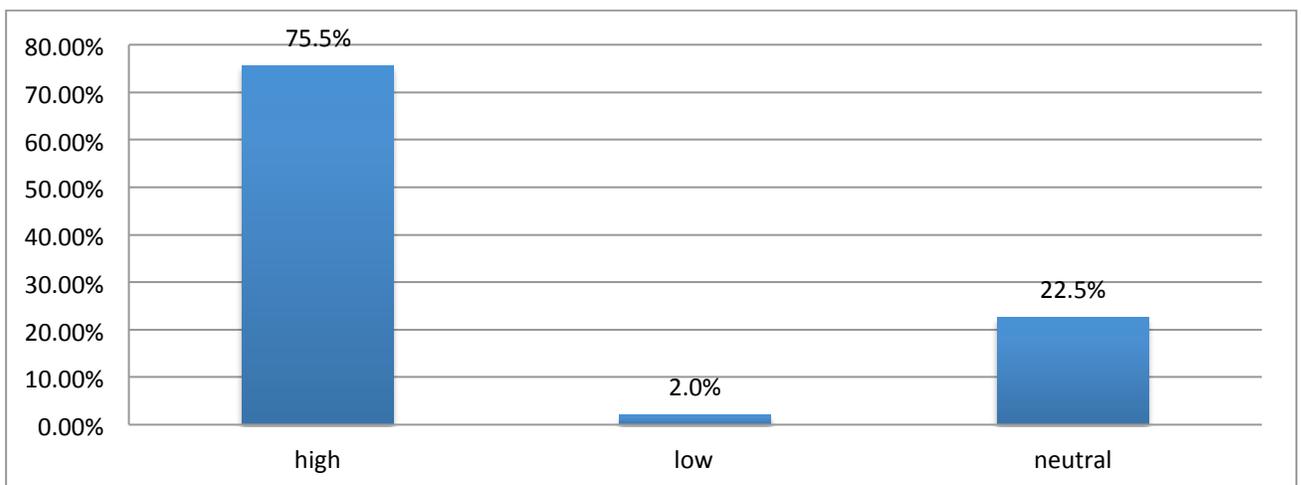
Extraversion can be described with the characteristics such as talkativeness, sociability, and assertiveness. Individuals, who score high in extraversion are extraverts, and people, with low scores are considered introverts (Rothmann, Coetzer, 2003). A little over half of the respondents (52,5%) scored "high" in extraversion, 10,5% scored "low", and 37% fell somewhere in the middle, having neutral opinion about the statements regarding extraversion (Figure 9).



**Figure 9.** Extraversion

Source: Compiled by author

Agreeableness is defined by having sympathetic and helpful attitude towards others and belief that others would answer with the same. A disagreeable person is egocentric, sceptical, and competitive rather than co-operative. (Rothmann, Coetzer, 2003) 75% of the people, who took part of the survey, were highly agreeable, 2% were disagreeable, and 22,5 % of the students identified themselves as neutral (Figure 10).



**Figure 10.** Agreeableness

Source: Compiled by author

All of the five personality dimensions were tested for possible correlations with different demographical factors. Agreeableness had a positive correlation (0,24) with age, indicating that students with higher age had higher scores in agreeableness. Even though the correlation was weak

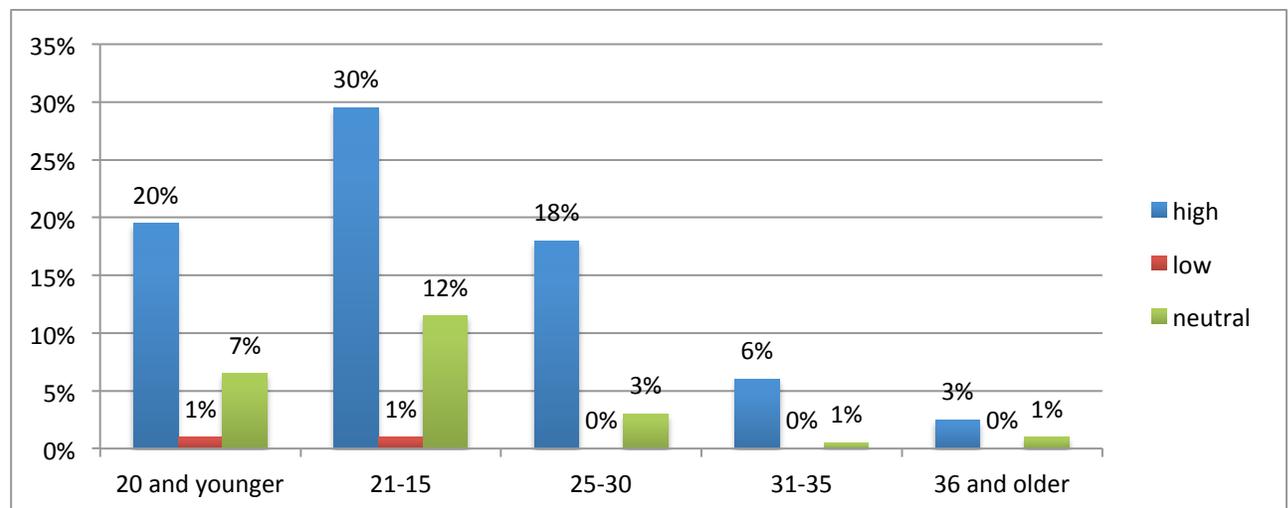
in its nature, it was still at the higher end of the scale ( $0,1 < r < 0,3$ ), and an observation of the average scores of the different age groups in agreeableness further proved the positive connection (Table 7).

**Table 7.** Distribution of neuroticism, openness, and agreeableness by age

Age group	Neuroticism average	Openness average	Agreeableness average
20 and younger	5,5	6,49	7,12
21-25	5,29	6,82	6,95
26-30	5,21	7,22	7,7
31-35	4,36	7,38	7,59
36 and older	3,93	7,34	7,87

Source: Author's calculations

As seen from the Figure 11, low levels on agreeableness existed only among students belonging to two youngest age groups: 20 and younger, and 21-25. Students older than 25, did not experience low levels of agreeableness. Average scores of agreeableness proved, that the first two age groups had slightly lower scores than rest of the groups (Table 7).

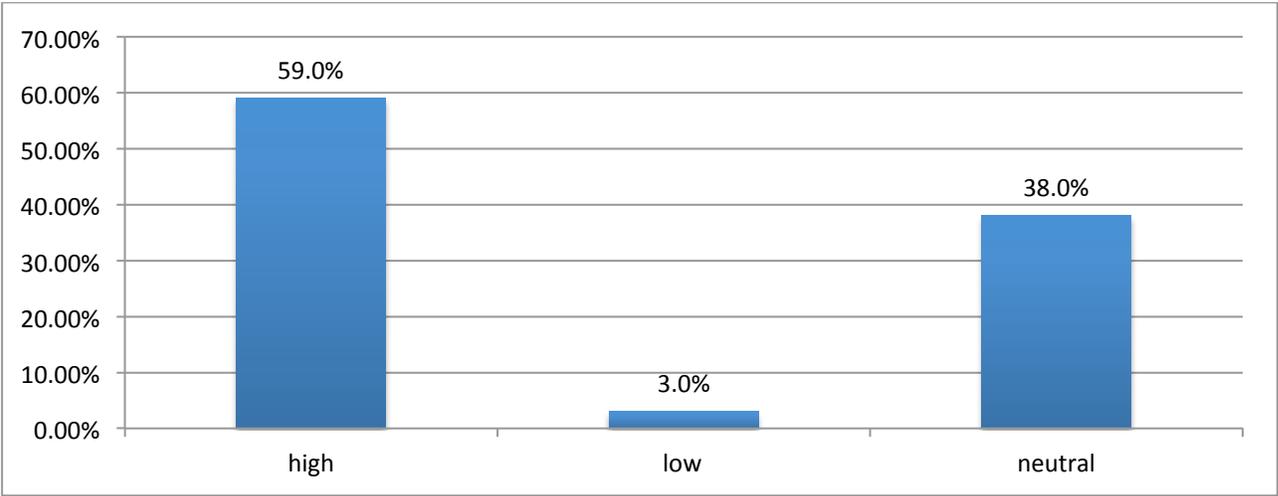


**Figure 11.** Distribution of agreeableness by age

Source: Compiled by author

Conscientiousness reflects characteristics such as self-control, ability to actively plan, organize, and carry out tasks. Conscientious person has a strong willpower, is purposeful, determined, and oriented to achievement. (Rothmann, Coetzer, 2003) 59% of the sample scored “high” in

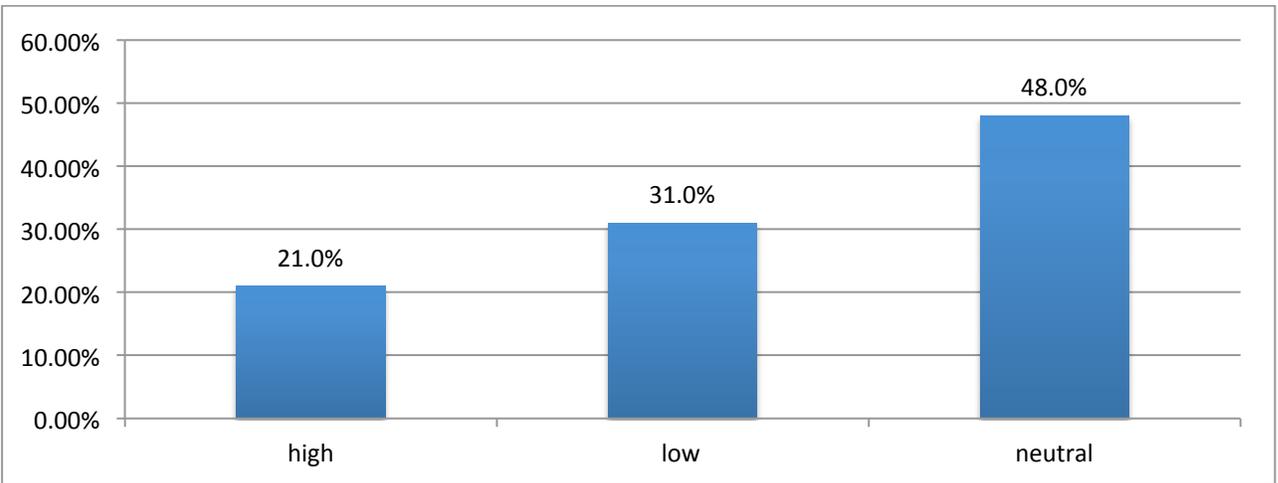
conscientiousness, 38% were in neutral category, and only 3% of the students had low scores in that dimension (Figure 12).



**Figure 12.** Conscientiousness

Source: Compiled by author

Neuroticism is a dimension of normal personality, with a tendency to experience negative feelings such as sadness, fear, anger, depression, disgust, or guilt (Rothmann, Coetzer, 2003). Almost half of the sample (48%) had neutral score in neuroticism, 31% had low score, and 21% of the students had high levels of neuroticism (Figure 13).

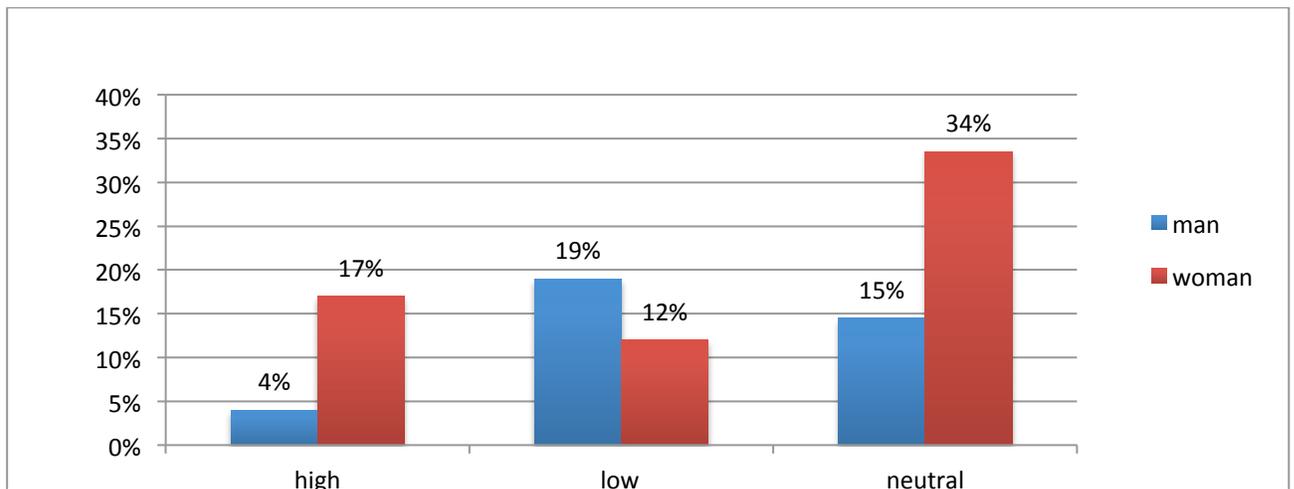


**Figure 13.** Neuroticism

Source: Compiled by author

Neuroticism was another personality dimension, which had a negative correlation with age (-0,23), and additionally a positive moderate connection with gender (0,33). Results suggested that the younger the person, the higher the level of neuroticism. People tend to become emotionally more stable, when their age increases. The average scores of neuroticism confirmed previously mentioned statement: the oldest age group had the lowest scores in neuroticism and the youngest age groups the highest scores (Table 7).

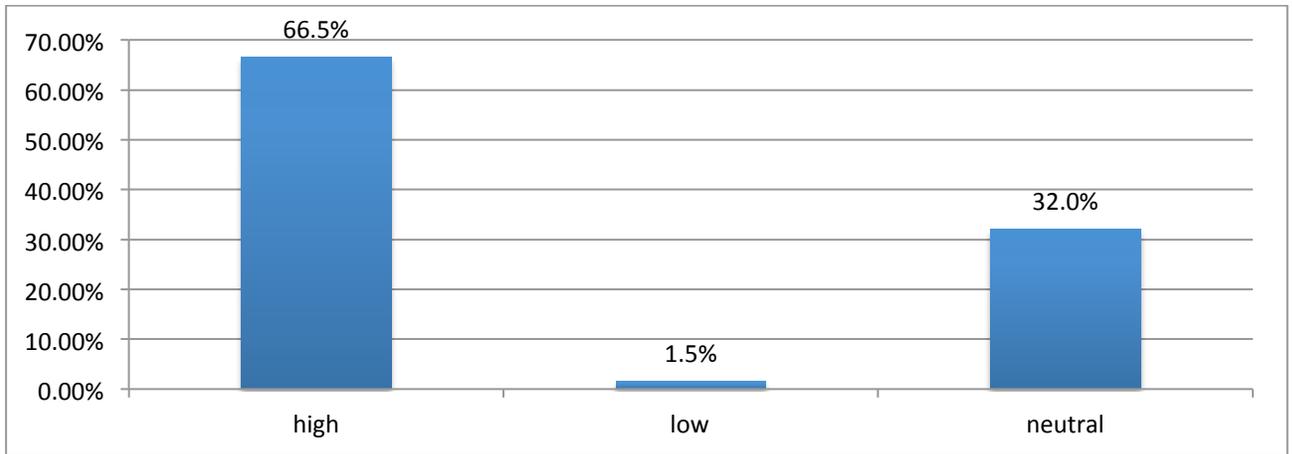
Figure 14 illustrates the differences regarding the level of neuroticism between male and female respondents. Women scored significantly higher in neuroticism, with an average score 5,62, compared to men, with an average score 4,56. 17% of the women experienced high levels of neuroticism, while only 4% of the men scored high in that dimension. Emotionally stable with low levels of neuroticism were 19% of the men and 12% of the women.



**Figure 14.** Distribution of neuroticism by gender

Source: Compiled by author

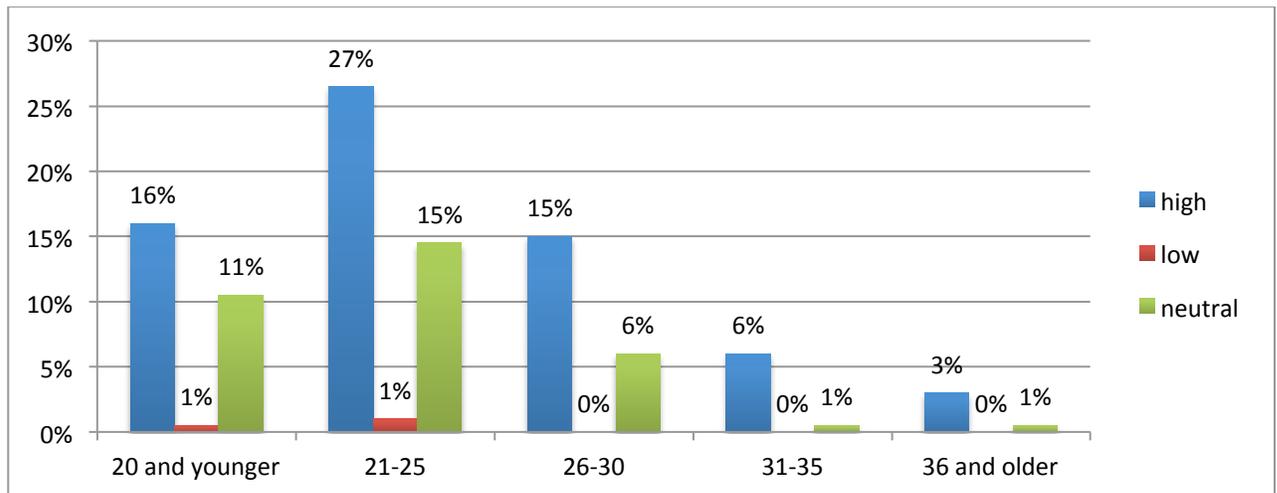
Openness to experience is characterised by an active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgement (Rothmann, Coetzer, 2003). 66,5% of the students had high scores in openness, 32% had a neutral opinion, and 1,5 % scored low in that dimension (Figure 15).



**Figure 15.** Openness

Source: Compiled by author

Openness had a positive correlation (0,25) with age, and therefore it can be stated that openness increases with age. Women scored slightly higher (average 7,02) in openness compared to men (average 6,62). Figure 16 displays the average scores of openness in terms of age and demonstrates that the younger age groups had lower average scores in openness, compared to the older age groups. Low scores of openness were represented only in two younger age groups, while older age groups showed slightly higher levels of intelligence and wider spectrum of interests.



**Figure 16.** Distribution of openness by age

Source: Compiled by author

The main purpose of this research was to find out whether there exist any connections between the personality of a student and his/her engagement level. In order to get a better overview from the

potential connections and their strengths and significances, the correlation analysis was carried out and findings were presented in a correlation matrix (Appendix 3).

The connections could be distinguished as:

- intercorrelations between different engagement dimensions/personality dimensions;
- correlations between engagement dimensions and personality dimensions;
- correlations between demographical factors and personality/engagement dimensions.

In order to identify the strength of the connections, author relied on the following guidelines:

**Table 8.** Guidelines on strength of correlation coefficient

Value of r	Strength of the relationship
-1,0 to -0,5 or 1,0 to 0,5	Strong
-0,5 to -0,3 or 0,3 to 0,5	Moderate
-0,3 to -0,1 or 0,1-0,3	Weak
-0,1 to 0,1	None or very weak

Source: Explorable

There were three pairs of highly predictable positive strong connections: all three dimensions of engagement were strongly correlated to each other, meaning that if a student scores high in one dimension, it is likely that he/she scores high in other dimensions as well (Table 9).

**Table 9.** Intercorrelations between engagement dimensions

Factor pair	Correlation index
Vigor-dedication	0,7
Absorption-dedication	0,73
Absorption-vigor	0,69

Source: Author's calculations

Interconnections also existed between some of the personality dimensions (Table 10). Dimension-pair extraversion-conscientiousness had a moderate positive correlation 0,30; when extraversion increases, increases also conscientiousness. Dimensions such as extraversion-neuroticism (-0,46) and agreeableness-neuroticism (-0,32) had moderate negative correlation; when one of the factors

increased, the other one decreased. For example, when a person scored high in extraversion, one tends to have lower score in neuroticism referring to the fact that extraverted and outgoing people tend to have less negative emotions as fear, sadness, and experiences less nervous tension, depression, and low-self esteem. Extraverts also scored higher in conscientiousness, indicating that extraverts have better self-control, ability to actively plan, to carry out tasks, and they are more oriented to achievement, compared to introverts. Furthermore, neuroticism had also a positive moderate connection with gender (0,33) and negative correlation with agreeableness (-0,32); when neuroticism decreased, the agreeableness increased, which means that when people experience less negative emotions, they tend to be more helpful and sympathetic towards others

**Table 10.** Intercorrelations between Big-5 personality dimensions

Dimension	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Extraversion	1,00	0,19	0,30	-0,46	0,20
Agreeableness	0,19	1,00	0,20	-0,32	0,18
Conscientiousness	0,30	0,20	1,00	-0,22	0,16
Neuroticism	-0,46	-0,32	-0,22	1,00	-0,10
Openness	0,20	0,18	0,16	-0,10	1,00

Source: Author's calculations

There were also some connections between the demographical factors and the dimensions of personality (Table 11), but they were mostly weak correlations, except from the moderate correlation between neuroticism and gender (0,33). The results can be concluded as following:

- Women tend to experience more negative emotions such as stress, depression, anxiety, and fear compared to men, who seem to be more emotionally stable.
- Negative emotions proved to decrease with age; younger students experienced more negative feelings compared to more mature students.
- Openness to experience, intelligence, wider spectrum of interests, being clever, and sophisticated were more present, when age of the student increased, and also female respondents demonstrated higher levels of openness compared to male respondents.
- Agreeableness as being compassionate and helpful towards others was more prominent as the age of a student increased.

**Table 11.** Correlations between Big-5 personality dimensions and demographical factors

Factor pair	Correlation Index
Neuroticism-Gender	0,33
Openness-Age	0,25
Agreeableness-Age	0,24
Neuroticism- Age	-0,23
Openness-Gender	0,2

Source: Author's calculations

The most fundamental part, in terms of the purpose of the current paper, was to ascertain the connections between personality and engagement. It can be noted, that there were no strong correlations between the dimensions of engagement and personality, however the correlation analysis indicated some moderate connections (Table 12).

**Table 12.** Correlations between engagement and personality

Big-5 dimension	Vigor	Dedication	Absorption	Total Engagement
Extraversion	0,18	0,18	0,02	0,14
Agreeableness	0,23	0,25	0,18	0,24
Conscientiousness	0,35	0,22	0,2	0,29
Neuroticism	-0,29	-0,14	0,02	-0,15
Openness	0,21	0,25	0,16	0,23

Source: author's calculations

The strongest connection, which the correlation analysis revealed was a positive moderate correlation between the personality dimension conscientiousness and the engagement dimension vigor (0,35). It proved that the people with high scores in conscientiousness had higher levels in vigor. It can be further explained, that individuals, who possess high self-control, have excellent planning and organizing skills, strong willpower, and who are oriented to success and achievement, are more engaged in terms of having higher levels of positive energy and mental resilience, when performing their study related activities. These people see their studies mentally simulative, challenging and they are willingly dedicating their time and effort to it.

Conscientiousness had also a positive almost moderate correlation with total engagement (0,29), proving the previously mentioned statement: people, who have high self-discipline and plan their activities carefully, are generally more engaged in their studies. There was also a negative close to moderate correlation between personality dimension neuroticism and engagement dimension vigor (0,29). People, who are emotionally stable, experience less negative emotions, and who have higher self-esteem tend to be slightly more engaged in terms of vigor: having higher levels of positive energy and mental resilience while studying.

Personality dimensions agreeableness and openness had close to moderate correlations with various dimensions of engagement as well as with the total engagement. It can be concluded that people, who have above average levels of intelligence, original ideas, wide spectrum of interests, and are curious about different areas of life, tend to be slightly more engaged compared to the ones, who scored low in openness. Furthermore, agreeable people, who are considerate and helpful towards others, have the tendency to be more engaged than the people, who show out colder, aloof, and unfriendly behaviours.

### **3.3 Discussion and recommendations**

Adapting engagement practices into organization's culture has shown to bring many benefits to the organization as well as to its members. Increased business profit, higher employee satisfaction rate, loyalty, as well as improved public image, are few from many advantages a company can gain from engagement. University as an educational institution can be considered as an organization with its complex structure, hierarchy, members, and reward system. However many organizational factors or processes in an academic environment have a different nature or serve a different purpose compared to the ones in a business organization, the similar overall principles of engagement apply to universities when engaging its members. Factors such as leadership (lecturers, group leaders and tutors), camaraderie (group work, relationships with fellow students and teachers), as well as reward-system (grading policies, feedback), and the image of the university play an important role in creating an engaged atmosphere, which motivates its members to give their best. Equally important as various organizational or other external factors are the internal triggers. Personality determines how people act in certain situations and reflects individuals' unique behavioural

patterns. Kelleher (2014) stated, that selection of the right people with the right values, characteristics and behaviours can be highly beneficial to the natural formation of the engagement, that leads any organization to success. Too often, people are mainly evaluated by their experiences, diplomas, and education, rather than taking into consideration ones personal characteristics.

The current research paper proves that personality plays an important role in the development of student engagement and that some personality traits have greater importance in forming higher engagement levels among the business students of Dalarna University and Tallinn College of Tallinn University of Technology. Analysis revealed no significant differences between the results of these two universities, which may indicate to the fact, that these educational institutions are similar in terms of their organizational design and -culture, which may influence the level of engagement; also the members of these organizations did not differ much in terms of personality, even though the students come from completely different backgrounds.

It is not very common to have very high levels of engagement among the students of chosen universities. Only one female respondent from Tallinn College scored “very high” in engagement. Also very low levels of engagement occurred only among 1,5% of the students. Majority of the students (84%) scored “average” in engagement, and 14% of the respondents had high engagement scores. Student engagement was assessed in terms of vigor, dedication, and absorption. As previously mentioned, there were no significant differences in the comparison of the chosen universities, however, Dalarna University had slightly higher scores in dedication, absorption and total engagement, Tallinn College scored somewhat higher in vigor. When the average score of the total engagement was 3,60, then Dalarna University scored a little above average and Tallinn College below average.

Dimensions vigor and dedication are believed to be the opposites of exhaustion and cynicism (dimensions of burnout) and therefore people with high levels of engagement are believed to be less likely to experience exhaustion, tedium, or being sceptical about others’ intentions. (Scaufeli, Salanova 2007) In general, we can conclude that students from Dalarna University and Tallinn College of Tallinn University of Technology were engaged in a same extent with some slight differences, which would probably not be noticeable in a real life context. The results, in terms of engagement levels of the students, can be considered relatively positive as most of the students had

average or above average scores in engagement. There were no student, who had “very low” engagement level, and only 1,5% of the respondents scored “low” in engagement. Positive results suggest that in general students of Tallinn College and Dalarna University have average or above average levels of positive energy towards their studies and they willingly dedicate time and effort to it; they are mentally rather resilient and see their studies quite challenging, meaningful, and mentally stimulating. (Kataria, Rastogi, Garg 2012)

Unfortunately, there will be no discussion about different engagement levels such as engaged, almost engaged, disengaged, crash burners, actively disengaged etc., specified by many different researchers (Bhuvanaiah, Raya 2014), as the current paper investigated the engagement in terms of vigor, dedication and absorption.

When it comes to the personality of the business students, great part of the respondents scored high (75,5%) in the personality dimension agreeableness, which means most of the students have a lot of humanistic values such as sympathy, forgiveness, and helping, supporting attitude towards others (Rothmann, Coetzer 2003). Only 2% of the students were disagreeable, which means they can be egocentric and sceptical about other’s intentions; they prefer competing rather than co-operating and team-work, and they may be more jealous than highly agreeable individuals (McCrae, John 1990s). That personality dimension had a weak correlation (0,24) with the total engagement level, which indicates that there may be a slight connection between these two dimensions, suggesting that people, who are sympathetic and helpful towards others, are a little more engaged. It can be explained by the fact that people with warm humanistic values tend to form positive relationships with co-workers, and work well in teams, which are believed to be one of the contributing factors for engagement. The connection can also be interpreted the other way around: the higher the engagement level of a student, the more positive humanistic behaviours he/she shows towards others. Studies have proved that engaged individuals experience more positive emotions, such as pride, joy, compassion and reflect these positive behaviours to their colleagues by for example helping them. (Kataria, Rastogi, Garg 2012) Agreeableness also had a moderate negative correlation (-0,32) with neuroticism, suggesting that when level of agreeableness increases, the negative emotions decrease and a person is more emotionally stable.

More than half of the students (66,5%) had high scores in openness, which represents personality characteristics such as active imagination, curiosity, and excitability. These individuals are open and in need of different experiences, pay attention to inner feelings, and experience different emotions in a deeper level; they have their own unique way of thinking and are even likely to question the authority (Rothmann, Coetzer 2003). Only 1,5 % of the students had low scores in that dimension. These individuals prefer familiar to something new, express poorly their emotions, and have overall conservative outlook to life (Rothmann, Coetzer 2003). That dimension had a weak correlation (0,24) with the total engagement level; the higher the openness to experience, the higher the engagement.

Half of the students (52,5%), participating in the research, were extraverts, and 10,5% introverts. Extraverts have outgoing and sociable personality, they seek adventure, and have an enthusiastic and positive attitude towards life. Introverts are in contrast shy, reserved, have lower self-esteem, and they love to work independently rather than in teams. (Rothmann, Coetzer 2003) That personality trait had no significant connections with engagement, but had moderate correlation with neuroticism (-0,46) and conscientiousness (0,30). Extraverts tend to be more emotionally stable compared to introverts, experiencing optimistic, energizing emotions. Extraverts also proved to be slightly more goal-oriented and organized in their activities than introverts.

59% of the respondents were highly conscientious, having high self-control, ability to organize, plan, and to bring these plans to realization. Conscientious person has a strong willpower and is highly concentrated on success and achievement. These types of people love order, tend to be overly demanding, and have a tendency for workaholism (Rothmann, Coetzer 2003). 3% of the students had low scores in that dimension, which means they have relaxed attitude, when it comes to organizing and planning their life and activities. Conscientiousness had the highest correlation with total engagement (0,30), especially with the dimension vigor (0,35), indicating that people, with high levels of contentiousness had also higher scores in engagement. Being conscientious designates high autonomy in accomplishing assignments, described as person's self-directed behaviour. Self-directed behaviour, such as active planning, self-discipline, and following throw planned activities, are highly important in developing higher levels of engagement as the person senses greater personal responsibility for his/her work tasks (Cardus 2013), and when people care deeply about something, or have invested themselves in an activity, cause or a job, both

intellectually and emotionally, they tend to be more passionate about the outcome, and are thus more engaged (Kelleher, 2014).

31% of the students could consider themselves emotionally stable, as they scored low in neuroticism. 21% were relatively emotionally unstable, experiencing many negative emotions such as fear, anxiety, depression; they can be moody, tense, and highly emotional (McCrae, John 1990s). Women had higher scores in neuroticism compared to men. As mentioned previously, extroverts experienced less negative emotions, and were more emotionally balanced compared to introverts; people, who scored low in neuroticism, were also agreeable, being compassionate, sympathetic, and helpful towards others (McCrae, John 1990). Neuroticism had also a close to moderate correlation (-.29) with the engagement dimension vigor, showing that the lower scores in neuroticism and being emotionally stable, is a slight basis of being engaged in terms of vigor- having high levels of energy and mental resistance in studies. Stress can be extremely harmful to the persons' level of engagement. Different personal, work, or study related strains might influence one's ability to fully concentrate on a task or assignment, because the main energy goes to solving the problem. In order to be highly involved and engaged, a person must be physically, mentally, and emotionally balanced, and one's basic needs must be satisfied. (Bhuvanaiah, Raya 2014)

To summarise the results in terms of effects of personality on a person's engagement levels, it can be pointed out that personality dimension conscientiousness had the highest connection with higher levels of engagement among students, especially in terms of vigor, as having high energy and persistence while performing his/her duties. The ability to actively plan, organize, and having high self-disciplined proved to be the most beneficial factor in forming higher engagement levels. Emotional stability and having less negative emotions, was the next personality trait, which benefited higher levels of engagement. Lower stress level allows a student to direct more energy to his/her studies, while positive emotions help to develop better attitude towards course mates, teaching staff, university, and enhances overall study experience, which ultimately creates a sense of connectedness and higher levels of engagement. Openness and agreeableness were the next personality characteristics, which were prerequisites for developing higher engagement in an academic environment, especially in terms of dedication- finding the studies meaningful, feeling a sense of enthusiasm, and willingness to invest a considerable time and effort. Openness is a crucial personality trait to have in today's world in order to be successful and efficient, as constant changes

force people to adapt and modify the knowledge, behaviours, and skills. Agreeableness is a basis for creating good relationships, cooperation, and to solve conflicts more efficiently, leaving more energy to be directed to studies. Personality dimension extraversion seemed not to have any significant effect on students' engagement levels, indicating that introverts and extroverts have an equal potential to become highly engaged. Extraverts, however, proved to be more emotionally stable, and experience less negative emotions, which can lead them eventually to higher levels of engagement.

Engaged students experience higher satisfaction, better grades, and smoother relationships with other students and teaching staff, which result in overall positive learning experience, and higher retention rates. Some individuals are naturally exposed to developing higher levels of engagement, as they have "the right package" of personality characteristics, such as discussed previously. However personality can be trained with hard and consistent work, the fundamental essence of a person is often hard to change. Therefore, it is not reasonable to recommend someone to be extravert instead of an introvert, or more open to experience in order to become more engaged. The extent of energy, effort, and dedication one puts into his/her work is a personal decision, but by getting to know peoples' needs, preferences, and expectations, and by use of right organizational resources, and methods people's motivation can be enhanced. When an organization wants to create an environment of engagement, the selection of "right players" is highly recommended. It is highly beneficial to choose the members of the organization by assessing their personality, rather than putting the entire focus on their education and experiences; as the results of the research suggested, people, who have excellent organizing and planning skills, who are order-loving, disciplined, emotionally-stable, with wide spectrum of interest, have curiosity for life, are sympathetic, friendly and helpful towards others, tend to be naturally more engaged.

## CONCLUSION

The aim of this thesis was to study the link between personality and engagement in an academic context, and to find out whether and to which extent different personality characteristics benefit the development of engagement among students. In order to achieve the purpose of the thesis, various studies and academic articles on the subject of engagement, with a focus on personality, were reviewed, and an electronic survey was conducted among business students from two different universities: Tallinn College of Tallinn University of Technology located in Estonia, and Dalarna University, located in Sweden.

The sample consisted of 200 business students of whom 50% were from Tallinn College and other half from Dalarna University. Students, who took part of the survey, were from both Bachelor and Master level, from different nationalities, and the age of the respondents ranged from 19 to 46. 63% of the students, who participated in the survey were women, and 37% were men. The survey questionnaire included 67 statements and was divided into three parts: the assessment of engagement in an academic context, which consisted of 17 statements, a personality test with 44 arguments, and demographics with 6 questions. In order to measure the level of engagement among the business students, internationally recognised Utrecht Work Engagement Scale (UWES), which was developed to measure both employee as well as student engagement, was used. Students' personality was assessed by using the Big-5 Inventory, which is a questionnaire developed to measure an individual's personality through five different factors: extraversion, agreeableness, conscientiousness, neuroticism, and openness. The analysis of the data was completed in three main parts: analysis of the engagement, analysis of the personality tests, and the correlations, with a use of arithmetic average, chi-squared test, and correlation analysis.

The statistical analysis started with calculating the engagement scores for each student, followed by categorizing the results by following levels: very low engagement, low engagement, average engagement, high engagement, and very high engagement. Results revealed, that it is not common

to have very high levels on engagement among the students of Tallinn College and Dalarna University; only one female respondent from Tallinn College scored “very high” in engagement, and 14% of the sample scored “high”. Majority of the students had average level of engagement. The results of the first part of the analysis suggest that in general students from Dalarna University and Tallinn College of Tallinn University of Technology were engaged to the same extent with some slight differences. Furthermore, the results concerning engagement can be considered relatively positive as most of the students had average or above average scores of engagement. There were no student, who had “very low” engagement level, and only 1,5% of the respondents scored “low” in engagement. Relatively positive results indicate that the students from chosen universities are mostly vigorous, with high or above high levels of energy and resilience in their studies, and also rather dedicated, as they quite willingly invest their time and effort in order to achieve their goals, and find their studies meaningful and challenging.

The aim of the second part of the analysis was to calculate the results for the personality tests for each student in terms of agreeableness, extraversion, conscientiousness, openness, and neuroticism. Half of the students, who participated in the survey, were extraverts, 10% were introverts. Students were mostly agreeable, having lots of humanistic values as sympathy, forgiveness, kindness, cooperativeness, and being helpful towards others, rather than being sceptical, jealous, or highly competitive. Great deal of the students scored “high” in openness, being open to new experiences, adaptable, imaginative, and having wide spectrum of interest. Only little fraction of the sample scored low in openness, reflecting that a person has a poor self-expressing ability, conservative outlook to life, and preferring routine. There were around 60% of students, who were highly conscientious, goal-oriented, having excellent planning and organizing skills, and strong willpower; these people love order and can be overly demanding. There was a little group of students, who scored at the other end of the spectrum of conscientiousness; these people are not considered unable to achieve their goals, but are just less precise, when it comes to planning and organizing their life. The last dimension analysed, was neuroticism, which indicates the extent to which a person experiences negative emotions, depression, anxiety and low self-esteem, or at the other end of the spectrum emotional stability; 31% of the students could be considered emotionally stable, as they scored low in neuroticism and 21% emotionally unstable.

The final part of the analysis was the most significant in order to fulfil the purpose of the thesis. The aim of this part was to ascertain the connections between student’s personality and engagement

level. In order to understand whether and to which extent each Big-5 personality dimension affects the engagement, a correlation analysis was carried out. The findings revealed that several personality traits had a significant influence on the engagement levels of the students from the chosen universities.

Personality dimension conscientiousness had the strongest effect on the formation of higher levels of engagement in an academic environment. The ability to actively plan, organize, and being self-disciplined, proved to be the most beneficial when it comes to increasing the students' engagement levels. Emotional stability with less negative emotions, was the next personality trait, which led to higher levels of engagement. Lower stress levels allow a student to direct more energy to his/her studies, while positive emotions help to develop better attitude towards, class mates, teaching staff, and university, which ultimately creates a sense of connectedness and higher levels of engagement.

Openness and agreeableness were another personality characteristics, which were prerequisites for developing higher engagement levels, especially in terms of dedication: finding the studies meaningful, feeling a sense of enthusiasm, and being willing to invest oneself in studies. Openness is a crucial personality trait to have in today's world in order to be successful and efficient, as constant changes force people to adapt and modify their knowledge, behaviours and skills. Agreeableness is a basis for creating good relationships, cooperation, and to solve conflicts more efficiently, leaving more energy to be directed to the studies. Personality dimension extraversion seemed not to have any significant effect on students' engagement levels, which means that introverts and extroverts have an equal potential to become highly engaged. Extraverts, however, proved to be more emotionally stable and experience less negative emotions, which can lead them eventually to higher levels of engagement.

The selection of the "right players" is highly recommended, when creating the environment of success and encouraging higher engagement levels among organization members. Some individuals are naturally engaged, having the "right" set of personality traits, while others need intervention and stimulation, in order to keep them motivated. However, a personality can be trained with hard work and dedication, it is not reasonable and perhaps even impossible to expect someone to change his/her entire essence, in order to become more engaged; the right use of organizational resources, leadership, and getting to know people's needs, expectations, and preferences have been shown to

bring great improvements in people's motivation and engagement levels. It is highly beneficial to choose the members of the organization by assessing their personality, rather than putting the entire focus on their education and experiences- as the results of the research suggested, the people, who have excellent organizing and planning skills, wide spectrum of interests, curiosity for life, who are order-loving, disciplined, emotionally-stable, sympathetic, friendly, and helpful towards others, tend to be more engaged.

Author suggests that the future research and development of the topic could include the deeper look into each personality dimension and their motivational triggers. It is unrealistic to think that it is possible to motivate every person by the same means, therefore it can be beneficial to map the specific motivational boosters and methods to enhance the engagement of the people, who score at the opposite ends of each Big-5 personality dimension. For example, the future research could attempt to find an answers to a question: what are the differences in the motivational triggers between individuals, who score low in dimension x, and the ones, who have high scores in dimension x.

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# APPENDIXES

## Appendix 1. Questionnaire

### Link to the electronic questionnaires:

1. English version:  
<https://docs.google.com/forms/d/1pZ8t1pxG6I0VRoi1n8OYWS9wuFevSjC1fE1tWbNzIRE/viewform>
2. With Estonian translations: [https://docs.google.com/forms/d/1nmgMYAWr2z\\_c-h7z-yU-TAdLZWLGjVzy6b0Cts4xOBY/viewform](https://docs.google.com/forms/d/1nmgMYAWr2z_c-h7z-yU-TAdLZWLGjVzy6b0Cts4xOBY/viewform)

### Welfare survey in an academic context (UWES-S)

The following 17 statements are about how you feel about your studies. Please read each statement carefully and decide if you ever feel this way about your studies. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Never	Almost Never	Rarely	Sometimes	Often	Very often	Always
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

1. \_\_\_\_\_ My duties as a student make me feel full of energy
2. \_\_\_\_\_ I find my studies full of meaning and purpose
3. \_\_\_\_\_ Time flies when I perform my duties as a student
4. \_\_\_\_\_ I feel strong and vigorous when I'm studying or going to class
5. \_\_\_\_\_ I am enthusiastic about my career
6. \_\_\_\_\_ When I am preoccupied with my studies, I forget everything else around
7. \_\_\_\_\_ My studies inspire me

8. \_\_\_\_\_ When I get up in the morning, I feel like going to class or study
9. \_\_\_\_\_ I feel happy when I perform my duties as a student
10. \_\_\_\_\_ I am proud of my studies
11. \_\_\_\_\_ I am immersed in my studies
12. \_\_\_\_\_ I can continue studying for very long periods at a time
13. \_\_\_\_\_ I find my studies challenging
14. \_\_\_\_\_ I get carried away when I'm performing my duties as a student
15. \_\_\_\_\_ In my studies, I am very resilient, mentally
16. \_\_\_\_\_ It is difficult to detach myself from my studies
17. \_\_\_\_\_ In my studies I always carry on, even when things do not go well

### 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.

1	2	3	4	5	6	7	8	9	10
Disagree strongly		Disagree a little		Neither agree nor disagree		Agree a little		Strongly Agree	

I see Myself as Someone Who...

- \_\_\_\_ 1. Is talkative
- \_\_\_\_ 2. Tends to find fault with others
- \_\_\_\_ 3. Does a thorough job
- \_\_\_\_ 4. Is depressed, blue
- \_\_\_\_ 5. Is original, comes up with new ideas
- \_\_\_\_ 6. Is reserved
- \_\_\_\_ 7. Is helpful and unselfish with others
- \_\_\_\_ 8. Can be somewhat careless
- \_\_\_\_ 9. Is relaxed, handles stress well
- \_\_\_\_ 10. Is curious about many different things
- \_\_\_\_ 11. Is full of energy
- \_\_\_\_ 12. Starts quarrels with others

- \_\_\_ 13. Is a reliable worker
- \_\_\_ 14. Can be tense
- \_\_\_ 15. Is ingenious, a deep thinker
- \_\_\_ 16. Generates a lot of enthusiasm
- \_\_\_ 17. Has a forgiving nature
- \_\_\_ 18. Tends to be disorganized
- \_\_\_ 19. Worries a lot
- \_\_\_ 20. Has an active imagination
- \_\_\_ 21. Tends to be quiet
- \_\_\_ 22. Is generally trusting \_\_\_
- \_\_\_ 23. Tends to be lazy
- \_\_\_ 24. Is emotionally stable, not easily upset
- \_\_\_ 25. Is inventive
- \_\_\_ 26. Has an assertive personality
- \_\_\_ 27. Can be cold and aloof
- \_\_\_ 28. Perseveres until the task is finished
- \_\_\_ 29. Can be moody
- \_\_\_ 30. Values artistic, aesthetic experiences
- \_\_\_ 31. Is sometimes shy, inhibited
- \_\_\_ 32. Is considerate and kind to almost everyone
- \_\_\_ 33. Does things efficiently
- \_\_\_ 34. Remains calm in tense situations
- \_\_\_ 35. Prefers work that is routine
- \_\_\_ 36. Is outgoing, sociable
- \_\_\_ 37. Is sometimes rude to others
- \_\_\_ 38. Makes plans and follows through with them
- \_\_\_ 39. Gets nervous easily
- \_\_\_ 40. Likes to reflect, play with ideas
- \_\_\_ 41. Has few artistic interests
- \_\_\_ 42. Likes to cooperate with others
- \_\_\_ 43. Is easily distracted
- \_\_\_ 44. Is sophisticated in art, music, or literature

## Appendix 2: Engagement assessment- distribution of the responses

nr	Question	Dimension	Never		Almost never		Rarely		Sometimes		Often		Very Often		Always		Average	
			TTU	DU	TTU	DU	TTU	DU	TTU	DU	TTU	DU	TTU	DU	TTU	DU	TTU	DU
	My duties as a student make me feel full of energy	VIGOR	5%	3%	0%	7%	18%	14%	47%	35%	17%	18%	7%	17%	6%	6%	3.16	3.33
	I find my studies full of meaning and purpose	DEDICATION	0%	1%	3%	4%	1%	4%	18%	21%	36%	26%	33%	27%	9%	17%	4.22	4.16
	Time flies when I perform my duties as a student	ABSORPTION	1%	4%	6%	4%	14%	7%	16%	20%	22%	19%	20%	29%	21%	17%	3.96	4.01
	I feel strong and vigorous when I am studying or going to a class	VIGOR	2%	1%	3%	12%	16%	16%	33%	36%	24%	18%	15%	11%	7%	6%	3.47	3.15
	I am enthusiastic about my career when I am preoccupied with my studies, I forget everything around me	DEDICATION	0%	0%	2%	2%	3%	3%	21%	23%	22%	16%	26%	35%	26%	21%	4.45	4.42
	My studies inspire me	ABSORPTION	6%	8%	7%	10%	29%	17%	23%	24%	18%	20%	12%	17%	5%	4%	2.96	3.05
	When I get up in the morning, I feel like going to a class or study	DEDICATION	1%	1%	6%	0%	8%	9%	30%	29%	32%	29%	16%	21%	7%	11%	3.62	3.92
	I feel happy when I perform my duties as a student	VIGOR	3%	8%	5%	7%	7%	21%	37%	25%	23%	16%	20%	10%	5%	13%	3.52	3.16
	I feel proud of my studies	ABSORPTION	2%	1%	6%	8%	12%	8%	43%	29%	21%	27%	10%	14%	6%	13%	3.29	3.67
	I am immersed in my studies	DEDICATION	1%	1%	3%	0%	7%	7%	20%	19%	28%	25%	23%	26%	18%	22%	4.12	4.33
	I can continue studying for very long periods at a time	ABSORPTION	1%	1%	3%	5%	8%	6%	21%	36%	31%	20%	28%	25%	8%	7%	3.94	3.72
	I find my studies challenging	VIGOR	6%	4%	8%	6%	7%	17%	39%	22%	22%	25%	14%	18%	4%	8%	3.21	3.44
	I get carried away when I am performing my duties as a student	DEDICATION	2%	2%	1%	4%	3%	5%	24%	22%	37%	31%	25%	21%	8%	15%	4	3.99
	In my studies, I am very resilient, mentally	ABSORPTION	9%	5%	9%	9%	22%	18%	29%	35%	16%	23%	12%	8%	3%	2%	2.82	2.94
	It is difficult to detach myself from my studies	VIGOR	0%	1%	3%	5%	10%	13%	28%	37%	32%	17%	20%	19%	7%	8%	3.77	3.53
	In my studies I always carry on, even when things do not go well	ABSORPTION	26%	13%	17%	19%	29%	19%	17%	23%	7%	14%	4%	6%	0%	6%	1.74	2.48
		VIGOR	1%	0%	3%	2%	8%	14%	19%	23%	38%	23%	15%	20%	16%	18%	3.99	3.99

### Appendix 3: Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Vigor	1,00	0,70	0,69	0,89	0,18	0,23	0,35	-0,29	0,21	-0,13	0,17	-0,05	-0,05
2. Dedication	0,70	1,00	0,73	0,90	0,18	0,25	0,22	-0,14	0,25	-0,13	0,12	0,05	0,05
3. Absorption	0,69	0,73	1,00	0,90	0,02	0,18	0,20	0,02	0,16	-0,12	0,19	0,09	0,09
4. Total engagement	0,89	0,90	0,90	1,00	0,14	0,24	0,29	-0,15	0,23	-0,14	0,18	0,04	0,04
5. Extraversion	0,18	0,18	0,02	0,14	1,00	0,19	0,30	-0,46	0,20	-0,05	0,11	-0,09	-0,09
6. Agreeableness	0,23	0,25	0,18	0,24	0,19	1,00	0,20	-0,32	0,18	-0,10	0,24	0,12	0,12
7. Conscientiousness	0,35	0,22	0,20	0,29	0,30	0,20	1,00	-0,22	0,16	0,08	0,16	-0,08	-0,08
8. Neuroticism	-0,29	-0,14	0,02	-0,15	-0,46	-0,32	-0,22	1,00	-0,10	0,33	-0,23	0,03	0,03
9. Openness	0,21	0,25	0,16	0,23	0,20	0,18	0,16	-0,10	1,00	-0,20	0,25	0,05	0,05
10. Gender	-0,13	-0,13	0,12	-0,14	-0,05	-0,10	0,08	0,33	-0,20	1,00	-0,31	-0,20	-0,20
11. Age	0,17	0,12	0,19	0,18	0,11	0,24	0,16	-0,23	0,25	-0,31	1,00	0,13	0,13
12. University	-0,05	0,05	0,09	0,04	-0,09	0,12	-0,08	0,03	0,05	-0,20	0,13	1,00	1,00
13. Nationality	-0,05	0,05	0,09	0,04	-0,09	0,12	-0,08	0,03	0,05	-0,20	0,13	1,00	1,00

## AUTOREFERAAT

Kaasahaaratus on üha enam tähelepanu pälviv kontsept tänapäeva tiheda konkurentsiga maailmas, kus efektiivsus, tulemuslikkus ning edu saavutamine on muutunud kinnisideeks nii üksikisiku- kui ka organisatsiooni tasandil. Konkurents on aina tõusuteel, inimestel on üha kõrgemad ootused oma karjäärile ning ettevõtted on konstantselt otsimas võimalusi konkurentsieelise saavutamiseks. Kaasahaaratus on teooria, mis kirjeldab indiviidide suhtumist oma töösse, hõlmatest sisemist motivatsiooni, pühendumist, positiivseid emotsioone, tähendusrikkust ning otsides vastustust küsimusele: “Miks osad indiviidid on kõrgemalt motiveeritud, rohkem pühendunud ning saavutavad paremaid tulemusi kui teised?”

Kaasahaaratuses ei saa ainult rääkida äriorganisatsioonide võtmes, vaid on laiendatav igasugusele organisatsioonile, sealhulgas haridusasutusele, millel põhineb ka antud lõputöö empiiriline osa. Üliõpilasi saab vaadelda kui töötajaid või kliente ja seega on kaasahaaratus teooria laiendamine üliõpilastele igati õigustatud. Inimese kaasahaaratus ja selle ulatust mõjutavad mitmed välised- ja sisemised faktorid. Välisteks mõjuriteks võivad olla näiteks juhtimisstiil, suhted töökaaslastega, organisatsioonikultuur, hindamis- või tasustamissüsteem, õpetamisstiil ning sisemised motivaatorid võivad olla isiklikud väärtushinnangud ja uskumused, kogemused, mõtteviis ning isiksuseomadused.

Antud lõputöö eesmärgiks on uurida iseloomu ja kaasahaaratus vahelist seost akadeemilises keskkonnas ning välja selgitada kas ja millises ulatuses erinevad isiksuseomadused mõjutavad kaasahaaratus kujunemist üliõpilaste seas. Üliõpilaste kaasahaaratus ja iseloomu mõõtis autor rahvusvaheliselt tunnustatud *Utrecht Work Engagement Scale*-ga (UWES) ja Suure Viisiku (*Big-5*) isiksuseomaduste mudeliga. Eesmärgi saavutamiseks sõnastas autor järgnevad uurimisülesanded:

- Omandada laiem arusaam kaasahaaratuses, teguritest, mis mõjutavad selle kujunemist ning Suure Viisiku iseloomuteooriast, uurides erinevaid teaduslikke artikleid ja varasemaid uurimusi antud valdkonnas.

- Koostada küsimustik põhinedes UWES ja Suure Viisiku teoriale ning viia läbi küsitlus TTÜ Tallinna Kolledži (Eesti) ja Dalarna Ülikooli (Rootsi) majandustudengite seas.
- Viia läbi kolmeosaline statistiline analüüs:
  1. kaasahaaratuse analüüs;
  2. isiksusetestide analüüs;
  3. korrelatsioonianalüüs, selgitamaks välja seosed kaasahaaratuse, iseloomu ning erinevate demograafiliste faktorite vahel.
- Tulemuste tõlgendamine ning töö empiirilise ja teoreetilise materjali kõrvutamine.

Kaasahaaratuse teooria on laialdaselt uuritud valdkond, millele pani aluse William A. Kahn 1990. aastal. Kaasahaaratust, selle kujunemist mõjutavaid faktoreid ja tagajärgi on uurinud arvukad akadeemikud, kirjeldades kaasahaaratust kui positiivset hoiakut ja kõrgendatud mõtteviisi oma töö ja organsatsiooni suhtes, millega kaasnevad efektiivsus, paremad tulemused, lojaalsus, pühendumine ja rahulolu. Schaufeli (2004) kirjeldas kaasahaaratust kolme dimensiooni (*vigor, dedication, absorption*) kaudu, millel põhineb ka antud lõputöö empiiriline uurimus. Teine teooria, millel antud lõputöö uurimus põhineb on Suure Viisiku (*Big-5*) isiksusjoonte mudel, mis kirjeldab inimese iseloomu viie erineva dimensiooni kaudu: avatus kogemusele (*openness to experience*), meelegendlus (*conscientiousness*), ekstravertsus (*extraversion*), sotsiaalsus (*agreeableness*) ning neurootilisus (*neuroticism*).

Töö esimeses peatükis tutvustas autor kaasahaaratuse teooriat, seda kujundavaid faktoreid, liigitust ning hüvesid. Samas peatükis tutvustati ka Suure Viisiku (*Big-5*) isiksusejoonte teooriat ja mudeli erinevaid dimensioone. Teises peatükis andis autor ülevaate uurimuse metoodikast, käsitledes valimi moodustamist, andmete kogumist ning peamisi analüüsimeetodeid. Järgev peatükk tutvustas peamisi uuringu käigus saadud tulemusi, nendest tulenevaid järeldusi ning soovitusi.

Lõputöö eesmärgi täitmiseks koostas autor küsimustiku põhinedes rahvusvaheliselt tunnustatud UWES skaalale, mis on välja töötatud nii õpilaste kui ka töötajate kaasahaaratuse mõõtmiseks, ja Suure Viisiku teoriale. Küsimustik koosnes 67-st väitest, millest 17 käsitlesid kaasahaaratust, 44 iseloomu ning 6 demograafiat. Kaasahaaratust käsitlevatele küsimustele tuli vastata 7-palli skaalal, olenevalt, kui tihti õpilane kogeb või tunneb küsimuses kirjeldatud. Isiksusetestile tuli vastata Likerti 10-palli skaalal. Küsimustik viidi läbi elektroonselt TTÜ Tallinna Kolledži ja Rootsis

asuva Dalarna Ülikooli majandustudengite seas. Uurimuses osales 200 tudengit, kellest 50% olid TTÜ Tallinna kolledžist ja võrdne osa Dalarna Ülikoolist. Üliõpilasteni jõuti peamiselt läbi kahe kanali: e-mail ja Facebook. Uurimuses osalesid nii bakalaureuse- kui ka magistriõppe tudengid, vanuses 19-46, kellest 63% olid naissoost ja 37% meessoost vastajad. Uuringus osales kokku 30 erinevat rahvust.

Andmete statistiline analüüs viidi läbi Microsoft Exceli programmiga, kasutades peamiselt kolme analüüsimeetodit: aritmeetiline keskmine, hi-ruut test ning korrelatsioonianalüüs. Andmete analüüsis saab eristada kolme erinevat etappi: kaasahaaratus analüüs, isiksusetestide analüüs ning korrelatsioonianalüüs seoste leidmiseks. Analüüsi tulemusena saadud kaasahaaratus skoorid tõlgendati järmiselt: väga madal kaasahaaratus, madal kaasahaaratus, keskmine kaasahaaratus, kõrge kaasahaaratus, väga kõrge kaasahaaratus. Isiksusetestide analüüsil arvutas autor iga üliõpilase jaoks Suure Viisiku iga dimensiooni skoorid. Seejärel koostas autor korrelatsioonimaatriksi, selgitamaks välja seosed ja nende tugevused kaasahaaratus, Suure Viisiku isiksusejoonte ja demograafiliste faktorite vahel.

Analüüsi tulemusel selgus, et väga kõrge kaasahaaratus on üsna haruldane antud kahe ülikooli õpilaste seas, kõigest üks naissoost tudeng TTÜ Tallinna Kolledžist oli väga kõrgelt kaasahaaratud. Enamik üliõpilastest (84%) olid "kaasahaaratud" keskmisel tasemel, 14% üliõpilasi olid kõrgelt kaasahaaratud ning kõigest 1,5% üliõpilastest vastas madala skoori vääriliselt. Väga madalat kaasahaartust üliõpilastel ei esinenud. Võrreldes tulemusi erinevate ülikoolide lõikes, selgus, et olulisi erinevusi ei esine. Eelpool mainitud tulemused peegeldavad kaasahaartust 1-dimensioonilises käsitluses, kuid kaasahaartust saab vaadelda ka 3-dimensioonilisena, mistõttu arvutas autor ka eraldi skoorid kaasahaaratus dimensioonide (vigor, dedication, absorption) jaoks. Suhteliselt poitiivsed tulemused viitavad üliõpilaste suhteliselt kõrgele energiale ja püsivusele üliõpilastöid sooritades, olles üpris pühendunud, investeerides meelsasti oma aega ja jõuponnistusi heade õppetulemuste saavutamiseks ning leides, et õpingud on tähendusrikkad ja väljakutset esitavad. Analüüsi teine osa keskendus isiksusetestide skooride arvutustele, iga viie Suure Viisiku dimensiooni kohta eraldi, millele järgnes korrelatsioonianalüüsi läbi viimine, mille tulemusel valmis korrelatsioonimaatriksi.

Korrelatsioonianalüüs tõestas, et iseloom on oluline faktor kaasahaaratus kujunemisel üliõpilaste seas. Kõige tugevamat positiivset seost kaasahaaratus kujunemisel avaldas iseloomujoon

“meelekindlus”(contientiousness). Distsiplineeritus, kohusetundlikkus, oma tegevuste planeerimine ja eesmärgile keskendumine on iseloomujooned, mis olid korrelatsioonis kõrge kaasahaaratusetasega. Neurootilisus (Neuroticism) oli järgmine iseloomudimensioon, mis mõjutas kaasahaaratusetaset. Nimelt oli antud faktor kaasahaaratusetasega negatiivses korrelatsioonis, mis tähendab, et madalam neurootilisuse skoor viitab kõrgemale kaasahaaratusetasele; Madal skoor neurootilisuse dimensioonis viitab emotsionaalsele stabiilsusele ja kõrgele stressitaluvusele, samal ajal kui kõrge punktisumma kalduvusele kogeda negatiivseid emotsioone, stressi, depressiooni, viha või ärevust. Hea stressitaluvus ja emotsionaalne stabiilsus on aluseks positiivse hoiaku kujunemisele kursusekaaslaste, õppejõudude ja ülikooli suhtes, mis tekitab õpilastes kuuluvustunnet ja suurendab kaasahaaratusetaset.

“Avatud kogemustele” ja “Sotsiaalsus” olid järgmise tugevusega faktorid, mis olid statistiliselt olulises positiivses korrelatsioonis kaasahaaratusetasega. Kõrge skoor “avatud kogemustele” dimensioonis viitab suurele teadmistejanule, loovusele, vaheldusjanule, ning muutumisevõimele; need inimesed on avatud suhtlejad, kogevad tugevalt erinevaid emotsioone ja hindavad kunstilisi elamusi. Sotsiaalsed inimesed väärtustavad inimsuhteid, nad on usaldavad ja usaldusväärsed ning sõbraliku ja abivalmi suhtumisega. Madala sotsiaalsusega inimesed aga panevad enda huvid esikohale, on tihti konkureerivad ja skeptilised. Ka varasemad uuringud on leidnud, et avatus on oluline iseloomujoon tänapäeva muutlikkus maailmas, kus inimesed peavad pidevalt muutustega kaasas käima, oma teadmisi ja praktilisi oskusi täiendama. Kõrge sotsiaalsus aitab ennetada ja lahendada konflikte, luua häid suhteid töö- või kursusekaaslastega, mis on oluliseks faktoriks kaasahaaratusetase kujunemisel. Isiksuse dimensioon “ekstravertsus” ei omanud otsest märkimisväärset seost kaasahaaratusetasega, millest võib järeldada, et ekstravertidel ja introvertidel on võrde potentsiaal saavutada kõrget kaasahaaratusetaset. Uurimus tõestas aga, et ekstraverdid kogevad vähem negatiivseid emotsioone ja on emotsionaalselt stabiilsemad kui introverdid, mis võib luua ekstraveridele soodsamad tingimused olla kõrgelt kaasahaaratud.

Et luua organisatsioonikultuur, kus valitseb efektiivsus, head suhted, positiivsed emotsioonid ja kõrge tulemus, on tähtis kujundada keskkond, mis seaks soodsad tingimused kaasahaaratusetase loomulikuks kujunemiseks. Kui organisatsioon soovib tõsta kaasahaaratusetaset ja efektiivsust, on soovitatav hoolikalt valida organisatsiooni liikmeid. Tihtipeale teevad ettevõtted uusi liikmeid värvates otsusi põhinedes peamiselt inimese haridusel ja eelneval kogemusel, kuid iseloom ja

hoiakud on tihtipeale faktorid, mis määravad inimese edu organisatsioonis. Inimestel, kes omavad nii-öelda “õiget” iseloomuomaduste paketti, on loomult motiveeritud, distsiplineeritud, avatud uutele kogemustele, muutustealtid, emotsionaalselt stabiilsed ja sõbralikud, on eeldus saavutada kõrgeimaid tulemusi ja seega ka viivad organisatsiooni edule. Mis puudutab aga akadeemilist keskkonda, siis õpingud on iga üliõpilase isiklik vastutus ja õppima minnakse isiklikust soovist tõsta iseenda väärtust tööturul. Üliõpilased, kes omavad eelpool mainitud isiksuseomadusi, omavad eeldusi saavutamaks paremaid tulemusi ja kogevad oma ülikooliaastaid rikkalikumalt. Ka õppeasutusel ja õppejõududel on oma roll üliõpilaste kaasahaaratuse tõstmisel nagu näiteks: mitmekülgse õppekeskkonna loomine koos piisavate ressurssidega, õiglane hindamine ja tagasiside ning huvitavad loengud koos inspireeriva õppejõuga; õppejõududel on soovitatav teha end kättesaadavaks ka loenguvälistel aegadel konsultatsioonideks ning osaleda üliõpilasüritustel, et tekitada tugevamat ühtekuuluvustunnet.

Autori arvates võiks tuleviku uurimus teema arendamiseks käsitleda sügavamalt erinevaid iseloomudimensioone ja viise, kuidas neid efektiivsemalt motiveerida ja suunata kõrgemale kaasahaaratuse tasemele. On ebarealistlik mõelda, et erinevate iseloomujoontega inimesed reageerivad samadele motivaatoritele, ning seega on otstarbekas uurida, kuidas erinevad kaasahaaratust tõstvad meetmed erinevate Suure Viisiku dimensioonide otspunktide vahel erinevad. Näiteks: Kuidas tõsta kaasahaaratust ekstravertide seas ja kuidas introvertide seas ning kuidas erinevad meetmed sotsiaalsete ja mittesotsiaalsete inimeste kaasahaaramisel?

## **РЕЗЮМЕ**

**ВЛИЯНИЕ ДИСПОЗИЦИОНАЛЬНОЙ МОДЕЛИ ЛИЧНОСТИ БОЛЬШОЙ ПЯТЁРКИ НА РАЗВИТИЕ ВОВЛЕЧЁННОСТИ В АКАДЕМИЧЕСКОЙ СРЕДЕ НА ПРИМЕРЕ ТТУ И ДАЛАРНСКОГО УНИВЕРСИТЕТА**

**THE IMPACT OF THE BIG-5 PERSONALITY MODEL ON ENGAGEMENT IN AN ACADEMIC CONTEXT ILLUSTRATED BY THE EXAMPLE OF TALLINN COLLEGE OF TUT AND DALARNA UNIVERSITY**

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Дополнения: 3

Ключевые слова: вовлечённость, диспозициональная модель личности Большой Пятёрки, характер как благоприятный фактор вовлечённости, шкала UWES, вовлечённость студентов /учеников

В сегодняшнем конкурсанном мире, где эффективность ,продуктивность и достижение успеха стали навязчиваемой идеей как на уровне личности так и организации, всё больше имеет значения концепция вовлечения трудящийся. Конкуренция всё увеличивается, у людей более высокие требования своей карьере и предприятия ищут возможностей получить преимущество в конкуренции. Теория вовлечения описывает отношение индивида к своей работе ,внутреннюю мотивацию, позитивные эмоции, увлечение своей работой и ищет ответ на вопрос: почему часть индивидов более вовлечённые, более мотивированные и достигают лучшие результаты чем другие?

Вовлечение не только проблема бизнесорганизации. Это расширяется и на самые разные другие, в том числе и на образовательные. На этом основывается эмпирическая часть данной работы. Студентов можно рассматривать как трудящийся или клиентов и теория вовлечения вполне подходит этой группе. На вовлечение человека влияют многие внешние и внутренние факторы. Внешними могут быть например стиль руководства, отношения с сотрудниками, культура организации, система оплаты, возможности усовершенствования, система признания. Внутренними личные верования, опыт, мышление, качества личности.

Целью данной работы является исследование связей между характером и вовлечением в академической среде и выяснение как и в какой мере разные личностные качества содействуют на формирование вовлечения среди студентов. Автор мерил это с помощью международно признанной моделью личностных качеств UWES и Большой Пятёрки .

Для достижения цели автор поставил следующие задания :

- изучение разных научных статей и исследований по данному вопросу;
- составление вопросника и проведение опроса среди студентов;
- проведение 3 этапного статистического анализа:
  1. анализ вовлечения
  2. личностные тесты
  3. анализ корреляции для выяснения связей между характером ,вовлечением и демографическими факторами

Теорию вовлечения сотрудников описал впервые в 1990. году В. Л. Кахн. Данная работа основывается на модели Большая Пятёрка, которая описывает характер человека через 5 измерении : открытость опыту, решительность, экстраверство, социальность, невротизм.

Автор составил вопросник из 67 тезисов, из них 17 по теме вовлечения, 44 про характер и 6 по демографии. Опрос проводился электронно и участвовало 200 студентов. Возраст студентов от 19 до 46. 63% женщин и 37 % мужчин . Анализ проведён по программе Майкрософт Эксель по 3 методам: арифметическая средняя, хи руут тест и анализ корреляции.

Результатом анализа можно делать следующие выводы. Очень высокое вовлечение довольно редкое среди студентов 2 изученных университетов, только одна студентка. 84% вовлечены на среднем уровне. 14% на высоком уровне. 1,5 % на низком уровне. Очень низкого результата не было.

Относительно позитивный результат указывает на позитивную энергию и устойчивость в работе, студенты с удовольствием инвестируют своё время и силу в достижение хороших результатов обучения. Анализ корреляции показал, что характер важный фактор при образовании вовлечения среди студентов. Стойкость, дисциплина, умение планировать, чувство долга, сосредоточенность в связи с корреляцией высокого уровня вовлечения.

Невротизм в негативной корреляции с вовлечением. Эмоциональная стабильность и хорошее переносение стресса является основой позитивного отношения к сокурсникам, преподавателям, университету и увеличивает уровень вовлечения. Открытость опыту и социальность следующие сильные факторы, которые по статистике в позитивной корреляции с вовлечением. Уже ранние исследования показывали, что открытость существенная черта характера в современном мире так как люди всё время должны быть готовы к изменениям, усовершенствовать свои знания и практические умения. Высокая социальность помогает преодолевать конфликты, создавать доброжелательные отношения в коллективе.

Экстравертность не имела прямой связи с вовлечением. Следовательно можно сказать, что экстравертам и интровертам равные возможности достигать высокого уровня вовлечённости. Однако, исследование показало, что экстраверты менее негативные и эмоционально стабильнее чем интроверты и это может создать более благоприятные условия быть высоко вовлечёнными.

Эффективность, позитивные эмоции ,доброжелательные отношения, высокие результаты- это среда, где благоприятные условия формирования высокой вовлечённости. Если организация хочет повысить эффективность и уровень вовлечённости, нужно тщательно выбирать сотрудников. Характер и настроенность являются факторами, которые определяют

успех индивида в организации . Мотивированные, открытые, дисциплинированные, эмоционально стабильные сотрудники имеют предпосылки достигать высочайшие результаты и доводят организацию на успех.

Что касается учёбы в высшем учебном заведении, то это личная ответственность каждого студента. Однако те, которые имеют названные личностные качества имеют предпосылки достигать более лучшие результаты. Руководство и преподаватели университета могут создавать позитивную среду, дать студентам ободряющую обратную связь, читать интересные лекции. Преподаватели могут общаться на студенческих мероприятиях и вне процесса учёбы, после лекции. Это содействует появлению чувства общности в коллективе.

По мнению автора в будущем интересно было бы глубже исследовать разные измерения человеческого характера и найти способы, как это всё эффективнее направить на достижение более высокого уровня вовлечения сотрудников организации ,разных коллективов. Нереально, что все люди с разными чертами характера реализуют свои возможности одинаково. Поэтому было бы интересно узнать, какие мотиваторы высокого вовлечения и в каких группах более успешные Например, как повысить уровень вовлечённости среди экстравертов и среди интровертов, как различаются разные приёмы вовлечения у людей социальных и несоциальных.

Deklareerin, et käesolev lõputöö, mis on minu iseseisva töö tulemus, on esitatud Tallinna Tehnikaülikooli diplomi taotlemiseks ning selle alusel ei ole varem taotletud akadeemilist kraadi ega diplomit.

Kõik töö koostamisel kasutatud teiste autorite tööd, põhimõttelised seisukohad, kirjanduslikest allikatest ja mujalt pärinevad andmed on viidatud.

Autor .....

(Kerli Aava, 27.mai 2016)

Üliõpilaskood .....

Töö vastab kehtivatele nõuetele

Juhendaja .....

(Raul Vatsar, 27.mai 2016)

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