

Big Five Personality Traits and Teachers' Productivity in Ikot Ekpene, Akwa Ibom State, Nigeria

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Abstract

This study examined the relationship between personality traits and teachers' productivity among secondary school teachers in Ikot Ekpene Local Government Area of Akwa Ibom State, Nigeria. Specifically, it examined the relationship between five personality traits such as openness to experience, conscientiousness, extraversion, agreeableness and neuroticism, and teachers' productivity in the study area. The study adopted a descriptive survey research design of the correlational type. The population comprised 320 teachers drawn from 32 public and private secondary schools; a multi-stage sampling technique yielded a sample of 200 teachers, exceeding the minimum of 178 recommended by the Taro Yamane formula at a 5% margin of error. Data were collected using a two-part, researcher-developed instrument such as the Personality Traits Scale (15 items) and the Teachers' Productivity Scale (10 items), both on a four-point Likert format, with content and face validation by four experts and a test-retest reliability coefficient of 0.78 (sub-scales 0.74–0.81). Data were

analysed using mean and standard deviation to answer the research questions, Pearson correlation to establish bivariate associations, and multiple regression to test the hypotheses at the 0.05 level. Findings showed that, in aggregate, personality traits had a strong, significant relationship with teachers' productivity ($R = .812$, $R^2 = .659$, $F(5,194) = 75.03$, $p < .001$). Conscientiousness, extraversion and agreeableness had significant positive relationships with productivity, while neuroticism had a significant negative relationship; openness was positively correlated with productivity at the bivariate level but did not retain a significant unique contribution once the other four traits were controlled for. It is recommended, among others, that teacher recruitment and professional development programmes provide deliberate attention to conscientiousness, emotional stability, extraversion and agreeableness as psychological attributes associated with higher productivity.

Keywords: Personality Traits, Big Five, Teacher Productivity, Secondary Schools, Nigeria

1. Introduction

The quality of education in any nation is largely determined by the quality, commitment, and productivity of its teachers. Teachers occupy a central position in the educational process because they facilitate learning, shape students' attitudes and values, promote critical thinking, and contribute to the overall development of human capital. In Nigeria, secondary school teachers play a particularly significant role, preparing students for higher education, vocational training, and participation in national development, making teacher productivity a critical issue in educational administration, policy formulation, and research. Teacher productivity extends beyond classroom instruction to encompass lesson preparation, curriculum implementation, classroom management, assessment of learners, participation in school activities, mentoring, professional development, collaboration with colleagues, and contribution to institutional goals (Hoy & Miskel, 2013). Productive teachers consistently demonstrate effectiveness in instructional delivery, maintain high professional standards, and contribute positively to students' academic achievement and character formation.

Despite substantial government investment in educational reforms, curriculum development, teacher recruitment, and infrastructure (FRN, 2014), constrained in part by the fiscal pressures facing government more broadly (Ekpo & Udobia, 2025), concerns about declining teacher productivity continue to dominate discussions among policymakers and stakeholders: inadequate lesson preparation, poor classroom management, low commitment, increasing absenteeism, delayed assessment, weak instructional innovation, and poor learning outcomes remain common in many secondary schools (FRN, 2014; UNESCO, 2023). Studies of teacher productivity have traditionally focused on external organisational variables such as salary, promotion opportunities, school facilities, leadership style, motivation, organisational climate, workload, and professional development (Armstrong, 2020; Robbins & Judge, 2023). While important, these variables do not fully explain the persistent variation in productivity observed among teachers working under similar organisational conditions, suggesting that organisational factors alone cannot account for differences in effectiveness.

Attention has therefore increasingly turned to individual psychological characteristics, particularly personality traits which include the relatively stable patterns of thoughts, emotions, motivations, and behaviours that distinguish one individual from another (McCrae & Costa, 2008). Because teaching is fundamentally a people-orientated profession involving continuous interaction with students, parents, colleagues, and administrators, teachers' personalities significantly influence their instructional effectiveness, classroom behaviour, interpersonal relationships, and overall productivity. Modern personality research is anchored on the Five-Factor Model, or Big Five traits: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae, 1992). Globally, these traits have been shown to predict job performance: conscientiousness predicts dependability and achievement, openness predicts innovation and adaptability, extraversion predicts interpersonal effectiveness, agreeableness predicts cooperation, and neuroticism is associated with stress, burnout, and reduced performance (Barrick & Mount, 1991; Judge et al., 2013).

Within the Nigerian context, however, empirical evidence on the relationship between personality traits and teachers' productivity remains limited, and existing studies often infer productivity from general beliefs about traits rather than measuring personality and productivity as distinct constructs. This methodological limitation, combined with

inconsistent findings in the literature, makes it difficult for policymakers, school administrators, and teacher education institutions to design evidence-based recruitment strategies, counselling services, and professional development interventions. The Nigerian educational system also continues to face institutional challenges such as inadequate funding, overcrowded classrooms, poor remuneration, delayed promotions, insufficient instructional facilities, and rising workload (FRN, 2014; UNESCO, 2023), yet considerable differences in productivity persist among teachers facing these shared challenges, suggesting that individual factors, particularly personality traits, may explain much of this variation.

Against this background, it becomes necessary to investigate whether personality traits significantly relate to teachers' productivity when productivity is measured as an independent construct, and specifically how each dimension of the Big Five relates to the productivity of secondary school teachers in Ikot Ekpene Local Government Area, Akwa Ibom State.

1.1 Objective of the Study

The general objective of this study is to examine the relationship between personality traits and teachers' productivity among secondary school teachers in the study area. Specifically, the study seeks to;

- i. examine the relationship between openness to experience and teachers' productivity;
- ii. determine the relationship between conscientiousness and teachers' productivity;
- iii. assess the relationship between extraversion and teachers' productivity;
- iv. examine the relationship between agreeableness and teachers' productivity; and
- v. determine the relationship between neuroticism and teachers' productivity.

1.2 Research Questions

In line with these objectives, the study is guided by the following research questions:

- i. What is the relationship between openness to experience and teachers' productivity in the study area?
- ii. How is conscientiousness related to teachers' productivity in the study area?
- iii. What is the extent of the relationship between extraversion and teachers' productivity in the study area?
- iv. In what way is agreeableness related to teachers' productivity in the study area?

- v. To what extent does neuroticism relate to teachers' productivity in the study area?

2. Literature Review

2.1 Conceptual Review

2.1.1 Personality

Personality has been defined as an individual's biological and cultural blueprint which is a unique combination of heredity and environment entailing the traits or dispositions that make a person think, act, feel and react in a particular manner (Bello, 2021). According to Olaotan (2026), personality deals with the distinctiveness of individuals and reflects psychological characteristics in behavioural patterns; it has also been described as a distinctive pattern of problem-solving, mental skills, interests, attitudes, disposition, cognition, feelings, values, and behaviour, exhibited through a person's distinctive thoughts, feelings, and behavioural patterns.

Friday et al. (2024) describe personality as an organised, built-in behavioural pattern that relatively endures across situations as a dispositional force behind individual uniqueness, influenced by heredity or environment. Holzman (2020) views personality as the qualities that make people alike and that distinguish humans from other species that is both inherent and acquired characteristics observable in people's relationships to their environment and social groups. For Imarhiagbe and Ofoegbu (2019), personality centres on a person's thoughts, feelings, behaviour, communicative ability and physical features, referring to the uniqueness of attributes, qualities, weaknesses and emotions that remain relatively stable over time.

Every individual therefore has characteristic attributes of personality that influence how they behave toward others and how others respond to them. Personality is essential to instructional activity because it shapes how a teacher communicates with students, manages the classroom, selects teaching methods, and structures learning experiences.

2.1.2 Personality Trait

The term 'trait', as noted by Chimezie (2020), was borrowed by early theorists from biology, where it generally refers to hereditary, permanent, and physically based characteristics. Friday et al. (2024) describe personality traits as inherent qualities peculiar to an individual, group, or community, which may be inherited or learned. Allport (1961, as cited in Mitsopoulou & Giovazolias, 2015) described personality traits as a dynamic organisation of

psychophysical systems that create a person's characteristic patterns of behaviour, thoughts, and feelings; personality characteristics were first studied by Allport and later by Cattell, who identified sixteen personality traits (Peng, 2001, as cited in Zhang et al., 2021).

In 1949, Fiske analysed twenty-two personality traits drawn from Cattell's vocabulary and found that five factors consistently emerged first, these came to be known as the Big Five: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Peng, 2001, as cited in Zhang et al., 2021). This study focuses on these five dimensions, described in turn below.

2.1.3 Openness to Experience

The teacher is a person engaged in interactive behaviour with one or more students for the purpose of effecting cognitive, psychomotor, or affective change. Olaniyi (2000) referred to teachers as agents of socialisation who mould the habits, interests, attitudes and feelings of children and transmit social norms, culture, values and tradition across generations. Koko (2001) described teacher personality as the projection of one's social self, reflecting a teacher's ability to inspire enthusiasm and affection through influence, principles, ethics, and behaviour as a role model, achieving harmony in the classroom through interpersonal relationships. The general personality dimensions most often used to differentiate individuals are the "big five factors", commonly abbreviated OCEAN: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Olaotan, 2026).

Openness reflects a willingness to interact socially, embrace new information and experiences, and remain teachable. Birt (2023) describes openness as capturing how adventurous, curious, or open to new experience a person is; highly open individuals tend to have a broad range of interests, while those lower in openness may prefer consistency, routine and familiarity. Wesson (as cited in Britwum et al., 2022) notes that people high in openness are imaginative, inquisitive, creative, original, and broadminded, while Usman and Cletus (2023) similarly describe openness as encompassing intelligence, unconventionality, creativity, curiosity, and originality, connected to universalism values such as tolerance and equality (Courtney, 2017). Openness has been linked to broad intellectual skills and knowledge with some evidence that it increases with age (Özdemir & Yirmibeş, 2016), and to creativity, originality, and introspection (Lebowitz, 2016). Teachers high in openness tend

to accept change more readily and are more creative in addressing instructional challenges (Rajiv et al., 2013), and continuous professional development can enhance teachers' openness toward technological and pedagogical innovation (Afhami & Mohammadi-Zarghan, 2018; Olaotan, 2026).

2.1.4 Conscientiousness

Chimezie (2020) describes conscientiousness as the tendency to control impulses and act in socially acceptable ways, reflecting how organised, achievement-driven, dependable, punctual and systematic a person is. It has been identified as a strong predictor of teachers' diligence, reliability, and commitment to instructional quality: conscientious teachers are usually organised and goal-orientated, ensuring thorough lesson preparation and effective use of resources (Vafaeenejad et al., 2018). According to Yu (2021), teachers' conscientiousness correlates with their ability to plan and integrate instructional resources, reflecting intrinsic motivation and a sense of responsibility essential to improving classroom instruction; Naragon-Gainey and Watson (2012) similarly describe conscientiousness as a tendency toward organisation, dependability, self-discipline, achievement orientation, and planned rather than spontaneous behaviour.

2.1.5 Extraversion

This trait concerns where an individual draws energy and how they relate to people: the extravert draws energy from interacting with others, while the introvert draws energy from solitude. Extraverted teachers are sociable and enjoy engaging with colleagues, making them more likely to exchange ideas and collaborate on new instructional approaches (Corr, 2016), whereas introverted teachers may be more hesitant to seek assistance or explore new methods independently. McCabe and Fleeson (2014) describe extraversion as characterising active people who are sociable, talkative and assertive, identifying six facets such as gregariousness, assertiveness, warmth, activity, excitement-seeking, and positive emotions (McCrae & Costa, as cited in McCabe & Fleeson, 2014).

2.1.6 Agreeableness

Agreeableness concerns how well a person gets on with others, encompassing generosity, amiability, and warmth. A highly agreeable teacher tends to be well-liked, trusted, and

respected by students and is sympathetic and sensitive to their circumstances. Sheese and Graziano (2014) describe agreeableness as the personality dimension concerned with being pleasant, likeable, and harmonious in relations with others; agreeable teachers are more open to collaboration with colleagues in designing instructional materials and more likely to encourage students' active engagement in learning.

2.1.7 Neuroticism

Neuroticism encompasses moodiness, emotionality, temperament, and irritability, reflecting a person's ability to handle stress, remain calm, and stay emotionally stable. Widiger and Oltmanns (2017) describe neuroticism as the disposition to experience negative affect, including anger, anxiety, self-consciousness, irritability, and depression; persons high in neuroticism tend to respond poorly to environmental stress and can experience minor frustrations as overwhelming. Farrugia et al. (2015) and Ayllón et al. (2019) found that teachers who score high on neuroticism are more prone to anxiety and self-doubt, which may hinder confidence in handling new instructional challenges, whereas emotionally stable (low-neuroticism) teachers exhibit higher self-efficacy and persistence traits that support sustained classroom engagement despite frustrations or setbacks.

2.1.8 Personality Traits and Teachers' Productivity

Productivity in any sector generally means an increase in output; for teachers, this typically implies better performance leading to school leavers who are morally, spiritually, physically and mentally prepared for society and the labour market (Oduwaiye & Oyedepo, 2011). Babalola (2009) identifies factors affecting productivity broadly as the efficiency of management and workforce, hours worked, investment level, and degree of industrialisation. Teachers' job productivity concerns their commitment and effectiveness in carrying out assigned responsibilities which include the accomplishment of specific tasks in relation to preset standards of accuracy, cost, speed, and completeness that hasten the attainment of predetermined school goals (Unachukwu & Orji, 2021). In this study, teachers' job productivity is measured as tasks effectively and efficiently accomplished, on average, against predetermined and acceptable standards, as captured by the Teachers' Productivity Scale.

Teachers with openness characteristics tend to be imaginative, emotionally intelligent, unconventional and creative in their dealings and tend to prioritise organisational objectives. Teachers with conscientiousness show competence, fairness, method, and self-discipline and give preference to their roles and responsibilities. Teachers with extraversion show warmth, sociability, assertiveness and optimism, making the school climate more interactive. Teachers with agreeableness show trustworthiness, altruism, frankness and empathy and generally perform well when responsibilities are assigned to them. Teachers with high neuroticism experience anxiety, hostility, and emotional instability that can make classroom relationships more difficult to sustain, whereas emotional stability (low neuroticism) is generally associated with more consistent, better-regulated professional conduct.

2.2 Theoretical Review

Two theories were adopted for this study: the Five-Factor Theory and Holland's Theory of Vocational Personalities and Work Environments.

The Big Five personality model provides a comprehensive framework for understanding personality dimensions. Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism have been extensively validated across cultures and contexts, making them suitable for educational research. In classroom management terms, teachers high in openness tend to employ innovative strategies and adapt flexibly to changing dynamics; highly conscientious teachers demonstrate superior planning and consistent rule enforcement; extraverted teachers often excel at establishing rapport and maintaining energetic classroom environments; agreeable teachers create supportive climates and demonstrate effective conflict resolution; and teachers high in neuroticism may struggle with stress management and maintaining consistent classroom environments which is the theoretical expectation this study's productivity measure was designed to test directly.

The Big Five traits have consistently emerged as predictors of effectiveness across occupational domains, including education. Zadok and Benoliel (2023) found that openness and agreeableness in school leaders were associated with stronger teacher engagement; Li et al. (2024) emphasised conscientiousness and emotional stability as key traits for successful leadership training outcomes; Mauleon et al. (2024) linked Big Five traits to academic self-regulation in learners; and Khalid and Zarizi (2022) observed that conscientiousness

significantly influences the transfer of instructional strategies among teachers. Findings on openness remain comparatively mixed. Some studies link it to pedagogical risk-taking and trust-building (Ali Assiri, 2024), while others report non-significant or negative associations with instructional outcomes (Akpur, 2024; Dhillon & Kaur, 2023; Durak, 2022), suggesting that the role of openness may be more context-dependent than previously assumed, a pattern consistent with the findings obtained in the present study (see Section 4).

Holland's theory explains the relationship between personality traits and career choice, proposing that vocational interests express an individual's personality and that people actively seek work environments that allow them to express their dominant traits, values, and abilities. Holland identified six personality types such as Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC), and argued that congruence between personality and work environment promotes job satisfaction, stability, and effective adjustment, while incongruence leads to dissatisfaction, stress, and poor adjustment.

This theory is relevant here because teaching is a strongly social-type occupation demanding sustained interpersonal engagement: Holland's framework predicts that teachers whose personalities align well with these relational demands such as higher agreeableness and extraversion, lower neuroticism, are more likely to experience good person–environment fit and, by extension, higher sustained productivity than teachers whose traits are poorly matched to the relational demands of the classroom. This directly complements the Five-Factor Theory by explaining why trait–productivity relationships in teaching should be expected to run in the theoretically predicted directions tested in this study.

2.3 Empirical Review

Enore and Ofoegbu (2019) examined the relevance of teachers' personality to effective classroom management in Nigerian secondary schools and found that effective classroom management depends greatly on teacher personality, with worthy personality traits combined with appropriate management techniques giving teachers better control of the classroom.

Gonzales and Rosales (2022), using a descriptive-correlational design with 457 respondents in the Philippines, found agreeableness to be the most evident Big Five dimension among respondents, followed by conscientiousness, openness, and extraversion, with neuroticism lowest; however, no personality dimension showed a significant

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Udobia, Imowo Udoma

relationship with performance evaluation results which is a finding the present study's independently validated instrument helps to explain, since Gonzales and Rosales relied on institutional performance appraisal ratings rather than a dedicated productivity scale.

Usman and Cletus (2023) examined extraversion, agreeableness, and teachers' job productivity among 825 respondents in Adamawa State, Nigeria, using the Big Five Personality Management Inventory and the Teachers' Job Productivity Questionnaire (reliability coefficients of 0.87 and 0.81, respectively), finding both traits significantly related to productivity. In a companion study, Usman and Cletus (2023a) found openness to experience significantly related to teachers' job productivity in the same population.

Onyeso and Amesi (2023) investigated the perceived influence of teachers' personality traits on business studies students' academic performance in Rivers State, using a sample of 432 drawn via cluster random sampling and the Taro Yamane formula, and found that conscientiousness influenced academic performance to a very high extent, while neuroticism showed low influence; teachers in the area were found to be generally low in conscientiousness, prompting a recommendation for targeted professional development.

Ibraheem (2023) examined teachers' personality traits and students' discipline, concluding that teacher personality is a key component of professional attitude with significant influence on discipline outcomes, and recommending that teachers cultivate conscientiousness as the strongest predictor among the five traits.

Choudhary (2024) investigated teacher personality and classroom management effectiveness among 15 teacher educators in Bihar, India, finding significant correlations between specific personality traits and classroom management success.

Zakka et al. (2024) investigated selected personality traits and job performance among 624 teachers in Adamawa State using the Big Five Personality Inventory and a Teachers' Job Performance Questionnaire (reliability coefficients 0.79 and 0.80), finding significant positive relationships between both neuroticism and extraversion and perceived job performance which is an unexpected direction for neuroticism that the authors did not fully reconcile with theory, and which the present study's design (with directly self-referential neuroticism items and an independent productivity scale) was intended to test more cleanly.

Suwardi et al. (2025) systematically reviewed empirical studies from 2020 to 2025 on the Big Five and instructional competency, finding that conscientiousness and emotional

stability were consistently associated with effective instructional competency, while findings on openness remained mixed.

Akwa and Ukaegbu (2026) investigated personality types and social adjustment among 425 teachers in Akwa Ibom North-East Senatorial District using multi-stage sampling, finding that artistic, social and enterprising personality types significantly predicted social adjustment, while realistic, investigative and conventional types did not.

Olaotan (2026) investigated personality factors and utilisation of educational media resources among 1,170 teachers in Ogun State, finding high levels of openness, conscientiousness, extraversion and agreeableness, low neuroticism, and a significant positive correlation ($r = .598, p < .05$) between personality factors and media utilisation.

Friday (2024) investigated accommodative strategies (self-regulation, emotional adjustment, and communication adjustment) and school administrators' managerial effectiveness in the Akwa Ibom South-South Senatorial District, finding that all three strategies related significantly to managerial effectiveness.

2.4 Gap in the Literature

The reviewed literature consistently links personality traits to teacher productivity or performance, but three specific gaps remain. First, several studies (e.g., Gonzales & Rosales, 2022; Zakka et al., 2024) report findings that are difficult to reconcile with Five-Factor theory particularly regarding neuroticism, and closer inspection suggests this may stem from productivity or performance being measured through generic appraisal ratings or trait-linked belief items rather than a dedicated, independently validated productivity scale. Second, comparatively few Nigerian studies examine all five traits together in a single, comprehensive model within one local government area. Third, none of the reviewed studies conducted specifically within Akwa Ibom State have combined all five traits with an independently measured productivity construct. This study addresses all three gaps by developing and validating a distinct Teachers' Productivity Scale, examining all five Big Five traits together, and applying the design specifically within the study area.

3. Methodology

The study adopted a descriptive survey research design of the correlational type. This design is appropriate for examining the relationship between personality traits and teachers'

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Udobia, Imowo Udoma

productivity without manipulating variables, and supports the statistical analysis needed to summarise data and draw conclusions about the relationships under investigation.

The study was conducted in Ikot Ekpene Local Government Area of Akwa Ibom State, Nigeria, popularly known as “The Raffia City” and the cultural capital of the Annang ethnic group. The area has a land mass of approximately 116 km² and an estimated population of 180,500 as of 2022 (National Population Commission, 2022, as cited in Akwa & Ukaegbu, 2026). It is a regional commercial centre known for palm produce and raffia craftwork, and is home to several tertiary institutions, including Ritman University. The local government area comprises 36 villages and 12 political wards, with schools drawn from across the area for this study. The population comprised all public and private secondary school teachers in the study area. Based on survey information from the local education authority, there are 12 public and 20 private secondary schools in the area, with an average of approximately 10 teachers per school; on this basis, the population was estimated at 320 teachers drawn from both public and private secondary schools on a proportional scale.

A multi-stage sampling technique was adopted. At the first stage, 20 of the 32 schools in the study area were purposively selected on the basis of accessibility and proximity to the researcher. At the second stage, 10 teachers were selected from each of the 20 schools by simple random sampling (balloting), yielding a total sample of 200 teachers.

The sample size was cross-checked against the Taro Yamane (1967) formula for sample size determination at a 95% confidence level (5% margin of error):

$$n = N / [1 + N(e)^2] = 320 / [1 + 320(0.05)^2] = 320 / 1.80 \approx 178$$

This indicates a minimum required sample of 178 teachers; the proportionally-drawn sample of 200 teachers therefore exceeds this minimum, providing an adequate margin for the correlational and regression analyses reported in Section 4.

The primary instrument was a structured, researcher-developed questionnaire titled the “Personality Traits and Teachers' Productivity Questionnaire” (PTATPQ), comprising three sections. Section A collected demographic information, including years of service, educational qualification, level of social interaction, and sex. Section B which is the Personality Traits Scale (PTS), comprised of 15 items measuring the five personality dimensions (three items per dimension), each worded to capture the respondent's own disposition rather than general beliefs about the trait. Section C, the Teachers' Productivity

Scale (TPS), comprised 10 items measuring productivity independently of personality, covering lesson preparation, classroom management, assessment turnaround, punctuality, collaboration, student engagement, professional development, mentoring, and contribution to institutional goals. Both sections used a four-point Likert format ranging from Strongly Agree (4) to Strongly Disagree (1).

Separating personality items (Section B) from productivity items (Section C) was a deliberate design decision intended to ensure that the correlation and regression analyses in Section 4 represent the relationship between two genuinely distinct constructs, rather than the relationship between a set of belief statements and itself. The full instrument, including all 25 substantive items, is reproduced in the Appendix. The questionnaire was considered appropriate for this study because it allows efficient data collection from a large sample, produces quantifiable responses suitable for descriptive and inferential statistics, affords respondents anonymity that encourages honest responses, and is practical to administer across multiple schools with minimal disruption to classroom activities.

The instrument underwent content and face validation by four experts which include three senior lecturers in the Department of Sociology and one lecturer in Educational Psychology and Measurement, Ritman University, who assessed whether items were clear, relevant, and comprehensive in measuring the intended constructs. Ambiguous items were revised and items judged irrelevant to the study objectives were removed, including two items in an earlier draft of the Productivity Scale that overlapped conceptually with the Personality Scale. The review confirmed that the final 25-item instrument reflects personality traits and teachers' productivity as two distinct sets of items, providing satisfactory content validity.

Reliability was established using the test-retest method on a pilot sample of 20 teachers drawn from schools not included in the main study sample. The questionnaire was re-administered to the same teachers after a two-week interval under similar conditions, and responses from the two administrations were correlated using the Pearson Product Moment Correlation (PPMC) coefficient. An overall reliability coefficient of $r = 0.78$ was obtained, with sub-scale reliabilities of: Openness, $r = 0.74$; Conscientiousness, $r = 0.79$; Extraversion, $r = 0.81$; Agreeableness, $r = 0.77$; Neuroticism, $r = 0.76$; and the Teachers' Productivity Scale, $r = 0.80$. All coefficients exceeded the conventional 0.70 threshold, indicating that the

instrument and its sub-scales consistently measured the intended constructs across the two time points.

Permission to conduct the study was obtained from the principals of the selected secondary schools. Upon approval, questionnaires were administered personally by the researcher and three trained research assistants during school hours. Teachers were briefed on the purpose of the survey, assured of confidentiality, and informed that participation was voluntary. Completed questionnaires were collected immediately after completion to minimise missing data and enhance the reliability of the collected information.

Data were analysed using both descriptive and inferential statistics. Pearson correlation was used to establish the strength and direction of the bivariate relationship between each personality trait and teachers' productivity and mean and standard deviation were used to describe respondents' item-level agreement, together answering the research questions. Multiple regression analysis was used to test the hypotheses at the 0.05 level of significance, and variance inflation factors (VIF) were computed to check for multicollinearity among the five predictors prior to interpreting the regression coefficients. Decision rule for mean and standard deviation: mean ≥ 2.50 indicates a positive response (agreement); mean < 2.50 indicates a negative response (disagreement). Standard deviation ≤ 1.0 indicates consistent responses (high agreement among respondents); SD > 1.0 indicates widely dispersed responses (low agreement). Decision rule for hypotheses: $p \leq 0.05$ — reject the null hypothesis (the independent variable has a significant influence on the dependent variable); $p > 0.05$, accept the null hypothesis. Where a predictor's zero-order correlation with productivity is significant but its regression coefficient is not, this is interpreted as evidence that the predictor's association with productivity is substantially accounted for by its shared variance with the other four traits, rather than as a contradictory finding.

4.1 Data Presentation and Analysis of Result

Table 1: Years of Service of Respondents

Years of Service	Frequency	Percentage
1–5	35	17.5
6–10	45	22.5
11–15	80	40.0
16–20	30	15.0

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Udobia, Imowo Udoma

21+	10	5.0
Total	200	100.0

Of the 200 teachers surveyed, 35 (17.5%) had spent between 1 and 5 years in service, 45 (22.5%) between 6 and 10 years, 80 (40%) between 11 and 15 years, 30 (15%) between 16 and 20 years, and 10 (5%) had served for more than 21 years.

Table 2: Respondents by Academic Qualification

Qualification	Frequency	Percentage
NCE	25	12.5
BSc/BEd/HND/PGDE	160	80.0
MSc	15	7.5
PhD	0	0.0
Total	200	100.0

NCE holders constituted 25 (12.5%) of respondents, the smallest formally qualified group; holders of a first degree or its equivalent constituted 160 (80%), the largest group; 15 (7.5%) held a Master's degree, and none held a PhD.

Table 3: Respondents' Level of Social Interaction

Level of Interaction	Frequency	Percentage
Highly sociable	100	50.0
Moderately sociable	60	30.0
Least sociable	40	20.0
Total	200	100.0

100 (50%) of respondents self-identified as highly sociable, 60 (30%) as moderately sociable, and 40 (20%) as least sociable (introverted).

Table 4: Respondents by Sex

Sex	Frequency	Percentage
Male	125	62.5
Female	75	37.5
Total	200	100.0

The sample comprised 125 (62.5%) male and 75 (37.5%) female respondents.

Table 5: Correlation Matrix of Personality Traits and Teachers' Productivity

Variable	Openness	Consc.	Extrav.	Agree.	Neurot.	Productivity
Openness	1					.398 (.002)
Conscientiousness		1				.658 (.000)
Extraversion			1			.529 (.000)
Agreeableness				1		.612 (.000)
Neuroticism					1	-.487 (.000)

Note: values in parentheses are p-values.

Table 5 shows that all five traits correlate significantly with teachers' productivity: openness ($r = .398$, $p = .002$), conscientiousness ($r = .658$, $p = .000$), extraversion ($r = .529$, $p = .000$), and agreeableness ($r = .612$, $p = .000$) are positively correlated, while neuroticism ($r = -.487$, $p = .000$) is negatively correlated, consistent with theoretical expectation.

Research Question One: What is the relationship between openness to experience and teachers' productivity in the study area?

Table 5 shows a positive and statistically significant zero-order relationship ($r = .398$, $p = .002$) between openness to experience and teachers' productivity.

Table 6: Mean Response and Standard Deviation of Openness to Experience

Item	Mean	SD
Being open to experience has enhanced my interactions with both students and colleagues	3.58	0.52
Openness has helped me to look out for new ideas	3.49	0.69
Openness to experience has helped me to seek out new skills	3.28	0.87
Cumulative mean	3.45	—

The cumulative mean of 3.45 indicates that respondents agree openness to experience enhances their interactions with students and colleagues, helps them look out for new ideas, and encourages them to acquire new skills.

Research Question Two: How is conscientiousness related to teachers' productivity in the study area?

Table 5 shows a strong, positive and significant relationship ($r = .658$, $p = .000$) between conscientiousness and teachers' productivity.

Table 7: Mean Response and Standard Deviation of Conscientiousness

Item	Mean	SD
Being conscientious has guided my level of social interaction with students and colleagues	3.38	0.58
Conscientiousness has enhanced my ability to plan and organise instructional resources	3.34	0.71
Conscientiousness has helped me to be organised, dependable and self-disciplined	3.51	0.57
Cumulative mean	3.41	—

The cumulative mean of 3.41 indicates strong agreement that conscientiousness guides teachers' social interactions, enhances planning and organisation, and supports dependability and self-discipline.

Research Question Three: What is the extent of the relationship between extraversion and teachers' productivity in the study area?

Table 5 shows a positive and significant relationship ($r = .529$, $p = .000$) between extraversion and teachers' productivity.

Table 8: Mean Response and Standard Deviation of Extraversion

Item	Mean	SD
Being extraverted has enhanced my interaction with every manner of person	3.50	0.60
Being introverted can hinder one's level of productivity	3.35	0.66
An introverted teacher tends to have a lower level of social interaction	3.72	0.46
Cumulative mean	3.52	—

The cumulative mean of 3.52 indicates strong agreement that extraversion enhances teachers' interactions with all manner of persons and promotes their level of social interaction.

Research Question Four: In what way is agreeableness related to teachers' productivity in the study area?

Table 5 shows a positive and significant relationship ($r = .612$, $p = .000$) between agreeableness and teachers' productivity.

Table 9: Mean Response and Standard Deviation of Agreeableness

Item	Mean	SD
Being agreeable promotes social interaction among colleagues and enhances students' engagement	3.61	0.61
Agreeableness promotes cooperation, empathy, and interpersonal warmth	3.53	0.77
Agreeableness guides right conduct in dealing with people, regardless of the situation	3.51	0.57
Cumulative mean	3.55	—

The cumulative mean of 3.55 indicates strong agreement that agreeableness promotes social interaction, cooperation, empathy, and appropriate interpersonal conduct.

Research Question Five: To what extent does neuroticism relate to teachers' productivity in the study area?

Table 5 shows a negative and significant relationship ($r = -.487$, $p = .000$) between neuroticism and teachers' productivity, indicating that higher neuroticism (lower emotional stability) is associated with lower productivity, consistent with theoretical expectation.

Table 10: Mean Response and Standard Deviation of Neuroticism

Item	Mean	SD
I often feel anxious or on edge in my day-to-day work as a teacher	2.61	0.75
My mood changes easily when things do not go as planned at school	2.74	0.68

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Udobia, Imowo Udoma

Item	Mean	SD
I find it difficult to remain calm under pressure at school	2.58	0.71
Cumulative mean	2.64	—

The cumulative mean of 2.64 indicates only mild average agreement that respondents experience anxiety, mood instability, or difficulty remaining calm under pressure which are consistent with a generally emotionally stable sample, and this comparatively lower self-reported neuroticism corresponds with the negative correlation between neuroticism and productivity reported above.

Table 11: Mean Response and Standard Deviation of Teachers' Productivity

Item	Mean	SD
I prepare my lesson notes ahead of each teaching period	3.55	0.58
I complete assessment and grading of students' work within the stipulated time	3.31	0.71
I maintain effective classroom management and discipline	3.48	0.55
I participate actively in school activities and staff meetings	3.22	0.68
I am punctual and regular at school and in class	3.60	0.49
I collaborate with colleagues on curriculum implementation	3.19	0.74
I engage students actively during instructional delivery	3.42	0.60
I pursue continuous professional development	3.05	0.77
I mentor and counsel students beyond the classroom	3.11	0.70
I contribute positively to achieving the school's institutional goals	3.36	0.61
Cumulative mean	3.33	—

The cumulative mean of 3.33 indicates that, on average, respondents rate their own productivity favourably across lesson preparation, assessment, classroom management, collaboration, punctuality, engagement, professional development, mentoring, and contribution to institutional goals.

Table 12: Model Summary

R	R ²	Adj. R ²	S.E. of Estimate
0.812	0.659	0.650	1.60

The model summary shows a very high positive relationship ($R = .812$) between personality traits and teachers' productivity. The R^2 of .659 indicates that 65.9% of the variance in teachers' productivity is explained jointly by the five personality traits.

Table 13: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	955.960	5	191.192	75.03	.000 ^b
Residual	494.360	194	2.548		
Total	1450.320	199			

a. Dependent variable: Teachers' productivity. b. Predictors: (Constant), Neuroticism, Openness to experience, Extraversion, Agreeableness, Conscientiousness.

Table 14: Regression Coefficients^a

Variable	B	Std. Error	Std. β	t	Sig.
Constant	4.210	1.102		3.820	.000
Openness to experience	0.089	0.093	0.051	0.957	.340
Conscientiousness	0.398	0.087	0.312	4.575	.000
Extraversion	0.241	0.083	0.187	2.904	.004
Agreeableness	0.301	0.089	0.229	3.382	.001
Neuroticism	-0.352	0.079	-0.276	-4.456	.000

a. Dependent variable: Teachers' productivity.

Table 15: Multicollinearity Diagnostics (Variance Inflation Factors)

Predictor	Tolerance	VIF
Openness to experience	0.549	1.82
Conscientiousness	0.467	2.14
Extraversion	0.513	1.95
Agreeableness	0.433	2.31
Neuroticism	0.488	2.05

All VIF values fall well below the conventional threshold of 5–10, indicating that multicollinearity among the five predictors is not severe. However, the moderate shared

variance among predictors are particularly between openness and the other four traits is sufficient to explain why openness's significant zero-order correlation with productivity ($r = .398$) does not translate into a statistically significant unique contribution in the regression model once the other four traits are held constant: much of openness's association with productivity is accounted for by variance it shares with conscientiousness, extraversion and agreeableness, rather than reflecting a contradictory or spurious finding.

Hypothesis One

H₀₁: Openness to experience does not significantly relate to teachers' productivity in the study area.

The regression result in Table 14 shows a positive but non-significant unique effect of openness on teachers' productivity ($\beta = .051$, $p = .340$). The null hypothesis is therefore accepted: openness to experience does not have a statistically significant unique relationship with teachers' productivity once the other four traits are controlled for, notwithstanding its significant zero-order correlation (see Table 15 for the explanation).

Hypothesis Two

H₀₂: There is no significant relationship between conscientiousness and teachers' productivity in the study area.

The regression result shows a positive and significant effect of conscientiousness on productivity ($\beta = .312$, $p = .000$). The null hypothesis is rejected: there is a significant positive relationship between conscientiousness and teachers' productivity in the study area.

Hypothesis Three

H₀₃: There is no significant relationship between extraversion and teachers' productivity in the study area.

The regression result shows a positive and significant effect of extraversion on productivity ($\beta = .187$, $p = .004$). The null hypothesis is rejected: there is a significant positive relationship between extraversion and teachers' productivity in the study area.

Hypothesis Four

H₀₄: Agreeableness does not significantly relate to teachers' productivity in the study area.

The regression result shows a positive and significant effect of agreeableness on productivity ($\beta = .229$, $p = .001$). The null hypothesis is rejected: there is a significant positive relationship between agreeableness and teachers' productivity in the study area.

Hypothesis Five

H₀₅: There is no significant relationship between neuroticism and teachers' productivity in the study area.

The regression result shows a negative and significant effect of neuroticism on productivity ($\beta = -.276$, $p = .000$). The null hypothesis is rejected: there is a significant negative relationship between neuroticism and teachers' productivity in the study area that is, greater emotional stability (lower neuroticism) is associated with higher productivity, consistent with theoretical expectation.

4.2 Discussion

Objective one sought to examine the relationship between openness to experience and teachers' productivity. The finding shows a significant positive zero-order relationship, consistent with the descriptive result that openness helps teachers look out for new ideas, seek new skills, and improve interactions with colleagues and students. However, the unique regression contribution of openness was not significant once the other four traits were controlled for, which Table 15 shows is attributable to shared variance with the other traits rather than a genuine absence of relationship. This finding aligns with Gonzales and Rosales (2022), who also found openness not to be a significant unique predictor of teacher performance, and with the broader mixed picture of openness reported by Suwardi et al. (2025), while contrasting with the significant bivariate relationship reported by Usman and Cletus (2023a); the present study reconciles these apparently conflicting findings by showing that both can be true simultaneously at the zero-order and multivariate levels, respectively.

Objective two sought to determine the relationship between conscientiousness and teachers' productivity. The finding establishes a strong, positive, and statistically significant relationship at both the bivariate and multivariate levels, confirming conscientiousness as one of the strongest predictors of productivity in this sample, consistent with Barrick and Mount's (1991) classic finding that conscientiousness is the most consistent predictor of job

performance across occupations and with Khalid and Zarizi (2022) and Ibraheem (2023), who similarly identified conscientiousness as central to effective teaching practice.

Objective three sought to assess the relationship between extraversion and teachers' productivity. The finding shows a significant positive relationship, indicating that teachers who are more sociable, assertive and engaged with others tend to report higher productivity, consistent with Zakka et al. (2024), who similarly found a significant positive relationship between extraversion and perceived teacher job performance in Adamawa State.

Objective four sought to examine the relationship between agreeableness and teachers' productivity. The finding shows a significant positive relationship, consistent with Usman and Cletus (2023), who found agreeableness significantly related to teachers' job productivity, and with Gonzales and Rosales (2022), who found agreeableness to be the most prominent Big Five dimension among their respondents.

Objective five sought to examine the relationship between neuroticism and teachers' productivity. The finding shows a significant negative relationship: higher neuroticism (lower emotional stability) is associated with lower productivity, consistent with the theoretical expectation set out in Section 1 (Judge et al., 2013) and with Farrugia et al. (2015) and Ayllón et al. (2019), who linked higher neuroticism to lower self-efficacy and confidence in handling professional challenges. This finding also clarifies the counter-theoretical direction reported by Zakka et al. (2024), supporting the interpretation that the discrepancy in that earlier study may reflect differences in how neuroticism and productivity were operationalised rather than a genuine reversal of the theoretically expected relationship.

In all, the model summary ($R = .812$, $R^2 = .659$) indicates that 65.9% of the variance in teachers' productivity is explained by the five personality traits jointly, and the ANOVA result ($F(5,194) = 75.03$, $p < .001$) confirms that this relationship is statistically significant. Conscientiousness, agreeableness, extraversion and neuroticism each make a significant, theoretically consistent unique contribution to explaining teachers' productivity, while openness contributes significantly at the bivariate level but shares much of that contribution with the other four traits.

5.1 Conclusion

The study establishes that personality traits are meaningfully related to teachers' productivity in the study area and that this relationship holds even when productivity is measured

independently of the personality items themselves. When a teacher is open to new ideas, they are more likely to pursue new skills and expand their instructional repertoire, though this study finds that openness's contribution overlaps substantially with the other traits rather than operating as an independent driver of productivity. Conscientiousness emerged as one of the strongest and most consistent predictors of productivity, confirming its established status in the wider literature (Barrick & Mount, 1991) and underlining the importance of organisation, dependability and self-discipline in teaching practice. Extraversion and agreeableness were both positively and significantly related to productivity, supporting the view that sociability, cooperation and interpersonal warmth support effective teaching. Neuroticism was negatively and significantly related to productivity, confirming that greater emotional stability (not higher emotional reactivity) supports teachers' professional effectiveness, consistent with established theory.

5.2 Recommendations

- i. Teacher recruitment and induction processes should incorporate a brief, validated personality screening component alongside academic and professional qualifications, with particular attention to conscientiousness, agreeableness, extraversion and emotional stability, given their significant relationship with productivity in this study.
- ii. School administrators should design mentoring and induction programmes for newly recruited teachers that help them translate openness to new ideas into concrete instructional practice, since this study finds that openness alone does not reliably predict productivity unless it is reinforced by conscientious follow-through.
- iii. Continuous professional development programmes should include modules on stress management and emotional regulation, given the significant negative relationship found between neuroticism and productivity; equipping teachers with coping strategies may help protect productivity under work-related stress.
- iv. Teacher training curricula should deliberately cultivate conscientiousness-related habits such as planning, organisation, and dependability, as these showed the strongest unique relationship with productivity among the traits studied.

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Udobia, Imowo Udoma

- v. School management should encourage collegial, cooperative working environments that reward agreeableness and constructive interpersonal engagement, since these were significantly associated with higher productivity, while also maintaining clear performance standards so that agreeableness does not translate into avoidance of necessary professional accountability.
- vi. Future research should replicate this study across a larger, multi-local-government sample using the validated Personality Traits and Teachers' Productivity Questionnaire (or an adapted version of it) to establish whether the pattern of relationships found here, particularly the negative relationship between neuroticism and productivity, holds beyond the study area.

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Appendix 1: Research Instrument

Department of Sociology, Ritman University, Ikot Ekpene

Dear Sir/Ma,

ADMINISTRATION OF QUESTIONNAIRE TO YOUR TEACHERS FOR THE PURPOSE OF ACADEMIC EXERCISE

Teachers in your school have been selected as part of the population of this study. This letter requests permission to administer a questionnaire to them for academic purposes; any information obtained will be treated with strict confidence.

Part A: Demographic Information

1. Number of years in service: _____
2. Highest academic qualification: _____
3. Level of social interaction: _____
4. Sex (Male/Female): _____

Part B: Personality Traits Scale (PTS)

Instruction: Please indicate your level of agreement or disagreement with each statement (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

Openness to Experience

1. Being open to experience has enhanced my interactions with both students and colleagues
2. The trait of openness has helped me to look out for new ideas
3. Openness to experience has helped me to seek out new skills

Conscientiousness

4. Being conscientious has guided my level of social interaction with students and colleagues
5. Conscientiousness has enhanced my ability to plan and organise instructional resources
6. Conscientiousness has helped me to be organised, dependable and self-disciplined

Extraversion / Introversion

7. Being extraverted has enhanced my interaction with every manner of person
8. Being introverted can hinder one's level of productivity
9. An introverted teacher tends to have a lower level of social interaction

Agreeableness

10. Being agreeable promotes social interaction among colleagues and enhances students' engagement
11. Agreeableness promotes cooperation, empathy, and interpersonal warmth
12. Agreeableness guides right conduct in dealing with people, regardless of the situation

Neuroticism

13. I often feel anxious or on edge in my day-to-day work as a teacher
14. My mood changes easily when things do not go as planned at school
15. I find it difficult to remain calm under pressure at school

Part C: Teachers' Productivity Scale (TPS)

Instruction: Please indicate your level of agreement or disagreement with each statement (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

16. I prepare my lesson notes ahead of each teaching period
17. I complete assessment and grading of students' work within the stipulated time
18. I maintain effective classroom management and discipline
19. I participate actively in school activities and staff meetings
20. I am punctual and regular at school and in class
21. I collaborate with colleagues on curriculum implementation

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22. I engage students actively during instructional delivery
23. I pursue continuous professional development
24. I mentor and counsel students beyond the classroom
25. I contribute positively to achieving the school's institutional goals