



RELATIONSHIP BETWEEN BIG FIVE PERSONALITY TRAITS AND TEACHERS' VOCATIONAL ADJUSTMENT IN THE MODERN NIGERIAN EDUCATIONAL SYSTEM: EVIDENCE FROM RIVERS STATE

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ABSTRACT: This study investigated the relationship between Big Five personality traits and teachers vocational adjustment in modern Nigeria educational system, using Rivers state as a case study. The study was conducted in all the public primary schools and secondary schools in Rivers state, restricted only to the 13000 teachers employed in 2013 by Rivers state government. Two research questions and two corresponding null hypotheses guided the study. Ex-post Facto research design was adopted and a sample size of 210 was purposively selected for the purpose of the study. Two instruments named: Big Five Inventory (13F1) and Vocational Adjustment Test (VAT) were employed for data collection. The reliability of the instruments were ascertained. Multiple regression, Person Product Moment Correlation Statistic, ANOVA and t-test associated with multiple regression were used to analysis the data collected. Results got after data analysis indicated that the joint Five personality traits: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism significantly relates with teachers vocational adjustment. But when analyzed independently, neuroticism and extroversion did not have significant relationship with teachers' vocational adjustment. Based on these findings, appropriate recommendations were made among which was that Education stakeholders should employ the use of personality aptitude test before appointing teaching staff, in order to ensure that teachers are really possessing personality attributes suited for the teaching profession and vocational aptitude test should be a must for job placement in Nigeria.

INTRODUCTION

Teacher's personality has an incredible bearing on the personality advancement and development of the students. It is stated that books can instruct, no one, but personality can teach. Various researchers reveals that enthusiastic stability of the teachers affects the learners. However, the effect of teachers personality improvement and adjustment on the wholesome personality of students is very fundamental in advancing psychological well-being of students learning ability/output.

The general stability of the teacher is of utmost significance in parity and controlled passionate

advancement of the students. Any slight fickle instability of the teacher will reflect in the student's conduct. Therefore, a satisfactory adjustment is essential and required for the job of a teacher, and a teacher must know how to be free from any form of maladjustment such as, aggression, pressure and their general problem. Therefore, this study investigated the relationship between "Big Five" personality model and teachers vocational adjustment in the modern day Nigeria educational system. Vocational adjustment refers to the amount, if any, of adjustment to different tools, skills, and job situations which the social security disability system deems reasonable for you based

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on your age, education and work-experience. Vocational adjustment stresses the matching of one's occupation to personal objectives and intellectual abilities. However, teaching vocation requires individuals who has interest and ability in impacting sound knowledge on learners irrespective of age and personality difference. Based on this. assertion, it is very expedient to investigate the trails in big five personality model that are best suited for teaching profession.

Statement of Problems

Personality of teacher is very important in determining his/her ability to adjust to teaching vocational demand and expectation. Successful and effective vocational and professional life is to have those personalities traits that most suited to one's profession, job or vocational. Specifically, teaching as novel and innovative profession demands certain personality traits essential for efficiency and quality performance. Nigeria in recent years has been a certificated oriented society where only those who are academically successful are employed into different sectors to fill in vacant positions including in school settings without considering whether the person will be more productive and better adjusted or not. This action has affected the educational system as well as the students' academic performance in general: It is imperative to note that development of students are strongly dependent on the teachers' personality deposition

However, this concern leads to this study which suggests the need to investigate the correlates of big five model of personality and teachers vocational adjustment in educational system in Nigeria.

Research Questions

The following research questions were proposed and guided this study:

1. How does "Big Five" Model of personality (Openness to experience, Neuroticism, conscientiousness, Agreeable and Extraversion) jointly relate with teachers vocational adjustment?
2. To what extent does personality traits of (Openness to experience, Neuroticism

Conscientiousness. Agreeableness and Extraversion) independently relate to teachers vocational adjustment?

Hypotheses

The following hypotheses were tested to facilitate decision making in this study:

1. There is no significant relationship between the joint personality traits of (Openness to experience, Neuroticism. Conscientiousness, Agreeableness and Extraversion) and teachers' vocational adjustment,
2. There is no significant relationship between the independent personality traits of (Openness to experience, Neuroticism, Conscientiousness, Agreeableness and Extraversion) and teachers' vocational adjustment.

Scope of the Study

This study delimited on investigating the relationship between the big five model of personality (Openness to experience, Neuroticism, Conscientiousness, Agreeableness and Extraversion) and teachers vocational adjustment in the modern day Nigeria educational system. Rivers State was used as case study, and specifically, the 13,000 teachers recruited in 2013 were used.

Conceptual Framework

Concept of Personality: Personality is what makes you. It encompasses all the traits, characteristics, and quirks that set you apart from everyone else.

According to the researchers on personality project,, personality is "the coherent pattern of affection, cognition, and desires as they lead to behaviour" (Revelle, 2013). Moreso, the American Psychological Association (APA) in 2017 defines personality as "individual differences in characteristic patterns of thinking, feeling, and behaving". However, personality, it's clearly an important part of who we are. According to Boyce, Wood,. and Powdthavce. (2013), found that in their research that personality have a positive correlation with life satisfaction. With personality having such a large impact on our lives, it's important to



have a reliable way to conceptualize and measure it. Therefore, the most prevalent personality framework is the Big five personality model, also known as the Five factor model of personality.

A personality trait is a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situation (Soto, 2018)

Concept of Big Five Personality Model – High/Low Level

The Big Five Personality Traits: This is also known as the five-factor model (FFM) and the OCEAN model. It identifies five types of personalities or personality traits and every individual falls into at least one of them types. The big five personality traits are represented by the acronym OCEAN or CANOE and these traits or factors are: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. These can be summarized as follows:

- Openness to experience – Tendency to appreciate new arts, ideas, values, feelings, and behaviour. Appreciation for art, emotion, adventure, and unusual ideas, imaginative and curious.
- Conscientiousness. A tendency to show self-discipline, act dutifully, and aim for achievement. Be careful on time for appointments, follow rules and hardworking, organized, neat, persevering, punctual, be sociable and have dominant style.
- Extraversion - Energy, Insurgent, and the tendency to seek stimulation and the company of others. Enjoy positive events especially social ones, active, optimistic, fun-loving, affectionate. The tendency to have a dominant style.
- Agreeableness - A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. To agree and go along with others rather than assert one's opinion or choices.
- Neuroticism - A tendency to easily experience unpleasant emotion such as anxiety, anger, or depression. Constantly worried about little things. Experience negative emotions. Insecure; feeling

inadequate, hypochondriacal tendency to frequently experience negative emotions.

Concept Vocational Adjustment

This is the extent to which a person excels in selecting the type of profession or job best suited to his/her abilities, skills and interests (Pam M.S.,2013). Vocational adjustment stresses the matching of occupation to personal objectives and intellects, instead of the matching of the person to objective work conditions.. More so, vocational adjustment training programmes are often used for individuals transitioning from school to work or from one career to another. In order to ascertain how well an individual can best suited for a particular profession, vocational aptitude test is used to evaluate the individual. Vocational aptitude test is any test modeled to evaluate the skills, interests characteristics, and other aspects, thought to be vital for excelling in a specific profession.

Theoretical Framework

Theories play important roles in evaluation of research. therefore, the following theory will help in evaluating this study.

Big Five Model of Personality Theory: This theory was develop by Costa and McGraee in 1985. It is also referred or known as Big Five personality in traits or five factors model. Psychologist Lewis Gobberg referred to these as the Big Five' factors of personality, and developed the International Personality Item Pool (IPIP) - an inventory of descriptive: statements relating to each traits. Within each factor, a set of individual traits relate to more specific aspects of personality.

The five factors may be assessed using a number of measures including self report questionnaire:

Big five factors or Traits at a glance:

Openness to Experience

The Openness to experience dimension of personality is characterized by a willingness to try new activities. People with higher levels of openness are amenable to unconventional ideas and beliefs, including those which challenge their existing assumptions. They enjoy artistic



and cultural experiences, visiting art galleries, museums, theatres, listening to music and traveling to new destination. They are more open to unfamiliar cultures and customs.

However, people with low levels of openness - those who are closed to experience— are wary of uncertainty and unknown. They are more suspicious of beliefs and ideas which challenge their status-quo. They feel uncomfortable in unfamiliar situations and prefer familiar environment. Less open individuals value the safety of predictability, and like to adhere to well-known traditions and routines. Openness to experience is often associated with intelligence when measuring personality factors (Costa et al., 1998). More so, individuals who score high on verbal/crystallized intelligence measures have been found to also report being more open to experience (Schretlen et al., 2010). People who are more open, place themselves in environments where they are more likely to acquire new knowledge than those who remain in the same familiar surroundings Costa et al (1986) reported that people's openness to experience gradually decreases as they grow older.

Conscientiousness

People who are conscientious are more aware of their actions and the consequences of their behaviour than people who are unconscientious. They feel a sense of responsibility towards others and are generally careful to carry out the duties assigned to them. Conscientious individuals like to keep a tidy environment and are well-organized. They are keen to maintain good time keeping. According to Costa et al. (1986), people with high conscientious level also exhibit more goal-oriented behaviour. They set ambitious goals and are motivated to achieve them. Undeterred by hard work, they are keen to driven to succeed in every aspect of their lives, including academic achievement and in furthering their career. However, low levels of conscientiousness are reflected in less motivated behaviour. Unconscientious individuals are less concerned by tidiness and punctuality. This may result in them arriving late to appointments and meetings, and being more relaxed in setting life goals. Unconscientious

people tend to engage in more impulsive behaviour. They will act on at last minute whim rather than considering the consequences of their choices.

Research suggests that both environmental factors and heritability may influence conscientious people (McGrae and Costa, 1988).

Extraversion

Extraversion is characterized by outgoing, socially confident behaviour.

Extraverts are sociable, talkative and often, forward in social situations. They enjoy being in centre of a group and will often seek the attention of others. They also enjoy meeting new people and are happy to introduce themselves to strangers, thriving in company of others. This personality trait is measured on an introversion — extroversion continuum.

The individual who fits in the middle of the two traits are described as ambiverts. While the individuals who have low attribute of extraversion are introverts.

Introverts — people who display contrasting behaviour. They are quite and often feel shy around other people. They may feel intimidated being in large groups such as parties, and they often will try to avoid demanding social gatherings.

Hans Eysenck (1976) believed that extraverts experienced lower levels of cortical arousal than the general population. As a result they seek external stimulation in the form of socially engaging behaviour. While cortical arousal is higher in introverts. Carl Jung (1921) also explained extraversion in terms of psychic energy. which each individual directs differently. Jung asserts that extraverts direct such energy outward, towards other people, whilst introverts concentrate their psychic energy on solitary activities such as thoughtful contemplation.

Agreeableness

Individuals who score highly on agreeableness measures are friendly and cooperative. Often considered more likeable by their peers and colleagues, agreeable people are trusting of others and are more altruistic, willing to help others during times of needs. However, their ability to



work with others means that they often work well as members of a team.

Agreeable people dislike being involved in arguments, conflict with others and other form of confrontation. They seek to pacify and appease others, acting as the mediating ‘peace-maker’ of their group.

Individuals who scored low agreeable dimension of personality are disagreeable in nature. They are less concerned with pleasing others and making friends. Disagreeable individuals are more suspicious of other people’s intentions and are less charitable. Instead, they are motivated to act in accordance with their self-interest, showing less regard for the needs of others as being more selfish than agreeable personalities. Disagreeable individuals find it easier to promote their own interests, while those who are more agreeable tend to enjoy better relationships with others (Jensen — Campbell, 2002).

Neuroticism

This personally dimension is measured on a continuum ranging from emotional stability to emotional instability, or neuroticism. People with high neuroticism scores are often persistent worriers. They are more fearful and often feel anxious over-thinking their problems and exaggerating their significance rather than seeing the positive in a situation, they may dwell on it negative aspects.

Neuroticism can result in a person coping less successfully with common stressors in their day-to-day lives. They often become frustrated with others and may feel angry if events do not occur as they wish. While, people with low neuroticism scores are less preoccupied by negative concerns, they are more calm in response to stressful situations, and view problems in proportion of their importance. As a result, they tend to worry about such problems to a lesser extents (Headey, 2010).

The Theory of Work Adjustment

Theory of work Adjustment is based on the concepts of correspondence between individual and environment. This implies conditions that can be described as: a harmonious relationship between individual and environment.

Suitability of the individual to the environment, and of the environment for the individual, consonance or agreement between individual and environment and a reciprocal and complementary relationship between the individual and his environment. Examples of environment are workplace, school, office, and more others.

Empirical Frame Work

The relationship between ‘Big Five’ model of personality and teachers vocational adjustment

Bhardwaj (1998) conducted a study on the relationship of using personality (traits and teachers effectiveness) as a predictor of teachers evaluation. The result revealed that teacher effectiveness is positively related to conscientiousness and extroversion. He considered teachers effectiveness as the dependent variable, while in this study teachers vocational adjustment was. investigated and the dependent variable..

Another research conducted by Judge, Heller and Mount (2002) conducted a meta-. analysis of five factor model of personality and job satisfaction collecting 163 independent sample classified according to the model. . The result revealed that Neuroticism, ($r = 0.29$) was the strongest correlate of job satisfaction followed closely by conscientiousness ($r = 0.26$) and Extraversion ($r = 0.25$), finally Openness to experience. ($r = 0.02$) and Agreeableness ($r = 0.17$) showed weak correlation with job satisfaction.

The implication from the study is the Neuroticism, Conscientiousness and Extraversion are positive predictors of job satisfaction and job performance. Judge et al considered job satisfaction as the dependent variable, while this ongoing study investigated teachers vocational adjustment in relation to Big Five personality model.

Moreso, Ngidi and Sibaya (2003) investigated student teacher anxieties related to practice teaching and obtain data from 75 student teachers, who were in their second week of their teaching practice(s), several results were obtained among which was that the dimension of neurotic personality is significantly correlated with professional preparation as well as an unsuccessful lesson. This means that student teachers who manifest neurotic personality are



prone to anxiety caused by professional preparation and unsuccessful lesson, respectively. Whereas, Extraversion, Openness to experience, Agreeableness and Conscientiousness dimension are not significantly correlated with any of the factors of professional preparation, anxiety and unsuccessful lesson.

Methodology

Research Design

This study adopted the use of Ex-post facto research design. The rationale is based on seeking the relationship among the variables of interest. Ex-post factor design involves collecting and analyzing of data about some variables retrospectively or about variable which are already in place without manipulating any of them, in order to find out how some of them influence, or are related to other variables (Nwankwo. 201). This design was deemed necessary because the research sought to establish the relationship between the independent variable (‘Big Five’ Personality traits) and dependent variable (teachers’ vocational adjustment) without subjecting the respondents (Teachers) to any form of manipulation.

Population

The population of this study consist of all the teachers, in Rivers State Ministry of Education which comprising the Senior Secondary Schools teachers and Universal Basic Education (UBE) teachers, but for the purpose of achieving results on this study, this investigation was restricted to the

13.000 teachers employed by Rivers State Government in 2013.

Sample and Sampling Techniques

A sample size of 210 teachers employed in 2013 were used for this study. This sample was obtained via purposive sampling technique. Therefore, selecting only those teachers who were employed in the said year.

Two instruments were used for data collection namely: Big Five Inventory (B EI) adopted from the work of John, OP. and Srivastava. S; (1999). - used to collect data on teachers’ personality traits, and Vocational Adjustment Test (VAT) used to measure teachers adjustment ability.

The reliability of the instrument were determined and the coefficient value obtained were 0.97, 0.98, 0.83, 0.99, 0.89 and 0.87 for Openness to’ experience. Conscntiousness1 Extraversion) Agreeableness, Neuroticism, Adjustment and Vocational Adjustment Test respectively.

Multiple regression and Pearson Product Moment Correlation statistic were employed to answer the research questions, while ANOVA and t-test associated with Multiple regression were used to test null hypotheses at 0.05 level of significance.

Analysis of Data

Results gotten after data analysis were presented in the tables below.

Table 1: Summary of Multiple Regression Analysis of the relationship between the joint personality traits and teachers vocational adjustment

Variables	R	R ²	Adjusted R ²
Teachers Vocational Adjustment	0.269	0.109	0.036
Openness to Experience			
Conscientiousness			
Extraversion			
Agreeableness			
Neuroticism			

The result revealed that the multiple regression coefficient (R) obtain was 0.26, coefficient with a regression square

(R2)of 0,109 and adjusted R2 0.036. Therefore, the multiple coefficient determination of 10.9% was obtained,



deducing that the Five Personality traits jointly had low positive relationship with teachers vocational adjustment. 10.9% of the variation in adjustment pattern and ability

among teachers are attributed to their personality traits, while the remaining 89.1% maybe attributed to other factors not included in this study

Hypothesis 1

Table 2: Summary of ANOVA associated with Multiple Regression showing how significant the Five Personality Traits jointly relates with teachers vocational adjustment

Source of Variance	Sum of Squares	Df	Mean Squares	F	Sig
Regression	4048.70	5	809.74	3.73	0.003
Residual	44303.18	204	217.17		
Total	48351.88	209			

Result table 2 showed that the f-value of 3.73 was significant at 0.003 level which is less than the chosen 0.05 level of significance. Therefore, the null hypotheses was rejected. This implies that there was a significant

relationship between the combination of Five Personality traits (Openness to experience, Conscientiousness, Extroverse, Agreeableness and neuroticism) and teachers' vocational adjustment.

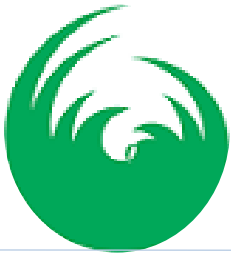
Table 3: Correlation analysis showing the relationship between Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism (Independently) and Teacher's vocational adjustment.

	Teachers Vocational Adjustment	N
Teachers Vocational Adjustment	1.000	210
Openness Experience	0.713	210
Conscientiousness	0.880	210
Extraversion	-0.221	210
Agreeableness	0.025	210
Neuroticism	-0.113	210

Results in Table 3 revealed on r-value of 0.713 for Openness to experience and Vocational adjustment among teachers. This result indicated a positive high relationship. Conscientiousness relationship with vocational adjustment of teachers was also positively high relationship with r-value of 0.530 and that of agreeableness relationship, with

vocational adjustment of teacher revealed a low positive relationship with r-value of 0.025, while Extroversion and Neuroticism relationships with vocational adjustment among teacher revealed low negative relationship with r-values of -0.221 and -0.113 respectively.

Table 4: Summary of t-test analysis associated with multiple regression showing the relative contribution of each of the personality traits to vocational adjustment of teachers.



	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
Constant	54.111	2.874		18.825	0.00
Openness to Experience	0.539	0.109	-0.245	4.966	0.00
Conscientiousness	-0.462	0.081	-0.282	5.698	0.00
Extraversion	0.114	0.058	0.107	1.962	0.05
Agreeableness	0.044	0.072	-0.027	4.748	0.00
Neuroticism	-0.384	0.081	-0.217	0.609	0.54

Table 4 above shows the relative contribution of all the five personality traits to teachers vocational adjustment. However, Openness to experience, conscientiousness. And Agreeableness all had 0.000 significant at 0.05 level of significant, indicating Openness to experience, conscientiousness and agreeableness personality trait significantly relate with vocational adjustment of teachers. While on the other hand, Neuroticism f-value was 0.542 which was, found to be higher than critical value of 0 level of significant, the null hypothesis is accepted for neuroticism and also extraversion which its f-value was 0.050 equals to the critical f-value of 0.05 level significant, the null hypothesis is also accepted, indicating that Extraversion has significant relationship with teachers adjustment.

Conclusion

The study found that the five personality traits when jointly related with teacher vocational adjustment was found to have low positive significant relationship statistically. The study also established that three personality traits out of the five personality traits namely: Openness to experience, Conscientiousness, and Agreeableness negative low relationship with vocational adjustment of teachers and they were all found statistically significant to teachers vocational adjustment. While Extraversion of Neuroticism personality traits were found to be positively low and had no significant relationship with vocational adjustment among teachers.

However, the results of the study is not in agreement with the findings of Ngi and Sibaya (2003) whose study

revealed that neuroticism has significant relationship with student-teacher anxieties related to teaching. The result of this study that revealed positive correlation of conscientiousness with teachers' vocational adjustment is in consensus to the study of Bhardwaj (1998). Based on the outcome of the study, it was concluded that the teachers' personality are critical to vocational adjustment.

Recommendation

Based on the findings of the study, the following recommendations are made:

Teachers personality factor should be considered as significant part of their professional development and practice. Stakeholders of educational system in Nigeria should consider personality test as a major determinant for appointing teaching staff. Moreso, those who should teach should possess certain personality characteristics required for successful classroom management and vocational adjustment.

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