**INTERNATIONAL JOURNAL OF
MODERN EDUCATION
(IJMOE)**
www.ijmoe.com

THE IMPACT OF LINGUISTIC AND CULTURAL EVENT ON THE EXPRESSION OF PERSONALITY TRAITS: A STUDY OF THE BIG-5 INVENTORY IN NON-CHINESE LANGUAGE LEARNERS

Goh Ying Soon[1], Lee Chai Chuen[2*], Nor Azrina Mohd Yusof[3]

[1] Academy of Language Studies, Universiti Teknologi MARA Cawangan Terengganu, Malaysia
Email: gohyi141@uitm.edu.my

[2] Academy of Language Studies, Universiti Teknologi MARA Cawangan Kedah, Malaysia
Email: lcc76@uitm.edu.my

[3] Faculty of Accountancy, Universiti Teknologi MARA Cawangan Kedah, Malaysia
Email: yina1437@uitm.edu.my

* Corresponding Author

Article Info:

Abstract:

This study investigates the effects of engaging in Chinese cultural activities on the manifestation of personality traits in non-Chinese language learners, utilizing the BIG-5 Inventory as a measurement tool. The research aims to determine how involvement in cultural events such as the Mandarin Explorace, traditional attire design, and culinary workshops influences the five key dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Through an analysis of personality trait expression after participation in these culturally immersive experiences, the study seeks to elucidate the impact of cultural exposure on personality dynamics. The results are anticipated to enhance our comprehension of how cultural experiences can shape personality development and to offer insights into the role of cultural events in fostering intercultural competence and the holistic growth of language learners. The methodology involves post-event surveys, as to capture the changes in personality trait expression. The findings suggest that participation in these events results with increased openness and agreeableness, while also reducing neuroticism, indicating a positive influence of cultural immersion on personality development.

Keywords:

Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism, Chinese Culture Event, Non Native Learners Of Chinese

Introduction

This study investigates the influence of Chinese cultural event participation on the manifestation of personality traits in non-Chinese language learners, utilizing the BIG-5 Inventory as a metric. It endeavors to elucidate the effects of cultural engagement on the key dimensions of personality, namely openness, conscientiousness, extraversion, agreeableness, and neuroticism (Alexandra, et al, 2023). Through the analysis of personality trait variations subsequent to involvement in Chinese cultural events, the research aims to discern the impact of cultural immersion on personality expression. The outcomes of this study are anticipated to enhance comprehension of the dynamic aspects of personality and the role of cultural exposure in its evolution, while also offering insights into the efficacy of cultural events in fostering intercultural proficiency and holistic personality development among language learners.

Literature Review

The theory that supports the use of cultural-based events for language learning is the sociocultural theory, also known as the interactionist approach.

According to sociocultural theory, language development is a social and cultural process, where learners acquire language through interaction and engagement with their cultural environment (Lantolf, & Minakova, 2021). This approach emphasises the role of social and cultural factors in cognitive development and language acquisition.

Integrating culture into language learning can motivate learners by providing practical applications of the language through culturally relevant materials and activities with Interactionist Approach (Alharbi, 2023). This helps learners to develop a deeper understanding of the language and its cultural context, which is essential for effective communication.

Furthermore, educators need to model culturally responsive and socially responsible practices for students, which can be achieved through cultural-based language learning events with Culturally Responsive Pedagogy (Howard, 2021). This helps to create an inclusive and supportive learning environment that celebrates diversity and fosters language development.

In summary, the sociocultural theory supports the use of cultural-based events for language learning, as it emphasises the importance of social and cultural factors in the language acquisition process (refer Figure 1).

Theories Supporting Cultural-Based Events for Language Learning

Sociocultural Theory

- Sociocultural theory emphasises the role of social interaction and cultural context in cognitive development and language acquisition.
- According to this theory, language learning is a collaborative process that occurs through interaction with more knowledgeable others within a specific cultural setting.
- Vygotsky's concept of the 'zone of proximal development' suggests that learners can achieve more with guidance and support from teachers or peers than they can on their own.

Interactionist Approach

- The interactionist approach combines ideas from sociology and biology to explain how language is developed.
- This approach highlights the importance of social interaction and negotiation of meaning in language learning.
- Culturally relevant materials and activities can provide practical applications of the language and motivate learners.

Culturally Responsive Pedagogy

- Culturally responsive pedagogy emphasises the importance of incorporating students' cultural backgrounds and experiences into the learning process.
- This approach recognises that language and culture are inextricably linked, and that teaching language and culture cannot be separated.
- Educators should model culturally responsive and socially responsible practices to support students' language and cultural development.

Figure 1: Theories Supporting Cultural Based Event For Language Learning

The dimension of openness in the BIG-5 personality traits model has been posited to play a significant role in the acquisition of culture and language learning. Openness, characterized by an individual's inclination toward curiosity, creativity, and a receptiveness to new experiences, is inherently intertwined with the process of cultural and linguistic adaptation (Sapir, 2023). Language learners who score high in openness are more likely to embrace the challenges and complexities of language acquisition, as well as to engage actively with the cultural contexts that underpin linguistic expressions. This proclivity toward exploration and intellectual stimulation may facilitate a more integrated and profound understanding of both the target language and the culture from which it emerges. Consequently, the study of the relationship between openness and language learning within a cultural framework provides valuable insights into the psychological mechanisms that influence second language acquisition and cultural competence.

Conscientiousness, a fundamental dimension of personality, encompasses the propensity for individuals to be diligent, thorough, and meticulous in their endeavors (Dewaele & Botes, 2020). This trait, which is measured across various psychological instruments, including the Big Five Personality Traits, is known to significantly influence both professional and personal

outcomes. For instance, individuals high in conscientiousness tend to exhibit greater academic achievement, job performance, and overall life satisfaction. Furthermore, recent research suggests that cultural and linguistic factors play a crucial role in shaping the manifestation and perception of conscientiousness. Diverse linguistic expressions and cultural norms related to work ethic and responsibility influence how this trait is expressed, perceived, and valued across different societies. In essence, while conscientiousness represents a universal human attribute, its manifestation and interpretation are moderated by linguistic and cultural contexts, thus emphasizing the importance of considering these factors in personality research and cross-cultural interactions.

Extraversion, as a personality trait, is significantly influenced by language and culture (Herrera, et al, 2020). The way individuals express and perceive extraversion can vary across different linguistic and cultural contexts. For instance, in collectivist cultures, such as those found in many Asian countries, extraversion may be manifested through group harmony and cooperation, whereas in individualistic cultures, like Western societies, it may be more about assertiveness and personal achievement. Moreover, language plays a crucial role in shaping and reflecting cultural values related to extraversion. Different languages may have specific vocabulary and expressions that either promote or discourage extraverted behaviors. Thus, understanding extraversion requires a nuanced examination of the linguistic and cultural context in which it is expressed.

Agreeableness, as a dimension of personality, is profoundly shaped by linguistic and cultural influences. This trait is characterized by traits such as kindness, altruism, and cooperativeness (Dong & Dumas, 2020). The expression and perception of agreeableness can vary across different linguistic and cultural contexts. For example, in collectivist cultures, agreeableness may be highly valued and manifested through harmonious interpersonal relationships and a strong emphasis on social cohesion. In contrast, individualistic cultures may prioritize independence and assertiveness, potentially influencing the expression of agreeableness. Language plays a pivotal role in shaping and reflecting cultural values related to agreeableness. Different languages may have specific vocabulary, communication styles, and expressions that either promote or discourage behaviors associated with agreeableness. Therefore, a comprehensive understanding of agreeableness necessitates an examination of the intricate interplay between linguistic and cultural contexts.

Neuroticism, as a personality trait, has been found to significantly influence language use and perception, as well as to be shaped by cultural norms. In language, individuals high in neuroticism tend to use more negative language and focus on negative aspects of communication, which can be attributed to their propensity for experiencing negative emotions (Korneeva, et al, 2020). Additionally, their language use has been found to be more self-referential and focused on the self. On the other hand, culture plays a significant role in shaping the expression of neuroticism, as different cultures have varying norms regarding emotional expression and communication styles. For example, in collectivistic cultures, individuals high in neuroticism may downplay their negative emotions in order to maintain group harmony, while in individualistic cultures, they may be more encouraged to express their negative emotions openly. This complex interplay between neuroticism, language, and culture highlights the importance of considering cultural context in understanding the expression and perception of this personality trait.

The study of personality traits, encapsulated within the Big-5 Inventory, has been a cornerstone in psychological research, often investigating how these traits manifest across different cultures and languages. However, a notable research gap exists in understanding the impact of linguistic and cultural events on the expression of personality traits in non-Chinese language learners. Past studies have generally focused on the stability of personality traits or the influence of cultural background without fully addressing how the act of learning a non-native language, particularly Chinese, which is known for its unique linguistic structures and cultural nuances, might alter the expression of these traits. This oversight presents an opportunity to explore potential shifts in personality trait expression as a direct result of engaging with a language and culture that significantly differ from one's own.

Research Methodology

Event Description
The event titled "Joyful Mandarin: Language & Culture" scheduled for 22 Jun 2024 at UiTM Kedah Campus, offers a comprehensive exploration of Chinese language and culture (Table 1, Figure 2 and Figure 3. The day begins with the "Mandarin Explorace," an interactive race that challenges participants to navigate through checkpoints, each one highlighting a unique aspect of Chinese language and culture. This is followed by "Our Traditional Chinese Attire," where students are provided with materials to design and model traditional Chinese clothing, allowing them to showcase their creativity and understanding of Chinese fashion. The day concludes with the "Culinary Heritage: Dumplings & Chinese Ketupat" workshop, where participants have the opportunity to learn the art of making dumplings and Chinese ketupat, immersing themselves in the rich gastronomic traditions of China. This event promises to be an enriching experience, deepening participants' appreciation for the Chinese language and culture.

Table 1: Joyful Mandarin: Language & Culture

Activity	Venue	Date	Description
Mandarin Explorace	Around UiTM Kedah Campus	22 June 2024	Participants engage in an interactive race, navigating through checkpoints that highlight Chinese language and culture.
Our Traditional Chinese Attire	Dewan Sri Merbok	22 June 2024	Students design and model traditional Chinese clothing using provided materials such as mahjong paper and colored paper, showcasing their creativity and understanding of Chinese fashion.
Culinary Heritage: Dumplings & Chinese Ketupat	Dewan Sri Merbok & Courtyard Blok B	22 June 2024	A culinary workshop where participants learn to make dumplings and Chinese ketupat, experiencing the rich gastronomic traditions of China.

Figure 2: Banner Of The Event

Figure 3: Tentative Programme Of The Event

In the morning, we embarked on a Chinese cultural adventure, navigating through six checkpoints that immersed us in the rich tapestry of Chinese culture and language. To further enhance our understanding, we engaged in a creative exercise where students were provided with materials such as mahjong paper, sugar paper, colored paper, marker pen, and colour pen.

Additionally, they were encouraged to bring reusable materials to design traditional Chinese attire. Each group selected a member to be their model, showcasing their innovative interpretations of Chinese fashion. This hands-on experience not only deepened our appreciation for Chinese culture but also fostered creativity and collaboration among participants.

In the afternoon, a session was conducted by a Malay instructor who taught the participants how to make zongzi (Figure 4) and dumplings. Approximately 10 Malay individuals from neighboring universities and representatives from the Kedah Cultural Association were invited to partake in this event. This gathering aimed to foster cultural exchange and understanding, providing an opportunity for participants to delve into the traditional culinary practices of both Malay and Chinese cultures. By engaging in the hands-on preparation of these delicacies, attendees were able to appreciate the intricacies of each dish and the cultural significance they hold, thereby promoting cross-cultural learning and collaboration in an academic setting.

Figure 4: Event on Culinary Heritage: Dumplings & Chinese Ketupat

Instrument – Questionnaire

Here are five items for each of the five dimensions of personality (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) using a Likert scale of 1 to 5, reflecting a person's experience after participating in a Chinese culture event (refer Appendix 1).

The instrument used in this study is a questionnaire adapted from Cao & Meng (2020) designed to measure participants' levels of extraversion and agreeableness during a Chinese culture event. The questionnaire consists of five sections, each containing five statements that assess different aspects of the respective personality trait. Respondents are asked to rate their agreement with each statement on a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." The extraversion section focuses on enthusiasm, social engagement, and personal energy, while the agreeableness section evaluates a sense of community, helpfulness, and cooperation, and etc. This instrument allows researchers to gain insights into participants' experiences and interactions at cultural events, providing a quantitative measure of their personality traits in this specific context.

The instrument was pilot tested on a sample of 30 participants, and it demonstrated strong reliability with all five dimensions of the personality traits showing reliability indices above 0.7. Furthermore, to ensure the instrument's validity, a comprehensive validity test was conducted with the input of three experts in the field, providing confidence in the tool's ability to accurately measure the intended constructs.

Findings

The participants of this study were predominantly female, with a gender distribution of 81.4% female and 18.6% male, totaling 59 individuals. Regarding age, the majority of participants were below 19 years old, accounting for 59.3% of the sample, while those aged 20 years and above made up 40.7%. The academic background of the participants was largely concentrated in the field of Business and Management, which comprised 72.9% of the sample. Smaller groups were represented by Accountancy (18.6%), the College of Computing, Informatics and Mathematics (3.4%), the College of Creative Arts (3.4%), and Administrative Science and Policy Studies (1.7%) (refer Table 2 and Figure 5).

Table 2: Descriptive Statistics Of Participants Of This Study

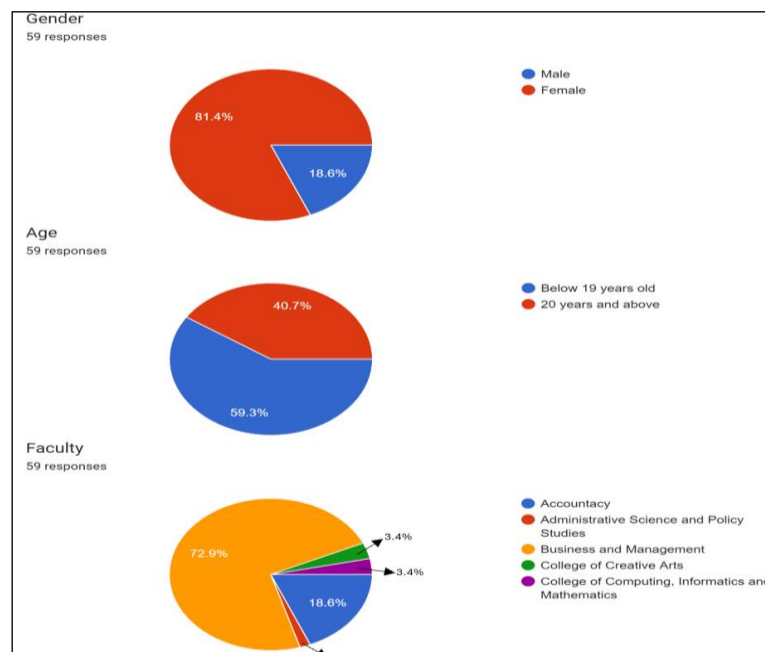|	n	%
Male	11	18.6
Female	48	81.4
Total	59	100
Below 19 years old	35	59.3
20 years and above	24	40.7
Total	59	100
Business and Management	43	72.9
Accountancy	11	18.6
College of Computing, Informatics and Mathematics	2	3.4
College of Creative Arts	2	3.4
Administrative Science and Policy Studies	1	1.7
Total	59	100

Figure 5: Demographic Information

Table 3 presents the descriptive statistics for the five dimensions of personality traits. The mean scores indicate a moderate to high level of these traits among the sample, with the highest average observed for Neuroticism (mean = 4.33) and the lowest for Conscientiousness (mean

= 4.53). The standard deviations suggest variability in the ratings, with the most consistency found in the Neuroticism dimension (standard deviation = 0.5671) and the least consistency in the Conscientiousness dimension (standard deviation = 0.6629). Overall, these findings provide a snapshot of the central tendencies and spread of scores across the five personality dimensions (refer Figure 6).

Table 3: Descriptive Statistics Of The Five Dimensions

Dimensions	Mean	Standard Deviation
Openness	4.57	0.5891
Conscientiousness	4.53	0.6629
Extraversion	4.51	0.6351
Agreeableness	4.58	0.6382
Neuroticism	4.33	0.5671

Figure 6: Box Plots Of The Five Dimensions

Box Plots of Personality Dimensions (Score Range: 1 to 5)
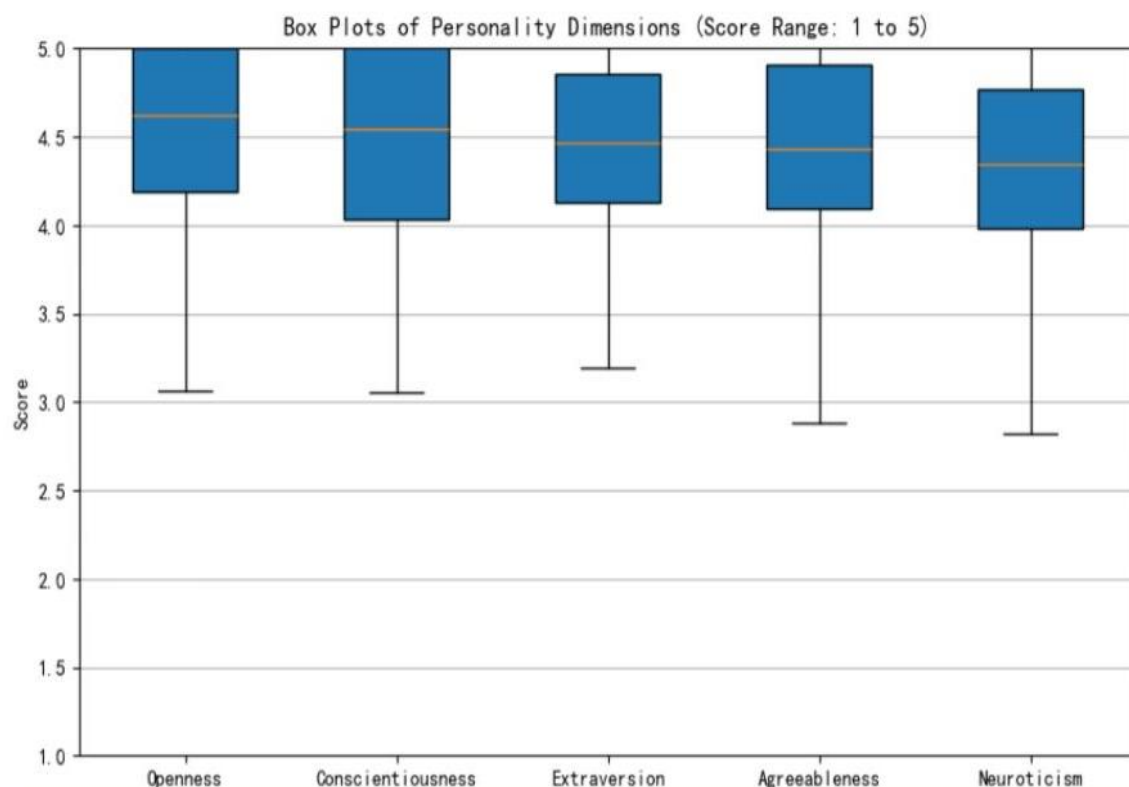
Discussion and Conclusions

In the context of a Chinese cultural event, participants who score high in openness demonstrate a greater appreciation for and engagement with the cultural activities, suggesting a receptivity to new experiences and ideas intrinsic to the event. Conscientious individuals exhibit meticulousness in their participation, adhering to schedules and guidelines, which could

enhance the overall organization and success of the event. Extraverts, known for their sociability, are likely to actively interact with others, fostering a lively and communal atmosphere. The agreeableness of participants predicts their cooperative and amicable behavior, contributing to a harmonious environment within the event. Lastly, those low in neuroticism tend to experience fewer negative emotions, which may translate into a more stable and enjoyable experience for both themselves and others present at the cultural event.

Participants who score high in openness during the Mandarin Explorace might find themselves particularly intrigued by the unique challenges that incorporate Chinese language and culture, such as deciphering Chinese characters at checkpoints or engaging in traditional Chinese games. Conscientious individuals will likely take detailed notes during the Culinary Heritage workshop, ensuring they follow the recipes for dumplings and Chinese ketupat accurately, thus contributing to the authenticity of the culinary experience. Extraverts will probably thrive in the Our Traditional Chinese Attire session, where they can socialize with fellow students while showcasing their creative designs, adding to the vibrant and interactive atmosphere of the event.

Table 4: Implications For Language Learning In Chinese Cultural Events

Dimension	Implications For Language Learning In Chinese Cultural Events	Supporting Studies
Openness	Participants high in openness are more likely to embrace language learning opportunities within cultural events, as they are receptive to new linguistic experiences and cultural knowledge. This dimension may correlate with higher levels of linguistic curiosity and motivation to engage with the Chinese language.	Cao & Meng, 2020
Conscientiousness	Conscientious individuals approach language learning with diligence and organization, ensuring regular practice and adherence to learning schedules. In the context of a Chinese cultural event, this trait may lead to more structured and systematic language acquisition.	Mehta, et al, 2020
Extraversion	Extraverts tend to seek social interactions, which can be beneficial for language learning as it provides opportunities for conversational practice and cultural exchange. In a Chinese cultural event, extraverts may actively engage with native speakers, thereby enhancing their language proficiency.	Walters, 2020
Agreeableness	Participants high in agreeableness are likely to collaborate with others in language learning activities, fostering a supportive and cooperative learning environment. This trait can contribute to a positive group dynamic within the cultural event, where sharing linguistic knowledge is encouraged.	Rakhmanova, 2023

Neuroticism	Those low in neuroticism may experience fewer anxieties associated with language learning, such as fear of making mistakes or linguistic uncertainty. In the context of a Chinese cultural event, this dimension may correlate with a more relaxed and confident approach to language acquisition, leading to better learning outcomes.	Tarnopolsky, & Storozhuk, 2021

To engage participants in a variety of cultural events related to the Chinese language, it is important to provide them with new linguistic experiences and cultural knowledge (Azucar, et al, 2018; Robinson, 2009). Creating structured and organized language learning programs within these events caters to the conscientiousness of participants, ensuring regular practice sessions, learning schedules, and clear goals (Curtis et al, 2015; McConnell, 2023). Fostering a collaborative and supportive learning environment through group activities, pair work, and sharing of linguistic knowledge enhances learning outcomes and creates a positive group dynamic (Wilt & Revelle, 2019; Marpaung, & Widyanotoro, 2020).

Additionally, providing opportunities for social interactions and conversational practice through language exchange sessions, group discussions, and cultural exchange activities caters to the extraversion of participants, helping them actively engage with native speakers and improve their language proficiency (Zhang, et al, 2020; Chen, et al, 2021). Lastly, creating a relaxed and supportive learning atmosphere within cultural events by encouraging a mistake-friendly environment, providing reassurance, and offering guidance on effective language learning strategies helps minimize language learning anxieties and considers the neuroticism of participants (Al-Ismail, et al, 2016; Asmalı, 2014) (refer Figure 7).

The study examining the impact of a linguistic and cultural event on the expression of personality traits among non-Chinese language learners through the lens of the BIG-5 Inventory suggests complex interplays between cultural immersion and personality. Findings indicate that the cultural event provided a context in which participants exhibited enhanced expressions of openness, as they displayed greater curiosity and eagerness to explore the Chinese language and culture. Conscientious learners were observed to be more methodical in their approach to language learning, while extraversion facilitated social interactions that enriched their linguistic skills. Agreeable traits were evident in the cooperative learning dynamics, fostering a positive learning environment. Interestingly, the event also seemed to mitigate the expression of neuroticism, as learners appeared more relaxed and less anxious in the cultural context. Overall, the study underscores how linguistic and cultural events can serve as powerful catalyst for the development of personality traits and language proficiency in non-native learners.
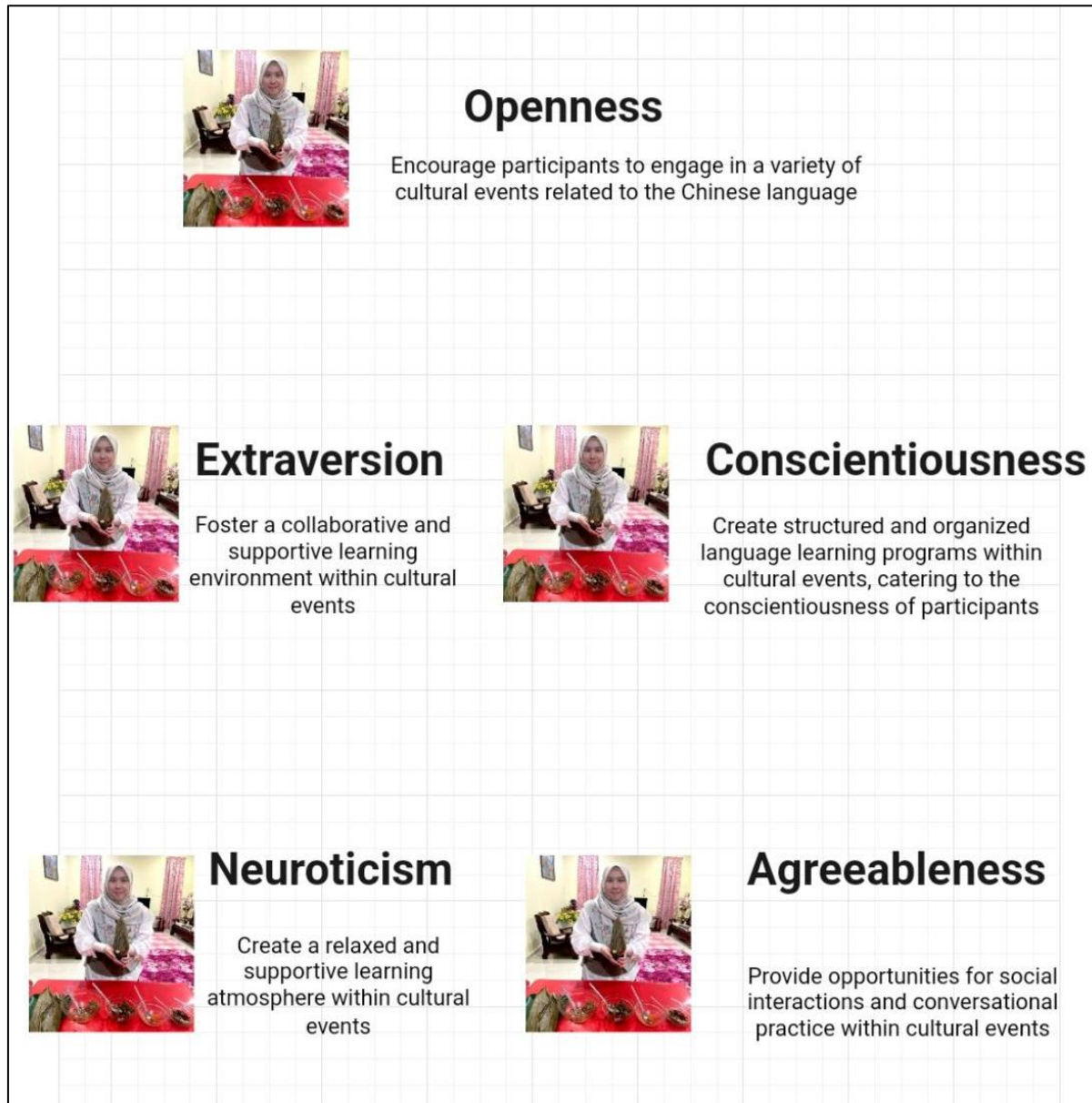
Figure 7: Five Suggestions Pertaining To The Five Dimensions

Acknowledgement

References

Al-Ismail, M., Gedeon, T., Sankaranarayana, R., & Yamin, M. (2016, March). Big 5 personality traits affect m-learning preferences in different contexts and cultures. In *2016 3rd International Conference on Computing for Sustainable Global Development (INDIACom)* (pp. 1378-1382). IEEE.

Alexandra, S. D., & Zakrisson, I. (2023, March 15). The effect of language and cultural context on the BIG-5 personality inventory in bilinguals. *Journal of Multilingual and Multicultural Development*. https://doi.org/10.1080/01434632.2023.2186414

Alharbi, J. M. (2023). Insight into the role of interaction in language acquisition: Vygotsky's interactionist theory of language. *Arab World English Journal, 14*(2), 281-294.

Asmalı, M. (2014). The relationship between the Big Five personality traits and language learning strategies. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 17*(32), 1-18.

Azucar, D., Marengo, D., & Settanni, M. (2018). Predicting the Big 5 personality traits from digital footprints on social media: A meta-analysis. *Personality and Individual Differences, 124*, 150-159.

Cao, C., & Meng, Q. (2020). Exploring personality traits as predictors of English achievement and global competence among Chinese university students: English learning motivation as the moderator. *Learning and Individual Differences, 77*, 101814.

Chen, X., He, J., Swanson, E., Cai, Z., & Fan, X. (2021). Big five personality traits and second language learning: A meta-analysis of 40 years' research. *Educational Psychology Review*, 1-37.

Curtis, R. G., Windsor, T. D., & Soubelet, A. (2015). The relationship between Big-5 personality traits and cognitive ability in older adults – a review. *Aging, Neuropsychology, and Cognition, 22*(1), 42-71.

Dewaele, J. M., & Botes, E. (2020). Does multilingualism shape personality? An exploratory investigation. *International Journal of Bilingualism, 24*(4), 811-823.

Dong, Y., & Dumas, D. (2020). Are personality measures valid for different populations? A systematic review of measurement invariance across cultures, gender, and age. *Personality and Individual Differences, 160*, 109956.

Herrera, L., Al-Lal, M., & Mohamed, L. (2020). Academic achievement, self-concept, personality and emotional intelligence in primary education. Analysis by gender and cultural group. *Frontiers in Psychology, 10*, 497689.

Howard, T. C. (2021). Culturally responsive pedagogy. In *Transforming multicultural education policy and practice: Expanding educational opportunity* (pp. 137-163).

Korneeva, A., Kosacheva, T., Parpura, O., Levin, A., & Dobrydina, T. (2020, July). Influence of a foreign language on cognitive development of personality. In *International Scientific Conference on Philosophy of Education, Law and Science in the Era of Globalization (PELSEG 2020)* (pp. 201-205). Atlantis Press.

Lantolf, J. P., Xi, J., & Minakova, V. (2021). Sociocultural theory and concept-based language instruction. *Language Teaching, 54*(3), 327-342.

Marpaung, D. V., & Widyanotoro, A. (2020). EFL learners' Big Five personalities, language learning strategies, and speaking skills. *Indonesian Journal of EFL and Linguistics, 5*(1), 73-96.

McConnell, K. (2023). Individual differences in holistic and compositional language processing. *Journal of Cognition, 6*(1).

Mehta, Y., Fatehi, S., Kazameini, A., Stachl, C., Cambria, E., & Eetemadi, S. (2020, November). Bottom-up and top-down: Predicting personality with psycholinguistic and

language model features. In *2020 IEEE International Conference on Data Mining (ICDM)* (pp. 1184-1189). IEEE.

Rakhmanova, N. (2023). Language and culture: Investigate the connection among language and culture, analyzing how language reflects and shapes social standards, values, and personalities. *Talqin va Tadqiqotlar, 1*(31).

Robinson, O. C. (2009). On the social malleability of traits: Variability and consistency in Big 5 trait expression across three interpersonal contexts. *Journal of Individual Differences, 30*(4), 201-208.

Sapir, E. (2023). *Selected writings of Edward Sapir in language, culture and personality*. University of California Press.

Tarnopolsky, O. B., & Storozhuk, S. D. (2021). Communicative culture of foreign language communication and its correlation with developing the secondary language personality of foreign language learners. *Bulletin of Alfred Nobel University Series: Pedagogy and Psychology, 1*(21).

Walters, S. (2020). Personality and culture. In *Psychology: 1st Canadian Edition*.

Wilt, J., & Revelle, W. (2019). The Big Five, everyday contexts and activities, and affective experience. *Personality and Individual Differences, 136*, 140-147.

Zhang, X., Chen, G., & Xu, B. (2020). The influence of group Big-Five personality composition on student engagement in online discussion. *International Journal of Information and Education Technology, 10*(10), 744-750.

Appendix 1 Instrument – Questionnaire

Extraversion

1. I felt very enthusiastic and lively during the Chinese culture event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

2. I actively engaged with others and enjoyed socializing at the event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

3. I found the event to be a great opportunity to meet new and interesting people.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

4. I was motivated to participate in the various activities and demonstrations at the event.
   - 1 (Strongly Disagree)

  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

5. I felt a sense of personal energy and excitement from being part of the event.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

Agreeableness
1. I felt a strong sense of community and togetherness with the other event attendees.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

2. I was considerate and helpful towards others at the Chinese culture event.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

3. I appreciated the friendly and welcoming atmosphere at the event.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

4. I found the event organizers and staff to be kind and understanding.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

5. I was willing to cooperate with others and be part of a group during the event activities.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

Conscientiousness

1. I was punctual and arrived on time for the Chinese culture event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

2. I paid close attention to the instructions and guidelines provided during the event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

3. I made an effort to be well-prepared and informed about the Chinese culture before attending the event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

4. I was organized in my participation and made sure to plan my time effectively at the event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

5. I was diligent in following through with the activities and traditions presented at the event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

Neuroticism

1. I felt calm and composed throughout the Chinese culture event.
   - 1 (Strongly Disagree)
   - 2 (Disagree)
   - 3 (Neutral)
   - 4 (Agree)
   - 5 (Strongly Agree)

2. I was not easily overwhelmed by the crowd or the activities at the event.
   - 1 (Strongly Disagree)

- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

3. I remained relaxed and enjoyed the event without feeling anxious.
- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

4. I felt emotionally stable and in control during the Chinese culture event.
- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

5. I was not prone to mood swings or negative emotions while participating in the event.
- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

Openness
1. I was open-minded and receptive to the new experiences offered at the Chinese culture event.
- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

2. I found the traditional Chinese activities and customs to be fascinating and enlightening.
- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

3. I was eager to learn about and understand the cultural significance behind the various elements of the event.
- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)

- 5 (Strongly Agree)

4. I enjoyed the opportunity to broaden my horizons and immerse myself in a different culture.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)

5. I was inspired by the Chinese culture event to explore further and seek out similar cultural experiences.
  - 1 (Strongly Disagree)
  - 2 (Disagree)
  - 3 (Neutral)
  - 4 (Agree)
  - 5 (Strongly Agree)