

RELATIONSHIP BETWEEN PRINCIPALS' PERSONALITY TRAITS AND TEACHERS' JOB PRODUCTIVITY IN POST BASIC SCHOOLS IN KOGI STATE, NIGERIA

¹Otijele, R. A., & ²Awodoyin, F. O. (Ph.D)

Department of Education Foundations, Faculty of Education,
Modibbo Adama University, Yola.

gloryroseotijele@gmail.com
awodoyinfrancis@gmail.com

Abstract

The study investigated the relationship between principals' personality traits and teachers' job productivity in post basic schools in Kogi State, Nigeria. The study had three objectives, three research questions and three null hypotheses. Correlational research design was used for this study. The population of this study consisted of 5,682 school personnel. This population consist of all the 377 school principals and 5,305 teachers in post basic schools in Kogi State. The sample size of this study is 720 respondents. This includes 189 principals and 531 teachers in post basic schools in Kogi State. The research instruments used for data collection in this study are Principals' Personality Traits Questionnaire (PPTQ). and "Teachers Job Satisfaction Questionnaire" (TJSQ). The validity and reliability of the instruments were established. Data collected were analyzed using descriptive Statistics of mean and standard deviation while inferential statistics of regression analysis was used in testing the null hypotheses. The finding of the study reveals that there is significant relationship between principals' openness to experience and teachers' job productivity in post basic schools in Kogi State, Nigeria, $F (1, 188) = 253.488, p < 0.05$. The finding of the study also reveals that there is significant relationship between principals' conscientiousness and teachers' job productivity in post basic schools in Kogi State, Nigeria, $F (1, 188) = 342.602, p < 0.05$. The finding reveals that there is significant relationship between principals' personality traits (of openness to experience and conscientiousness) and teachers' job productivity in post basic schools in Kogi State, Nigeria, $F (2, 188) = 270.550, p < 0.05$. It is recommended among others that Principals should be encouraged to cultivate and demonstrate openness to new ideas and innovative approaches, as this trait positively impacts teachers' job productivity.

Keywords: Personality Traits, Openness to Experience, Conscientiousness, and, Teachers' Job Productivity.

Introduction

Education remains the cornerstone for national development, as it equips individuals with the knowledge, skills, and values required to contribute meaningfully to society. At the post-basic school level in Nigeria, effective teaching and learning depend not only on the availability of

resources but also on the leadership quality and personality of school principals. The principal, as the head of a school, plays a crucial role in shaping the work environment, influencing teacher motivation, and ultimately determining the extent to which teachers are productive in their duties (McCrae & Costa, 2019).

According to authors, an individual's personality is composed of the qualities that differentiate them from everyone else in the world. These traits are what determine a person's style of thinking, as well as how they act and the values they hold. In order to gain a better understanding of people's personalities, several theories, models, and tests have been developed. The Big Five Personality Model is a good example of this (McCrae & Costa, 2019). It consists of five trait dimensions that are referred to as extraversion (being gregarious, positive, and self-confident), agreeableness (being kind and compassionate), conscientiousness (displaying a commitment to duty and effort), neuroticism (exhibiting worry and restlessness), and openness to experience (being inquisitive and willing to try new things).

Openness to experience is considered to be one of the primary dimensions of personality, commonly known as the "Big Five" personality qualities or the Five Factor Model (FFM). The construct under consideration in psychology pertains to an individual's proclivity and openness towards unique experiences, ideas, emotions, and views (Vianny, 2019). This characteristic is distinguished by a continuum that spans from a high degree of openness to a low degree of openness. According to Anglim and Grant (2016), individuals that demonstrate elevated levels of openness to experience typically manifest a range of distinct attributes. Individuals frequently exhibit a sense of curiosity and open-mindedness, displaying a strong inclination to engage with novel concepts, other cultures, and a wide range of experiences. The individual exhibits a notable affinity for art, aesthetics, and the cultivation of creativity. Individuals are inclined to exhibit a higher propensity for abstract thinking and derive satisfaction from engaging in intellectual activities. Individuals that exhibit high levels of

openness are frequently perceived as possessing a propensity for imagination, inventiveness, and a willingness to question established norms and beliefs. On the other hand, those characterized by lower levels of openness to experience exhibit a tendency towards traditionalism, practicality, and a preference for regularity and familiarity. Individuals exhibit a range of conscientiousness degrees, which can exert a substantial impact on their achievements across several domains, interpersonal connections, and general attitudes towards obligations and engagements.

In academic and professional contexts, persons who possess a high level of conscientiousness are more inclined to achieve exceptional performance as a result of their diligent work ethic and unwavering dedication to attaining elevated benchmarks (Shaista, Akhtar, & Uzma, 2019). Dependable team members and leaders are frequently perceived as such. In the context of interpersonal relationships, individuals who possess the trait of conscientiousness tend to exhibit qualities such as responsibility and trustworthiness, demonstrating a sincere dedication to honoring their promises (Shaista et al., 2019). Individuals often exhibit a proclivity for organization when it comes to the management of domestic tasks and financial matters. On the other hand, persons who possess a lower level of conscientiousness may encounter difficulties in maintaining organisation, exhibit impulsive behaviour, and demonstrate a propensity for delaying tasks. They may also struggle to conform to established timetables and display a higher inclination towards impulsive decision-making (Hill & Roberts, 2018). In brief, conscientiousness is a personality attribute that encompasses qualities such as organisation, accountability, self-control, and purpose-driven conduct. The development of work habits, reliability, and approach to responsibilities

significantly influences an individual's general personality and behaviour.

In Kogi State, post-basic schools continue to face challenges such as inadequate infrastructure, teacher turnover, and declining student performance in external examinations (Yakubu, 2019). While these issues have often been attributed to poor funding or lack of resources, research increasingly shows that the personality traits of school leaders may significantly affect teachers' job productivity. Personality traits, particularly those defined under the Five-Factor Model (openness to experience and conscientiousness) have been found to shape interpersonal relationships, decision-making, and leadership effectiveness (McCrae & Costa, 2019).

Teachers' job productivity encompasses their ability to effectively plan lessons, manage classrooms, deliver instruction, evaluate students, and contribute to extracurricular and school development activities (Yakubu, 2019). However, the extent to which teachers demonstrate these roles is strongly influenced by the leadership style and personality of their principals. For instance, a principal who is open to new ideas and demonstrates empathy is likely to inspire teachers to go beyond routine responsibilities, whereas one with high neurotic tendencies may create a hostile environment that reduces teacher motivation and productivity (Yakubu, 2019). In Kogi State, it is not uncommon to find post-basic schools with similar levels of resources performing at very different levels. For instance, some schools with modest facilities are able to achieve excellent results due to effective and inspirational leadership, while others with better resources perform poorly. This disparity suggests that factors beyond infrastructure and teacher qualifications may be at play. Specifically, the leadership style and personality of the principal could be a determining factor in whether

teachers perform their duties effectively or not.

Despite this observation, empirical research in Kogi State focusing on how principals' personality traits affect teachers' productivity is limited. Most available studies have been carried out in other states or at the national level (e.g., Ntu, Ushie & Akpan, 2022; Ukah, 2019), leaving a contextual gap in understanding the situation in Kogi. Without such evidence, education policymakers and administrators in the state are left without clear guidance on how to strengthen teacher productivity through leadership development. Given that Kogi State is a diverse state with both urban and rural communities, variations in the personality traits of school principals may produce different outcomes in teachers' job productivity across the state. This makes it important to investigate whether principals' personality traits significantly predict or influence teachers' productivity in post-basic schools in Kogi State.

Purpose of the Study

The main purpose of this study is to examine the relationship between principals' personality traits and teachers' job productivity in post-basic schools in Kogi State, Nigeria.

The study is guided by the following specific objectives:

1. To determine the relationship between principals' openness to experience and teachers' job productivity in post-basic schools in Kogi State.
2. To assess the relationship between principals' conscientiousness and teachers' job productivity in post-basic schools in Kogi State.
3. To determine the composite relationship between principals' personality traits (openness to experience, conscientiousness) and

teachers' job productivity in post-basic schools in Kogi State.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between principals' openness to experience and teachers' job productivity in post-basic schools in Kogi State?
2. To what extent does principals' conscientiousness relate to teachers' job productivity in post-basic schools in Kogi State?
3. What is the level of teachers' job productivity in post-basic schools in Kogi State?

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

1. There is no significant relationship between principals' openness to experience and teachers' job productivity in post-basic schools in Kogi State.
2. There is no significant relationship between principals' conscientiousness and teachers' job productivity in post-basic schools in Kogi State.
3. There is no significant composite relationship between principals' personality traits (openness, conscientiousness) and teachers' job productivity in post-basic schools in Kogi State.

Methodology

The study adopted a correlational research design. The area of the study is Kogi State. The population of this study consisted of 5,682 school personnel. This population consist of all the 377 school principals and 5,305 teachers in post basic schools in Kogi State, engaged in the above-mentioned public post basic schools across the 21 Local Government Areas of the

State as documented by the Post Primary Schools Management Board (2023). The sample size of this study is 720 respondents, comprising 189 principals and 531 teachers in post-basic schools in Kogi State. The sample represents more than 50% of the population of school principals and more than 10% of the entire population of teachers, aligning with the recommendation of Etikan and Bala (2017), who stated that if the population is up to 10,000, 5% should be used; from 2000 to 5000, 10% should be used; when the population is between 1000 and 2000, 20% should be used; if the population is in hundreds, 50% should be selected; and when it is in tens, the whole population may be used.

Consequently, respondents were sampled for the study using the proportionate sampling technique. Thus, the size of each educational zone in Kogi State was considered in proportion to its total population of post-basic schools. Therefore, respondents were distributed across the three education zones of Kogi State as follows: Kogi Central Zone – 250 respondents, Kogi East Zone – 300 respondents, and Kogi West Zone 170 respondents. Two structured questionnaires were used for data collection in this study. The first structured questionnaire is adapted from the Big Five Inventory (BFI) and titled Principals' Personality Traits Questionnaire (PPTQ). The PPTQ is solemnly designed to elicit information about principals' personality from post-basic teachers. The PPTQ instrument consists of sections A and B. Section A entailed instruction on how the questionnaire should be answered while section B comprised of 10 items divided into two clusters representing the two personality traits (openness to experience and conscientiousness). The second questionnaire titled: Teachers' Job Productivity Questionnaire (TJPQ), consists of 20 items. Both PPTQ and TJPQ were structured on a five-point Likert

modified type rating scale of Very High Level" (VHL) 5, "High Level" (HL) 4, "Moderate Level" (ML) 3, "Low Level" (LL) 2 and "Very Low Level" (VLL) 1.

In order to ascertain the validity of the instruments to be used for this study, both PPTQ and TJPQ instruments were subjected to face and content validity by three experts in the Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. In order to determine the reliability of the instruments, 30 copies of both the Principals' Personality Trait Questionnaire (PPTQ) and the Teachers' Job Productivity Questionnaire (TJPQ) were administered to 5 principals and 25 teachers in Government Secondary School (G.S.S), Ilorin, Kwara State. The Cronbach Alpha statistic was used to determine the internal consistency of the instruments. The PPTQ revealed a reliability coefficient of 0.895, while the TJPQ revealed a reliability coefficient of 0.728. The method for data collection was through the administration

of the structured questionnaire to the respondents with the help of four research assistants. The collected data were analysed through the aid of SPSS Version 23. Thus, descriptive statistical tools (Mean and Standard Deviation) were used to answer the research questions raised, while Linear and Multiple Regression analysis was used in testing the hypotheses at 0.05 level of significance.

Results

This chapter presents the data analysis, results and discussion. The interpretation of the data analysis results is presented after the general presentation of the results using the pertinent tables.

Research Question 1

The following research questions were raised to guide the study as follows:

What is the level of principals' openness to experience in post basic schools in Kogi State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Principals' Openness to Experience in Post Basic Schools in Kogi State, Nigeria

S/N Item (n = 531)	Mean	S. D	Remark
1 The principal encourages teachers to explore creative approaches to enhance student learning in the school	3.22	1.10	ML
2 The principal fosters an inclusive school environment that celebrates cultural differences in the school	3.01	1.18	ML
3 The principal demonstrates a passion for lifelong learning, engaging in professional development activities to stay updated with the latest educational trends	3.06	1.19	ML
4 The principal promotes a curriculum that integrates interdisciplinary topics in the school	4.20	0.98	HL
5 The principal embraces change as an opportunity for growth, by inspiring an adaptable school culture	3.30	1.16	ML
Grand Mean	3.36	1.12	ML

The results in Table 1 indicate that the level of principals' openness to experience in post-basic schools in Kogi State is moderate overall, with a grand mean of **3.36** (SD = **1.12**). The mean scores for

individual items range from **3.01** (SD = **1.18**) for fostering an inclusive school environment to **4.20** (SD = **0.98**) for promoting a curriculum with interdisciplinary topics. While most items

fall under the "Moderate Level" (ML), the promotion of interdisciplinary curriculum integration is rated as a "High Level" (HL). This suggests that principals generally exhibit moderate openness but

excel in integrating diverse subjects into the curriculum.

Research Question 2

What is the level of principals' conscientiousness in post basic schools in Kogi State, Nigeria?

Table 2: Mean and Standard Deviation of Level of Principals' Conscientiousness in Post Basic Schools in Kogi State, Nigeria

S/N Item (n = 531)	Mean	S. D	Remark
6 The principal demonstrates a high level of organization, ensuring that school processes are executed on time	3.87	0.86	HL
7 The principal sets achievable goals for the school, providing a roadmap for teachers to work towards academic excellence	3.62	0.99	HL
8 The principal consistently follows through on commitments, displaying reliability in all professional interactions	3.68	0.97	HL
9 The principal model responsible behaviour by setting a standard of professionalism for the school community	3.70	1.02	HL
10 The principal maintains meticulous records of student performance using the school data to make decisions	3.75	1.07	HL
Grand Mean	3.72	0.98	HL

The findings in Table 2 reveal a high level of principals' conscientiousness, with a grand mean of **3.72** (SD = **0.98**). Mean scores for individual items range from **3.62** (SD = **0.99**) for setting achievable goals to **3.87** (SD = **0.86**) for demonstrating organization in school processes. All items are rated as "High Level" (HL), indicating that principals consistently exhibit

reliability, professionalism, and goal-oriented behavior. This reflects a strong commitment to ensuring effective school management and academic excellence.

Research Question 3

What is the level of teachers' job productivity in post basic schools in Kogi State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Teachers' Job Productivity in Post Basic Schools in Kogi State, Nigeria

S/N	Item (n = 189)	Mean	S. D	Remark
1	Teachers often support the school's vision by working with school leadership to help the institution succeed	4.07	0.95	HL
2	Teachers always prepare a well-structured lesson plan that meet curriculum goals	3.78	0.77	HL
3	Teachers often encourage students' active participation during class activities	3.96	0.92	HL
4	Teachers always manage the classroom well by promoting student cooperation	3.82	0.89	HL
5	The teacher provides timely, constructive feedback to students	3.66	0.94	HL
6	Teachers are always willing to offer guidance to support students' academic growth	3.75	0.89	HL
7	Teachers' active engagement in professional development opportunities	3.65	0.98	HL
8	Teachers' readiness to seek to enhance subject knowledge in order to stay abreast of educational trends	3.26	1.11	ML
9	Teachers' level of collaboration with colleagues in school	3.70	1.22	HL
10	Teachers' readiness to contribute to a cooperative school culture	3.38	1.07	ML
11	Teachers' willingness to ensure data-driven decision-making to address individual students' learning needs in the school	3.43	0.95	ML
12	Teachers always help struggling students succeed academically.	3.48	1.04	ML
13	Teachers consistently maintains accurate/up-to-date records of students' progress/assessments	3.60	0.98	HL
14	Teachers actively seek to incorporate innovative teaching techniques into the classroom, enriching the learning experience for students	3.76	0.99	HL
15	Teachers' ability to manage class effectively	3.75	1.09	HL
16	Teachers' ability to communicate well with parents to build a strong educational community	3.66	1.17	HL
17	Teachers' ability to complete assigned tasks within stipulated time	3.42	1.00	ML
18	Teachers' ability to encourage students to develop higher-order thinking skills	3.28	0.98	ML
19	Teachers' overall dedication to teaching responsibilities.	3.31	1.13	ML
20	Teachers' willingness to take on additional tasks in the school	3.33	1.05	ML
Grand Mean		3.60	1.01	HL

The results in Table 3 show that the level of teachers' job productivity is generally high, with a grand mean of 3.60 (SD = 1.01). Item means range from 3.26 (SD = 1.11) for enhancing subject knowledge to 4.07 (SD = 0.95) for supporting the school's vision. Out of the 20 items, 13 are rated as "High Level" (HL) and 7 as "Moderate Level" (ML). This indicates that while teachers are largely productive engaging in lesson planning, classroom management, feedback, and professional development certain areas such as

willingness to take on extra tasks and develop higher-order thinking skills in students may require further encouragement and support.

Hypotheses Testing

Linear and Multiple Regression analysis was used in testing the hypotheses at 0.05 level of significance:

H₀₁: There is no significant relationship between principals' openness to experience and teachers' job

productivity in post basic schools

in Kogi State, Nigeria.

Table 4a: ANOVA of Relationship between Principals' Openness to Experience and Teachers' Job Productivity in Post Basic Schools in Kogi State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	44.278	1	44.278	253.488	.000 ^b
	Residual	32.664	187	.175		
	Total	76.942	188			

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

b. Predictors: (Constant), OPENNESS TO EXPERIENCE

Table 4a presents the ANOVA result for the relationship between principals' openness to experience and teachers' job productivity. The F-value is 253.488 with a significance level of .000, indicating that the regression model is statistically significant. This means that openness to

experience significantly contributes to predicting teachers' job productivity in post-basic schools in Kogi State. The result provides sufficient evidence to reject the null hypothesis that there is no relationship between the two variables.

Table 4b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.759 ^a	.575	.573	.41794

a. Predictors: (Constant), OPENNESS TO EXPERIENCE

Table 4b shows a correlation coefficient (R) of .759, indicating a strong positive relationship between principals' openness to experience and teachers' job productivity. The R Square value of .575 means that 57.5% of the variance in teachers' productivity can be explained by

the openness to experience of school principals. The adjusted R Square of .573 confirms the model's stability and predictive strength. The standard error of the estimate is .41794, indicating the average prediction error.

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.521	.134		11.339	.000
	Openness to experience	.600	.038	.759	15.921	.000

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

In Table 4c, the unstandardized coefficient (B) for openness to experience is .600, with a standard error of .038, and a

standardized beta coefficient of .759. The t-value is 15.921 and the significance level is .000, indicating a statistically significant

and strong positive contribution of openness to experience to teachers' job productivity. The constant value of 1.521 represents the expected productivity when the predictor is at zero.

H₀₂: There is no significant relationship between principals' conscientiousness and teachers' job productivity in post basic schools in Kogi State, Nigeria.

Table 5a: ANOVA of Relationship between Principals' Conscientiousness and Teachers' Job Productivity in Post Basic Schools in Kogi State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	49.774	1	49.774	342.602	.000 ^b
	Residual	27.168	187	.145		
	Total	76.942	188			

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

b. Predictors: (Constant), CONSCIENTIOUSNESS

Table 5a shows that the regression model assessing the impact of principals' conscientiousness on teachers' job productivity is statistically significant, with an F-value of 342.602 and a p-value

of .000. This result indicates a significant relationship between conscientiousness and job productivity, providing clear grounds to reject the null hypothesis of no relationship.

Table 5b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.804 ^a	.647	.645	.38116

a. Predictors: (Constant), CONSCIENTIOUSNESS

In Table 5b, the correlation coefficient (R) is .804, signifying a very strong positive relationship between principals' conscientiousness and teachers' productivity. The R Square value of .647 means that 64.7% of the variance in

teachers' job productivity is explained by the conscientiousness of the principal. The adjusted R Square of .645 confirms the model's strength and reliability. The standard error of .38116 suggests relatively low prediction error.

Table 5c: Coefficients of Beta

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1	(Constant)	.708	.159	4.458	.000
	Conscientiousness	.773	.042		

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

Table 5c indicates that the unstandardized coefficient (B) for conscientiousness is .773 with a standard error of .042. The standardized beta coefficient is .804, and the t-value is 18.510, with a p-value of .000, confirming that conscientiousness is

a strong and significant predictor of teacher productivity. The constant value of .708 indicates the baseline productivity when conscientiousness is zero.

H₀₃: There is no significant relationship between principals' personality traits (of openness to experience, conscientiousness, neuroticism,

extraversion and agreeableness) and teachers' job productivity in post basic schools in Kogi State, Nigeria.

Table 6a: ANOVA of Relationship between Principals' Personality Traits and Teachers' Job Productivity in Post Basic Schools in Kogi State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.773	2	13.555	270.550	.000 ^b
	Residual	9.168	186	.050		
	Total	76.942	188			

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

b. Predictors: (Constant), OPENNESS TO EXPERIENCE, CONSCIENTIOUSNESS,

Table 6a reveals a very strong overall relationship between the combined personality traits of principals (openness to experience, neuroticism, conscientiousness, agreeableness, and extraversion) and teachers' job productivity ($F = 270.550$, $p < .05$), showing the collective influence of these traits on productivity.

Table 6b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.939 ^a	.881	.878	.22383

a. Predictors: (Constant), OPENNESS TO EXPERIENCE, NEUROTICISM, CONSCIENTIOUSNESS, AGREEABLENESS, EXTRAVERSION

Table 6b shows an excellent model fit with $R = .939$ and $R^2 = .881$, indicating that 88.1% of the variance in teachers' job productivity is explained by the combined personality traits of principals.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.894	.364		-2.456	.015
	Conscientiousness	.389	.033	.404	11.920	.000
	Openness to experience	.195	.029	.246	6.641	.000

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

Table 6c details the individual effects: conscientiousness ($\beta = .404$, $p < .05$), and openness to experience ($\beta = .246$, $p < .05$) significantly and positively predict teachers' productivity.

Findings of the Study

The following are the findings emanated from the study.

1. The finding of the study reveals that there is significant relationship between principals' openness to experience and teachers' job productivity in post basic schools in Kogi State, Nigeria, $F (1, 188) = 253.488$, $p < 0.05$.

2. The finding of the study also reveals that there is significant relationship between principals'

conscientiousness and teachers' job productivity in post basic schools in Kogi State, Nigeria, $F(1, 188) = 342.602$, $p < 0.05$.

3. Lastly, the finding reveals that there is significant relationship between principals' personality traits (of openness to experience, conscientiousness) and teachers' job productivity in post basic schools in Kogi State, Nigeria, $F(2, 188) = 270.550$, $p < 0.05$.

Discussion of Findings

The study investigated the relationship between principals' personality traits and teachers' job productivity in post basic schools in Kogi State, Nigeria. The findings of the study were discussed as follows:

The finding of the study reveals that there is significant relationship between principals' openness to experience and teachers' job productivity in post basic schools in Kogi State, Nigeria. The finding that principals' openness to experience is significantly related to teachers' job productivity suggests that school leaders who are imaginative, open-minded, and receptive to new ideas may foster innovative teaching practices and encourage professional development among teachers. Such principals may be more likely to embrace novel instructional strategies and promote a supportive environment that enhances productivity. This finding aligns with a number of previous studies that emphasized the positive influence of openness to experience on various educational outcomes. For instance, Gomez and Majestad (2022) found that openness to experience significantly affects job performance of teachers alongside other traits such as agreeableness, conscientiousness, and extraversion. Similarly, Ntu, Ushie, and Akpan (2022) established that teachers' openness to experience positively influenced students'

academic achievement in English language, underscoring the trait's role in enhancing educational productivity.

The agreement is further supported by the findings of Asma, Shakila, and Shah (2021), who reported a positive association between openness to experience and teachers' job performance, identifying it as one of the key predictors. In the same vein, Ukah (2019) concluded that openness to experience significantly influences teachers' performance in Imo State, which supports the current finding within a similar Nigerian context. Likewise, Mehmet (2017) noted that openness to experience positively correlates with teacher self-efficacy belief, which indirectly contributes to productivity in teaching.

Further corroboration comes from international perspectives. Huynh, Nguyen, and Kieu (2020) ranked openness to experience among the traits with positive impacts on job performance of sales personnel, while Vianny (2019) noted a significant positive impact of openness on job performance in general. Beng and Muthueloo (2020) also found a positive correlation between openness and job performance among engineers, suggesting the trait's consistency across professional domains. Additionally, Salehi (2018) identified a significant positive relationship between openness to experience and job performance, mediated by self-esteem, highlighting the psychological foundation of the trait's effectiveness in workplace performance.

Contrastingly, a few studies diverged from this pattern. Masoume and Kourosh (2019) found that openness to experience did not significantly predict teachers' job performance, suggesting that in some contexts or populations, this trait may not hold substantial predictive value. Similarly, Delport, Van Jaarsveld, and Challens (2021) concluded that principals'

personality traits, including openness, did not determine whether schools were performing or underperforming, implying that situational factors might override personality influences. This view is echoed by Ajayi et al. (2017), who found no significant influence of personality traits, including openness, on teacher job performance, though they acknowledged a significant joint influence of personality traits and work commitment.

Despite these exceptions, the overarching trend in literature supports the current study's finding. The works of Britwum et al. (2022) and Shaista, Akhtar, and Uzma (2019) also reinforce the relevance of openness to experience, particularly in relation to academic achievement and teacher-student interactions, respectively. Zohreh and Seyed (2018) found that openness had a positive correlation with job efficiency in teachers, reinforcing its significance in professional educational settings. The authors emphasized the positive role of openness in predicting teacher effectiveness and job performance, further validating the current findings.

The finding of the study also reveals that there is significant relationship between principals' conscientiousness and teachers' job productivity in post basic schools in Kogi State, Nigeria. The significant relationship between principals' conscientiousness and teachers' job productivity implies that leaders who are organized, responsible, and goal-oriented contribute positively to the work ethic and output of their teaching staff. This trait may enable principals to establish clear expectations, follow through on commitments, and maintain a structured school climate, which in turn motivates teachers to be more effective.

The finding of the study is largely in agreement with a number of previous studies that underscore the positive role of conscientiousness in enhancing job-related

outcomes in educational settings. For instance, the findings of Eremie and Opuda (2022) support the present result as they reported a significant positive relationship between conscientiousness and teachers' job satisfaction. Since job satisfaction is often linked to job productivity, their finding aligns well with the current study. Similarly, Gomez and Majestad (2022) concluded that conscientiousness, along with other traits, significantly affects job performance among teachers, which directly supports the relevance of this personality trait in driving teacher productivity.

In addition, Huynh, Nguyen, and Kieu (2020) found that conscientiousness positively impacts job performance, ranking just behind agreeableness and openness. Their findings in a different professional context (machinery industry) affirm the broader applicability of conscientiousness as a valuable trait for performance enhancement, hence lending credence to the current study's conclusion. Vianny (2019) also reported that conscientiousness is a key personality trait positively and significantly associated with employee job performance, further reinforcing the present findings. Likewise, Ukah (2019) identified a significant extent to which conscientiousness influences teachers' performance in Imo State, Nigeria a context similar to the current study, thus bolstering its relevance and accuracy. Moreover, the findings of Mehmet (2017) offer additional support by indicating a positive correlation between conscientiousness and teacher self-efficacy beliefs. Since self-efficacy influences motivation and effectiveness at work, this relationship indirectly confirms the role of conscientiousness in driving teacher productivity. Similarly, Ampsonah and Asamani (2015) found that conscientiousness had the strongest relationship with transformational leadership style, a factor often associated with high-performing educational leaders.

However, there are studies that contradict the current findings. Notably, Asma, Shakila, and Shah (2021) reported a negative association between conscientiousness and job performance, a finding that stands in contrast to the prevailing consensus. Likewise, Zohreh and Seyed (2018) found a negative and significant correlation between conscientiousness and job efficiency of teachers, though they acknowledged the trait's strong predictive power alongside job involvement. These exceptions suggest that the influence of conscientiousness may be context-specific or moderated by other variables such as organizational culture or leadership dynamics. Britwum et al. (2022) also found that conscientiousness was not a predictor of academic achievement among students, although this study focused on student outcomes rather than teacher productivity. Similarly, Shaista, Akhtar, and Uzma (2019) did not find a significant relationship between conscientiousness and students' performance, which indirectly suggests limited impact, although this again targets a different dependent variable.

Conclusion

Based on the findings of the study, it can be concluded that principals' personality traits have a significant influence on teachers' job productivity in post-basic schools in Kogi State, Nigeria. Specifically, principals' openness to experience and conscientiousness are positively related to teachers' productivity, indicating that these traits contribute to enhanced teacher performance. Conversely, the combined effect of these personality traits plays a crucial role in shaping the productivity of teachers in post-basic schools within the region.

Recommendations

Based on the findings of this study, it was recommended that:

1. Principals should be encouraged to cultivate and demonstrate openness to new ideas and innovative approaches, as this trait positively impacts teachers' job productivity.
2. School management and education authorities should prioritize selecting and training principals who exhibit high levels of conscientiousness to promote discipline and responsibility, thereby enhancing teacher productivity.
3. Educational policymakers should consider personality assessments (on openness to experience and conscientiousness) during the recruitment and professional development of principals to ensure that those with favorable personality traits are placed in leadership positions to maximize teachers' job productivity.

References

Ajaii, A., Shiyanbade, B. W., Ajaii, O. A., Olodude, D. O. & Olowoporoku, O. J. (2017). Influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South Senatorial District. *International Journal of Management, Accounting and Economics*, 4(3), 200-217.

Ali, H., & Rizwan, M. (2019). Teacher personality and job performance: Mediating role of job satisfaction. *Asian Journal of Social Sciences*, 7(3), 21–33.

Amponsah, M. O. & Asamani, L. (2015). Personality traits of teachers and desired leadership styles. *British Journal of Psychology Research*, 3(5), 1-15.

Asma, A., Shakila, M. & Shah, H. (2021). Relationship between teachers' personality traits and job performance among university teachers, Khyber Pakhtunkhwa, Pakistan. *The Spart*, 6(1), 161-173.

Beng, T. L. W. & Muthuveloo, R. (2020). The influence of personality traits and employee development on the job performance of engineers in Malaysia. *Jurnal Muara Ilmu Ekonomi*, 4(2), 366-373.

Britwum, F., Amoah, S. O., Acheampong, H. Y., Sefah, E. A., Djan, E. T., Barimah, S. J. & Aidoo, S. (2022). Do extraversion, agreeableness, openness to experience, conscientiousness and neuroticism relate to students' academic achievement: The approach of structural equation model and process macro. *International Journal of Scientific and Management Research*, 5(2), 64-79.

Costa, P. T., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Odessa, FL: Psychological Assessment Resources.

Costa, P. T., & McCrae, R. R. (2017). The NEO Inventories as instruments of psychological theory. In T. A. Widiger (Ed.), *The Oxford handbook of the five-factor model* (pp. 11– 37). Oxford, England: Oxford University Press.

Delport, W. K., Van Jaarsveld, L. & Challens, B. (2021). Personality and self-leadership of school principals as determinants of school performance. *Journal of Education*, 85, 202-220. <http://dx.doi.org/10.17159/2520-9868/i85a11>

Eremie, M. & Opuda, A. (2022). Personality traits and job satisfaction among teachers in Rivers State secondary schools. *International Journal of Social Sciences and Management Studies*, 1(1), 28-41.

Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.

Gomez, D. & Majestad, L. (2022). Influence of personality traits on the job performance of public elementary school teachers. *International Journal of Research Studies in Education*, 11(7), 125-148.

Huynh, T. L., Nguyen, H. M. & Kieu, T. T. (2020). The impact of salesperson's personality to job performance in machinery industry in Vietnam. *Journal of Asian Finance, Economics and Business*, 7(10), 377-389. <http://doi:10.13106/jafeb.2020.vol7.no10.377>

Masoume, P. & Kourosh, G. (2019). Prediction of the job performance of teachers based on personality traits, self-esteem and anger. *Journal of Advance Pharmacy and Education Research*, 9(S2), 47-57.

McCrae, R. R., & Costa, P. T. (2093). *Personality in adulthood: A five-factor theory perspective* (2nd ed.). New York, NY: Guilford Press.

Mehmet, Ü. (2017). Personality and attitude towards teaching profession: Mediating role of self-efficacy. *Journal of Education and Training Studies*, 5(9), 70-82.

Ntu, N. N., Ushie, P. O. & Akpan, E. M. (2022). The influence of teachers'

agreeableness and openness to experience on secondary school students' English language academic achievement in Ogoja Education Zone of Cross River State, Nigeria. *Journal of Education and Practice*, 6(5), 21 – 28.

Pandey, N. S., & Kavitha, M. (2015). Relationship between Big Five personality and job satisfaction of private high school teachers, in Puducherry region: An empirical analysis. *International Journal of Research in Economics and Social Sciences*, 5(8), 245–253.

Post Primary Schools Management Board (PPSMB) (2023). *Number of principals and teachers in post basic schools in Kogi State*. Yola: PPSMB Document.

Salehi, M. (2018). The mediating role of self-esteem in relation between personality and job performance among teachers of Marvdasht City. *Psychological Methods and Models*, 9(31), 1–24.

Shaista, K., Akhtar, S., & Uzma, H. (2019). Conscientiousness and employee performance: The mediating role of organizational commitment. *International Journal of Academic Research in Business and Social Sciences*, 9(6), 232–247.
<https://doi.org/10.6007/IJARBSS/v9-i6/5937>

Shaista, N., Akhtar, A. & Uzma, M. (2019). The impact of teachers' personality on students' academic achievement in Pakistan. *Global Regional Review (GRR)*, 4(3), 92 – 102.
[http://dx.doi.org/10.31703/grr.2019\(IV-III\).11](http://dx.doi.org/10.31703/grr.2019(IV-III).11)

Ukah, C. (2019). Personality variables and teachers' performance in secondary schools in Imo State, Nigeria. *Journal of Educational Psychology*, 11(2), 44–60.

Ukah, G. N. (2019). Personality variables and teachers' performance in secondary school in Imo State. *Universal Academic Journal of Education, Science and Technology*, 4(2), 75–83.

Vianny, E. (2019). Impact of personality traits on job performance of nursing staff in Batticaloa Teaching Hospital. *Sri Lanka Journal of Management*, 5(1), 22–38.

Vianny, E. (2019). Openness to experience and emotional regulation in teachers. *Journal of Educational Psychology*, 111(6), 1054–1065.

Vianny, J. D. (2019). Impact of personality traits on employees' job performance in Batticaloa teaching hospital. *Iconic Research and Engineering Journals*, 2(12), 86–97.

Yakubu, A. M. (2019). *Islam in the history and transformation of the Kambari people of central Nigeria*. Ahmadu Bello University Press.

Zohreh, N. E. & Seyed, A. J. (2018). Relationship between job involvement and personality traits with teachers' job efficiency. *Specialty Journal of Psychology and Management*, 4(2), 37–48.

Zohreh, S., & Seyed, M. (2018). Role of job involvement and personality traits in teachers' job efficiency, Tehran. *Journal of Education Studies*, 6(2), 55–70.