

RELATIONSHIP BETWEEN BIG FIVE PERSONALITY TRAITS OF EXTRAVERSION, AGREEABLENESS 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 of extraversion, agreeableness 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 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 extraversion has significant relationship with teachers' job productivity with ($r=.388$, $p<0.05$). It was further found that agreeableness has significant relationship with teachers' job productivity with ($r=.478$, $p<0.05$). 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 extraversion and agreeableness could relate to the job productivity of teachers in secondary schools. In conclusion, the big five personality traits of extraversion and agreeableness possessed by a teacher can significantly determine the teacher's productivity.

Keywords: Personality Traits, Extraversion, Agreeableness and Teachers' Job Productivity

Introduction

Formal Education as an organized institute constitutes a system of an organization called school that are obtained by the aid of the workers (teachers). According to Davies, Connelly and Birkland (2015), teachers are responsible for progress of the school as an organization because they contribute towards achieving the goals of the organization, irrespective of their status. Schneider (2019) postulated that of all tools in management (man, machine, material, money and market) without any iota of doubt, the most important is man, because man is the only animate instrument that is capable of achieving the other 4M (machine, material, money and market), thus man affect the system positively or negatively.

According to Omolewa (2018), education all over the world is seen as a process of transmitting the cultural heritage, stabilizing the present and improving or changing the future of the people. Education is generally accepted as a major agent and piloted by the teacher. This makes the role of the teacher central in the task of achieving educational goals. Personality factors of teachers may be considered to be the foundation for quality and relevant to attainment of high level of their productivity. Thus, the rate of development in any secondary school system is tied to a well-organized productivity structure of school teachers based on their personality factors

outside qualification this was affirmed by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016).

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 focused on extraversion and agreeableness personality traits as they relate to teachers' job productivity. Teachers high in extroversion are likely to value achievement and stimulation, and unlikely to value tradition or conformity (Courtney, 2017).

Relatedly, extraversion is a characteristic that an individual tend to be sociable, active, outgoing, assertive, energetic, extroverted, warm hearted and talkative (Lounsbury et al., 2012). They are more energetic, self-confident, outward-bound and dominant in public circumstances. Because of higher level of activeness and energy, extraverts may complete more duties in a given extent of time and thereby may also experience less exhaustion than others (Rusting & Larsen, 2003). Furthermore, as they focus more on positive aspects of social situations, they sense social situations as less stressful. Due to the optimistic thinking and energy of extraverts, they may have less tension and less time pressures, therefore extraversion may influence teachers' job productivity. Other personality trait is Agreeableness. Over a lifetime, high extroversion correlates positively with a high income, conservative political attitudes, early life adjustment to challenges, and social relationships (Yang & Hwang, 2014). Yang and Hwang further revealed that teachers high in extroversion are often assertive, active, and sociable, shunning self-denial in favor of excitement and pleasure. Considering these findings, it follows that high extroversion is a strong predictor of leadership, and contributes to the success of managers and salespeople as well as the success of all job levels in training proficiency (Courtney, 2017). Agreeableness correlates weakly with extroversion and is somewhat negatively related to neuroticism and somewhat positively related to conscientiousness (Lebowitz, 2016). According to the author, agreeableness characteristics may reduce workplace conflict and stress.

Agreeableness generally includes characteristics such as teamwork, friendliness, forgiveness, kindness, sympathy, and trustworthiness (McCrae & Costa, 2013). Individuals who hold agreeableness are more tending to be successful at work and they get better emotional support from co-workers (Lebowitz, 2016). According to Yang & Hwang (2014), individuals with higher agreeableness cope with groups faster and develop interactions effortlessly. Greater support in the workplace may consequently reduce job stress and may increase job performance & productivity. Agreeable teachers tend to value benevolence, tradition, and conformity, while avoiding placing too much importance on power, achievement, or the pursuit of selfish pleasures (Courtney, 2017). According to the author, those high in agreeableness are also more likely to have positive peer and family relationships, model gratitude and forgiveness, attain desired jobs, live long lives, experience relationship satisfaction, and volunteer in their community. Agreeableness affects teaching outcomes because it influences any arena in which interactions with others are important – this includes almost everything in the classroom (Özdemir & Yirmibeş, 2016). In the long-term, high agreeableness is related to strong social support and healthy midlife adjustment, but slightly negatively related to teachers' creativity (Özdemir & Gören, 2017). Openness to Experience has been found to contribute to likelihood of obtaining a leadership position, likely due to the ability to entertain new ideas and think outside the box (Lebowitz, 2016).

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). A critical assessment of the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. Polk (2006) stated that teacher performance is influenced by the teachers' personality characteristics. Personality also could be as

predictors in evaluating teaching effectiveness. According to Adeniyi (2014), there are numerous studies showing that personality is a significant predictor of effective teaching. These personality traits influence the way teachers manage their students in the classroom in achieving education goals. It can be rightly argued that the teacher is the biggest influence on how well students behave in a classroom. This means that it is not the quality of the students, the involvement of the parents, or the administration that make the highest impact, but the teacher's personality.

Despite the above stated importance of teacher's personality traits, the absence of such skills poses a challenge on senior secondary school educational system in Adamawa State and this has resulted in poor performance of students in both internal and external examinations. The productivity of teachers in schools has reportedly declined over the years. This assertion is evident from the visible poor performance of students in both internal and external examinations. Specifically, the performance of students in two key subjects (English Language and Mathematics) in external examinations held in Nigeria. In the year 2017, 2018, and 2019, failure in English Language was 64%, 42.6% and 33.8% respectively in WAEC (Chief examiners report, 2019). This high failure rate was also recorded in the recent National Examinations Council's (NECO) results for both English Language and Mathematics in Adamawa State.

Consequent upon this, the poor performance in English Language and Mathematics in both WAEC & NECO as recorded in State cannot be ultimately divorced from lack of attention to the level of work commitment and personality traits exhibited by the teachers, which are assumed to be interwoven and can aid each other for maximum productivity if well used by teachers for the attainment of positive outcomes in public secondary schools as such could meet the yearnings and aspirations of the larger society. Teachers' personality traits can make or mar students because it is a determinant of the students' success, confidence, and interest to learning. It is on this note that the researcher examined the relationship between big five personality traits and teachers' job productivity in public 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. extraversion and teachers' job productivity in Senior Secondary Schools.
2. agreeableness 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 extraversion in classrooms?
2. To what level do senior secondary school teachers in Adamawa State exhibit agreeableness 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 extraversion and senior secondary school teachers' job productivity in Adamawa State, Nigeria.

H₀₂: There is no significant relationship between agreeableness 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 14 items which sought the opinions of students on the following variables: Teacher's level of managing; extraversion and agreeableness in class rooms. Teachers' Job Productivity Questionnaire (TJPQ) is a 25-item questionnaire which sought opinions of principals on teachers' job productivity. The 39-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 mean 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 Extraversion in classrooms?

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

S/N	Items (Indicate the level of teacher exhibition of the N=770 following characters)	Mean	S. D	Dec.
1	Teachers are sociable during lessons	4.43	0.69	HL
2	Teachers are adventurous in the class	4.39	0.77	HL
3	Teachers use forcefulness in class	3.86	0.79	HL
4	Teachers are energetic they stay long during lesson	4.21	0.82	HL
5	Teachers are always enthusiastic	4.46	0.73	HL
6	Teachers express themselves in class rooms	4.35	0.76	HL
	Average Mean	4.28	0.76	HL

Result of analysis in Table 1 shows the mean and standard deviation of level of Extraversion exhibited by senior secondary school teachers in Adamawa State in classrooms. The result reveals that the teachers in senior secondary schools exhibited high level of Extraversion as indicated by the average mean of 4.28.

Research Question Two

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

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

S/N	Items (Indicate the level of teacher exhibition of the N=770 following characters)	Mean	S. D	Dec.
7	Teachers are forgiving in classes	4.54	0.66	VHL
8	Teachers are modest during and after lessons	4.40	0.85	HL
9	Teachers are very straightforward in dealing with students	3.97	0.93	HL
10	Teachers are sympathetic with the students	4.38	0.76	HL
11	Teachers obey school regulation	4.41	0.69	HL
12	Teachers get on with unnecessary argument in the classroom	4.46	0.76	HL
13	Teachers cooperate with students while the lesson is ongoing	4.22	0.81	HL
14	Teachers cooperate with fellow teachers in the school	4.46	0.73	HL
	Average Mean	4.36	0.77	HL

The analysis in Table 2 shows the mean and standard deviation of the level of agreeableness demonstrated by senior secondary school teachers in Adamawa state. The average mean score of 4.36 indicates that teachers demonstrated a high level of agreeableness according to the findings.

Hypotheses testing: The null hypotheses were tested using linear regression analysis.

There is no relationship between extraversion and senior secondary school teachers' job productivity in Adamawa State.

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

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.779	1	.779	9.399	.003 ^b
	Residual	4.395	53	.083		
	Total	5.174	54			

a. Dependent Variable: Teacher Job Productivity

b. Predictors: (Constant), Extraversion

Results of Analysis in Table 3a summarizes the results of the ANOVA of linear regression tests conducted to determine whether the Teacher Job Productivity is significantly related by the extraversion. The outcome showed that Teacher Job Productivity is significantly related with extraversion, $F(1, 54) = 9.399$, $p < 0.05$. The null hypothesis should be rejected because the p-value (0.000) is less than 0.05. This implies that there is significant relationship between teachers' extraversion 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	.388 ^a	.151	.135	.28796

a. Predictors: (Constant), Extraversion

A model summary that demonstrates how the independent variable accounts for the variance in the dependent variable is the result in Table 9b. According to the result, 15.1% of the variation in Teacher Job Productivity could be attributed to the Extraversion personality traits.

H04: There is no significant relationship between agreeableness and senior secondary school teachers' job productivity in Adamawa State.

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

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.181	1	1.181	15.669	.000 ^b
	Residual	3.994	53	.075		
	Total	5.174	54			

a. Dependent Variable: Teacher Job Productivity

b. Predictors: (Constant), Agreeableness

Results of analysis in Table 4a reveals that there is significant relationship between Agreeableness and Teacher Job Productivity, $F(1, 54) = 15.669$, $p < 0.05$. The null hypothesis is rejected since the p-value (0.000) is less than 0.05. This implies that there is significant relationship between agreeableness and senior secondary school teachers' job productivity in Adamawa State.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.228	.214	.27450

a. Predictors: (Constant), Agreeableness

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 the agreeableness personality traits could be responsible for 22.8% of the variation in teacher job productivity.

Summary of Major Findings

The findings of the study are:

- 1) There is significant relationship between extraversion and teachers' job productivity, $F(1, 54) = 9.399$, $p < 0.05$.
- 2) There is significant relationship between agreeableness and teacher job productivity, $F(1, 54) = 15.669$, $p < 0.05$.

Discussion of the Findings

The findings of this study showed that a significant relationship between extraversion and teachers' job productivity. This finding is in agreement with those of: Rothmann and Coetzer (2003), Moran and Garies (2014), Alanoud and Amir (2016), Ninette, Meiring and Wiernik (2017), Chandrasekara (2019), Noraini, Norashikin and Lily (2015), whose findings revealed that there is a strong positive significant relationship between extraversion and teachers' job productivity in schools. The findings, however, contrasted with Judge and Cable (2006) who find that extraversion is negatively correlated with job productivity. This finding agrees with that of Uwaifo (2016) who revealed that a significant relationship exists between teachers' extraversion, instructional strategy and perceived academic performance of students of secondary education. This finding corroborates with that of Kim, Verena and Robert (2019) whose findings revealed that, overall, teacher big five domain of extraversion was positively associated with teacher effectiveness. This finding is in contrast with that of Shaista, Aktar and Uzma (2019) whose findings showed that the dimension of extroversion has no correlation with teachers' performance. The finding further corroborates with that of Masoume and Kourosh (2018) whose findings indicated that extroversion, pleasantness and self-esteem personality traits predict the variable of job performance. This finding agrees with that of Ganu (2014), whose findings revealed a strong positive relationship between extroversion and job productivity.

The findings of this study also showed that a significant relationship between agreeableness and teachers' job productivity, which agrees with the findings of: Costa and McCrae, (2006) Tett et al. (2009), Salgado (2010), Digman (2011), Mount, Barrick, and Stewart (2015), Najam-us-Sahar (2016), The findings, however, contrasted with the findings of Barrick, Mount and Judge (2001) who reported no correlation between Agreeableness and overall job productivity. This finding corroborates that of Ogochi (2003) whose studied found that there is a positive relationship between teacher personality and learning. This finding is in line with that of Uwaifo (2016) whose findings revealed that a significant relationship exists between agreeableness, instructional strategy and perceived academic performance of students of secondary education. This finding corroborates further with that of Anastasia (2015), whose findings revealed that teacher's motivation is a key factor influencing students' performance. This finding corroborates further with that of Noraini, Norashikin and Lily (2015), whose findings revealed that there is a positive association between agreeableness and job performance. This finding is in line with that of Eyong, David and Umoh (2014), whose findings revealed that there is a significant difference between the achievements of students with high level of agreeableness, and those with low levels of the traits.

Conclusion

This study showed that extraversion and agreeableness 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 possessed by a teacher can significantly determine the teacher's productivity. The study therefore envisaged that if Senior Secondary school teachers could adopt flexibility in using the various traits of big five personality traits in classrooms, their job productivity would be greatly enhanced.

Recommendations

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

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