
Personality Characteristics and Teachers' Job Performance in Public Secondary Schools in Akwa Ibom North-East Senatorial District, Nigeria.

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ABSTRACT

This study investigated the relationship between Accommodative Strategies and School Administrator's Managerial effectiveness in Public Secondary Schools in Akwa Ibom South-south Senatorial district. In order to achieve the purpose of this study three purposes, three research questions were raised and three null hypotheses were formulated to guide the study. The sub-variables of the study which were self-regulation, emotional adjustment, and communication adjustment and administrators' managerial effectiveness were reviewed under conceptual framework and empirical studies, the sample size consisted of 77 respondents representing the population of 95 drawn using simple random sampling technique. Data were collected using a structured closed ended questionnaire titled, Accommodative Strategies Questionnaire (ASQ) and Administrators Managerial Effectiveness Questionnaire (AMEQ). The reliability of the instrument was established by using the data from trial testing procedure which yielded .76, which showed that the instrument was reliable to be used in the study. Research questions and hypotheses were answered using PPMC (Pearson Product Moment Correlation) analyses at .05 level of significant. The findings of the study revealed that accommodative strategies such as self-regulation, emotional adjustment and communication adjustment relate significantly to the school administrators' managerial effectiveness

in secondary school students in Akwa Ibom SouthSouth senatorial district. The findings of this study would contribute to knowledge in the sense that, researchers in different places and times would likely use as reference document conducted further studies on related issue.

Keyword: Accommodation, Strategy, Administrator, Managerial, Effectiveness.

I. INTRODUCTION/CONCEPTUAL

Background of the Study

Personality could be defined as an organized built-in behavioural pattern of an individual that relatively endures over situations as a dispositional force to individuals' uniqueness and could be influenced by heredity or environment. It may be further viewed that behaviour is a response to individual's cognitive disposition - an interplay of inherent and acquired factors. Holzman (2020) sees personality as those qualities that make all people alike and that distinguish psychological man from other species. This means that personality has to do with inherent qualities of individuals that spell out its group of species. These qualities seem to help individuals to distinguish value and appreciate their kinds. Holzman (2020) maintained that personality includes the behavioural characteristics both inherent and acquired that distinguish one person from another and that can be observed in people's relationships to the environment and to the social

of groups. This implies that personality facilitates social interaction in a social context of liked species. The concept of personality seems to do with an idea that people are distinguished by their characteristic patterns of behaviour, how people differ in their ways of expression, action, and relation in a common or social environment. It could be asserted that individuals' view self-personality facilitate their characteristics behaviour.

Personality characteristics may be seen as inherent qualities quite peculiar to an individual person, a group of persons or a community of people. Characteristics have been viewed in different concepts such as inherited character, acquired character, biological attribute among others. It could be inherited or learned. However, for the purpose of this study, personality characteristics, are peculiar to one's behaviour that controls individual's actions, attitude and interaction. Kankaraš (2017) acknowledged that personality characteristics are also sometimes called "non-cognitive skills", representing personal attributes that are not part of the wide range of cognitive abilities. Allport (1961) cited in Mitsopoulou and Giovazolias (2015) saw personality characteristics as dynamic organization of psychophysical system that create the person's characteristic patterns of behaviour, thoughts, and feelings. It could be asserted that personality characteristics evince the true behaviour of an individual, his/her feelings, dealings, social behaviour among others. Peng in Zhang et al. (2021) explained that personality characteristics was first studied by Allport, and Cattell who later identified 16 personality traits. In 1949, Fiske analyzed 22 personality traits from Cattell's vocabulary and found that five factors always appeared first on the list. These factors came to be known as the Big Five: Openness (imaginative, aesthetic, emotional, unconventional, creative, intelligent, etc.); Conscientiousness (showing competence, fairness; being methodical and dutiful; achieving self-discipline, prudence, restraint, etc.); Extraversion (showing warmth, sociability, assertiveness, optimism; engaging in activities; risk-taking); Agreeableness (having the characteristics of trustworthiness, altruism, frankness, compliance, modesty, empathy, etc.); Neuroticism (experiencing anxiety, hostility, depression, self-awareness, impulsivity, vulnerability, inability to

maintain emotional stability) (Peng (2001) cited in Zhang et al., 2021)

In this study focuses on openness, conscientiousness, extraversion, agreeableness and neuroticism.

Openness is seen as an attitude or characteristic that individual persons are willing to interact socially, embrace new information, experiences and being teachable. Birt (2023) sees openness to describe how adventurous, curious or open to new experiences you are. The author explained that highly open individuals tend to have a broad range of interests, and those who have a lower degree of openness may prefer consistency, routine and familiarity. This implies that individual openness attitude facilitates interest and curiosity in interacting process. Wesson in Britwum et al. (2022) maintains that people with openness to experience are imaginative, inquisitive, creative, original, clever, broad-minded, and artistically sensitive. It means openness characteristic ensures social positive attitude that is welcoming in the school environment, as to influence quality interaction among members of the school community.

Conscientiousness trait denotes a tendency to be organized and dependable, to show selfdiscipline, to aim for achievement, and to prefer planned rather than spontaneous behaviour (Naragon-Gainey and Watson, 2012). This means that conscientiousness helps in reviewing actions, issues and plans before someone sets for, or prejudges the good and bad aspects of an action he/she wants to take. It may be that this personality characteristic dimension facilitates proper behaviour in a social environment where every bit of action is planned and detailed. Another personality characteristic that could be considered is extraversion.

Extraversion is known to focus on gratification, friendliness, energy and sociability. McCabe and Fleeson (2014) assert that extraversion describes active people who are sociable, talkative and assertive. This means that extraversion characteristic ensures warm, friendly and gratifying social environment. McCrae and Costa in McCabe and Fleeson (2014) acknowledged six facets of extraversion which are gregariousness, assertiveness, warmth, activity, excitement-seeking and positive emotions. It can be argued that these six facets are the true characteristics of personality

of extrovert, which seem to encourage a healthy climate in a social community. Cherry (2023) noted that extroverts do not take things serious and always being playful. Inferring from this view, it is likely believed that extraversion characteristic facilitates harmonious interactive relationship among individuals in a common environment. Agreeableness is another characteristic.

Agreeableness is seen as the personality characteristic that focuses on the individual attitude or behaviour in relation to social interaction in a common environment. Sheese and Graziano (2014) sees agreeableness as a personality dimension (or set related traits) that describes a class of individual differences that generally have to do with being pleasant, likable, and harmonious in relations with others. Deducing from perspective, it could be argued that agreeableness as a personality characteristic, advocates a right behaviour towards dealing with people over any situation or issue, and as well as being in harmony with the interactants. The above authors explain that agreeableness has become the label most frequently used for this personality dimension, but it is only one of many such labels. Some of the other labels used to describe the dimension (or closely related dimensions) are tender mindedness, friendly compliance versus hostile noncompliance, love versus hate, likability, communion, and conformity.

Neuroticism could be viewed as an irrational, ill and anti-social behaviour that is characterized by negativity disposition. Witdiger and Oltmanns (2017) saw neuroticism as the trait disposition to experience negative effects, including anger, anxiety, self-consciousness, irritability, and depression. This implies that neuroticism trait is characterized by ill-disposition that may be as a result of individual life circumstances. These circumstances may bring unhappiness, distress, anger and other negative behaviours. Witdiger and Oltmanns (2017) explained that persons with elevated levels of neuroticism respond poorly to environmental stress, interpret ordinary situations as threatening, and can experience minor frustrations as hopelessly overwhelming. This characteristic, according to above authors, seems to make situation frustrating, hopelessly, and irritating, which may likely mar or make teachers' job performance in school environment.

Teachers' job performance describes the extent to which a teacher carries out teaching responsibilities in order to achieve educational goals and objectives. Amin et al. (2013) viewed teachers' job performance as being emphatic for the improvement of the educational system. This implies that the implementation of educational activities depend on the teachers' performance. Teachers' effectiveness in the educational system is seen in their daily job performance, such as classroom teaching, classroom goal setting for objectives attainment, clear behavioural management rules, and commitment to school activities, acting as role models and the maintenance of professional ethics. Obviously, deducing from highlighted view, teachers' job performance leaves much to be desired. As such, individual teacher personality characteristics would either make or mar teachers' job performance. For instance, teachers with openness characteristics may be imaginative, aesthetic, emotionally intelligent, unconventional, creative, intellectually sound in consideration, etc. In their dealings, they put utmost achievable attitude first, and consider their roles and responsibilities in the organization and always look for ways to attain the organization objectives first.

In like manners, teachers with conscientiousness characteristics always show competence, fairness; being methodical and dutiful; achieving self-discipline, prudence, restraint, among others in their dealings. They treat everyone with humane consideration. They always give preference to their roles and responsibilities to the organization. Hardly they do unthoughtful things – this means, they consider their actions and activities. Teachers with extraversion characteristics show warmth, sociability, assertiveness, optimism in their dealings, engaging in jovial activities and in risk-taking. The people around their society always feel good while interacting with them. They make school climate interactive and fun. Both the students and fellow colleagues enjoy company with teachers with extraversion characteristics. Teachers with agreeableness characteristics always having the characteristics of trustworthiness, altruism, frankness, compliance, modesty, empathy, among others. These nature of teachers always agreed to certain action, issue before acting or responding. At some-point, they are very good when responsibilities are assigned to them. It is likely that teachers with agreeableness characteristics do not

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have room for joke, everything takes serious attention. In the same vein, teachers with neuroticism characteristics do experience anxiety, hostility, depression, self-awareness, impulsivity, vulnerability, inability to maintain emotional stability. They appear very calm and moderate. Sometimes, they behave harsh, hostile, and unfriendly, probably due to their experiences in life.

However, regardless of the characteristics of the enlisted personality traits, teachers' job performance in schools ought to have experienced positive returns since the school is an organized body of formal system that has goals to attain, rules and regulation to follow, and prescribed job analysis for every personnel. Despite of the fact that to promote teachers' motivation in the school community, informal system has to be built upon formal system the organization. To this, individual staff with their unique characteristics will able to freely relate and attain their demand to the organization. However, most teachers seem to behave irrational, quite unfriendly to both the students and other teachers, their roleplay suffers negligent. Teachers seem not to pay attention to students' activities, seem not to actively engage students in the learning activities, teachers seem to be poor in managerial skill, and are not punctual to school, no collaboration among teachers and school management, and no defensive teamwork. It is suffice to say that these issues could be attributed to poor personality characteristics such as openness, conscientiousness, extraversion, agreeableness and neuroticism.

This has posed worries on the school management, government, parents, teachers, and scholars such that several researches have been conducted to find solution to the anomaly. For instance; Elujekwute et al. (2021) conducted a study on occupational stress and teachers' job performance in secondary schools in Makurdi education zone of Benue state, Nigeria. The study investigated the influence of occupational stress on the teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. The population of the study comprised 2,300 teachers from 86 grant-aided secondary schools in MakPurdi Education Zone, Benue State. A sample of three hundred and twelve (312) teachers from thirteen (13) selected secondary schools was used for the study. Questionnaire entitled, "Occupational

Stress and Teachers' Job performance Questionnaire (OSTJPO)" was used for data collection. The findings revealed that delayed/ nonpayment of salaries, working condition and lack of in-service training significantly Influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. From the above review, scholar attributed it teachers' poor job performance variables such as delay of payment of salary, working condition among others without recourse to personality characteristics such as openness, conscientiousness, extraversion, agreeableness and neuroticism. It is against this background that researcher tend to carry out a study on personality characteristics and teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria.

Statement of the Problem

To the students, teachers serve as loco parentis, role models, mentors, counsellors, advisors, and many more. To the school, teachers serve as students' managers, mediators between students and school management, among others. It could be noted that to regulate students' behaviour, teach and cover the curriculum, maintain standard and school culture are major tasks of the teachers. However, teachers seem not to be effective in performing their duties. Most teachers seem to behave irrational, quite unfriendly to both the students and other teachers, their roleplay suffers negligent. Teachers seem not to pay attention to students' activities, seem not to actively engage students in the learning activities, teachers seem to be poor in managerial skill, and are not punctual to school, no collaboration among teachers and school management, and no defensive teamwork. It is suffice to say that these issues could be attributed to poor personality characteristics such as openness, conscientiousness, extraversion, agreeableness and neuroticism.

This poses a problem to school management, government, students, parents, teachers themselves, and scholars. Such that several scholastic researches have been carried out in attempt to address the issue. From the earlier review, teachers' job performance has been tailored to administrative ineffectiveness, delay in the payment of salary and in-service training program without recourse to personality characteristics such as openness, conscientiousness, extraversion,

of agreeableness and neuroticism. This has created a gap in knowledge, hence, the study entitled, “Personality Characteristics and Teachers’ Job Performance in Public Secondary Schools in Akwa Ibom State, Nigeria” is to fill.

Purpose of the Study

The main purpose of this study is to determine the relationship between personality characteristics and teachers’ job performance in public secondary schools in Akwa Ibom State, Nigeria. Specifically, the study seeks to:

- i. Examine how openness personality characteristic relate to teachers’ job performance in public secondary schools in Akwa Ibom State
- ii. Examine how conscientiousness personality characteristic relate to teachers’ job performance in public secondary schools in Akwa Ibom State.
- iii. Examine how extraversion personality characteristic relate to teachers’ job performance in public secondary schools in Akwa Ibom State.

- iv. Examine how agreeableness personality characteristic relate to teachers' job performance in public secondary schools in Akwa Ibom State.
- v. Examine how neuroticism personality characteristic relate to teachers' job performance in public secondary schools in Akwa Ibom State.

Significance of the study

The findings of this study would benefit the following groups of people: government, school administrators, teachers, students, and researchers.

The findings of the study may expose the challenges impeding teachers' job performance to the government, this may enable them to device strategies to promote the effective management in order to ameliorate the challenges. The findings of the study may expose the various stages and challenges relating to teachers' job performance to the administrators and help them to provide ways towards ameliorating these challenges.

Furthermore, the findings of the study may be of immense benefit to educational managers, Heads of Departments as well as supervisors, to gain a better understanding of the psychological patterns among personnel view about their job performance, so as to be able to guide the individuals in the organization through counselling service.

Teachers through the findings of this study would be enlightened in their pedagogical skills to discharge their professional responsibility in the aspect of relating with the students checkmating their life style with others within and outside the school environment

Finally, the findings of the study may be useful to researchers, as it may serve as a reference material, and help them to make useful contributions to knowledge. These benefits would be realized when the findings of this study would be published when completed.

Research Questions

The following research questions would be raised to guide this study:

- i. How does openness personality relate to teachers' job performance in public secondary schools?
- ii. How does conscientiousness personality characteristic relate to teachers' job performance in public secondary schools?

- iii. How does extraversion personality characteristic relate to teachers' job performance in public secondary schools?
- iv. How does agreeableness personality characteristic relate to teachers' job performance in public secondary schools?
- v. To what extent does neuroticism personality characteristic relate to teachers' job performance in public secondary schools?

Research Hypotheses

The following null hypotheses would be formulated to guide this study:

- i. There is no significant relationship between openness personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.
- ii. There is no significant relationship between conscientiousness personality characteristic and relate to teachers' job performance in public secondary schools in Akwa Ibom State.
- iii. There is no significant relationship between extraversion personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.
- iv. There is no significant relationship between agreeableness personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.
- v. There is no significant relationship between neuroticism personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.

Scope of the study

The study examined the relationship between personality characteristics and teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria. The study considered the following factors of personality characteristics: openness, conscientiousness, extraversion, agreeableness and neuroticism as they relate to teachers' job performance.

Methodology

The scoring of the instrument for positive items was graded as follows:

- Strongly Agree (SA) - 4 points
- Agree (A) - 3point
- Disagree (D) - 2point
- Strongly Disagree (SD) - 1point

Data Presentation

Research Question 1: How does openness personality relate to teachers’ job performance in public secondary schools?

Table 1: Pearson’s Analysis of relationship between openness and teachers’ performance

Variables	N	r-cal
Openness (X)	184	0.664
Teachers’ per’ mance(y)	106	

The result presented in table 1 reveals that the correlation coefficient (r) is 0.664. This means that openness has a positive relationship with teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district. This implies that openness characteristic fosters teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district.

Research Question 2: How does conscientiousness personality characteristic relate to teachers’ job performance in public secondary schools?

Table 2: Pearson’s Analysis of relationship between conscientiousness and teachers’ performance
n=294

Variables	N	r-cal
Conscientiousness (X)	184	0.761
Teachers’ per’ mance (y)	106	

The descriptive survey design was adopted for the study. The population of this study was 1176 respondents, comprising 170 principal and vice principals and 1006 teachers in public secondary schools in Akwa Ibom North-East Senatorial District. 294 respondents were used as a sample for the study (comprising of 108 principals/vice principals and 186 teachers), drawn from the entire population and was determined statistically using Taro Yamane’s formula. Simple random sampling

technique was adopted for selecting the respondents. The instrument for data The result presented in table 2 reveals that the correlation coefficient (r) is 0.761. This means that conscientiousness has a positive relationship with teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district. This implies that conscientiousness characteristic enhances teachers’

job performance in public secondary schools in Akwa Ibom North-East senatorial district. **Research Question 3:** How does extraversion personality characteristic relate to teachers' job performance in public secondary schools?

r-cal 0.674 Remark Positive relationship

Table 3: Pearson's Analysis of relationship between extraversion and teachers' job performance. n=294

Variables	N
Extraversion (X)	184
Teachers performance(y)	106

The result presented in table 5 reveals that the correlation coefficient (r) is 0.674. This means that neuroticism has a positive relationship with teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. This implies that neuroticism characteristic ensures administrators' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

The result presented in table 3 reveals that the correlation coefficient (r) is 0.681. This means that extraversion has a significant relationship with teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. This implies that extraversion characteristic ensures teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

Testing the Hypotheses

Table 6: Correlation Analysis of Relationship between openness and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. n=294

Variables	df	r-cal	p-val. at 0.05	Decision
Openness(X)	184	0.664	0.042	Reject Ho
Teachers performance(y)	106			

Table 6: shows a computed r-value of .664 with 184 and 106 degrees of freedom as well as the p-value of .042. Since the p-value is less than 0.05 level of significance. Therefore, the null hypothesis which stated that openness does not relate significantly with teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district is rejected. Thus, there is a significant relationship between openness and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

The result presented in table 4 reveals that the correlation coefficient (r) is 0.681. This means that agreeableness has a significant relationship with teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. This implies that agreeableness characteristic ensures administrators' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

Table 4: Pearson's Analysis of relationship between agreeableness and teachers' job performance. n=294

Variables	df	r-cal	Remark
Agreeableness(X)	184	0.681	Positive relationship
Teachers performance (y)	106		

Table 7: Correlation Analysis of the relationship between conscientiousness and teachers' job performance. n=294

Variables	df	r-cal	p-val. at 0.05	Decision
Conscientiousness(X)	184	0.761	0.030	Reject Ho
Teachers performance(y)	106			

Table 7: shows a computed r-value of .761 with

Table 5: Pearson's Analysis of relationship between neuroticism and teachers' job performance. n=294

Variables	df	r-cal	p-val. at 0.05	Decision
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184 and 106 degrees of freedom as well as the p-value of .030. Since the p-value is less than 0.05 level of significance, the null hypothesis which states that there is no significant relationship between conscientiousness and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship between conscientiousness and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

H₀: There is no significant relationship between extraversion personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.

Table 8: Correlation analysis of the relationship between extraversion and teachers' job performance n = 294

Extraversion (X)	184	0.761	0.040	Reject Ho
Teachers' performance (Y)	106			

Table 8: shows a computed r-value of .681 with 184 and 106 degrees of freedom as well as the p-value of .040. Since the p-value is less than 0.05 level of significance, the null hypothesis which states that there is no significant relationship between extraversion and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship between extraversion and teachers' effective job performance in public secondary schools in Akwa Ibom North-East senatorial district.

H₀: There is no significant relationship between agreeableness personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.

Table 9: Correlation analysis of the relationship between agreeableness and teachers' job performance n = 294

Variables	df	r-cal	p-val. at 0.05	Decision
Agreeableness(X)	184	0.404	0.081	Reject Ho
Teachers' performance (Y)	106			

Table 9: shows a computed r-value of .404 with 184 and 106 degrees of freedom as well as the p-value of .081. Since the p-value is equal to 0.05 level of significance, the null hypothesis which states that there is no significant relationship between agreeableness and teachers' job

performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship between agreeableness and teachers' effective job performance in public secondary schools in Akwa Ibom North-East senatorial district.

H₀: There is no significant relationship between neuroticism personality characteristic and to teachers' job performance in public secondary schools in Akwa Ibom State.

Table 9: Correlation analysis of the relationship between neuroticism and teachers' job performance n = 294

Variables	df	r-cal	p-val. at 0.05	Decision
Neuroticism (X)	184	0.674	0.032	Reject Ho
Teachers' performance (Y)	106			

Table 9: shows a computed r-value of .674 with 184 and 106 degrees of freedom as well as the p-value of .032. Since the p-value is less than 0.05 level of significance, the null hypothesis which states that there is no significant relationship between neuroticism and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship between neuroticism and teachers' effective job performance in public secondary schools in Akwa Ibom North-East senatorial district.

II. DISCUSSION OF FINDINGS

Openness and Teachers' Job Performance

Result of analysis shows a correlation index of 0.664, indicating that there is a high positive correlation between openness and teachers' job performance. In testing hypothesis one, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between openness and teachers' job performance was established. The finding coming out this way could be attributed to the fact that teachers with openness characteristic may be able to accommodate the learners' excesses during the classroom teaching-learning process, just to impact meaningfully on the learners. It is this enduring and accommodative disposition that result to significant relationship of openness characteristics and teachers' job performance. This is in line with Britwum et al. (2022) study on Do Extraversion, Agreeableness, Openness to Experience,

Conscientiousness and Neuroticism Relate to Students Academic Achievement: The Approach of Structural Equation Model and PROCESS Macro, which findings revealed that openness to experience was the only predictor of students' academic achievement. It is openness to experience, which teachers are willing to accept any learners' improprieties without taking it offense result to positive teachers' job performance. It is, therefore, be concluded that openness characteristic relate significantly to teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial district.

4.3.2 Conscientiousness and Teachers' Job Performance

Result of analysis shows a correlation index of 0.761, indicating that there is a high positive correlation between conscientiousness and teachers' job performance. In testing hypothesis two, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between conscientiousness and teachers' job performance was established. The finding coming out this way may be attributed to the fact that conscientious teachers may always consider their learners' interest first during the learning process, and tailor the learning activities to matches the interest of their learners regardless of the effect on the teacher aftermath. It is this considerable disposition of the teachers that result to significant relationship between conscientiousness characteristic and teachers' job performance. This findings is in line with Meyer

(2022), which reveal that conscientiousness moderates the association between cognitive ability and achievement; this means conscientiousness enhance positive effects of cognitive ability. Same vein, Rezaei, et al. (2014) findings revealed that conscientious people enjoy higher achievement and lower degree of attitude toward addiction due to such factors as self-regulation, perseverance, and show resistance to harmful impulses. It is this self-regulation and achievement disposition that result to positive relationship between conscientiousness and teachers' job performance. Therefore, it could be concluded that conscientiousness relate significantly to teachers' job performance in Akwa Ibom North-East senatorial district.

Extroversion and Teachers' Job Performance

Result of analysis shows a correlation index of 0.681, indicating that there is a positive correlation between extraversion and teachers' job performance. In testing hypothesis three, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between extraversion and teachers' job performance was established. The finding coming out this way may be attributed to the fact that extrovert teachers may bring about learning interest retention through jovial and storytelling disposition during teaching-learning process. It is this retention of learners' learning interest that result to significant relationship between extroversion characteristics and teachers' job performance. This result is in line with Obilor and Sakpege (2022) that extraversion exerts extremely strong and broad influence on learners' academic achievement. That it is a broad trait and, like introversion, exists on a continuum of behaviour and attitudes. This implies that extrovert teachers are likely to influence the behaviour of learners, making classroom learning fun, as a result, bringing about positive performance. Hence, extroversion characteristic significantly relate to positive teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial district, Nigeria.

Agreeableness and Teachers' Job Performance

Result of analysis shows a correlation index of 0.404, indicating that there is a positive correlation between agreeableness and teachers' job performance. In testing hypothesis four, since the p-

val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between agreeableness and teachers' job performance was established. The finding coming out this way may be attributed to the fact that agreeable teachers may always consider the understanding of the learners in the lessons or learning process. It is this consideration of learners' learning understanding that result to a significant relationship between agreeableness and teachers' job performance. This findings is in line with Sheese and Graziano (2004) study, which reveal that Agreeableness as a dimension hangs together consistently (persons who are "kind" also tend to be "considerate"), is relatively stable and enduring over time, and is related to many kinds of human activity. Also, Tackett (2018) asserted that individuals who have agreeable personalities likely enjoy the company of others and are better able to relate to others, making it easier to build and maintain relationships. It is this good relationship and consideration that result to a significant relationship between agreeableness and teachers' job performance.

Neuroticism and Teachers' Job Performance

Result of analysis shows a correlation index of 0.674, indicating that there is a positive correlation between agreeableness and teachers' job performance. In testing hypothesis four, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between agreeableness and teachers' job performance was established. The finding coming out this way may be attributed to the fact that neuroticism characteristic's teachers may have both positive and negative influence, such that, they may be calm and try all best to attain their prescribed duties. It is this calmness and zeal to attain their duties bring about significant relationship of teachers' job performance. On the other hand, neuroticism characteristic's teachers may allow their negative experience in life to affect their job performance, by not able to effectively relate with their learners during teaching-learning process, as well as interacting with fellow staff members in school. It is this negative influence that result to significant relationship between neuroticism and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria.

III. CONCLUSION

It was concluded based on the findings of the study that personality characteristics significantly relate to teachers' job performance in Akwa Ibom North-East Senatorial district, Nigeria. The study found that openness, conscientiousness, extraversion, agreeableness and neuroticism have significant relationship with teachers' job performance in public secondary schools, Akwa Ibom North-East Senatorial district. The study would be immense benefit to the teachers, administrators, school managers and researchers for further studies.

Educational Implications of the Findings

The findings of this study has revealed that, personality traits characterized by openness, conscientiousness, extraversion, agreeableness and neuroticism positively relate to teachers' job performance. The educational implications of these findings could be summarized thus: that school effectiveness is the anchor obligation of the teachers, as such, the ineffectiveness of the school is rather blamed on the teachers and school administrators. It therefore implies that, teachers need to possess openness, extraversion as characteristics that would allow them to condone to learners' excesses and improprieties while guiding them properly through day-to-day learning process and activities, in order to attain the expected educational goals. In another way, the implication of this result is that, if school teachers and administrators possess effective personality characteristics, as outlined in the study, they will attain positive job performance, thereby impacting quality learning, improving their relationship among students and staff member, and maintaining ethical and good manner in the school community, as well as realizing quality school climate and learning outcome of the students.

Contribution to Knowledge

The findings of this study would be contributed to knowledge in the sense that, many researchers in different places and times have conducted studies on issues of teachers' job performance, using variables other than personality characteristics. In addition, the inclusion of the school administrators to respond to teachers' job performance is not common with most studies reviewed, which make the study a novel and unique one. Therefore, studying teachers' job performance

in the light of cognitive variables, such as openness, conscientiousness, extraversion, agreeableness and neuroticism, which is referred to as personality characteristics, has filled an existing gap in knowledge and information, as other researchers literary consider them. This study has provided literature and empirical evidence that study would serve as a reference material to researchers for further studies. The findings of the study would also help stakeholders in education board, teachers and the principal in assessing and attaining effective teachers' performance as this will help them to be able to manage the learners and attain quality educational objectives.

Recommendations

It was recommended based on the findings of the study that:

1. Teachers should develop openness characteristic, conscientiousness, extroversion, if possible agreeableness, as this would allow them to relate freely with their learners and fellow colleagues, as it would bring about favourable learning and working climate that would result to attainment of educational goals and objectives.
2. Teachers, who faces neuroticism characteristic, should be able to control their feelings when in their official duties and public. As such, they would be able to perform their duties perfectly.

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