

RELATIONSHIP BETWEEN BIG FIVE PERSONALITY TRAITS AND TEACHERS' JOB PRODUCTIVITY IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA.

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Abstract: This study examined the relationship between big five personality trait and teachers' job productivity in senior secondary schools in Adamawa State, Nigeria. A correctional research design was adopted for this study, which was guided by two research questions and two hypotheses. The population of the study comprised 274 principals and 38,499 students in public senior secondary schools in Adamawa State. The sample size is 825. This sample size comprised of 55 principals and 770 students, which is 20% of principals and 2% of students. Data were collected with the use of two adapted instruments titled "Big Five Personality Management Inventory (BFPMI) and Teachers' Job Productivity Questionnaire (TJPQ)". The instruments were subjected to revalidation, which was done by three experts. The two instruments were were pilot tested, and Cronbach's Alpha statistics was used to determine the internal consistency of the items of the instruments. A reliability coefficient of 0.87 and 0.81 were obtained for BFPMI and TJPQ respectively. The descriptive statistics of mean and standard deviation were used to answer the questions while simple linear regression analysis was used in testing the null hypotheses at 0.05 level of significance. It was found that conscientiousness has significant relationship with teachers' job productivity with ($r=.295$, $p<0.05$). The study revealed that neuroticism has significant relationship with teachers' job productivity with ($r=.633$, $p<0.05$). This implies that big five personality trait determines teachers' job productivity $F(1, 54) = 15.129$, $p<0.05$. Among others, it was recommended that school managements, principals and teachers should be well informed of how big five personality traits of conscientiousness and neuroticism could relate to the job productivity of teachers in secondary schools. In conclusion, the big five personality traits possessed by a teacher can significantly determine the teacher's productivity.

Keywords: Personality Traits, Conscientiousness, Neuroticism and Teachers Job Productivity

Introduction

The tendency for an individual to affect the system either positively or negatively lies on their big personal factors. Thus, formal education as an organizational system strongly depends on the teacher to achieve school organizational goals. Therefore, for an education system to achieve the national goals, then well trained, well qualified and efficient teacher (base on Big five personality traits) are absolutely essential, since it is a fact that no educational system can rise above the quality of its teachers (Bassey, 2012). The teacher's role in any educational system cannot be over-emphasized, they are the executors and implementers of the educational policies and curriculum, hence whether there are loopholes in the educational processes and outcome, teachers tend to receive more blame for the shortcomings than any other agent connected with educational activities (Adejumobi & Ojikutu, 2013).

For instance, Babalola (2010) recognized teachers as the heart of Nigeria's educational system at all levels. The teacher continues to be the major determinants of the quality of education, be it at primary, secondary or tertiary level, this implies that a teacher is the key agent in the entire educational programs (Agha & Mirhassani, 2016). The variation in teachers' productivity level can be altered by some militating factors such as, school management, institutional factors, teacher instructional factor and teachers' personality factors (Akbulut, 2016).

Therefore, in this study the personality factors was investigated because of the hazard posed on social interaction and human relationship in the school system.

Personality trait is the extent to which one is able to influence other people, this means that one's personality is the sum total of the qualities of character, mind and body that make a person different from other people, i.e. It is a form of human relations (Agha & Mirhassani, 2016). According to Anyanwu (2012) Personality trait is the outward evidence of people inner qualities which determine their thoughts, feelings and actions in any given situation. Therefore, teachers' personality can be described as the extent a teacher is able to influence the students, the sum total of the teachers' qualities in terms of character, mind and body that make them unique as teachers (Akyüz, 2013).

The teacher's personal factors comprise of; warmth, reasoning, emotional stability, rule consciousness, social boldness, sensitivity, apprehension, content knowledge, openness to change and self-reliance, and how these characteristics could influence teacher's productivity (Agha & Mirhassani, 2016). The major reason why attention is given to matter of personality of teachers is to bring about understanding; because it is commonly said that "to understand is the beginning to cure (Akyüz, 2012). So, if the teacher has trouble getting along with people, or cannot take criticism or suggestion, then the teacher is inadequate, then some fact of his personality must be changed, since no one is not born with personality, which is developed and acquired, not inherited.

According to Babar and Muhammed (2020), big five personality traits include; conscientiousness, neuroticism, extraversion, agreeableness and openness to experience. Babar and Muhammad (2020) in their research showed that conscience is a credible predictor of performance among all occupational groups of teachers and job components, and other personality factors have validity for performance prediction only in some teachers' occupations and job criteria. This study was limited to big five personality traits of conscientiousness and neuroticism. Those high in conscientiousness are also likely to value order, duty, achievement, and self-discipline, and consciously practice deliberation and work towards increased competence (Courtney, 2017). The long-term study by Soldz and Vaillant in Courtney (2017) found that conscientiousness was positively correlated with adjustment to life's challenges and the maturity of one's defensive responses, indicating that teachers' high in conscientiousness are often well-prepared to tackle any obstacles that come their way during teaching-learning activities. This factor is also negatively correlated with depression, smoking, substance abuse, and engagement in psychiatric treatment. It is likely no surprise that emotional instability and vulnerability to stress and anxiety do not produce one's best work.

Conscientiousness comprises with achievement emphasis, neatness, efficiency, responsibility, thoroughness, and hardworking (McCrae & Costa, 2013). Lounsbury, Foster, Carmody, Kim, Gibson and Dorost (2012) defined conscientiousness as a personality trait linked with reliability, consistency; honesty and inclination obey with company rules, norms and values. Individuals who possess conscientiousness have careful planning, effective organizing and time management which may lead for more achievement in carrier life. Hence, Conscientiousness may influence job productivity. Conscientiousness factor has been linked to achievement, conformity, and seeking out security, as well as relating negatively to placing a premium on stimulation and excitement (Courtney, 2017). In light of these correlations, it's not surprising that conscientiousness is also strongly related to post-training learning (Woods *et al.*, 2016), effective job performance (Lebowitz, 2016), and intrinsic and extrinsic career success. The anxiety and self-consciousness component of neuroticism was also linked to more traditional values and negatively correlated with achievement values, while the hostility and impulsiveness component of neuroticism relate positively to hedonism (or seeking pleasure without regards to the long-term and with a certain disregard for right and wrong) and negatively to benevolence, tradition, and conformity (Courtney, 2017). Overall, high neuroticism is related to added difficulties in life, including addiction, poor job performance, and unhealthy adjustment to life's changes (Courtney, 2017).

Neuroticism is the one Big Five factors in which a high score indicates more negative traits (McCrae & Costa, 2013). According to the authors, neuroticism is the one Big Five factors in which a high score indicates more negative traits. Neurotics may also have time pressure to accomplish their work as they spend lot of time for worrying or undesirable affects. They are less efficient and effective time users, thus, such personality trait may influence teachers' job productivity. A stunningly long-term study from researchers showed that neuroticism, over a period of 45 years, was negatively correlated with smoking cessation, healthy adjustment to

life, drug usage, alcohol abuse, and mental health issues (Lebowitz, 2016). Scoring high on neuroticism is not an immediate sentence to a miserable life, but those in this group would benefit from investing in improvements to their self-confidence, building resources to draw on in times of difficulty, and avoiding any substances with addictive properties. Neuroticism is not a factor of meanness or incompetence, but one of confidence and being comfortable in one's own skin (Woods & Anderson, 2016). It encompasses one's emotional stability and general temper. Neuroticism generally includes characteristics such as worry, uncertainty, defensiveness, pressure, and anxiety (Griffin & Hesketh, 2003; Lounsbury et al. 2012). According to literature, such characters may lead for more job stress, which decreases the level of job productivity (Stoeva, Chiu, & Greenhaus, 2002).

Teachers' job productivity can be regarded as multidimensional (Adeyemi, 2008; Ali & Haider, 2017; Amin et al., 2013; Demir, 2008; Hanif & Pervez, 2004; Mehmood, Qasim, & Azam, 2013; Yusoff, Ali, & Khan, 2014). These dimensions are preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline (Adeyemi, 2008); instructional, professional and personal qualities (Ali & Haider, 2017); contextual and task productivity (Yusoff, Ali, & Khan, 2014); classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance (Mehmood, Qasim & Azam, 2013).

Most developed countries allocate a significant portion of their national budget to education because it plays a vital role in social development (Fadeyi, Sofoluwe, & Gbadeyan, 2015). The success of an educational system depends largely on the productivity of teachers, who can be considered as the backbone of the system (Amin, Shah, Ayaz, & Atta, 2013; Hanif, 2004; Khan, Shah, Khan, & Gul, 2012). In broader terms, teachers' job productivity is defined as their contribution to the ~~achievement~~ of educational goals and objectives (Özdemir & Gören, 2017; Özdemir & Yirmibeş, 2016) while in some studies it is limited to teaching behavior (Bashir, Alias, Saleh & Halizah, 2017; Okeniyi, 1995 cited in Amin et al., 2013). However, teachers' job productivity applies not only to the classroom or school, but to all settings where students are present (Shaikh, Saad, & Bhutto, 2012).

The teacher therefore, requires to plan in detail, creating strategies of management in order to develop a productive learning environment (Bhat & Beri, 2016). Managing classroom is one of the most challenging problems for a teacher today (Chamundeswari, 2013). It is posing a problem requiring serious concern of the educators and the educational researchers. Today, classroom management according to Yusoff, et al. (2014), is the most neglected area in our secondary schools, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the students. The poor performance of students cannot be completely dissociated from teachers' personality in Senior Secondary Schools in Adamawa State. Hence, this study investigated the relationship between big five personality traits and teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.

Purpose of the study

This study examined the relationship between big five personality traits and teachers' productivity in Senior Secondary Schools in Adamawa State, Nigeria. Specifically, the study sought to examine the relationship between;

1. conscientiousness and teachers' job productivity in Senior Secondary Schools.
2. neuroticism and teachers' job productivity in Senior Secondary Schools Adamawa State.

Research Questions

The following research questions were raised to guide the study:

1. To what level do senior secondary school teachers in Adamawa State exhibit conscientiousness in classrooms?
2. To what level do senior secondary school teachers in Adamawa State exhibit neuroticism in classrooms?

Statement of Hypotheses

The following hypotheses were formulated and was tested at 0.05 Alpha level of significance:

H0₁: There is no significant relationship between conscientiousness and senior secondary school teachers' job productivity in Adamawa State, Nigeria.

H0₂: There is no significant relationship between neuroticism and senior secondary school teachers' job productivity in Adamawa State.

Methodology

This study adopted correlational research design. The choice of this design is supported by Huck (2012) who opined that correlational research design is used in predicting studies that explored relationship between two variables known as correlation coefficient. The study area is Adamawa State. The population for this study is 274 principals from the five education zones with 274 senior secondary schools and 38,499 SSS II in the public senior secondary schools in the five education zones; Mubi zone with 9,524 students, Gombi zone with 6224 students, Yola zone with 10,538, Numan zone with 7,083 and Ganye zone with 5130 (Adamawa State Post Primary Schools Management Board, 2023). The sample size is 825. This sample size comprised 55 senior secondary school principals' and 770 students, which is 20% of principals and 2% percent of students respectively. According to Singh and Masuku (2012) when a population is large in thousands the percentage population to be sampled should be maximum of 5% so long the same size does not exceed 1000, and if is large in hundreds the percentage population to be sampled should be 10%, while for small population in hundreds a minimum of 20% should be sampled. Multi-stage sampling procedure was adopted for the study. The various sampling techniques include; simple random sampling technique, purposive sampling technique and proportionate stratified random sampling technique respectively.

Two adapted instruments were used to collect data. The adapted questionnaires are tagged; Big Five Personality Management Inventory (BFPMI) (Costa & McCrae (2006) and Teachers' Job Productivity Questionnaire (TJPQ) (Olawoyin & Isuku, 2019). They were sub-divided into two sections i.e. Section A and B. In BFPMI, the Section A introduced the questionnaire and explained the scoring keys for the respondents while the Section B consisted of 13 items which sought the opinions of students on the following variables: Teacher's level of managing; unconscientiousness and in class rooms. Teachers' Job Productivity Questionnaire (TJPQ) is a 25-item questionnaire which sought opinions of principals on teachers' job productivity. The 38-items were structured on a five-point likert like rating scale of VHL=Very High Level (5), HL=High Level (4), ML=Moderate Level (3), LL=Low Level (2) and VLL=Very Low Level (1). The two self-structured questionnaire are considered suitable for this study because of ease of data quantification, control over relevance and objective of information and convenience they afford the prospective respondents in completing them. (See appendix II).

The BFPMI and TJPQ were subjected to revalidation; they were revalidated by three experts; one professor, one Senior Lecturer and one Lecturer I, in Physical Sciences Education Department, Faculty of Education, Modibbo Adama University, Yola. In order to determine the reliability of Big Five Personality Management Inventory (BFPMI) and Teachers' Job Productivity Questionnaire (TJPQ), Cronbach Alpha was used in order to determine the internal consistency of the items of BFPMI and TJPQ. A reliability index of 0.87 was obtained for BFPMI and 0.81 for TJPQ. These high reliability figures of 0.87 and 0.81 showed that the instruments were reliable enough, and would measure what it purports to measure. The research questions were answered using descriptive statistics of mean and standard deviation and real limits of numbers. In answering the research questions, a criterion means of 3.50 will be established such that; item(s) with mean values of 3.50 and above will be considered High Level (HL), while items with mean values below 3.00 will be considered Low Level (LL). The hypotheses were tested at 0.05 level of significance using simple linear regression. The decision rule on testing the null hypothesis was to reject the null hypothesis when $p \leq 0.05$, otherwise do not reject.

Results and Discussion

Data analysis, results and discussion are contained in this chapter; the analysis was done at different strata (descriptive and inferential statistics) and results presented in relevant tables. The results were presented in the

order in which the research questions and hypotheses were stated.

Data Analyses

Answers to the two research questions raised for the study are presented using relevant data analyzed and summarized in the appropriate tables.

Research Question One

To what level do senior secondary school teachers in Adamawa State exhibit conscientiousness in classrooms?

Table 1: Mean and Standard Deviation of Level of Conscientiousness Senior Secondary School Teachers in Adamawa State Exhibit in Classrooms

S/N	Items (Indicate the level of teacher exhibition of the following characters)	N=770	Mean	S. D	Dec.
1	Teachers show competence in classes		4.36	0.74	HL
2	Teachers are organized during lessons		4.41	0.67	HL
3	Teachers show carefulness in the classroom		3.83	0.86	HL
4	Teachers are self-disciplined during lesson		4.59	0.66	VHL
5	Teachers are thorough in the marking of scripts		4.38	0.65	HL
6	Teachers carry out task tirelessly		4.47	0.71	HL
	Average Mean		4.34	0.72	HL

Table 1's analysis displays the average and standard deviation of the level of conscientiousness displayed by senior secondary school teachers in Adamawa State. According to the average mean score of 4.34, the results show that teachers demonstrated a high level of conscientiousness.

Research Question Two: To what level do senior secondary school teachers in Adamawa State exhibit Neuroticism in classrooms?

Table 2: Mean and Standard Deviation of Level of Neuroticism Senior Secondary School Teachers in Adamawa State Exhibit in Classrooms

S/N	Items (Indicate the level of teacher exhibition of the following characters)	N=770	Mean	S. D	Dec.
7	Teachers are tensed during lessons		4.51	0.58	VLI
8	Teachers are irritated by students' unacceptable attitudes in class		4.49	0.95	HL
9	Teachers are self-confident in class		4.01	0.81	HL
10	Teachers are shy before their students		4.45	0.63	HL
11	Teachers express mood swing in class		4.54	0.63	HL
12	Teachers remain calm in tense situations		4.43	0.66	HL
13	Teachers are emotionally stable in class		4.37	0.65	HL
	Average Mean		4.40	0.70	HL

Analysis in Table 2 shows the mean and standard deviation of level of neuroticism senior secondary school teachers in Adamawa State exhibited in classrooms. The result reveals that the teachers exhibited high neuroticism as indicated by the average mean of 4.40.

Hypotheses testing: Simple linear regression analysis was used in testing the two null hypotheses at 0.05 Alpha level of significance.

H₀₁: There is no significant relationship between conscientiousness and senior secondary school teachers' job productivity in Adamawa State, Nigeria.

Table 3a: Summary of ANOVA of Regression Analysis of Relationship between Conscientiousness and Senior Secondary School Teachers' Job Productivity in Adamawa State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.451	1	.451	5.059	.029 ^b
	Residual	4.723	53	.089		
	Total	5.174	54			

a. Dependent Variable: Teacher Job Productivity

b. Predictors: (Constant), Conscientiousness

Analysis in Table 3a reveals that there is significant relationship between Conscientiousness and Teacher Job Productivity, $F(1, 54) = 5.059$, $p < 0.05$. The null hypothesis is rejected because the p-value (0.029) is less than 0.05. This implies that there is significant relationship between teacher's conscientiousness and senior secondary school job productivity in Adamawa State.

Table 3b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.295 ^a	.087	.070	.29853

a. Predictors: (Constant), Conscientiousness

The result in Table 3b is a model summary that shows how the independent variable explains the variance in the dependent variable. The results show that the personality traits of conscientiousness could be responsible for 8.7% of the variation in teacher job productivity.

H0₂: There is no significant relationship between neuroticism and senior secondary school teachers' job productivity in Adamawa State.

Table 4a: Summary of ANOVA of Regression Analysis of Relationship between Neuroticism and Senior Secondary School Teachers' Job Productivity in Adamawa State

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.073	1	2.073	35.434	.000 ^b
	Residual	3.101	53	.059		
	Total	5.174	54			

a. Dependent Variable: Teacher Job Productivity

b. Predictors: (Constant), Neuroticism

Results of Analysis in Table 4a summarizes the results of the ANOVA of linear regression tests conducted to determine whether the Teacher Job Productivity is significantly influenced by the Neuroticism. The outcome showed that Teacher Job Productivity is significantly related with Neuroticism, $F(1, 54) = 35.434$, $p < 0.05$. The null hypothesis should be rejected because the p-value (0.000) is less than 0.05.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 ^a	.401	.389	.24189

a. Predictors: (Constant), Neuroticism

The result in Table 4b is a model summary that shows how the independent variable explains the variance in the dependent variable. The results showed that neuroticism personality traits could be responsible for 40.1% of the variation in teacher job productivity.

Summary of Major Findings

The findings of the study are:

1. There is significant relationship between conscientiousness and teacher job productivity, $F(1, 54) = 5.059$, $p < 0.05$.
2. There is significant relationship between neuroticism and teachers' job productivity $F(1, 54) = 35.434$, $p < 0.05$.

Discussion of the Findings

This study investigated the relationship of big five personality traits' on Teachers job productivity in senior secondary school in Adamawa State Nigeria.

The findings of this study showed that a significant relationship between conscientiousness and teachers' job productivity. This finding is line with that of Mukamazimpaka and Opiyo (2022) whose findings revealed that teachers are always patient, open, organized and arrange their lessons systematically for them to succeed, not shy but talkative while teaching, showed love and care, calmness and confidence, showed courage and were hardworking, cooperative and pleasant, disciplined and competent, supported them, and attracted attention and interests of learners while teaching. Mukamazimpaka and Opiyo further revealed that conscientiousness has positive significant relationship with teacher's job performance in schools. This finding agrees with that of Babar and Muhammad (2020), whose findings revealed that Big Five personality dimension of conscientiousness has positive and significant effects on employee job performance. The finding further corroborates with that of Gupta and Gupta (2020) whose findings revealed that personality traits positively correlated with Job performance and conscientiousness is having attributes that directly relates to Job performance of employees with highest weights. Gupta and Gupta further revealed that conscientiousness has positive and significant impact on job performance of employees. This finding is in line with the findings of White, Pulakos and Oppler (2019), who found significant relationship between Conscientiousness and teachers' job productivity. This finding is in line with that of Eyong, David and Umoh (2014) whose findings showed that significant difference was found between the achievements of students with high level of conscientiousness. The finding is also in agreement with that of Adeniyi (2014) who found that the most exhibited personality trait by principals is conscientiousness and that there existed a significant relationship between personality trait and administrative effectiveness in schools. Finally, Ninette, Meiring and Wiernik (2017) revealed that conscientiousness was the strongest predictor across performance criteria. The findings, however, contrasted with the findings of Sackett and Wannek (2007), who however opined no significant relationship between conscientiousness and teachers' job productivity.

The findings of the study shows that big five personality traits of neuroticism has significant relationship with teachers' job productivity. The findings of this study showed that there is a significant relationship between neuroticism and teachers' job productivity, which agrees with the findings of: Barrick, Mount & Judge (2001), Hörmann and Maschke (2003), Argyle (2004), Dunn, Mount, Barrick and Ones (2005), Judge, Higgins, Thoresen and Barrick (2009), (Camgoz and Karapinar, 2011), Moran and Garies (2014), Goldberg (2016), McCrae and John (2016), Alanoud and Amir (2016) whose findings revealed that there is a positive relationship between neuroticism and teachers' job productivity in secondary schools. This finding further corroborates with that of Man (2014) whose findings revealed that teachers' neuroticism significantly influences classroom management in the administration of public secondary schools. This finding corroborate with that of Kim, Verena and Robert (2019) whose findings revealed that, overall, teacher big five domain of neuroticism was positively associated with teacher effectiveness, especially for evaluations of teaching. Furthermore, Kim, Verena and Robert (2019) revealed that teacher emotional stability was negatively associated with burnout. Other-reports of neuroticism was more strongly associated with outcomes than self-reports. This finding is in contrast with that of Gupta and Gupta (2020) whose findings revealed that neuroticism has negative significant impact on

job performance of employees. On the contrary, This finding disagrees with that of Noraini, Norashikin and Lily (2015), whose findings revealed that there is a negative association between neuroticism and job performance, and that the most predictive trait that influences job performance is neuroticism.

Conclusion

This study showed that conscientiousness and neuroticism which are factors of big five personality traits has significant relationship with teachers' job productivity in Senior Secondary Schools in Adamawa State. This implies that the big five personality traits of conscientiousness and neuroticism possessed by a teacher can significantly determine the teacher's productivity in classroom. The study therefore envisaged that if Senior Secondary school teachers could adopt flexibility in using the conscientiousness and neuroticism personality traits in classrooms, their job productivity would be greatly enhanced.

Recommendations

1. School managements, principals and teachers should be well informed on how conscientiousness as a factor of big five personality traits could influence or determine the job productivity of teachers in secondary Schools.
2. School managements, principals and teachers should be well informed on how neuroticism as a factor of big five personality traits could influence or determine the job productivity of teachers in secondary Schools.

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