

UNIVERSITY OF CAPE COAST

INFLUENCE OF EYSENCK'S PERSONALITY TRAITS DIMENSIONS
ON JOB PERFORMANCE AMONG SENIOR HIGH SCHOOL TEACHERS
IN AJUMAKO ENYAN ESSIAM DISTRICT

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IN AJUMAKO ENYAN ESSIAM DISTRICT

BY

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Thesis submitted to the Department of Education and Psychology, Faculty of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Educational Psychology.

FEBRUARY, 2020

DECLARATION

Candidate's Declaration

I hereby declare that this Thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature Date

Name: Samuel Fynn

Supervisors' Declaration

We hereby declare that the preparation and presentation of the Thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature.....Date.....

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Co-Supervisor's Signature.....Date.....

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ABSTRACT

This study explored the influence of Eysenck's personality dimensions on job performance among senior high school teachers in Ajumako/Enyan/Esiam District. The target population for the study consisted of all public senior high school teachers in the selected District. One hundred and ninety one (191) teachers were sampled for the study. The study adopted the use of Hans Eysenck's short-form personality questionnaire and Teachers self-rating performance questionnaire as the main data collection instruments to obtain the study responses. The information obtained from the structured questionnaires were analysed using inferential statistical techniques such as Independent samples t-test, multiple regression and One-way analyses of variance (ANOVA) to arrive at the study results. The findings of the study indicated that there is a positive relationship between Eysenck's personality traits dimensions and teachers' job performance. It was also found that, there was no significant difference between most demographic variables and teachers' job performance. Based on the results, it was recommended that School management should understand the relevance of personality traits such as, introversion, extroversion, neuroticism and psychoticism personality traits on teaching outcomes in the schools. The study again recommended to Ghana Education Service as well as Ministry of Education to take into consideration personality assessment tests during recruiting and posting of new teachers. The study again recommended to Ghana Education Service not to use gender, marital status and work experience as a means to recruit and promotes teachers.

KEYWORDS

Extraversion

Job Performance

Neuroticism

Psychoticism

Senior High Schools

Teacher Effectiveness

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DEDICATION

To my Family

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	8
Research Questions	9
Research Hypotheses	9
Significance of the Study	10
Delimitation of the Study	11
Limitations of the Study	12
Definition of Terms	12
Organisation of the Rest of the Study	13
CHAPTER TWO: LITERATURE REVIEW	
Overview	15
Theoretical Framework	16
Eysenck's Personality Theory	16
Extraversion	17

Neuroticism	20
Psychoticism	22
Concept of Personality	24
Teacher Personality Traits	29
Job performance	33
Professional focus	40
Punctuality	41
Professional Development	41
Relationship between marital status and job performance	42
Relationship between gender and job performance	44
Relationship between Education and Job performance	47
Relationship between work experience and Job performance	51
Relationship between Eysenck's Personality Traits Dimensions and Job Performance	52
Conceptual Framework	57
Chapter Summary	63
CHAPTER THREE: RESEARCH METHODS	
Introduction	64
Research Design	64
Population	66
Sampling Procedure	67
Data Collection Instrument	69
Pilot testing	71
Instrument Validity	72
Instrument Reliability	73

Data Collection Procedure	74
Data Processing and Analysis	75
Ethical Issues	76
Chapter Summary	76
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	78
Results	78
Demographic characteristics of Senior High School Teachers	78
Gender of Senior High School Teachers	79
Age of SHS teachers	79
Marital status of SHS teachers	80
Educational Qualification of SHS teachers	80
SHS teachers' years of teaching experience	81
Research Question One	82
Research Question Two	84
Research Hypothesis One	86
Research Hypothesis Two	88
Research Hypothesis Three	92
Research Hypothesis four	94
Discussion of Findings	97
Chapter Summary	104
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Overview	106
Summary of the study	106

Key Findings	107
Conclusions	108
Recommendations	108
Suggestions for Further Research	110
REFERENCES	112
APPENDICES	141
APPENDIX A	141
APPENDIX B	150
APPENDIX C	153
APPENDIX D	157
APPENDIX E	161
APPENDIX F	165
APPENDIX G	167

LIST OF TABLES

Table		Page
1	Population Distribution of Teachers with Respect to Gender	67
2	Sample Distribution of SHS Teachers	69
3	Gender of SHS Teachers	79
4	SHS Teachers' Age	79
5	Marital Status of SHS Teachers	80
6	Educational Qualification of SHS Teachers	80
7	SHS teachers' Years of Teaching Experience	81
8	Linear Multiple Regression of Eysenck's Personality Traits and Job Performance	84
9	Eysenck's Personality Traits that Influences Teachers' Job Performance	85
10	Independent Sample T-Test on Gender and Teachers' Job Performance	87
11	The difference between male and female SHS teachers in their job performance	88
12	One-Way ANOVA on Marital Status and SHS teachers' Job Performance	90
13	Post-hoc Test on Difference between marital Status and SHS Teachers' Job Performance	91
14	Descriptive Statistics Showing the difference in Marital Status and SHS Teachers' Job Performance	92
15	One-way ANOVA on SHS teachers Job Performance and their Educational Qualification	94

16	One-way ANOVA on SHS teachers Job Performance and their Years of Teaching Experience	96
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LIST OF FIGURES

Figure		Page
1	Extroversion	20
2	Conceptual framework of Eysenck's personality and job performance.	62

CHAPTER ONE

INTRODUCTION

Background to the Study

Every organisation in business today aims to flourish and achieve its mission and vision statement. This is because; no business is built in a vacuum. Although every investor invests with the aim of whipping the investment back with profit, sometimes this aim is not achieved by the stakeholders because of several reasons, which sometimes may be known or unknown to investors. One of the numerous reasons that prevent investors or employers from achieving their vision and mission in business is the attitude or personality of employees who they work hand in hand with (Darkwah, 2014). Most at times investors fail to achieve their stated goals because they forget that, the goals that they have set will be accomplished by some group of people (employees). Meanwhile the employees that the management is working with to achieve the objectives are different people from diverse culture with different personality traits that guide their behaviour. In addition, these employees are with different characters, ideas and skills, they come together to form the human capital of the organisation. According to Jones and George (2002), the human resource of an organisation includes all the people in the organisation, ranging from top managers to lower level employees. This makes human resource an integral component of organisational management. Kinicki and Williams (2008) noted that, human resource management has become an important component of organisational strategic planning. The

utilisation of this human resource to achieve organisational goals has become an important task for all organisations. Thus, the focus of human resource management is on all people in the organisation (Stewart & Brown, 2009). Currently, this resource which is of great importance to every organisation is scarce, and organisations are always in competition for it. Aside its scarcity, many organisations also find it difficult to attract and maintain this important resources, and this has become a serious issue (Terera & Ngirande, 2014).

Problems such as employees' attitude, quality maintenance and scarcity have called for several studies and it has been revealed that, in this 21st century, one of the most critical problems or issues confronting most institutions is organisational behaviour (Darkwah, 2014). Organisational behaviour is the effect of workforce diversity such as personality on organizational performance in today's global and competitive environment. The general consensus is that organisations that capitalise on this diversity are likely to perform better than organisations without the advantages (Mkoji & Sikalieh, 2005).

Workforce diversity refers to employees' individual differences and similarities. It stands for individuality that includes personality, gender, race, nationality, ethnicity, region, sexual orientation, income, marital status, work experience, perceptions among others that uphold organisational core values (Mkoji & Sikalieh, 2012). The workforce diversity in the business world is not extremely different from the school. The school is a social institution that is developed with the aim of providing quality and better education to the students who come to the school. According to Leithwood, Jantzi, and Steinbach (1995), school as learning organisation is defined as a group of

people pursuing common purposes (individual purposes as well), with a collective commitment to regularly weigh the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes.

It could be acknowledged that, most at times, this purpose is mostly not achieved due to work force diversity and prominent among them is the personality traits that some teachers exhibit in the schools they teach. Sanders and Horn (1998) are of the view that, the most essential variable in student academic success is the classroom teacher. According to Gurr, Drysdale, and Mulford (2005), most of teachers' personality characteristics enhance students' efficiency. This means that personality is among the important factors that influence teachers' performance and behaviour. In the same manner, personality plays crucial role in controlling school teachers in achieving their objectives. It is widely accepted that, people's personality and interests can influence their work performance and adjustment to their jobs (Darkwah, 2014).

Recently, due to changes in legislation and recent school reforms, a lot of attention has been placed on teachers and their influence on students' academic success. For instance, the individuals with Disabilities Education Act (IDEA) and No Child Left Behind state that, every student should have a quality teacher who is licensed and effective (Mock, 2012). The acts focused on teachers' academic qualifications and licensure requirements as a measure of their effectiveness. The general belief is that personality includes the harmony of the person of the individual and the environment and the factors

that make him/her unique, and therefore is an integral unit organising various properties (Mock, 2012) .

Finding out the personality traits that make teachers most effective should be a high priority for school administrators, legislators, teachers, and students alike (Khushid, 2011). This is because, the personality traits of the teachers account for high influence on students' achievement. Barrick and Mount (1991) and Hogan and Holland (2003) showed in their respective meta-analyses that, personality traits have some influence on performance. Studies on exploring teacher personality effects on student academic success have found that, teachers with certain personality profiles may be more effective, depending on their students' learning styles and the classroom environment (Fairhurst & Fairhurst, 1995). That is, like all other people, teachers have different needs, talents, motives, desires, inclinations, and personality characteristics which can affect their performance. Therefore, some features like friendliness, self-confidence, willfulness, intelligence and ability to manage, and discernment can help in predicting people's success (Vatur, 2001).

According to Furnham, Petrides, Tsaousis, Pappas and Garrod (2005), personality traits are responsible for determining individuals' beliefs, attitudes and behaviour, which in turn determines work behaviour and attitudes. Certain personality traits have the tendency to influence the perception of work situations, as different types of employees tend to like or dislike certain features of their work, affecting their level of job satisfaction (Bowling, Beehr, & Lepisto, 2006). In as much as a lot of researchers and theorists have proven beyond doubt that personality is a strong predictor of job performance,

Hampson and Goldberg (2006), hold a contrary view that, personality traits do not change much for working-age adults, and thus, changes in job requirements should have a strong influence on job performance leading to satisfaction.

This implies that, no matter the behaviour one exhibits or portrays at the work place, it will have no influence on the job performance and satisfaction of the person. Quality education to some extent depends on the quality of teachers, and since teachers are considered as the foundation stone in an educational set-up, then there is the need for educational stakeholders and policy makers to treat teacher's personality with paramount importance. Therefore, there is a need to look into the phenomenon with keen interest.

Statement of the Problem

From time immemorial, personality traits have become an inevitable subject among human beings regardless of their race, religion or culture. Every individual one way or the other has certain character traits that differentiate him or her from others. The concept personality is a pragmatic mechanism for describing, explaining, and understanding human behaviour (Khurshid, 2011). Personality is a set of traits and behaviours that characterise an individual. Every individual is unique, in the sense that no two people are exactly alike in terms of temperament, behaviour and preferences (Khurshid, 2011).

In addition, Khurshid (2011) opined that, even though every individual is unique and not completely consistent during different situations, still there are considerable commonalities in human behaviour. Many people showing similar patterns of behaviour in similar situations. Most at times, people

exhibit behavioural patterns that go beyond human imagination and people even begin to ask questions whether those people will be able to perform their tasks effectively. But Hampson and Goldberg (2006), argued that, personality traits do not change much for working-age adults, so changes in job requirements should have a strong influence on job performance leading to satisfaction. In the same way, some researchers have also refuted the argument and noted that, negative personality traits would have negative effect on the performance.

According to Fislser and Firestone (2006), teachers' performance is influenced by the teachers' personality characteristics and their efficacy belief in teaching. Fislser and Firestone explain that no matter how man may be, his character traits will definitely have influence on his performance. They believe that a timid person will be dormant and slow when it comes to work delivery leading to low performance. Over the past 25 years, a number of researchers like (Abdullah, Rashid & Omar 2013; Mount & Barrick 1998; Bing & Lounsbury 2000 and Hogan & Holland, 2003) have investigated the validity of personality as a predictor of job performance. From their studies, the overall conclusion showed that, validity is quite low. Consequently, it was not possible to determine whether there were consistent, meaningful relationships between particular personality constructs and performance criteria in different occupations (Barrick & Mount, 1991).

For example, a study by Azlina and Tan (2008) found that most of the teachers' personality is agreeableness and the less is neuroticism. Meanwhile this may not be the case among all teachers in the rest of the world. Research on teachers' personality traits carried out in several countries focused on the

evaluation of teacher's personality and their professionalism (Borg & Riding, 1991). Although numerous works like Azlina and Sew Lee (2008), Supian and Khadijah (2014) and Klang (2012) have been done in the European world and even Darkwah (2014) in some part of Ghana on personality of teachers, they all focused on the big five personality traits, that is, extraversion; neuroticism; openness; agreeableness and conscientiousness, and ignored the Eysenck's personality traits.

A study conducted by Rusbadrol, Mahmud, Suriani and Arif (2015) to assess the association between personality traits and teachers job performance in Malaysia, it was found that, there was a positive association between personality traits and teachers job performance. Again, a study by Klang (2012) to examine the relationship between personality traits dimensions and supervisory ratings of job performance, in a sales context in Sweden. The study found that Extroversion, Conscientiousness, and Neuroticism correlated moderately with job performance. Again, no correlation was found between job performance and Agreeableness and Openness to Experience. In the context of Ghana, research was conducted to look into the impact of personality traits on job performance in the Public sector with Kumasi Metropolitan Assembly (KMA). The study revealed that the Five Factor Model of Personality, whose dimensions are Neuroticism, Conscientiousness, Agreeableness, Openness to Experience and Extroversion was seen to be exhibited by every employees, group within Kumasi Metropolitan Assembly. The study further revealed that Conscientiousness and Extroversion were the major predictive factor which has a positive correlation with job performance. But even though in Ghana a study on personality is conducted, it was done on

different category of people (local government employees) and not teachers, also, the study was conducted in different district and in different region.

Moreover, in the area of the study, (Ajumako/Enyan/Essiam District) no study was found, to have investigated Eysenck's personality theory and job performance among teachers. Also, according to Huver, Otten, De Vries, and Engels (2010) a number of studies like Rusbadrol, Mahmud, Suriani and Arif (2015) and Klang (2012) have been conducted on the relationship between personality and job performance, but it is still uncertain whether personality factor is the determinant of job performance. Therefore, there is the need for researcher to use empirical evidence to unravel the influence of Eysenck's personality traits on job performance among teachers in senior high schools in the Ajumako/Enyan/Esiam (AEE) district.

Purpose of the Study

The purpose of this study was to examine the influence of Eysenck's personality traits dimensions on job performance among teachers in senior high schools in the Ajumako/Enyan/Essiam District. Specifically, this study sought to find out the:

1. relationship between Eysenck's personality traits dimensions and job performance among teachers in senior high schools.
2. type of Eysenck's personality traits dimension that influences teacher's job performance in the senior high schools.
3. difference between male and female teachers in terms of their job performance.
4. difference in the job performance of teachers with respect to their marital status.

5. difference in the job performance of teachers on the basis of their educational qualifications.
6. difference in the job performance of teachers with respect to their teaching experience.

Research Questions

1. What is the relationship between Eysenck's personality traits and job performance among teachers in public Senior High Schools in Ajumako/Eyan/Essiam District?
2. Which type of Eysenck's personality traits influences job performance of public Senior High School teachers in Ajumako/Eyan/Essiam District?

Research Hypotheses

- H₀: There is no statistically significant gender difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District.
- H₁: There is statistically significant gender difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District.
- H₀: There is no statistically significant difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their marital status.
- H₁: There is statistically significant difference in the job performance public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their marital status.

H₀: There is no statistically significant difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their educational qualification.

H₁: There is statistically significant difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their educational qualification.

H₀: There is no statistically significant difference in the job performance public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their number of years in teaching.

H₁: There is statistically significant difference in the job performance public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their number of years in teaching.

Significance of the Study

The result of this study intends to enable individuals, policy-makers, curriculum planners and the government to make adequate plans concerning teacher's performance. Findings of this study would greatly benefit the Ministry of Education in that; Ministry of Education may use the study to plan for educational improvement and development programs such as teachers training and development. As indicated by Yin and Kwok (1996), through systematic professional development teachers can grow and develop to acquire new knowledge, skills and attitudes which in turn promote or improve their teaching performance at different stages of their careers.

The findings of the study may help teachers to know themselves and how to integrate their personality strengths to make their teaching techniques become effective, which is needed in achieving the educational development

blueprint as well as achieving the national vision. Finally, the study would enable both classroom teachers and the school administrators to better understand each other during delivery of their services, since it would enable each of them to know his or her actual personality trait that influences his or her behaviour.

Delimitation of the Study

The study was delimited to Ajumako/Enyan/Esiam District of the Central Region. This district was selected for the research due to its low level and standard of education. According to Ghana Education Service, all the senior high schools in the district are category B and C schools. It confined itself to only public Senior High School teachers in the district. Several people may be experiencing traits personalities but this study sought to establish the relationship between the Eysenk's personality theory and teachers' job performance. In addition, since other studies have focused thoroughly on the big five personality traits (neuroticism, agreeableness, extraversion, openness and conscientiousness), the study was delimited to Hans Eysenck's personality traits, specifically, extraversion, neuroticism and psychoticism. The scope of this research was limited to only the teachers in the five selected Senior High Schools in the Ajumako/Eyan/Esiam District of the Central Region of Ghana. Namely, Enyan Denkyira Senior High Technical School, Ajumako Senior High School, Mando Senior High School, Bisease Senior High School and Abaasa Senior High School. These schools were selected from seven (7) Senior High Schools in the District. The district has seven Senior High Schools. Out of these, five are public schools and two are privates' schools.

The five schools selected for the study were public schools since the focus of the study is on public schools.

Limitations of the Study

Due to the quantitative nature of the study which demanded the use of questionnaires, some of the respondents were reluctant to answer the questionnaire wholeheartedly. In particular, few of them demanded monetary reward for their answers during this research. Inability to provide such a reward may have affected the quality of information that some of the teachers provided. However, only a few made that demands. Therefore, there is no reason to believe that the information withheld by such “bright seeking” teachers affected the validity of the overall data.

Moreover, since the instrument that was used to collect data for the study was questionnaire which does not allow for further probing, it restricted the researcher from getting in-depth information on the respondents that were sampled.

Again since the respondent for the study originated from some selected group of teachers, generalization will be restricted in that regard.

Definition of Terms

Personality- A set of invisible characteristics and practices that lie behind a relatively stable pattern of behaviour in response to ideas, objects, or people in the environment (Daft, 2008).

Professional Development- Professional development is an activity that develops individual skills, knowledge, expertise and other characteristics as a teacher.

Distraction- Distraction is anything that prevents or hinders the teacher from delivering his or her services freely and happily.

Professional focus- Professional focus is the hallmark of teachers' effectiveness (Aina, Olanipekun & Garuba, 2015). This is where teachers focus on their profession as teachers and not to look elsewhere.

Teaching Effectiveness- An effective teacher is one who is intellectually challenging, motivating students, setting high standard and encourages self-initiating learning (Darling-Hammond, 2010).

Neuroticism- Neuroticism is related to the characteristics of people who have negative affect and low in self-esteem

Psychoticism- This describes people who lack empathy, cruel, a loner, aggressive and troublesome. Such people have high levels of testosterone. The higher the testosterone, the higher the level of psychoticism, with low levels related to more normal balanced behaviour.

Extroversion- Extroverts are individuals who are gregarious, assertive, activity and excitement-seeking (Costa and McCrae, 1992). Again, extroverts are people who tend to seek interaction with others, novel experiences and complex, varied and intense stimuli (Eysenck, 1986)

ANS -Autonomic Nervous System

IDEA- Individuals with Disabilities Education Act

FFM -Five Factor Model

Organisation of the Rest of the Study

The study is organized in five chapters. The first chapter captured the introductory part of the study which focused on the background to the study,

statement of the problem, purpose of the study, significance of the study, limitations, and delimitations of the study and definition of terms.

Chapter two, dealt with review of related literature which focused on conceptual, theoretical and empirical reviews. The chapter also discussed the conceptual of the study. Chapter Three discussed research methods that were used in the study. These included the research design, population, sampling procedures, data collection instrument, validity and reliability of instruments, ethical issues, and data collection procedures and data analysis. Chapter four concerns itself with the presentation of results and discussion of findings whereas chapter five provides summary of the findings, conclusions and recommendations as well as suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter exposes us to the literature review on previous researches on the related topic. It comprises of reviews from articles, textbooks, journals and websites. Most of the reviews are on personality and teaching job performance of teachers. The review on personality is focused on the dimensions of personality through the Eysenck personality dimensions, while the review on job performance is based on teacher effectiveness and efficiency. In certain aspects, job performance could be considered as part of teaching effectiveness which consists of elements on how the job is done. Teacher performance includes measures of general teaching practices such as teaching methods and strategies, classroom management, planning and organisation of teaching (Magno & Sembrano, 2008). This has brought a number of researchers to propose a moratorium on meta-analyses on the influence of Eysenck's personality traits dimensions and job performance criteria. Therefore, understanding personality and job performance, which is related to how teachers conduct their job especially in teaching, will help make one understand the influence of teachers' personality on their teaching performance.

Theoretical Framework

Eysenck's Personality Theory

The quest to know why people behave the way they do, has been on, and it has attracted so many studies. In order to answer some of these questions, personality psychologists developed a sophisticated model of personality known as trait theory. Michel (1978) and Daminabo (2008) defined a trait as a "continuous dimension on which individual differences may be arranged quantitatively in terms of the amount of the characteristics the individual has". Chauham (1978) and Chowdhury (2006) also defined trait as "a property within the individual that accounts for his unique but relatively stable reactions to the environment". Other personality theorists emphasise the role of biological, cognitive and environmental forces in shaping personality. At about the same time as the *Big Five* was emerging; Hans Eysenck was also devising his own model of personality (Eysenck, 1947). He believed that rather than just using factor analysis to develop a model of personality, other issues should also be taken into consideration, e.g. the fact that certain characteristics remain constant in an individual throughout their adult life. He opined that, there were three factors that were central to the individual, that determined their behaviour and that any remaining factors could be derived from these three. As a result of that Eysenck (1952, 1967, and 1982) proposed a theory of personality based on biological factors arguing that, individuals inherit a type of nervous system that affects their ability to learn and adapt to the environment.

During 1940s, Eysenck was a worker at the Maudsley psychiatric hospital in London. His job was to make an initial assessment of each patient

before their mental disorder was diagnosed by a psychiatrist. Through this position, he compiled a battery of questions about behaviour, which he later applied to 700 soldiers who were being treated for neurotic disorders at the hospital (Eysenck, 1947). He found that the soldiers' answers seemed to link naturally with one another, suggesting that there were a number of different personality traits which were being revealed by the soldier's answers. He called these, first-order personality traits. He used a technique called factor analysis; this technique reduces behaviour to a number of factors which can be grouped together under separate headings, called dimensions. Eysenck (1947) found that, the behaviour of the soldiers could be represented by two dimensions: Extroversion (E) and Neuroticism (N). Eysenck called these second-order personality traits. Eysenck later upon several researches and studies with his wife and colleagues added another dimension called psychoticism; He opined that, psychotic people exhibit behavioural pattern that seems to be psychotic and not that, they are psychotic. Each aspect of personality (extraversion, neuroticism and psychoticism) can be traced back to a different biological cause. Personality is dependent on the balance between excitation and inhibition process of the autonomic nervous system (ANS). Hans Eysenck in his learning grouped the personalities he identified into three dimensions. These dimensions are Extraversion, Neuroticism and Psychoticism (PEN). The dimensions are detailed below.

Extraversion

Extraversion is a personality trait that identifies or portrays a person as being sociable, talkative, energetic, gregarious, outgoing or assertive, experiences positive emotion and self-confident (Zhai, Willis, O'Shea, Zhai &

Yang, 2013; Ha & kim, 2013; Chang et al, 2013). Extraverts are sociable and crave excitement and change, and thus can become bored easily. According to Costa and McCrae (1992), individuals who are extroverts are gregarious, assertive, active and excitement-seeking. They tend to be carefree, optimistic and impulsive. They are more likely to take risks and be thrill seekers. Eysenck (1986) assert that, extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli; extraverts on the other hand, prefer their own company and prefer the familiar and unfamiliar. Mount and Barrick (1995) also shares that, extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. According to Watson and Clark (1997), extroverts have been found to be socially engaging, gregarious, assertive, and expressive, articulate, comfortable in group settings and have a great number of friends. Extraverts also tend to be high in positive affectivity, self-efficacy and optimism (Williams, 1997). Harris and Fleming (2005) opined that, extraversion represents various aspects such as sociable, gregarious, assertive and talkative.

Cooper (2003) asserts that, extraverted personality tends to be sociable, assertive, gregarious, talkative, and ambitious. Extraversion is the extent to which people are comfortable in social relationships, how socially inhibited, and the extravert who is comfortable in social relationships and socially uninhibited (Manning, Parker & Pogson, 2006). Eysenck argues that, extraverts possess these characteristics because they inherit an under-aroused nervous system and seek stimulation to restore the level of optimum stimulation. Prone extraverted workers are likely to use their stable, cool-

headed, optimistic, and aggressive manner to react to customers' requests, which results in work completion and customer satisfaction. Smithikrai (2007) finds a positive relationship between extraversion and job success, especially in jobs that require interpersonal contact. The six facets of extraversion traits were divided by McCrae and Costa (2006) into interpersonal and temperamental traits. The three interpersonal traits are warmth, gregariousness and assertiveness, given extraverts' propensity to seek new relationships and the social nature of performers, extraverts are expected to be more likely than introverts to volunteer their service as performers. In a qualitative study of performers by Smithikra (2007), he found that, performers were attracted to customers and people with communication skills, and also sought performing opportunities in order to develop close relationships. Because of their sociable nature, extraverts are highly motivated by intrinsic factors such as recognition, positive feedback and rewards which comply with their sociable nature (Furnham, 1997). Extraversion is important, especially in jobs that are people or service oriented (Hurtz & Donovan, 2000). In addition, extraverts strive to obtain status and rewards at work, thus increasing their performance (Barrick, Stewart & Piotrowski, 2002). Again, extraverts strive to obtain recognition and status as this helps them in their social networking. Thus, if they are recognised among their peers, it increases their social levels as they feel important and valued in the organization. Tallman and Bruning (2008) stated that, extroverts' need for power and recognition may also cause them to take more risks in the job and they would expect the organization to support their work activities. People high in extraversion tend to be high performers and committed to the organization and their work (Tallman & Bruning, 2008). The

opposite of the extraverted people are the introverts. According to Hans Eysenck this personality trait is a bipolar in nature and therefore people who score high on it are extraverts and those who score low are the introverts, as seen in figure 1.



Figure 1: Extroversion

Source: Eysenck's personality theory (1985)

Neuroticism

Neuroticism is individuals who are much more unstable and prone to over react to stimuli and may be quick to worry, anger or fear. It is also the degree to which a person is anxious, irritable, temperamental and moody. A person's level of neuroticism is determined by the reactivity of their sympathetic nervous system. A stable person's nervous system will generally be less reactive to stressful situations, remaining calm and level headed. Neuroticisms are overly emotional and find it difficult to calm down once upset. Neurotic individuals have an ANS that responds quickly to stress. It is noted to be the only personality dimension trait where scoring high is undesirable. People who are Neurotic have a tendency to have problems with emotional adjustment and experience stress habitual and depression. Neuroticism is mostly related to the characteristics of people who have negative affect and low in self-esteem. Watson and Clark (1984) defined

negative affect as a propensity to view the world in a negative emotional state. In the same way Levin and Stokes (1989) mentioned that, individuals high in negative affect tend to focus on the negative aspects of others and themselves. Individuals high in negative affectivity, concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around them (George, 1996). Brockner (1988) also opined that, persons low in self-esteem and self-efficacy look to others for approval. Turban and Dougherty (1994) mentioned that individuals with low self-esteem tend to withdraw from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less appealing to others. Neuroticism has been found to be negatively related to self-esteem, self-efficacy and locus of control (Judge, Erez, & Bono, 1998). Barnett and Connors (2007) asserted that, neuroticism comprised of several characteristics including low self-esteem and negative affectivity. However, Costa and McCrae (1992) also opined that, neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability. According to Mount and Barrick (1995), neuroticism as “emotional stability” by some researchers and can be further conceptualized as the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. This makes it clear that neuroticism persons are also limited in social skills and they are not interested in any long-term relationship. As cited by Judge et al (1998), neurotic individuals are severely limited in their social skills. Again, neurotic individuals are not likely to establish long-term relationships that demand commitments, social skills and trust in others (Raja, Johns & Ntalianis, 2004).

Neurotic persons tend to experience a number of problems at work and the teacher is not different. For instance, they have difficulties forming and sustaining relationships and are less likely to be someone people would approach for advice and friendship. This makes it unfavourable in the teaching sector as it is required of the teacher to be friendly and give advice to students. According to Judge, Heller and Mount (2002), neurotic people are noted to be consistently unhappy in their jobs and elicit high intention to leave though they do not necessarily leave. People high in Neuroticism have lower level of career success as it tends to be harmful to their career job performance. Neurotics are noted to be generally lacking positive attitudes toward work and may lack the confidence and optimism required to engage in a working environment especially when such work environments require great attention and activity. As a consequence, this would result to lower ambition if any at all and less focus on career goals. There is therefore the likelihood of a negative relationship between neuroticism and goal direction as observed by Malouff et al., (1990). Such people are likely to be less committed to work.

Psychoticism

Psychoticism was the third traits dimension that Eysenck (1966) later added e.g., lacking in empathy, cruel, a loner, aggressive and troublesome. This has been related to high levels of testosterone. The higher the testosterone, the higher the level of psychoticism, with low levels related to more normal balanced behaviour. Psychoticism is about the ego control, is made up of less extraversion and less neuroticism (Darkwah, 2014). In addition, Darkwah added that, individuals who are high on psychoticism are tough minded, rebel, willingness to take risk and may be unconcerned about

the rights and welfare of others. Those on the low are affectionate, sensitive and concerned about others (Darkwah, 2014). Psychoticism was a late addition to Eysenck's theory of personality, and was included in 1976 whilst Hans was working with his wife, Sybil Eysenck (Eysenck & Eysenck, 1976). This third dimension of personality ranges from normality (low psychoticism) to high psychoticism. Individuals with higher psychoticism scores are more likely to engage in irresponsible or miscalculated behavior. They may also contravene accepted social norms and be motivated by a need for immediate gratification, regardless of its consequences. However, psychoticism also has more positive associations. In a 1993 study, Eysenck compared participants' scores on the *Barron-Welsh Art Scale* and *Eysenck Personality Questionnaire*, and found that individuals with high psychoticism scores tended to possess more advanced creative abilities (Eysenck & Furnham, 1993).

Eysenck suggested that psychoticism was influenced by biological factors, and was correlated with levels of hormones such as testosterone. According to the PEN model, high levels of traits such as psychoticism reduce a person's responsiveness to conditioning, meaning that they do not adopt the social norms that one may learn through reward and punishment. As a result, the theory suggests that individuals may be more prone to criminal behavior as they seek to fulfill their own interests whilst violating the rules of behavior accepted by others. Eysenck again is of the position that, a person with psychoticism will exhibit some qualities commonly found among psychotics, and that they may be more susceptible, given certain environments, to becoming psychotic. Examples of such psychotic tendencies include recklessness, disregard for common sense, and inappropriate emotional

expression to name a few (Boeree, 1998). As stated by Heath and Martin (1990), it is conceptualized as a continuum of liability to psychosis (principally schizophrenia and bipolar affective disorder) with 'psychopathy' (i.e., anti-social behaviour) defined as 'a halfway stage towards psychosis. It was also found that the psychoticism scale correlates significantly with other hostility and tough-mindedness scales and traits such as non-acceptance of cultural norms, immaturity, and anti-authoritative attitudes. Higher psychoticism scores were also reported amongst psychopaths and criminals (Howarth, 1986). This reinforces the idea Eysenck described as his psychoticism scale. This personality trait dimension has been related negatively to job performance. This is because people on this trait have abnormal behaviour that influences their performance negatively.

Concept of Personality

Thinkers throughout history have been interested in personality (Smith & Reisman, 1997). Every human being born possesses one or two personality characteristics or traits that identify or distinguish him or her from others. In psychology, personality is regarded as all that a person is, and has about him, which includes everything about the person, his physical, emotional, social, mental and spiritual makeup that makes a person unique. Personality is so widely studied concept by the psychologists that “personality psychology” is taken as a separate discipline of psychology. Personality psychology is one of the various sub-areas of Psychology and is mostly concerned with describing people in terms of their personal characteristics and their respective differences from other people. There are number of theories circling personality, thus, Psychoanalytic Theories, Humanistic Theories, Social

Cognitive Theories, Biological or Genetic Theories and Trait Theories. But the most acclaimed theory among the above personality theories is the Trait Theory. Traits theory is considered most important form of measuring the personality of individual; this is because personality can be measured by classifying it into different trait (Hewstone, Fincham & Foster, 2005). However, the concept of personality has been defined by psychologists in many ways and it is the theoretical perspective or position which directs our attention to particular aspects of personality. Understanding personality has proved to be a difficult and challenging task. It's so complex that no single theory is able to cover the total personality. Different theories approach the structure and functioning of personality from different positions. There are many theories of personality each providing different answers about the way they treat the issues about personality functioning. In particular, they provide different explanations about the role of conscious/unconscious factors, determinism/freedom in functioning, role of early experience, role of genetic factors, uniqueness/universality etc.

Daft (2011), defined Personality trait as a set of invisible characteristics and practices that lie behind a relatively stable pattern of behavior in response to ideas, objects, or people in the environment. People from different cultural background have different attitudes, values and norms. In the view of Carver and Sheier (2004), personality trait is a dynamic organization inside the person of psychophysical systems that creates the person's characteristic patterns of behaviour, thoughts and feelings. On the part of Santrock (2005), personality is the pattern of enduring, distinctive thoughts, emotions and behaviors that characterize the way an individual

adapts to the world. Personality is an individual's unique and relatively stable patterns of behaviour, thought and feelings (Baron, 2001). Personality can also be described as the characteristics of someone acting in a certain way. Imaging there are two individuals with identical age but have different interests, activities, feelings and thinking, it means there is something different inside them and that "something inside" is known to be personality (Kasschau, 2000). Allport presented the same concept of personality in his definition: "The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment" (Rosenström, et al, 2012)

In simple words, personality can be defined as the collection of intrinsic and extrinsic traits that may affect the behavior of an individual. To evaluate the personality of a person; traits or characteristics play the primary role (John, 1990). In order to classify and present the personality traits that an individual possesses, numerous authors have presented the different trait theories. Traits itself do not imply neither internal nor causative, but expressed behaviour. Proponents of such a description of personality traits claim that, first individual differences among individuals need to be determined and identified, and only then can theories be developed that can be causal in nature, so consequently they can be described. For decades, psychologists have been dealing with the problem on how to identify all the personality traits and how to fit them into one system that would apply to all. They concluded that taxonomy of personality traits is necessary in order to facilitate communication among researchers, and scientists engaged in this topic (Kardum, 2007).

Some of the more important taxonomies that have an empirical and theoretical justification are: Eysenck's hierarchical model of personality, Cattell's taxonomy as a system of 16 personality factors and many others (Larsen & Buss, 2007). From several decades, a general agreement has been observed among the psychologists on a comprehensive and robust personality model that is known as big five personality model that consists of five universal personality traits named as extraversion, conscientiousness, agreeableness, neuroticism and emotional stability (Wortman, Lucas & Donnellan, 2012). Extraversion trait refers to the level of comfort-ability with relationships to others. It represents personality characteristics as active, assertive, talkative, outgoing, social, gregarious, energetic, assurgency, and ambitious. These people are good in active communication and with full of positive energy (Barrick & Mount, 1991; Goldberg, 1990; Watson & Clark, 1997). Agreeableness refers to the degree with which individual differs with others. This Trait represents personality characteristics as cooperative, softhearted, tolerant, forgiving, altruism, emotionally supportive, courteous, good natured, flexible, and self-sacrifice (Barrick & Mount, 1991; Digman, 1990). Conscientiousness refers to the degree with which an individual is reliable. It represents different sub traits as organize, dependable, responsible, conformity, orderly, diligent, vigilant, attentive, cautious, logical, risk averter, systematize, thorough, comprehensive, reliable, determined and keep focused towards their goal for achieving success (Digman, 1990; Barrick & Mount, 1991). Neuroticism refers to the low level of emotional stability. Costa and McCrae (1992) defined Neuroticism in the following words "neuroticism signifies variances of individual tendency to experience suffering and is

defined as emotionally insecure and uneven.” Openness to experience personality trait refers to the degree or level of one’s imagination or fascination. It represents to personality characteristics as curiosity, novelty, cultivated, aesthetic, sensitivity, independent minded, intellectual, creative (Barrick & Mount, 1991; Goldberg, 1990; Digman, 1990).

But even though this model is highly acclaimed by several psychologist and theorist, Hans Eysenck’s personality trait dimension is also great to the study of personality traits. Eysenck’s personality dimensions are made up of Introversion- Extraversion, Neuroticism which is almost in the same direction as that of the big five model and later he added Psychoticism. Hans Eysenck’s theory of personality is typology; an approach that focuses on a small number of very broad dimensions (Grossarth-Maticek & Eysenck, 1995). The first dimension is a bipolar continuum running from extroversion to introversion and simply labeled extroversion (Smith & Reisman, 1997). At one extreme are people who are very outgoing; extroverts. They have many friends, enjoy such activities as parties and study groups and actively seek out social interaction. At the other end are people who avoid most interaction; introverts (Dras & Siegler, 1997). The second dimension is neuroticism, which differentiates between people who are very unemotional and those whose emotions are subject to easy arousal and rapid change (Eysenck, 1995). Hans Eysenck is of the view that, people in the latter group tend to be moody and are much more likely to cry, get angry or experience other strong emotional reactions. The final dimension is psychoticism. Those high on this trait are distant, insensitive to others and often withdrawn and solitary. Eysenck believes that his dimensions are heavily influenced by biological factors. All

are hypothesized to have strong hereditary components, and all are theoretically controlled by specific brain structures. In fact, his personality dimensions are reflections of underlying biological differences among people, modified overtime by learning (Brocke, Gijbels, Allegretta, Ferber, Piercy, Blankensteini & Veromaa, 1996). Eysenck's personality dimensions are however base on the assumption that all individuals have characteristics that are distributed throughout the population in general and that are more or less unchanging. So considering the wide ignoring of Eysenck's personality dimensions, this study will consider the above personality traits dimensions to define personality in context of this study.

Teacher Personality Traits

Research on teacher personality has been conducted for a long time with many researchers concluding that, teacher personality is the most important variable at work in the classroom (Getzels & Jackson, 1963). In describing personality traits, many authors, scholars, theorists and researchers differ in their approach to describing and defining it. According to Larsen and Buss (2007), personality is defined as a set of psychological traits and mechanisms within the individual that are organised and relatively permanent, and affect the interaction and adaptation of the individual to the intrapsychic, physical and social environment. Personality in short, refers to the totality of a person. It is the expression of what you are and what you do. The core of each individual is the product of all responses that are expressed in everyday living. It includes the things that you say as well as think in many different situations that you constantly meet. Teachers play a crucial role in the learning of the students. They are the agents of social changes, facilitators of desirable learning,

counselors of learners, consultant and resource persons, researchers and evaluator and manager of the teaching learning situation. With these crucial roles, teachers really need to be competent. During the last several decades, more than 1000 articles have been published that concentrate upon some aspects of teacher personality (Nussbaum, 1992). The potential importance of teacher personality has long been of interest to education researchers (e.g., Barr, 1952; 1965; Tyler, 1960). Most of the research on personality focuses on the types of people who enter the teaching profession, rather than their performance. Research on teacher personality is based on the assumption that, the teacher as a person is a momentous variable in the teaching-learning process.

Personality influences the behaviour of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen (Murray, 1972). It was further found that although "teachers" did not significantly differ on personality traits from the general population, there was a large and surprising amount of diversity in "teachers" personality characteristics when they are examined by sex, level of teaching service, and area of specialization within the profession (Getzels & Jackson, 1963). This raises the question whether all school teachers have personality traits? Guided by the theoretical framework of the Eysenck personality model, it can be assumed that the extraverted, neuroticism and psychoticism are extremely desirable in the context of work demands in institutions for early and secondary school education. Introverted senior high school teachers are teachers who are quiet, isolated and shy. Introvert teachers has poor or weak inhibition. Their brains do not protect them fast enough; don't in any way shut

down. Instead, they are highly alert and learn well, and so remember everything that happened.

Introvert teachers are quiet, reserved, shy and unsociable. These teachers are difficult to come by. It is the direct opposite of the extrovert. Teachers in this category of personality are very dull and sometimes arrogant, since they don't like people to come closer to them. In this case senior high school teachers who possess this character trait would affect the achievement of their students and indirectly affecting their own job performance. This is because the teacher will not open up to his students in order for them to approach him in terms of problems, and even not to count of helping them. And for this reason, students may see the teacher as arrogant and fearful. Extraverted senior high school teachers will open up to students and be committed to everything that happens in relation to the students. Senior high school teachers who are extraverted are dynamic and full of energy, and take an active approach to problem solving (Brajša, Žganec, & Slunjski, 1999). According to Brajša *et al.*, extraverted teachers will not mind if the child often interrupts them. They like to talk and can also be intrusive toward a child. Pleasant senior high school teachers could have the motto "*let's get along*" (Larsen & Buss, 2007). Senior high school teachers with personality traits such as compassionate, kind, warm and full of understanding refers to the children with respect. He makes agreements with the children and his warm relationship devotes to the children his energy and time. It will be important to such a school teacher that the relationship with all participants in the educational process is harmonious. This trait always have positive influence on the students since their problems are always solved by the teacher and the

teacher received them warmly anytime they visit him or her. Emotional instability i.e. neuroticism may adversely affect the work of senior high school teachers because it will “sabotage” their own work and thus may compromise the safety of children. This is because; teachers who are neurotic have negative affect and low in self-esteem.

According to Watson and Clark (1984) negative affect is defined by a propensity to view the world in a negative emotional state. Similarly, with Levin and Stokes (1989), who mentioned that individuals high in negative affect tend to focus on the negative aspects of other people. When this becomes the case of senior high school teacher, he or she may not be able to motivate a student who is not performing well to improve upon his or her studies and this will indirectly affect the student performance and also that of the teacher. This is because the student’s see’s the classroom teacher as their mentor and role model and therefore takes inspirations from them. Last but not the least trait that a teacher may become is the “psychotic trait”. Teachers who carry this trait do not mean they are psychotic or doomed to become one, only that they exhibit some qualities commonly found among psychotics and that they may be more susceptible, given certain environment, to become psychotic. Teachers with this kind of personality are reckless, a disregard for common sense or conventions, and a degree of inappropriate emotional expression. When this happens to a classroom teacher, it will be difficult for him or her to associate well with his or her students, since their students may see him as psychotic person and he too may behave abnormally towards their students. In a review of prior research to assert the fact that personality has influence on teacher’s performance, Polk (2006) found that, personality is a

basic predictor of teachers' success. If causality could be inferred from the studies that the researcher analyzed, it would indicate that, personality causes teaching effectiveness or ineffectiveness, depending on the personality trait being discussed. In a more empirical study, researchers sought to explore the causal model that teacher personality directs teacher instructional behaviors, which in turn causes student outcomes or achievement (Phillips, Carlisle, Hautala & Larson, 1985). For example, a study in China found a relationship between teacher personality and student achievement (Zhang, 2007).

The relationship was so strong, that it surpassed other covert variables such as perceptions, beliefs, and expectations about the students. In another study, researchers found that teacher personality had effects on undergraduates' academics and behaviors in the classroom (Fisher & Kent, 1998). Teacher personality accounted for 10% of the variance, which was much stronger than any other covert presage variables studied, such as teacher perceptions, attitudes, and beliefs. Causation could not be determined from these studies, but they clearly show that, there is a strong relationship between teachers' personality and students' academic performance. Acknowledging the relationship, these two classroom aspects can be very important in order for teachers to create effective learning environments and meet more of their students' needs to ensure their performance (Fairhurst & Fairhurst, 1995).

Job performance

Performance at the work place is the ultimate goal that every organisation or institution aims to achieve, but most at times this vision is not been realised. Performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behaviour (Armstrong, 2000).

Kenney *et al.* (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance including productivity, efficiency, effectiveness, quality and profitability (Ahuja 1992). Even though concept of job performance is extensively popular in academic literature, defining it is quite challenging due to the numerous meanings it connotes. A universally accepted definition of the concept is hence elusive as it keeps assuming different meanings depending on the point in time that it was used. Scanning through literature, two groups of definitions emerge: one that centres on behavioural dimension and the second which focuses on outcomes. For instance, Murphy and Kroecker (1988) define job performance as the role of the individual's performance on particular objectives that consist of defined standard job descriptions. It depicts behaviours and actions that are managed by the employees which contribute to an organisation's goals (Rotundo & Sackett, 2002). In addition, Campbell, McHenry and Wise (1990) also defined job performance to comprise apparent behaviours that people observe in their job that are important in achieving organisational goals, and these behaviours must be related to the goals of the organisation.

Contrary to this rigidly behavioural meaning of job performance, Motowidlo, Borman and Schmit (1997), suggested that, performance comprises of behaviours which can be easily evaluated. This definition is in agreement with the dominant technique used to determine job performance which is performance ratings from supervisors and colleagues (Newman, 2004). Motowidlo *et al.* (1997) call attention to this evaluative in defining the

performance domain. They also firmly maintain that job performance is as a result of behaviours and not outcomes.

Similarly, Murphy (1989) asserts that job performance definition should centre on behaviours instead of outcomes since centring on outcome could influence employees to find shortcut to achieve results which can negatively affect the organisation for lack of certain performance behaviours. In this regard Campbell et al. (1993) assert that, performance is not the outcome of behaviour, but rather behaviours themselves. Simply put, performance comprises behaviours that employees truly engaged which are observable.

Carmeli (2003) opined that, intelligent workers are able to manage their emotions to maintain a good mentality to generate better job performance. Organisations are much concerned about the employees' performance due to the significance of its high productivity at the workplace (Hunter & Hunter, 1984). However, the importance of job performance depends on amount of work, the organisational goals and mission, and acceptable behaviours of the organisation (Befort & Hatrup, 2003). Borman and Motowidlo (1997) identified two main types of job performance namely task and conceptual performance. Task performance explains the implementation of the core functions by individual employee that are formally outlined in his or her job description. As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to standards and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. For example, setting goals and standards against which individual

performance can be measured. Borman *et al.* (1997) said that these set of functions add directly to goods or services.

Contrary to this, contextual performance comprises activities that are volitional and not in the job description through which an employee assists and improves the workplace surroundings. Contextual performance involves the aptitude to see what needs to be done even if it does not clearly form part of ones outlined job description, and communicating positive behaviours to and among managers, colleagues and stakeholders (Bormand & Motowidlo, 1997). Companies should therefore ensure that their employees are contributing to produce high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organisational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. As put forward by Hameed and Waheed (2011), employees are the strategic assets of any organisation. The performance on part of the workforce is the driving force behind the survival of any business firm. Employees who perform better contribute to the efficiency and success of the organisation. Thus, employee performance is crucial for the organisation and making strategies to improve performance and measuring it from time to time are a basic step that is to be taken. It is not always that employee performance can be achieved positively;

sometimes it can be affected by a number of factors including workers experience, work-family balance, leadership and goals setting (Anderson, 2003). Armstrong and Baron (1998) also noted that, performance can be affected by a number of factors including personal factors (the individual's skill, confidence, motivation and commitment). Performances of teachers are mostly assessed through teaching effectiveness, development, professional focus and punctuality.

Teaching Effectiveness

Darling-Hammond (2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standard and encourages self-initiating learning. Anderson (2004) viewed an effective teacher as one who achieved the goals set for him or her, or goals set for him by others like the ministry of education. Effective teachers are very important for students learning. However, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teacher (Stronge, Ward & Grant, 2011). However, it is possible to measure some teachers attribute like interaction with student, teaching strategy, motivation, pedagogical content knowledge and classroom management through qualitative research approach. These teachers, attributes could act in a long way to determine teachers, effectiveness. According to Jackson (1968), teaching is largely an occupation in which teachers function both within their classroom and as a member of the larger school organisation, something that has been identified for teachers as a dual allegiance to both the school and students.

Firestone (1991), mentioned that teaching is seen as a rational activity and teachers are seen as adaptable to the new theories and external circumstances. While, Haris and Rutledge (2007) stated, effectiveness as the degree to which a worker produces outcomes related to the objectives of their organisations. They also mentioned that effectiveness is “intermediate outcomes” that are indirectly related to the organisation’s main objectives and indicative of the quality of the work environment. However, McKeachie (1979) stated that teaching effectiveness is the degree to which one has facilitated student achievement of educational goals. The measurement of teaching effectiveness is based on two criteria. First is the selection of good teaching method and second is the suitability of the teaching method with the personality. In term of selection of good teaching method, teachers need to focus on the best teaching method in their process of teaching and learning. As stated by Fauziah and Agamuthu (2005), it is important to select appropriate teaching methods because these determine the effectiveness and quality of the teaching.

Fauziah et.al (2005) also stated that teaching methods and instructional strategies used are the teachers’ means and ways to help students clarify and understand the texts. Basically, there are two methods which is widely used in learning and teaching processes; first is teacher-centered method and second is learner or student-centered. Based on Fauziah et.al (2005), the definition of teacher-centered method is referred to the teacher’s sole participation in a classroom. The teacher is considered the custodian of knowledge having the whole class period to talk. Teachers were aware that student relied fully on them and they expected the teachers to give them everything. While,

McCombs (1997) stated that student-centered method is defined for the learner and the learning process as a positive learning environment that is created and facilitating the success of students. Yeung and Watkins (2000) stated that the use of a learner-centered approach in teaching enables the teacher to be more effective and perform better.

Sariscsany (2005), who have the same view on learner-centered approach where he stated that teachers using authentic and student-directed activities such as learner-centered practices develop the conviction to be successful and thus perform well. However, Nunan (1989) stated that the key difference between student-centered and teacher-centered learning is that the former pattern is a collaborative effort between teacher and learners. Mackey (1969), mentioned that before deciding on any method to be used in any teaching, it is wise to determine to what extent the method suits the syllabus, the learners and the teachers using it. Fauziah et.al (2005) also have a same view where they stated that the appropriate methods and teaching strategies can be evaluated when teaching objectives are met. Syllabus given should be suitable to the situation in which it is to be used. The content of the syllabus has to be appropriate and specifically state what it does. It has to also ensure its attainability to the majority of learners for whom it is intended. The syllabus outlined should be in tandem with method used. However, Shulman (1987) mentioned that as teaching is highly maintained, it requires professional judgment in which teachers draw on their formal knowledge base as well as their knowledge of learners. It means that in learning and teaching processes, a clear understanding of the students is important to the teacher which becomes as a guide to them to choose the appropriate method to make

their teaching become more effective. As stated by Fauziah et.al (2005), when it comes to achieving the target outcomes, teachers, students and methods are interdependent on each other so as to allow maximum learning. Fauziah et.al (2005) also mentioned that a good method may be useless for a teacher who does not know how to use it.

Therefore, suitability of the method to the teacher and the suitability of the teacher to the method are vital in order to achieve maximum teaching effectiveness. Besides, Mackey (1969) also mentioned the suitability between methods with the teacher which it refers to the personality of teacher himself. It also means that by understanding the personality of teachers, it would help to understand the suitability between their personality and their teaching method which lead to their teaching effectiveness. Most at times teaching effectiveness is not been achieved by the teachers and also the school authorities because of lack of professional focus, Distraction from teachers, and punctuality on the part of teachers.

Professional focus

Professional focus is the hallmark of teachers' effectiveness (Aina, Olanipekun & Garuba, 2015). Teaching is a profession and therefore for anyone to be effective in this profession in Ghana today is loss of focused. The problem we have in teaching profession in Ghana today is loss of focus. Many other professions in Ghana like medical and banking are effective because people who practiced in remained focused. Inadequate emphasis on professionalism in the teaching is a plaque to teachers' effectiveness. According to Olanipekun (2013), teachers lack the teaching methods; they cannot even follow the progress of a child psychologically, emotionally and

otherwise in learning the language via continue assessment and test. Probably, this inadequate emphasis on professionalism lead teachers into the loss of focus and made them not values the profession.

Punctuality

According to Aina *et al.*, (2015), there is a saying that “punctuality is the soul of a business”. A teacher who comes to class late under any guise is not effective. Coming to school late is tantamount to wasting instructional time and according to Stronge *et al.*, (2011), an effective teacher should maximize instructional time. When a teacher has formed a habit of coming to school late, it is obvious that such teacher has been distracted and lost focus (Aina *et al.*, 2015).

Professional Development

Professional development is seen as an activity that develop an individual skill, knowledge, expertise and other characteristics as a teacher (OECD, 2009). It is a systematic and conscious step to ensure teachers upgrading and continuous self-improvement (Oluremi, 2013). Professional development is critical to the retention and improvement of any teacher in classroom (American Association of Physics Teachers, 2009). An effective teacher constantly and consistently develops his or her teaching skill and knowledge. This means that any teacher who fails to educate him or herself through any formal training program has lost his or her professional focus. In summary it is very important for every teacher to be effective in his or school to ensure positive job performance leading to achievement of goals and objectives.

Relationship between marital status and job performance

Marital status and one's performance at work has now taking the airwaves and people had begun to ask questions if it really matters. Many employers today have given marital status a great priority that no matter the qualification of the employee applicant, they would like to select the employee based on their marital status than the qualification of the employee. So now the question is, does being married, single or divorced has influence on a person's job performance, many writers, theorist and researchers had given their view concerning this phenomenon. Some had argued that, employees who are married usually perform lower than their counterparts who are not married (Jordan & Zilek, 2012). According to Jordan and Zilek (2012), the theorists were of the view that, married employees have to share their concentration on two things at the same time. I.e. they have to think of their family and at the same time their work, they believed that, when that occur, it will lead to poor performance of the employee. This is because; concentrating on the job and the marriage at the same time creates conflicts of interest. Again, they believed that marriage has its own problems that have to be given great attention and concentration and if that is not done, it may affect the person negatively. Also they argue that married employees do not attend to their work regularly and also on time. In addition, they were of the view that, female employees may embark on maternity leave with pay leaving the job place vacant. This truly confirms the position of Padmanabhan and Magesh, (2016), who stated that, house hold women experience low level of participation at work, because they concentrate more on bearing and rearing of children.

Whereas an unmarried female employee can spend enough time and space, as well as can experience and perform better at work, because they concentrated only towards their job and hence other distracting factors are not observed much. So, this indicates that, the performance level of unmarried and married employees may differ in many aspects. On the contrary, some studies have found that women who held both work and family roles perform better physically and mentally, and consequently better job performance than women who are unmarried (Jordan & Zilek, 2012). Out of this argument to know whether marriage has impact on a person's performance or not, it made several researchers embark on studies to know the real result. One of the first studies to claim that marriage increases the productivity of married men was by Hill (1979). She showed that married male workers earned 25-50 percent higher wages than single male workers. When she added numerous controls for worker qualifications in her regression model, the positive earnings differential remained. Based on this finding, she claims the higher earnings of married men are not caused by unobservable individual characteristics, but rather are the result of increased productivity due to marriage. Again, Korenman and Neumark (1991) conclude that marriage increases on-the-job productivity of men working in the labour market based on two important findings in their study.

First, they found that wages were significantly higher for married men even: after controlling for selectivity into marriage based on fixed unobservable. Also, Chun and Lee (2001) found that married men earn 12.4 percent more than men who never married after controlling for education, work experience, ethnic background, and factors that may affect both wages

and marriage prospects. But Loh (1996) claimed that, the conclusions of the previous studies explaining why married men earn more than unmarried men are not persuasive. In his study, (Loh, 1996) was able to contradict the two explanations for why marriage makes men more productive: (1) married men make greater investments in human capital; and (2) married men specialize in market work while the wife specializes in housework. First, he demonstrates that there is no difference in the marriage premium between two husbands depending on whether they have a working or non-working wife. This once again contradicts the hypothesis that married men with non-working wives have a greater opportunity to accumulate human capital. The second finding showed that the time spent by the man with his wife before marriage does not affect the marriage premium, which also contradicts the hypothesis that non-working wives specialize in household work while husbands specialize in market work. If that is the case, then the true result will be shown after this study.

Relationship between gender and job performance

The phenomenon as to male and female who performs work better is a question of fact and need to be investigated thoroughly. According to Kotur and Anbazhagan (2014c), aside age, gender is another factor that could affect the performance of employees, as it has been commonly observed, and that is due to differences in their physical and psychological differences. But Kimmel (2000) indicated that, the difference in gender is not valid today as it was before 1990s and the argument of the modern life style of both the genders is not different as it used to be. According to Moore (1999), men and women are treated equally recently in all arenas of life and the organizations are not

exception. Both men and women are competing for the same job positions; this is because in the globalization of business, all the individuals are given equal opportunity to work in the organizations. Today, there is a disposition that whatever men can do, women can do it even better. This phenomenon has created heated arguments as to men and women who can perform better and accurate on job, but modern management studies predict that organizational performance of employees depending on their emotional intelligence (Goleman, 1995). Studies indicated that, there is a gender convergence rather than divergence, and women and men nowadays are far more alike than they were some decades ago (Kimmel, 2000). This is because even from childhood, male and female are treated alike in all walks of life and the society does not discriminate between them (Kimmel, 2000).

The modern society has erased the boundaries between the life style of both sexes (Kotur & Anbazhagan, 2014c). Moore (1999) distinguishes between “traditional” (i.e., female with traditional values, adhering to stereotypical female work roles) and “moderns” (i.e., later generation female who are more similar to, than different from their male counterparts). In the early 1990s research on female entrepreneurship identified gender differences with respect to individual characteristics. Brush (1992) opined that, women business owners are more different from men in terms of individual level characteristics such as education, occupational experience, motivations, and circumstances of business start-up or acquisition. However, Kotur and Anbazhagan (2014c) indicated that, contemporary research has shown that, for a range of individual characteristics (including psychological, attitudinal and personal background factors) there are more similarities than differences

between female and male entrepreneurs (e.g., Ahl, 2002). Ahl (2002), finds that the scarce research (usually studies with few observations) focusing upon organization refers to a distinctive management style of female entrepreneurs as compared to that of male entrepreneurs. Again, Ahl (2002) argued that the female underperformance hypothesis did not hold when put to rigorous tests accounting for structural factors and if preferences are taken into account there appears to be no support for the proposed gender differences in entrepreneurial performance.

Consequently, the study of Ahl (2002) indicated that females are the “engine of economic growth”. On the contrary Bloom (2003) argued that, compared to men, women in the western countries have better chance of succeeding in business due to their better performances. The study by (Solem & Blekesaune, 2005) says that, women more often than men say that work is very important to them and hence they yield better performance against men. The results of some of the studies on this issue are laid here. Some studies reported that, no difference exist between male and female in performance in examinations of the medical students (Holmes et al., 1978). In contrast, others found female students outperformed male on both clinical evaluations and written examination (Plauché & Miller, 1986). Inmyxai and Takahashi (2010) conducted a study to examine and compare the performance contrast of male and female headed firms. Their research discovered that differences exist between male and female headed firms in terms of determinants factors of firm performance. The study by Salleh, Yaakub, Mohamad, Ghani and Sulong (2012), also concludes that, there were no significant differences between sales performance and business traders’ gender. But this study is contrary to

the studies Heck, Rowe, & Owen, 1995) and Coleman (2000) which was carried out to identify gender differences in the performance of annual sales and profits. It was found that, there were significant differences on performance of small industry run by men and women. Similarly, studies by (Coleman, 2000); Minoos and Charles (2003) indicated that, gender has a significant impact on the performance of microbusinesses.

However, the study of Minoos and Charles (2003) on the gender differences in small business ownership gave ambiguous results. A study by Muhammad Sarwar, Muhammad Alam, Muhammad Nadeem Anwar and Riffat-un-Nisa Awan (2010) opined that, male teachers show greater degree of deviation and hence perform worse than the female teachers upon study on the school teachers in Pakistan. In addition, a study by (Jabbar, Akram Aziz & Samina Zeb, 2011) on performance of school students indicates that, the female students excelled than male students in the S.S.C examination Boards of intermediate and secondary education. According to Hyde (1981), William and Bedward (2001), there are no consistent male-female differences in problem-solving ability, analytical skills, competitive drive, motivation, sociability, or learning ability. All these studies have contradictory views as to whether gender influence job performance. Therefore, this study will seek to approve or disapprove the argument whether gender influence job performance.

Relationship between Education and Job performance

There is a saying that “Education is power” and Education is the key to knowledge” (Nelson Mandela as reported by Valerie Strauss, 2013). So, the question is, does it mean if one fails to go to school, the person is not

knowledgeable and therefore cannot perform or do anything in life? Some people believe that education is the only means that one can gain knowledge to perform certain task, but some are also of the view that in the ancient days there was nothing like formal education but they worked to achieve their aims and visions, and even today those who can't get access to school and therefore cannot get white colour jobs are able to indulge themselves in other occupation and they make it successfully. Hassan and Ogunkoya (2014) viewed education as a process or a product. According to them education is a process of acquiring background knowledge of a subject. Education can influence attitudes both positively and negatively toward work and commitment. According to Huang and Liu (2005), it has been established that the Intellectual capital (knowledge) is a critical force that is responsible for economic growth. It was also opined by MacDougall and Hurst (2005), that in this arena of globalization, the modern business is mainly driven by the intellectual capital and the human capital helps organizations to establish and maintain their competitive advantage. According to Garcya- Meca and Martinez (2005), the educated and wise people in the organizations are responsible for creating wealth for their organizations and the mere machinery will not do this fete. It has long been recognized that the human capital is an important part of the wealth of organizations and nations (Cabrita & Bontis, 2008).

Maditinos, Chatzoudes, Tsairidis and Theriou (2011), stated it clearly in their work that, it has been approved that, there is significant relationship between human capital, efficiency and financial performance. Knowledge measured as the Human capital has significant effect on economic

performance (Rafiei, Feyzi & Azimi, 2011). Human capital or the work force is the most intellectual asset in an organization (Hajiha & Hasanloo, 2011). All these researchers share in the view that, education really influences performance. Ahmadi et al., (2011), also had no different view than to support what his colleagues have said. They said that the human capital plays the main role in organizational performance. According to Ahangar (2011), human capital is more efficient than other two types of capital (structural and physical) in terms of value creation and efficiency. Human capital is the most valuable component of intellectual capital and the companies with greater human capital efficiency tend to have better financial performance (Rahman, 2012). Some human capital indicators showed a positive and statistically significant relationship with firm performance (Seleim, Ashour & Bontis, 2007).

Hsiung and Wang (2012) also opined that, the greatest objectives of human capital are to educate employees and maximize the intangible capabilities of knowledge, skills, and experience to create company value and increase performance. Aside the above stated studies; there are some other studies that have truly proven that there is a positive relationship between education and job performance. According to Al-Dujaili (2012), Human capital has an effect on organizational innovation. Ghorbani et al., (2012) stated that, there is a significant relationship between human capital management and organizational innovation. In the same way Taleghani et al. (2011) as cited by Sharabati, (2013) showed credence to other studies and opined that, there is a direct relationship between human capital and productivity. Ahmadi et al., (2012), claim that there is a significant

relationship between human capital and new product development performance. The human capital has been defined as the combined knowledge, skill, innovativeness, and ability of the organization's employees to meet the task at hand (Bontis, 2000). Roos, Bainbridge and Jacobsen (2001) stated that human capital comprises of competence, skills, and intellectual agility of the individual employees.

According to Stewart (2003) the human capital as “the capabilities of individuals required providing solutions to customers” and according to Stewart the human capital is the cream of the intellectual capital. Gruian (2011) defined human capital as the knowledge, skills and abilities of employees, i.e. professionalism, efficiency and effectiveness in improving business productivity. Allameh et al. (2010) had no different view against what their colleagues have already laid down, they point out that, the human capital refers to the abilities, competences, and know-how of human resources. Ngah and Ibrahim (2009) opined that, human capital can be divided into three dimensions: capability and potential, motivation and commitment and innovation and learning. Ngah and Ibrahim (2011) stated that human capital of one organization to another organization is totally different and that makes it difficult to imitate, difficult to copy, rare and non-replaceable. In the words of Handzic and Ozturk (2010) “the human capital is the major strength of institutions or organizations to prosper. According to Sharabati, Naji Jawad and Bontis (2010), human capital goes with individual when he or she leaves the organization or institution.

Even though a lot has been said to prove that education, really influence job performance as cited by (Kotur & Anbazhagan, 2014b), there is

still doubt in people as to if education is the only means that people gain knowledge and there is no other means. Therefore, this study will seek to find out whether to approve or disapprove what other researchers had already said.

Relationship between work experience and Job performance

Aside academic knowledge, it is commonly believed that work experience is another element that ensures a person's job performance. Several theories and researchers have confirmed this phenomenon and others too have refuted it and this has been a debate up to date. It has generally been believed that "practice makes one perfect" and there is a general idea that continuous practicing makes one experienced in his or her work. Thus, experience is a knowledge gained from long service. According to (Kotur & Anbazhagan, 2014a), In many cultures, the myth is that, people become wiser as a result of more exposure and experience. For example, in African culture, experience is considered as a priority for leadership positions in different organizations (Ahiazu, 1989).

In the view of Trompenaars (1993), leadership styles and performance of individual differ from culture to culture and country to country depending upon life patterns, beliefs and value system or otherwise on the knowledge and experience of the people. But (Kotur & Anbazhagan, 2014c), have contradictory view on the matter. He is of the view that, when everything has been explored, repeating the same job again and again, gives the sense of boredom in the minds of the employees and this might affect their performance negatively. This controversy made (Kaifi & Mujtaba, 2010), made a study on Afghans and Americans, they concluded that, work experience, indeed have impact on the performance of individuals. Hence, it

was considered very important to investigate the influence of experience on the leadership styles of the workers and therefore the investigation was carried out.

Relationship between Eysenck's Personality Traits Dimensions and Job Performance

The increasingly complex nature of the environment within which today's organizations operate requires an understanding of the multinational and multicultural context, how the issue of people differences feature in the composition of organizations and then the extent to which groups affect outcomes such as satisfaction and turnover. Current research efforts point to a growing recognition that, the paths connecting individual and work team diversity to team functioning and performance outcomes are increasingly becoming multifaceted.

Research findings indicate some relationship between people differences and the extent of their work output or performance (Mannix & Neale, 2005). Gellatly (1996) in a similar vein noted that attempts to empirically link personality characteristics with performance variables have produced inconsistent results. Kanfer and Heggstad (1997) concluded by suggesting that, "until recently, the status of traits in most work performance theories is metaphorical to that of a distant and not well-liked relative attending a family reunion". However, there is every reason to expect that employee personality traits are likely to have a positive or negative relationship with job performance. The positive relationship between personality traits and performance has been explained as: (a) employees personality affect their coping strategies to the extent of how they engage or

disengage at the work place (Portello, 1996); and (b) the psychological orientation comprising of individuals values ultimately affects work performance by affecting employee's ability and willingness to be committed to the work (Kahn, 1990). Different employees become attached to an organisation in different ways and for different motives. Thus, the level of commitment of employees in an organisation varies (Liao, 2011). This is because personality traits among people vary. If the personality of individuals varies, then their level of extra-role and in-role performance would vary due to differences in psychological orientation, individual values and personal motives.

For an organisation to increase performance among different employees or different personality, the organisation must clearly know the personality traits of its employees. For instance, when employees realise that they have similar personality traits with their leader, they will be happier and will love to associate more with such an individual. This is particularly so with those who exhibit the traits of extraversion and conscientiousness (Jha & Jha, 2013). This relationship between a leader and member based on shared personality traits can enhance job performance. This is largely so because the trust is between them. In assessing Eysenck's personality trait and its relation with job performance, a lot of researches has been reviewing and all of them indicating their position after the study. In the work of Siadat, Azhdari, and Amiri (2011), it was found that correlation coefficient between introversion/extroversion) scores and performance dimensions (leadership, educational, human relationship, professional and administrative) of principals was meaningful ($p < 0.01$) and it was meaningful for human relationship in the

level of ($P < 0.05$) Therefore there is a positive relationship between introversion and extroversion scores and their performance. It means by increasing principals' introversion and extroversion scores the level of their performance will be increased.

In other words, extroversion principals' performance is better than introversion principals' performance. Again, Propat (2011) found that extraversion has been predicted to have a complex relationship with academic performance but to be predominantly positively correlated with this criterion. For example, Eysenck and Cookson (1969) suggested that extraverted students would do better in early schooling because of their greater levels of interaction, but that introverts would be 'late bloomers' whose levels of concentration would allow them to surpass their extraverted colleagues as they grow older and more mature. The higher energy levels and positive attitude of students high on Extraversion are expected to lead to a desire to learn and understand (De Raad & Schouwenburg, 1996). Yet Eysenck, 1992; De Raad and Schouwenburg (1996), share an opposing view that, more extraverted students are also more likely to be distracted by other activities such as socializing leading to lower levels of performance. A further complicating effect is that Extraversion makes students more visible to teachers, creating greater opportunities to observe student performance but also to be biased by greater relationship effects (Poropat, 2009). Such effects are likely to diminish with higher levels of education, as student interactions with teachers become increasingly distant at secondary and tertiary levels. These various points, along with the observed relationships between the FFM dimension of Extraversion with academic performance (Poropat, 2009), mean that

Extraversion is positively correlated with performance but diminishes with age.

The relationship between neuroticism and job performance is clearly stated by numerous researches. In a study conducted by Siadat, Azhdari, and Amiri (2011) on relationship between personality traits and performance of principals' it was found that, correlation coefficient between neuroticism / emotional stability scores and their performance dimensions (leadership, educational, human relationship, professional and administrative) was meaningful ($P < 0.01$) and it was meaningful for human relationship in the level of ($P < 0.05$). Therefore, there is a negative relationship between neuroticism/emotional stability scores and performance. In the other word principals with a high emotional stability scores had better performance in above dimensions, than neurotic principals. Neuroticism in part reflects a lower estimation of one's own abilities (Judge & Bono, 2002), and a higher estimation has been observed to positively correlate with performance (Robbins, et al., 2004). Judge and Bono (2002), assert that neuroticism in part reflects a lower estimation of one's own abilities, and a higher estimation has been observed to positively correlate with performance (Robbins, et al., 2004). Neuroticism is also believed to affect teachers' ability by directing their attention away from teaching and on to their anxious emotions and self-talk (De Raad & Schouwenburg, 1996). In the same study conducted by Propat (2011), it was found that, more intelligent a student, the less the association between anxiety and performance (Perkins & Corr, 2006; Spielberger, 1962), so one would expect brighter students to have less problems with Neuroticism-associated effects on their studies. To the extent that intelligence is associated

with continuing to higher levels of education (Strenze, 2007), one would expect the association between Neuroticism and academic performance to be moderated by academic level. Alternatively, Eysenck and Cookson (1969), argued that the educational process would amount to 'weeding out those whose N component acted as a hindrance rather than as a motivational variable' Eysenckian Factors & Academic. Regardless of the explanation, just such a moderating effect has been observed with respect to Emotional Stability (Poropat, 2009), the FFM factor closely associated with Neuroticism. So, it should be expected that Neuroticism will be negatively correlated with academic performance but that this effect would decrease with academic level. This also means that a teacher who exhibit neurotic personality trait will have negative influence on his or her student, since studies have proven that neuroticism have negative relationship with job performance.

Psychoticism has been associated with the five factor model (FFM) dimensions of Agreeableness and Conscientiousness (Eysenck, 1993), but it links to the latter dimension that is particularly pertinent in an educational context. This is because among the FFM dimensions, Conscientiousness is the most closely associated with academic performance, with correlations that rival those of Eysenckian Factors & Academic intelligence with academic performance (Poropat, 2009). So the fact that Psychoticism has been found to have substantial correlations with Conscientiousness (Patrick, Heaven, Ciarrochi, & Vialle, 2007) suggests the possibility of shared associations with academic performance. Ree and Earles (1992) also assert that, general intelligence and conscientiousness have been found to be valid predictors of job performance. Barrick and Mount (1993) mentioned that in meta-analysis

study, conscientiousness significantly predict job performance in five occupations. As stated by Salgado (1997) which confirmed many of the relationships between the Big Five factors and various job performance criteria and found openness and agreeableness to valid predictors of training proficiency. Other supporting evidence comes from the fact that, just as with low scores on the Lie scale, teachers with high scores on the Psychoticism scale tend to think there is nothing wrong with truancy (Jones & Francis, 1995) and to have negative attitudes to school and school-work (Francis & Montgomery, 1993). Likewise, high-scorers on Psychoticism have more difficulties at school (Sloboskaya, et al., 1995, as cited by Poropat, 2011). Taken together, it is reasonable to think that Psychoticism may well be linked to academic performance. In the same manner teachers who have this personality trait will have negative influence on their students.

Conceptual Framework

Conceptual framework according to Mugenda, (2008), is a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study. The view of Young (2009) is not far from the view of Mugenda (2008). He also defines conceptual framework, (figure 3) as a diagrammatical representation, that shows the relationship between dependent variable and independent variables. The conceptual frame work is actually the skeletal structure of the variables under study, it enables the reader or the learner to fully grasp the understanding of the study or work since people understand or learn well when they are learning the words together with pictures or diagram. The framework for this study was developed under the guidance of Ahmad et al, (2014) and Awadh and Wan

Ismail (2012) model. Hans Eysenck fought hard against the trend that, personality involves biology and the environment. He initially figured out that all human traits can be broken down into two different categories. Thus, Neuroticism, Extroversion- Introversion, after a lot of research Eysenck realised that his theory didn't reach all people. He started to study in mental institutions and he later on after collaborating with his wife and fellow personality theorist, he added a third dimension to his model, he called it Psychoticism. People who fell into this category were not necessarily psychotic but only that they show some of the same traits that people who are psychotic have. According to Eysenck people with neurotic personality traits are people who ranges from anxious, depressed, angry, embarrassed, emotions, worried and insecure (Barrick & Mount, 1991). Neuroticism is a personality type which is limited in social skills and avoids situations that demand taking control (Judge, Locke & Durham, 1997). People with this personality trait often tend to be quite and also suffer nervous disorders leading to abnormal behaviours at work, and this problem affects their work performance hence affecting their productivity. These negative emotions and lack of alternatives will make them stick to the organization because of the costs associated with leaving the jobs, which would lead to negative work-related behaviors and attitudes.

Meta-analysis conducted by Barrick and Mount (1991) and Tett, Jackson and Rothstein (1991), suggests that, Neuroticism is a personality type which is highly related to job performance. This means that, neuroticism have negatively strong relation with job performance and therefore increase or prone on neuroticism will lead to decrease in job performance. This issue has

become a great challenge to many institutions and organisations. The case of the school as a social institution is not different, since student academic performance is been influenced by the attitude and the behaviour of their classroom teacher. This is because when a teacher comes to class with a very frown face and trivial attitude, it will scare the students from concentrating on what he or she is teaching them. When this happens it will make the students also develop some negative attitudes towards the teacher which will intend to reduce the performance of the students and also that of the teachers directly. The next trait dimension that Eysenck talked about is the Extroversion-Introversion. By this, he meant something very similar to our common sense understanding of shy, quiet people “versus” outgoing, even loud people. He is of the view that, this kind of personality pattern is almost found in all human being. Eysenck hypothesized that extroversion-introversion is a matter of the balance of “inhibition” and “excitation” in the brain itself. Extroversion describes individual who possesses social skills, and is enthusiastic, assertive and ambitious (Hogan, 2005; Goldberg, 1990). Highly Extrovert people enjoy being with people as they are full of energy; as a result they often possess positive emotions (PA) regarding a situation, which will impact on their judgment with regard to events around them (Connolly & Viswesvaran, 2000).

Extroverts people are again described as expansive, easy to get to know, friendly, confident, have many friends, figure things out while talking, do not mind interruptions, are good talkers, and know more about what is going on around them, then what going on within themselves (Fairhurst & Fairhurst, 1995). The teachers been the important figure in the classroom is not different from other managers and therefore have to possess this

personality traits in order to always attract the attention of their students. Teachers having the extroverts' personality traits will help them to have great impact on the life of their students. Students are very controversial and radical, so it will take a teacher who is extrovert to influence their life to bring them into light to improve their performance and also the performance of the teacher. Since teachers performance is measured as a result of student output. This clearly shows that the behavior the teacher portrays in school has great impact on students' academic performance; this is because the teacher is a role model of which the student looks up to. Because of this some teachers have even seen the need for them to possess the extravert traits. Without accounting for teacher effectiveness and student achievement, more teachers prefer extraversion than introversion. Fairhurst and Fairhurst (1995) reported that, a little over half of all elementary school teachers prefer extraversion over introversion. In addition, researchers looking at undergraduate students in teacher education programs found that 61% of the population was more extraverted (Rojewski & Holder, 1990). Business teacher education undergraduates also showed a higher preference for extraversion (Vogt & Holder, 1988). Therefore, more teachers seem to be extraverted, but they also may be more effective due to this preference.

The introvert on the other hand, has poor or weak inhibition. Their brains do not protect them fast enough; don't in any way shut down. Instead, they are highly alert and learn well, and so remember everything that happened. Introvert people are quiet, reserved, shy and unsociable. This people are difficult to come by. It is the direct opposite of the extrovert. People in this category of personality are very dull and sometimes arrogant, since they

don't like people to come closer to them. Teacher with this type of traits will one way or the other influence the performance of their students negatively. Students need companion or someone they can run or report to in terms of challenges and problems, but if a teacher is not sociable, it will prevent the students from trusting and depending on him and this may affect the performance of the students and also the performance of the teacher too. Extraversion has been seen by many researchers as a strong predictor of job performance and also relate to job performance positively. So it can be said in this study finally that, high scores on extraversion will lead to high job performance, while low scores in extraversion (introversion) will lead to decrease or low job performance. This means that, extraversion is positively correlated to job performance.

The last dimension that Eysenck talked about that is of essence to this work and as a variable is the psychoticism. Eysenck came to recognize that, although he was using large populations for his research, there were some populations he was not tapping and so upon his numerous researches, he added the psychoticism to the earlier two. He is of the view that, people who carry this trait do not mean they are psychotic or doomed to become so, only that they exhibit some qualities commonly found among psychotics and that they may be more susceptible, given certain environment, to become psychotic. People with this kind of personality have the following qualities, recklessness, a disregard for common sense or conventions, and a degree of inappropriate emotional expression. It is a dimension that separates those people who end up in institutions from the rest of humanity. This is also a personality that if a teacher exhibits it might affect his or her performance

either positive or negative. Even though teachers of this nature are not psychotic but may behave like one, they may one day afflict the students. When this personality trait is exhibited, the performance of the teacher will be affected, because the teacher might not behave normally before the students and even teach the right thing and when that happens student's turnover might even increase. Psychoticism has been seen as a negative predictor of job performance; hence increase in it will reduce one's job performance. From the above analyses, it shows clearly that, the kind of personality pattern or behaviour a teacher portrays will have great influence either positive or negative on the students and indirectly contributing to the teacher's failure.

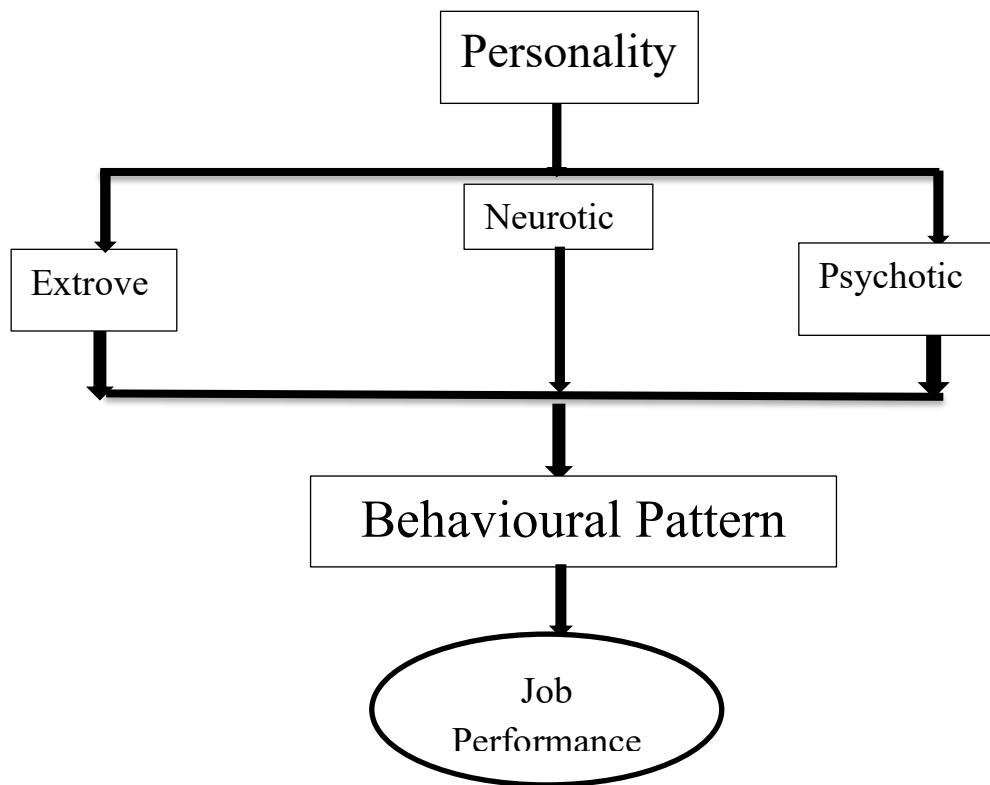


Figure 2: Conceptual framework of Eysenck's personality and job performance.

Source: Author's own construct

Chapter Summary

In this chapter, previous research about the influence of personality traits on teachers' job performance was reviewed. Studies supporting the link between Eysenck's personality traits and the job performance of teachers were also reviewed. More relevant to the current study, teacher personality and preference for extraversion and neuroticism have been shown to predict teacher performance and student success in the classroom. Although there is some skepticism about this link, it seems that extraversion is a desirable characteristic for teachers. In this thesis, the purpose was to establish the influence or the relationship between personality traits and job performance of senior high school teachers. More specifically, the researcher wanted to explore how Eysenck personality traits of Extraversion, Neuroticism and Psychoticism influence job performance of teachers in the senior high school setting, as measured by the Eysenck Personality Inventory (EPI). The hypotheses were that, teachers with extraverted personality will do better on their job than their counterpart with introverted personality. In addition, these same extraverted teachers would score higher on a self-report survey of teacher performance than their introverted counterparts. Results and implications of the findings will be used to help teachers, parents, administrators and legislators gain more knowledge about what constitutes a quality teacher. It will also help teachers adapt their teaching styles and classroom behaviors to create more effective learning environments for our students.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter focuses on the research design, target population, samples selected and sampling procedures. It also focuses on the data collection process, data collection tools, reliability and validity of the instruments, data analysis plan as well as ethical issues.

Research Design

Research design is a blue print which specifies how data relating to a given problem should be collected and analysed. It provides the procedural outcome for the conduct of any investigation. Donald (2006) noted that, a research design is the structure of the research, it is the ‘glue’ that holds all the elements in a research project together. Kombo and Tromp (2006) further define a research design as the scheme, outline or plan that is used to generate answers to research problems.

The research design used for this study was descriptive survey design. Descriptive survey research design was considered appropriate research design since it provided more appropriate strategy for answering research questions which ask ‘how’ and ‘why’ and which do not require control over the events (Kothari, 2001). This is because such questions deal with operational links that would need to be traced over time, rather than mere frequencies or incidence. Gay (2004) argued that, “the descriptive survey involves collecting data in order to test hypothesis or to answer questions concerning the correct status of

the subject of study”. Amedahe (2002) also opined that, descriptive design describes and predicts phenomena without manipulating factors that influence the phenomenon. Descriptive survey investigation entails acquiring information on one or more cohorts or groups of people probably on the subject of their uniqueness, views, character or prior occurrence or understanding by making enquiries and pictorially presenting their feedbacks (Leedy & Ormond, 2005). Kerlinger (1973) posited that, descriptive survey method is widely used to obtain data useful in evaluating present practices and providing basis for decisions. The descriptive design was chosen because; the design had an advantage of providing the researcher with a lot of information obtained from quite a large sample (Fraenkel & Wallen, 2000). Also, the researcher tried to present an objective and disciplined description of a topic or a situation. Descriptive design is employed to find out the nature of a situation as it exists currently. Neuman (2000), Descriptive survey research is helpful in indicating trends in attitudes and behaviours, and enables generalization of the findings of the research study to be done. The chosen of descriptive design for this study is dictated by its effectiveness to secure evidence concerning all existing situations or current conditions, identify standards or norms with which to compare present conditions in order to determine how to take the next step in making decisions. The major purpose for employing descriptive design was to describe the nature of a condition as it took place during the time of the study (Orodho, 2004).

These advantages notwithstanding, descriptive survey design has its weakness as well. The main weakness of descriptive study design is that, one cannot draw any causal relationship between the outcome and independent

variables other than just describing the observed associations (Mbuthia, 2013). There is also a difficulty of ensuring that the questions to be answered or statements to be responded to are clear and not misleading. This is because survey results can vary significantly, depending on the exact wording of questions or statements. They may also generate untrustworthy results because they delve into personal issues that people may not be truthful about (Antiri, 2015).

Population

Population can be defined as a number of individuals who share the same ideologies and carry the same character traits. It can also be described as an entire group of individuals, events or objects having common characteristics (Mugenda & Mugenda, 2003). It is the sum of all that conforms to a given specification and from which a sample is taken (Njendu, 2014). A target population is drawn out of the general population for the study. A target population is the group defined by the researcher's specific interests (Gravetter & Forzano, 2009). The population for this study involves all the teachers in Senior High Schools in the district. Thus, both public and private schools. The population for the study is 456 which comprised of two (2) private schools and five public schools. The target population for this study was all the teachers in public Senior High Schools in the Ajumako/ Enyan/ Esiam District. The teachers in all the five public Senior High Schools in the district were 381 (District office of Ghana Education Service, 2018) and out of these the sample for the study was taken. This figure was based on available statistics from the school record of teachers (Staff records) and also information from Human Resource Department of the Regional Education

Office (2018). Table 1 shows the total population of Senior High School teachers in the five public schools in the district.

Table 1- Population Distribution of Teachers with Respect to Gender

Schools	Total number of Teachers	Males	Females
Mando SHS	76	50	26
Abaasa SHS	74	62	12
Denkyira SHS	78	60	18
Ajumako SHS	74	52	22
Besease SHS	79	54	25
Heritage SHS	40	26	14
Success SHS	35	18	17
Total	456	322	134

Source: Regional Education Office (2018)

Sample and Sampling Procedure

The sample size of every study is of great concern to every researcher; this is because it influences the statistical significance and power of the study and therefore, failure on the side of the researcher to select appropriate sample size may affect the reliability of the study. In order to get the sample from the target population of Senior High School teachers in the five public schools in the district, the Krejcie and Morgan (1970) table for determining sample size was employed. According to Krejcie and Morgan's (1970) table for determining sample size, for a given population of 381, a sample size of 191 would be needed to represent the population.

Purposive sampling and proportionate sampling techniques were used to select the schools and the sample size respectively. Also simple random sampling technique specifically lottery method was used in selecting the participants. The schools selected were the public schools in the district. The Ajumako/Enyan/Essiam District has 7 Senior High Schools, and out of these,

five are public and two are private, and since the study concentrated on public schools, purposive sampling was used to select the schools. The purposive sampling was used because; one major advantage of this type of sampling is that, it's easier to make generalizations about your samples. This informed the researcher's choice in selecting the sampling procedure for the sampling. The researcher furthermore used proportions to determine the sample size. Using the procedure, (it is the total population of teachers in each school divided by the overall population of teachers in the five selected schools multiplied by the sample size will arrive at the sample in each of the five schools). Therefore, 38 out of 76 teachers, 37 out of 74 teachers, 39 out of 78 teachers, 37 out of 74 teachers and 40 out of 79 teachers was the sample to represent each of the five schools (See Table 2). Later simple random sampling specifically lottery method was used to select the participant from each school. Here, numbers (ranging from one (1) to the population of teachers in each school, eg. 1-74) were written on a piece of paper. The papers were folded and put into a cup and shook for some minutes and then teachers were asked to pick the papers simultaneously. Teachers who selected numbers within the sample size were taken for the study. The proportionate sampling technique was used because it will ensure equal representativeness of samples and controls threat to external validity.

Table 2- Sample Distribution of SHS Teachers

Schools	Total number of Teacher	Sample Size
Mando SHS	6	38
Abaasa SHS	74	37
Denkyira SHS	78	39
Ajumako SHS	74	37
Besease SHS	79	40
Total	381	191

Source: Regional Education Office (2018)

Data Collection Instrument

Instrumentation refers to the tools or techniques by which researchers attempt to measure variables or items of interest in the data collection process. Instrument for data collection is a tool that is used by researcher for collection of data in social science research (Bhandarkar & Wilkinson, 2010). The instrument for this study was adopted after a thorough and careful review of literature. The main instrument for this study was questionnaire. The first part of the questionnaire was a personality traits questionnaire (Eysenck's Personality Questionnaire Short- Form) which was adopted from Eysenck and Barret (1985) which has 36 items and the second part was Teachers job performance self-rating questionnaire which was also adopted from Abdullah, Rashid & Omar, (2013).

Questionnaire is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from the respondents. Questionnaires are important methods of collecting a wide range of information from a large number of respondents. Reasons for choosing questionnaire as the instrument for this study were that, questionnaire is described as structured instrument for gathering data from a potentially large

number of respondents, within a shorter possible time when especially the population is easily accessible (Amedahe & Gyimah, 2005; Deng, 2010). Again, questionnaire was used because, it is advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005). These advantages notwithstanding, questionnaire has some weaknesses in the sense that it is expensive in terms of time especially if respondents are scattered over a large area. There is also the possibility of respondents not providing the appropriate responses as the method involves structured questions. The other weakness is that there is the likelihood of respondents trying to compare answers given. This, the researcher resolved by making sure that each respondent sent his or her questionnaire home to fill. The questionnaire was structured based on the research questions, and objectives.

The Research instrument for this study had two sections (Section A and Section B). The section A was made up of five (5) items which considered the background or demographic data of the respondents and Section B had two parts (Part A and part B). The part A constituted 36 items and had three (3) subscales (Extraversion, Neuroticism and Psychoticism) which ascertained responses on teachers' personality. The extraversion subscale contained twelve (12) items which looked at the extraverted personality of the teachers; Neuroticism subscale comprised of twelve (12) items which looked at the neurotic personality of the teachers. The last subscale, which is psychoticism, also contained twelve (12) items which collected responses on teachers' psychotic behaviours. The part B of the questionnaire contained 25 items and had four (4) subscales (Teaching skills, Management skills, Discipline and

Regularity, and interpersonal relations) which aimed at assessing teachers' job performance. The teaching skills subscale had seven (7) items which looked at the teaching skills of the teachers. The management skills subscale contained five (5) items and collected responses on teachers' management skills; Discipline and Regularity subscale had six (6) items and looked at how teachers were disciplined and regular in school. Finally the interpersonal relations subscale comprised seven (7) items and aimed at collecting responses on teachers' interpersonal relationship with students and colleague teachers in school. The questionnaire was structured on a 5- point Likert type Scale. Score point that ranged from 1-5 as follows: Never-1, Seldom-2, Sometimes-3, Usually-4 and Always-5. (See Appendix A)

Pilot testing

Due to ambiguities, wording mistakes and improper structuring of sentences, there is a need for pilot-testing in order to check the validity and reliability of the instrument. According to Kothari (2000), a pilot test is necessary for testing the reliability of data collection instruments. Donald (1990) stresses the need for a pilot testing because it helps the researcher to decide whether the study is feasible and worthwhile to continue. It provides an advantage to assess the appropriateness and practicality of the data collection instrument. Fraenkel and Wallen (1996) opined that, pilot test of questionnaire or interview could reveal all ambiguities, poorly worded questions that are not understood and could also indicate whether the instruction to the respondents are clear. Pilot testing is conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a sample (Mugenda & Mugenda, 1999). To check for the content validity and reliability of this

research instrument, a pilot test was done at Oguaa Senior High Technical School which is outside the schools chosen for the main study and has teaching staff of 80 teachers. The researcher pilot tested the instrument on 66 teachers (33 males and 33 females) who were selected randomly (Simple Random Method) to check for appropriate wording and ambiguities. The sample size for the pilot study was chosen as determined by Krejcie and Morgan (1970). From Krejcie and Morgan (1970) table for determine sample size, for a given population of 80, 66 sample size is needed. From the pilot test results, some of the items that recorded lower reliability were modified while other items were completely taken off because they recorded negative scores. The pilot test again gave clues as to how long the respondents in the main study will require to finish attending to all the items in the questionnaire.

Instrument Validity

Validity is defined as the accuracy and meaningfulness of inferences based on the research results. Cooper and Schindler (2003) opined that, Validity is the degree by which the sample of test items represents the content the test is designed to measure. Validity of research, is determining whether the research will truly measure that which it was intended to measure or how truthful the research results will be (Cooper & Schindler, 2003). Again, validity is the ability of instruments to measure what they are intended to measure (Mugenda & Mugenda, 1999). Borg and Gall (1989) asserted that content validity of an instrument is improved through expert judgment. To enhance content validity of this research instrument, the research instruments was evaluated by the project supervisors and other experts in Department of Education and Psychology. Also, in order for the researcher to enhance

content validity, the researcher conducted pilot study to help him identify items in the research instruments that were ambiguous in eliciting relevant information, modifications of the instrument were then made where necessary. The pilot test helped to sieve and refines the research instrument.

Instrument Reliability

In determining the reliability of the instrument, the questionnaire was exposed to a trial test outside the study area. The instrument was administered to 20 teachers in Oguaa Senior High Technical School in Cape Coast. In overcoming gender bias and ensuring equal representatives of subjects' ten (10) females and ten (10) male teachers were taken. The Cronbach's Alpha method of reliability co-efficient was used to determine the internal consistency of the instrument. The reliability of the 36 item personality subscales (Cronbach alpha) were found to be as follows: extraversion scale 0.74 (12 items), neuroticism scale 0.80 (12 items) and psychoticism scale 0.74 (12 items). The overall reliability coefficient of the instrument was 0.77. The 36 items were used to gather the Eysenck's personality traits of the teachers. Teachers' job performance self-rating questionnaire (TJPSQ) was also developed to measure teachers' job performance. The instrument was adopted from the work of Abdullah, Rashid & Omar (2013).

The questionnaire comprised of 25 items and four facets of teachers' performance; i.e. teaching skills, management skills, discipline and regularity, and interpersonal relations. The reliability coefficient values for all the four facets of teachers' performance were; Managerial Skills 0.63 (5 items), Teaching Skills 0.57 (7 items), Discipline and Regularity 0.66 (6 items) and Interpersonal relations was also 0.78 (7 items). The questionnaire had an

overall Cronbach alpha of 0.86. According to Roland and Idsoe (2001), this score is regarded as significant for a research purpose.

Data Collection Procedure

Before data collection, teachers were assured of their confidentiality and anonymity. Hence, all the information gathered was treated confidential. In ensuring high rate of return, the instruments were administered personally by the researcher together with five teachers, one from each school the researcher visited. The five teachers were given orientation from the researcher on the purpose of the study and how to administer the questionnaire. Before the data collection, the researcher presented copies of an introductory letter from the Department of Education and Psychology, University of Cape Coast, to the director of Education (Ghana Education Service) in the district as well as the Head masters of the various schools. The essence of the introductory letter was to solicit for cooperation and also to create rapport between the researcher and the teachers who served as respondents for the study. The respondents were briefed concerning how to respond to the items and supervised by the researcher to complete the questionnaire.

Further discussions were made with regards to what the study was about and the number of respondents needed for the study. Arrangements were made with the heads as to how and when the data could be collected. The researcher randomly selected the 191 participants for the study with the help of the teachers in the respective schools. Time, venue, and means to answer the questionnaires were discussed with the participants. Two weeks was used to collect the data. On the day of collection, 13 out of the total participant

failed to submit the questionnaires; therefore 178 teachers filled and submitted the questionnaire for collection.

Data Processing and Analysis

The research instrument was edited in order to address questions that were answered partially or not answered. The questionnaire was serially numbered to facilitate easy identification and quick detection of any source of errors that may occur during the tabulation of the data.

After editing and coding, the data was entered into the computer using the Statistical Product and service solution (SPSS version 21.0) software. Before performing the desired data transformation, the data was cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaire. The demographic variables from the questionnaire were primarily analysed using frequencies and percentages. Research question one (relationship between personality traits and job performance among teachers in senior high schools) was analysed with Multiple Regression. Multiple Regression was again employed to analyse research question 2 (the type of Eysenck's personality traits that influenced teachers' job performance in senior high schools). The independent sample t-test was used to test hypotheses 1 (There is no significant gender difference in the job performance of teachers). Hypotheses 2, 3, and 4 were analysed through the use of One-way Analyses of Variance (ANOVA). Thus One-way Analyses of Variance was used to determine the difference between marital status of the teachers and their job performance (hypothesis 2), the teachers level of educational qualification and their job performance (hypothesis 3); as

well as the difference in the job performance of the teachers on the basis of number of years in teaching (hypothesis 4).

Ethical Issues

Approval for the conduct of the study was taken from the Institution Review Board (IRB). Before commencing the study a letter was taken from Institution Review Board to the schools to indicate the legality of the study and also to enable the schools to indicate their support. The researcher gave in depth orientation about the study before the beginning of data collection. Verbal consent of individual participants was obtained after they were fully informed about the purpose of the study and the procedures. Thus informed consent was taken from the participants before the conduct of the study. Respondents were guaranteed of confidentiality and anonymity. They were told that, whatever they say will be treated as confidential and therefore would not be disclosed to any third party. In addition, they were told that, their identity would not be shown, and this ensured anonymity. Again the respondents were assured by the researcher not to include their names in the research report since no such information was included in the instrument.

Chapter Summary

This study was carried out through the use of descriptive survey design. The population for the study was all the Senior High School teachers in Ajumako/Enyan/Essiam District. Census sampling and proportionate sampling technique was used to select the schools (Ajumako SHS, Mando SHS, Denkyira SHS, Abaasa SHS and Besease SHS) and the sample size (191) from the population. Questionnaire was used as the instrument for the data collection because, it provides a wider coverage of respondents, less

expensive, and offers greater assurance of anonymity other than other methods such as interview and observation. The instrument (questionnaire) was pilot-tested at the Oguaa Senior High Technical School in Cape Coast with twenty (20) teachers (10 males and 10 females) in order to make sure that the instrument was capable of collecting relevant data to answer the research questions and hypotheses guiding the study. Finally, the data was self-administered and analysed using Multiple Regression, Independence t-test and One-way Analyses of Variance. The analysis was done with the use of computer software called Statistical Product for Service Solutions (SPSS) version 21.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results, the interpretation and discussions of the study findings. The purpose of the study was to establish the influence of Eysenck's personality traits dimensions on job performance among teachers in senior high schools in Ajumako/Enyan/Essiam District. Two research questions and four research hypotheses guided the study. Linear Multiple Regression, Independent Samples t-Test and One- Way Analyses of Variance were the statistical methods used to analyse the data. Presentation of the study findings were guided by three (3) objectives captured in chapter one. Each finding is analyzed and discussed, and implications noted separately.

The final sample size for the study was 178. This is because, out of the 191 participants that were given the instrument, only 178 duly completed and returned the questionnaires for the study. The response rate therefore stood at 93.2%.

Results

Demographic characteristics of Senior High School Teachers

This section surveyed teachers' responses on their demographic characteristics including gender, age, marital status, academic qualification and years of teaching experience. A summary of the responses on the demographic characteristics is presented in Tables 3 to 7.

Gender of Senior High School Teachers

The gender of SHS teachers is presented in Table 3.

Table 3- Gender of SHS Teachers

Gender	Frequency	Percentage
Male	127	71.3
Female	51	28.7
Total	178	100.0

Source: Field survey (2018)

From Table 3, 71.3% (127) of the respondents were males while 28.7% (51) of the rest of the respondents were females. This indicates that, there were more males in the samples than females.

Age of SHS teachers

SHS teachers' age is presented in Table 4

Table 4- SHS Teachers' Age

Age	Frequency	Percentage
20-25	27	15.2
26-35	82	46.1
36-45	57	32.0
46 and above	12	6.7
Total	178	100.0

Source: Field survey (2018)

Results from Table 4 show that, majority 82 (46.1%) indicated that they were 26 to 35 years, 57(32.0%) of the respondents also indicated that they were 36-45 years, 27(15.2%) of the respondents indicated that they 20-25

years while 12(6.7%) indicated that they were 46 and above. This indicates that, majority of the respondents were 26 to 35 years old.

Marital status of SHS teachers

The marital status of SHS teacher is presented in Table 5.

Table 5- Marital Status of SHS Teachers

Marital Status	Frequency	Percentage
Single	57	32.0
Married	114	64.0
Divorced	7	3.9
Total	178	100.0

Source: Field survey (2018)

From Table 5, majority 64.0% (114) of the respondents indicated that they were married, 32.0%(57) indicated that they were single while 3.9%(7) of the respondents indicated that have been divorced. This means that those who were married outnumbered their counterparts who were single and divorced.

Educational Qualification of SHS teachers

The educational qualification of SHS teachers is presented in Table 6.

Table 6- Educational Qualification of SHS Teachers

Educational Qualification	Frequency	Percentage
Diploma	20	11.2
Degree	144	80.2
Masters	14	7.9
Total	178	100.0

Source: Field survey (2018)

Results from Table 6 indicate that, majority 80.2%(144) of the respondents were bachelor’s degree holders, 11.2%(20) had diploma as their highest qualification while 7.9%(14) were master’s degree holders. The results indicated that those who had obtained bachelor’s degree outnumbered those who had obtained master’s degrees and diploma.

SHS teachers’ years of teaching experience

The years of teaching experience of SHS teachers is presented in Table 7.

Table 7- SHS teachers’ Years of Teaching Experience

Years of teaching experience	Frequency	Percentage
Below 5	47	26.4
5-10	50	28.1
11-15	40	22.5
16-20	34	19.1
21-25	3	1.7
26 and above	4	2.2
Total	178	100.0

Source: Field survey (2018)

From Table 7, majority 28.1% (50) had taught for 5 to 10 years, 26.4 % (47) indicated that they had taught below 5 years while 22.5 % (40) indicated that they had taught for 11 to 15 years. The results in Table 7 further shows that 19.1%34) of the respondents indicated that they had taught for 16 to 20 years whereas 1.7%(3) and 2.2%(4) indicated that they had taught for 21 to 25 years and 26 years and above respectively.

Research Question One

What is the relationship between Eysenck's personality traits and job performance among public Senior High School teachers in Ajumako/Enyan/Esiam District?

The goal of this research question was to find out the relationship that existed between Eysenck's personality traits and job performance among SHS teachers in the Ajumako/Enyan/Esiam District. In order to achieve the objective of this research question, respondents were asked to respond to 36 items Eysenck's personality traits and 25 items on job performance. Particularly, the Eysenck's personality traits covered traits of extraversion, neuroticism and psychoticism where job performance covered respondents' teaching skills, management skills, discipline and regularity, and interpersonal relations. On Eysenck's personality traits, respondents were asked to respond to twelve (12) items on extraversion, twelve (12) items on neuroticism and twelve (12) items on psychoticism. On the job performance of respondents, respondents were asked to respond to seven (7) items on teaching skills, five (5) items on management skills, six (6) items on discipline and regularity and seven (7) items on interpersonal relations. All the items were scored and for each item, the lowest score a respondent could obtain for his/her personality traits was 36 and highest score of 180 whereas for job performance, a respondent could obtain a lowest score of 25 and highest score of 125. Their responses were scored from 5 which indicated their highest agreement to the statements and 1 indicating their least agreement to the statement. Linear multiple regression was therefore used to find out the relationship that existed between Eysenck's personality traits which involved three predictor variables

namely extraversion, neuroticism and psychoticism as well as the criterion variable (job performance).

Before the conduct of the analysis of the linear multiple regression analysis, the necessary assumptions that underpin the conduct of the analysis were fulfilled. These assumptions included the criterion variable (scores on job performance) being continuous and measured on the interval scale and the existence of two or more predictor variables which were all checked and fulfilled (see Appendix B). Other assumptions such as linearity, multicollinearity, homoscedasticity and residual being normally distributed were also checked and fulfilled.

In particular, multicollinearity assumption was tested using the variance inflation factor (VIF) and it was revealed that the VIF value stood at 1.156, 1.115 and 1.279 for extraversion, neuroticism and psychoticism respectively which were all less than 10 (see Appendix B). In addition, homoscedasticity assumption was also checked and it was discovered that there was no clear pattern in scatter plots of residuals and the predicted values or the distribution (see Appendix B). Furthermore, the linearity assumption was checked and fulfilled as it was discovered that there was a linear relationship between the predictors and the criterion variable (see the normal p-p plot in appendix B). In addition, before the conduct of the multiple regression, correlations among all the variables was also conducted and it was noticed that there were relationships (positive and negative) among the variables (see Appendix B). After all the assumptions were fulfilled, the multiple regression was conducted to test whether or not a linear relationship

existed between the variables and the summary of the result is presented in Table 8.

Table 8- Linear Multiple Regression of Eysenck's Personality Traits and Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	0.352 ^a	0.124	0.109	10.164	0.124	8.189	3	174	.000	1.856

a. Predictors: (Constant), psychoticism, neuroticism, extraversion

b. Dependent Variable: job performance

It can be inferred from Table 8 that there is a significant positive relationship between the Eysenck's personality traits (psychoticism, neuroticism and extraversion) which are the predictor variables and the criterion variable (job performance) but the relationship is weak with $R = .352$, $p = 0.00$, and this explains the multiple correlation coefficient. It can also be inferred from Table 8 that the predictor variables explain only 12.4% of the variations in the dependent variable with an R-square of .124. It can however be inferred from the result that, there is a weak significant positive relationship between the Eysenck's personality traits job performance regarding the respondents that were surveyed.

Research Question Two

Which type of Eysenck's personality traits influences job performance of public Senior High School teachers in the Ajumako/Enyan/Esiam District? This research question sought to find out the type of Eysenck's personality traits (whether extraversion, neuroticism or psychoticism) that influenced teachers' job performance in senior high schools in the Ajumako/Enyan/Esiam District. In order to achieve the objective of this research question, multiple

linear regression was used. With this research question too, all the parameters and assumptions that were used in running the linear multiple regression in the first research question was used. The summary of the result is presented in Table 9.

Table 9- Eysenck’s Personality Traits that Influences Teachers’ Job Performance

Model	Unstandardize		Standardized	T	Sig.	Collinearity	
	d Coefficients					Statistics	Tolerance
	B	Std. Error	Beta				
(Constant)	91.692	6.621		13.848	0.000		
1 extraversion	0.321	0.147	0.167	2.187	0.030	0.865	1.156
neuroticism	-0.502	0.120	-0.314	-4.184	0.000	0.897	1.115
psychoticism	0.263	0.175	0.121	1.503	0.135	0.782	1.279

a. Dependent Variable: job performance

From the results depicted in Table 9, looking at the t-statistics which shows that individual contribution (or influence) of each of the predictor variables, it can be observed that, neuroticism was seen as the best predictor of teachers’ job performance with $t = -4.184$, $p = 0.00$. This is followed by extraversion with $t = 2.187$, $p = 0.30$ whereas psychoticism is the least predictor with $t = .121$, $p = 0.135$. From Table 9 the general regression model is given by: Teachers’ job performance = $13.848 + 2.187\text{extraversion} - 4.184\text{neuroticism} + .121\text{psychoticism}$. It can therefore be inferred from the findings that the Eysenck’s personality trait that best influenced teachers’ job performance is neuroticism.

Research Hypothesis One

H₀: There is no statistically significant difference in the job performance of male and female public Senior High School teachers in the Ajumako/Enyan/Esiam District.

H₁: There is a statistically significant difference in the job performance of male and female public Senior High School teachers in the Ajumako/Enyan/Esiam District.

The goal of the hypothesis was to find out if a significant difference existed in SHS teachers' job performance with respect to their gender. In performing the analysis, the independent samples t-test was used to find out if a significant difference existed between the independent variable (gender which was made up of male and female SHS teachers) and the dependent variable, scores that were obtained from teachers' job performance. Before the conduct of the analysis, all the assumptions that underpin the conduct of independent t-test were strictly checked and fulfilled. Assumptions like normality, homogeneity of variance, the independent variable to be made up of two sub-categories, and the dependent variable being ratio or interval were duly checked and fulfilled. After the test of the normality assumption, it was revealed that female scores was approximately normally distributed considering Shapiro-Wilk value with $p = 0.462 > .05$ but

Male scores was not normally distributed with $p = 0.10 < .05$ (see Appendix C). The normality assumption was further investigated graphically using the normal Q-Q plot and it was revealed that the distributions (male and female scores) did not deviate too wide from the diagonal and hence both female and male scores were approximately normally distributed (see

Appendix C). After the normality assumption was fulfilled, the assumption that underlies the homogeneity of variance was also tested. Considering the Levene’s test of equality of variances, it was revealed that $p = 0.858 > 0.05$ which meant that variances were assumed to be equal (see Appendix C). After all assumptions were fulfilled, the independent samples t-test was conducted to test the null hypothesis and the summary of the result is presented in Table 10.

Table 10- Independent Sample T-Test on Gender and Teachers’ Job Performance

	Levene's Test for Equality of Variances	T-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job performance	Equal variances assumed	.858	.032	2.432	176	.016	4.280	1.760	.806	7.754
	Equal variances not assumed			2.490	97.14	.014	4.280	1.719	.868	7.692

Source: Field survey, (2018)

It is evident from Table 10 that the test is significant and that the null hypothesis is rejected. This is because considering $t(176) = 2.432$, $p = .016 < .05$ under equal variance assumed, it is evident that a significant difference exists in the means of the male and female teachers with respect to their job performance. The difference between male and female SHS teachers in their

job performance is showed in the descriptive statistics which is presented in Table 11.

Table 11: *The difference between male and female SHS teachers in their job performance*

	Gender	N	Mean	Std. Deviation	Std. Error
job performance	Male	127	100.46	10.780	.957
	Female	51	96.18	10.201	1.428

Source: Field survey, (2018)

From the descriptive statistics that is shown in Table 11, it is clear that with respect to the teachers’ job performance, males have higher mean of 100.46 and with a standard deviation of 10.780 whereas that of females is 96.18 with a standard deviation of 10.201. The mean difference is 4.28 and this explains that male teachers do better when it comes to job performance.

Research Hypothesis Two

H₀: There is no statistically significant difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their marital status.

H₁: There is statistically significant difference in the job performance public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their marital status.

The goal of the hypothesis was to find out if a significant difference existed in SHS teachers’ job performance with respect to their marital status. In performing the analysis, the one-way analysis of variance was used to find out if a significant difference exists between the independent variable (marital status which was made up of married, single and divorced) and the dependent

variable, scores that were obtained from teachers' job performance. In determining the independent variable, respondents' background characteristics on their marital status was used. Before the conduct of the analysis, all the assumptions that underpin the conduct of one-way analysis of variance were strictly checked and fulfilled. Assumptions such as normality, homogeneity of variance, the independent variable to be made up of three or more sub-categories, and the dependent variable being ratio or interval were duly checked and fulfilled. After the test of the normality assumption, it was revealed that the scores obtained for single was approximately normally distributed considering Shapiro-Wilk value with $p = 0.395 > 0.05$ but the scores obtained for married and divorced were not normally distributed with $p = 0.005 < 0.05$ (see Appendix D). The normality assumption was further investigated graphically using the normal Q-Q plot and it was revealed that the distributions (married, single and divorced scores) did not deviate too wide from the diagonal and hence the dependent variable was approximately normally distributed on the independent variables and especially since the one-way ANOVA is a robust test (see Appendix D). After the normality assumption was fulfilled, the assumption that underlies the homogeneity of variance was also tested. Considering the Levene's test of equality of variances, it was revealed that $p = 0.000 < 0.05$ which meant that variances were not assumed to be equal (see Appendix D) and even though variances were not assumed to be equal, the test can still be run due to the robust nature of ANOVA. After all the assumptions were fulfilled, the one-way ANOVA was conducted to test the null hypothesis and the summary of the result is presented in Table 12.

Table 12- One-Way ANOVA on Marital Status and SHS teachers' Job Performance

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	816.831	2	408.415	3.629	.029
Within Groups	19694.726	175	112.541		
Total	20511.556	177			

Source: Field survey, (2018)

The result illustrated in Table 12 shows a statistically significant difference in the means of SHS teachers' job performance with respect to their marital status. This is because, for the one-way analysis of variance that was conducted, $F(2, 175) = 3.629$, $p = 0.029$ and that explains that the null hypothesis is rejected. The results explain that SHS teachers differ in their job performance with respect to marital status. Looking at the nature of the results, a post hoc test was further conducted to tell the differences that occurred between the groups by conducting a multiple comparison test. The summary of the post hoc test using Tukey's test is presented in Table 13.

Table 13- Post-hoc Test on Difference between marital Status and SHS Teachers' Job Performance

(I)	Marital (J)	Marital Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Lower Bound	Upper Bound
Single	Married	4.395*	1.721	.031	.33	8.46	
	Divorce	6.441	4.249	.286	-3.60	16.48	
Married	Single	-4.395*	1.721	.031	-8.46	-.33	
	Divorce	2.046	4.131	.874	-7.72	11.81	
Divorce	Single	-6.441	4.249	.286	-16.48	3.60	
	Married	-2.046	4.131	.874	-11.81	7.72	

*. The mean difference is significant at the 0.05 level.

Result from Table 13 shows a significant difference between teachers who are married and those who were divorced in their job performance with a mean difference of 4.395 with $p < .05$. Between those who were single and divorced, the result shows a significant difference in SHS teachers' job performance with a mean difference of -4.395 and $p < .05$. In addition, for those who were single and those who were married, the result shows no significant difference in SHS teachers' job performance. The difference was further investigated from the descriptive statistics as shown in Table 14.

Table 14- Descriptive Statistics Showing the difference in Marital Status and SHS Teachers' Job Performance

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Single	57	102.30	8.192	1.085	100.12	104.47	80	123
Married	114	97.90	11.082	1.038	95.85	99.96	76	120
Divorce	7	95.86	18.524	7.001	78.73	112.99	69	112
Total	178	99.23	10.765	.807	97.64	100.82	69	123

Source: Field survey, (2018).

It is evident in Table 14 that SHS teachers who were single had the highest mean of 102.30 regarding their job performance with a standard deviation of 8.192, teachers who are married had a mean of 97.90 regarding their job performance with standard deviation of 11.082 whereas teachers who were divorced had a mean of 95.86 regarding their job performance with a standard deviation of 18.524. The results show that teachers who were single did better when it come to their job performance and this is followed by teachers who are married and with teachers who are divorced.

Research Hypothesis Three

H₀: There is no statistically significant difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their educational qualification.

H₁: There is statistically significant difference in the job performance of public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their educational qualification.

The goal of the hypothesis was to find out if a significant difference exists in SHS teachers' job performance with respect to their educational status. In performing the analysis, the one-way analysis of variance was used to find out if a significant difference exists between the independent variable (educational status which was made up of diploma, first degree, and master's degree) and the dependent variable, scores that were obtained from teachers' job performance. In determining the independent variable, respondents' background characteristics on their educational status was used. Before the conduct of the analysis, all the assumptions that underpin the conduct of one-way analysis of variance were strictly checked and fulfilled. Assumptions like normality, homogeneity of variance, the independent variable to be made up of three or more sub-categories, and the dependent variable being ratio or interval were duly checked and fulfilled. After the test of the normality assumption, it was revealed that the scores obtained for diploma was approximately normally distributed considering Shapiro-Wilk value with $p = 0.56 > .05$, the scores obtained for first degree was also approximately normally distributed with $p = 0.159$ and the scores obtained for first master's degree was also approximately normally distributed with $p = 0.50 < .05$ (see Appendix E). The normality assumption was further validated by the fact that the one-way ANOVA is a robust test. After the normality assumption was fulfilled, the assumption that underlies the homogeneity of variance was also tested. Considering the Levene's test of equality of variances, it was revealed that $p = 0.84 > 0.05$ which meant that variances were assumed to be equal (see Appendix E). After all the assumptions were fulfilled, the one-way ANOVA

was conducted to test the null hypothesis and the summary of the result is presented in Table 15.

Table 15- One-way ANOVA on SHS teachers Job Performance and their Educational Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	397.966	2	198.983	1.731	.180
Within Groups	20113.591	175	114.935		
Total	20511.556	177			

Source: Field survey, (2018)

The result depicted in Table 15 shows that there is no statistically significant differences in the means of SHS teachers’ job performance with respect to their educational qualification. This is because, for the one-way analysis of variance that was conducted, $F(2, 175) = 1.731$, $p = 0.180 > 0.05$ and that explains that we fail to reject the null hypothesis. The results show that SHS teachers did not differ in their job performance with respect to their educational qualification.

Research Hypothesis four

H₀: There is no statistically significant difference in the job performance public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their number of years in teaching.

H₁: There is statistically significant difference in the job performance public Senior High School teachers in Ajumako/Enyan/Essiam District on the basis of their number of years in teaching.

The aim of the hypothesis was to find out if a significant difference exists in SHS teachers' job performance with respect to their years of teaching experience. In performing the analysis, the one-way analysis of variance was used to find out if a significant difference exists between the independent variable (years of teaching experience which was made up of Below 5, 5-10, 11-15, 16-20, 21-25 and 26 and above) and the dependent variable, scores that were obtained from teachers' job performance. In determining the independent variable, respondents' background characteristics on their years of teaching experience was used.

Before the conduct of the analysis, all the assumptions that underpin the conduct of one-way analysis of variance were strictly checked and fulfilled. Assumptions like normality, homogeneity of variance, the independent variable to be made up of three or more sub-categories, and the dependent variable being ratio or interval were duly checked and fulfilled. The normality assumption was validated by the fact that the one-way ANOVA is a robust test. After the normality assumption was fulfilled, the assumption that underlies the homogeneity of variance was also tested. Considering the Levene's test of equality of variances, it was revealed that $p = 2.017 > 0.05$ which meant that variances were assumed to be equal (see Appendix F). After all the assumptions were fulfilled, the one-way ANOVA was conducted to test the null hypothesis and the summary of the result is presented in Table 16.

Table 16- One-way ANOVA on SHS teachers Job Performance and their Years of Teaching Experience

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	1098.037	5	219.607	1.946	.089
Within Groups	19413.519	172	112.869		
Total	20511.556	177			

Source: Field survey, (2018)

The result depicted in Table 16 shows that there is no statistically significant differences in the means of SHS teachers' job performance with respect to their years of teaching experience. This is because, for the one-way analysis of variance that was conducted, $F(5, 172) = 1.946$, $p = 0.089 > 0.50$ and that we fail to reject the null hypothesis. The results show that SHS teachers did not differ in their job performance with respect to their teaching experience. Further analysis was conducted by running a multiple comparison test and the summary of the results is presented in Table 16 (See Appendix F). It was revealed by the further analysis that there was a significant difference in the means of SHS teachers who had teaching experience falling below five (5) years and from six (6) to ten (10) years with means of 101.87 and 95.54, and standard deviations of 8.077 and 12.179 respectively. This clearly indicates that teachers with below five (5) years of teaching experience did better on their job performance.

Discussion of Findings

In this section, the findings of the study are discussed with reference to the literature reviewed.

The findings of the study revealed a weak significant positive relationship between the Eysenck's personality traits (psychoticism, neuroticism and extraversion) and SHS teachers' job performance ($r = .352$, $p = 0.00$). This implies that an increase in job performance is associated with a corresponding increase in all three dimensions although the increase might be weak. The result further means that as part of the Eysenck's personality trait, a positive but weak relationship existed between extroversion and job performance, neuroticism and job performance and psychoticism and job performance. These findings are consistent with the argument by Mount and Barrick (1991) that, people who are high in extroversion are sociable, active, optimistic and affectionate. According to them individuals with this character trait excel in occupations that allow them to socialize and be highly interactive with other individuals. Similarly, the findings corroborate the finding by Abdullah, Rashid and Omar (2013) on the bases that, extraversion is positively related to employee performance and was also a predictor of employees' performance.

In addition, the results of the study supported the finding by Othman, (as cited in Fatemi, 2016) that, a significant and positive relationship existed between extroverts and teaching effectiveness. It showed that, extraversion had large main effect on interpersonal performance. This was supported by Mount et al., (1998) who indicated that extraversion was significantly related to measures of interpersonal performance. It makes sense that, individuals who

score on extraversion tend to be sociable, gregarious and can get along and work well with others (Barrick et al., 2005). It is worth noting that extraverted individuals are sociable and have enhanced social skills; they are more likely to communicate effectively within the team (McCrae & Costa, 1999). Since extraversion contains elements of positive affectivity, which is an overall sense of well-being and the tendency to experience positive emotional states, it has been shown to promote positive and cooperative interactions with others (Hogan & Holland, 2003; LePine & Van Dyne, 2001). Bing and Lounsbury (2000) also indicated that extraversion is found to be a valid predictor of job performance, especially, jobs that need a lot of social interaction. This suggests that people who are high in extraversion tend to engage with others and that extroverts face less anxiety due to their relaxed and confident attitude.

The weak positive relationship indicates that, psychoticism is positively related to job performance. The implication is that increase in a person's psychoticism traits will lead to increase in his job performance although the increase will not be that much. According to Desa et al., (2014), psychoticism correlates with job stress positively. This indicates that, increase in a person's psychotic traits will lead to increase in his job stress. Heller, Bullerjahn, & von Georgi, (2015) further confirmed that psychoticism have positive relationship with flow experience in singing. It was revealed by Heller et al. (2015) that psychoticism correlates with 'self'-motivation positively. From their findings, whenever one is high on psychotic personality, the person's motivation level also increased. This implies that, a person who is able to motivate him or herself in times of trouble or trauma may not be affected by his or negative behaviour. However, there have been counter

views regarding psychoticism and job performance. Srivastava (2001) and Smithikrai (2007) stressed that psychoticism is an indicative tendency to experience negative emotions. Thus, whenever psychotic trait increased, the person's job performance automatically decreased.

Among all the dimensions of the Eysenck's personality traits, the findings of this study showed that, neuroticism was the best predictor of SHS teachers' job performance with $t = -4.184$, $p = 0.00$. A critical look at the t-statistics of neuroticism shows a negative correlation and that indicates that neuroticism was negatively related to job performance. This denotes that, an increase in a person's neurotic traits will lead to a decrease in his job performance. This result affirms the findings of Hörmann and Maschke (1996), Dunn et al. (1995) and Judge et al. (as cited in (Rothmann & Coetzer, 2003)).

For example, Hörmann and Maschke (1996) found that among the Eysenck's traits, neuroticism related more with job performance than the other models. Neuroticism, as opposed to emotional stability, refers to individuals who tend to be shy, angry, insecure, depressed, vulnerable and anxious (Costa & McCrae, 1992). In contrast, individuals who are emotionally stable tend to be secure and calm, and therefore more likely to control their impulses and cope with stress. According to (Rothmann & Coetzer, 2003), employees who tend towards neuroticism (i.e. who are prone to having irrational ideas, being less able to control impulses, and coping poorly with stress) perform poorer and are less creative than those who are emotionally stable.

The negative influence of neuroticism on teachers' job performance may be explained by the fact that teachers who score high on neuroticism are

prone to having irrational ideas, are less able to control their impulses, and cope poorly with stress (Dunn et al., 1995). When this happens, a teacher who may not have other personality traits like self-control to be used as defense mechanism may suffer failure in his teaching. This suggests from the findings of the study that teachers who are prone to neuroticism may perform poor as compared to their colleagues who are having low scores on neuroticism. The implication of the finding is that neurotic teachers are more likely to be rated low on job performance and that teachers who are highly neurotic are likely to be worse in teaching related work as compared to teachers who are less neurotic. It makes sense that those teachers who plan and organise their teaching strategically must have low neuroticism in order to achieve their teaching aim and vision. When emotional stability which opposes neuroticism are not demonstrated by workers, the end result is low job performance and it is in this regard that Rothmann and Coetzer (2003) and Barrick et al. (2001) stressed that emotional stability predicts job performance positively and it a reliable and valid predictor of job performance across occupations and work tasks. However, the finding of the study refutes that finding of Salgado (1997) who posited that neuroticism has been found to predict positively with teamwork and the overall job performance across occupations.

The result for the first research hypothesis shows a significant difference between male and female teachers with respect to their job performance. The result showed that male teachers performed better on their jobs than their female counterparts. The male teachers had mean score of 100.46 as compared to female teachers' mean score of 96.18. The finding is in line with Golman (1995) who opined that male workers performed better than

their female counterpart. According to Golman (1995), an average woman cannot work at the same efficiency level as an average man. Since there is likelihood that, male and female teachers who were sampled had different level of efficiency as indicated by Golman (1995), it is therefore not surprising that the males in this study performed at a higher efficiency level than their female counterpart on their job.

The findings of the study contradict the position of Solem and Blekesaune (2005) who found that differences existed in the job performance of male and female teachers but favoured female teachers. According to Solem and Blekesaune (2005), women more often than men, saw work as very important to them and hence, they had a better performance than men. The finding further contradicts the positions of Ahl (2002) and Kimmel (2000) who did not find a significant difference between the job performance of men and women. They stated that, when both men and women were given the same working resources, they will perform equally.

The finding from the second research hypothesis showed a significant difference between teachers who were married and those who were divorced in their job performance with a mean difference of 4.395 with $p < .05$. Between those who are single and divorced, the result showed a significant difference in SHS teachers' job performance with a mean difference of -4.395 and $p < .05$. In addition, for those who were single and those who were married, the result showed no significant difference in SHS teachers' job performance. The results showed that teachers who were single did better when it comes to their job performance and this was followed by teachers who were married and with teachers who were divorced being last.

The findings support the positions of Kotur and Anbazhagan (2014), and Remo et al. (2014) who in their study found a significant difference between marital status and job performance. For example, Kotur and Anbazhagan (2014), and Jordan and Zilek (2012) were of the view that, married employees had to share their concentration on two things at the same time. Married men and women had to think of their family and at the same time their work and when this occurred, it led to poor performance of the employee. It was concluded that teachers and workers in general who were single tended to exhibit much strength and commitment to work which consequently increased their job performance (Kotur & Anbazhagan, 2014). This position was confirmed by Remo et al. (2014) who in their study noted that single workers and for that matter teachers were more likely to work harder and boosted their job performance because they were less likely to be bordered with marital and family issues. The findings further agree with Alonazi (2001) who opined that, marital status was a great predictor of job satisfaction leading to high job performance.

On the other hand, the findings contradict the positions of Grinstein-Weiss, Zhan, and Sherraden (2004) that, there was no significant difference between job performance regarding marital status.

The result of the third research hypothesis showed that there was no statistically significant differences in SHS teachers' job performance with respect to their educational qualification with $F(2, 175) = 1.731, p = 0.180 > 0.50$. The results showed that SHS teachers did not differ in their job performance with respect to their educational qualification. The findings specifically refuted the views of Omeonu, Oyinloye and Tayo (2015) who

indicated that educational qualification determined a person's job performance. It was urged that the more people grew with regard to their educational status, the less likely they became eager and enthusiastic to work even though such individuals acquire enough experience and knowledge. The findings partially contradicts the views of Kotur and Anbazhagan (2014), Ben and Camilus (2012) that an increase in the educational qualification declines the performance of workers.

The result of research hypothesis four found no statistically significant difference between SHS teachers' job performance and their years of teaching experience. But further analysis by running a multiple comparison test revealed that teachers with below five (5) years of teaching experience did better on their job performance.

It is a general believe that practice makes one perfect and there is a general idea that, once a person worked over and over on a particular task, he would be able to perform that task better than a colleague who has not spent more time on the same task. But this study has shown that it is not always the case that work experience influenced job performance. This finding is in line with the finding of Kotur and Anbazhagan (2014) that, there was no significant difference between work experience and job performance. According to Kotur and Anbazhagan (2014), when everything had been explored, repeating the same job again and again, gave the sense of boredom in the minds of the employees and this affected their performance negatively.

This research finding is also consistent with the positions of Quin,et al., (2011) that, with growing years on a job, the employees learnt almost all the knacks concerning the job and nothing much remained to be learned.

However, the findings contradict with the finding of McDaniel, Schmidt and Hunter (1988) that, there was a significant difference between working experience and job performance.

Chapter Summary

The study sought to find the influence of Eysenck's personality traits dimensions on teachers' job performance. The chapter presented the results and discussions of the study. The first research objective sought to find out the relationship between Eysenck's personality traits dimensions and job performance among teachers. The results found a positive but weak relationship between Eysenck's personality traits dimensions and job performance among SHS teachers.

The second research objective sought to find the type of Eysenck's personality traits dimension that influenced teachers' job performance most. The study found that, among all the Eysenck's personality traits dimensions, neuroticism was the greatest predictor of teachers' job performance and influenced SHS teachers' job performance.

The third research objective sought to find out whether there was a difference between the job performance of male and female teachers. The study indicated that, there was a significant difference between male and female teachers on job performance and that, male teachers performed better than their female counterparts.

The fourth research objective sought to find out whether there were differences in the job performance of teachers on account of their marital status. The result showed a statistically significant difference between marital

status and teachers' job performance and those SHS teachers who were single did better on their job performance.

The fifth research objective sought to find out whether there were differences in the job performance of teachers on the basis of their educational qualification. The study established no significant difference between SHS teachers' job performance on the basis of their educational qualification.

Lastly, the sixth research objective sought to find out whether there were differences in the job performance of teachers with respect to their teaching experience. The study found no significant difference between SHS teachers' years of teaching experience and job performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The chapter presents the summary of the key findings, conclusion drawn from the findings and recommendations. The chapter also makes suggestions for further research.

Summary of the study

Over the past couple of decades, personality has become a focal point in organisational research, leadership development and derailment, and particularly employee selection. This optimism largely led to the development of many theories like the Eysenck's personality dimensions, the Big Five personality and others. Personality among other factors that affect job performance has been seen as a stronger predictor of job performance. This study set out to explore the influence of Eysenck's personality traits dimensions on teachers' job performance in Ajuamko/Enyan/Essiam District. The study found that, its participants were spread within all the Eysenck's personality dimensions: Extraversion, Neuroticism and Psychoticism. The study concentrated on teachers in public Senior High Schools in Ghana with particular focus on schools in Ajumako/Enyan/Essiam District. In order to find answers to the research questions and to test the hypotheses that were formulated to guide the study, the descriptive research design was employed. The study was guided by two research questions and four hypotheses (see page 8).

A sample size of one hundred and ninety one (191) respondents was selected from the total population of 381 teachers from the five selected public Senior High Schools in Ajumako/Enyan Essiam District. However, out of the total of 191 questionnaires administered, 178 were completed and returned. The data collected was analysed using independent Samples t-test, One-way analyses of variance (ANOVA) and multiple regression.

Key Findings

Firstly, the results of the study found a positive but weak relationship between Eysenck's personality traits dimensions and job performance among SHS teachers.

The study again found that, among all the Eysenck's personality traits dimensions, neuroticism was the greatest predictor of teachers' job performance and also influenced SHS teachers' job performance.

Thirdly, the study found that, there was a significant difference between male and female teachers on their job performance. Male teachers did better on their job performance than their female counterparts.

The result on the other hand showed a statistically significant difference between marital status and teachers' job performance. Single teachers perform better on their job than married teachers.

The study did not establish any significant difference in SHS teachers' job performance on the basis of their educational qualification.

Lastly, the study did not find any significant differences between SHS teachers' years of teaching experience and their job performance.

Conclusions

It can be concluded from the findings that, when someone exhibit positive personality behaviour at the work place the more likely he or she perform better at the work place. However the study makes a conclusion that, when individuals who are friendly, talkative, sociable and assertive, the more likely they perform well on their job as compare to those who are anxious, emotional unstable and aggressive among others.

It can also be concluded from the findings that, while some demographic variables of Senior High School Teachers (Gender and Marital status) influence their job performance, others (Teachers educational qualification, Number of years in teaching) do not influence their job performance.

Recommendations

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

1. First, the positive relationship between Eysenck's personality trait and teachers' job performance emphasises the need for school management to know and understand each teacher's temperament. Therefore the researcher want to recommend that school management and stakeholders should set out suitable remedies like personality test to assess the capability of one's personality to ensure that, no matter the personality of the teachers it will not have negative effect on the students as well as the teacher's performance. This is because teachers' work output is measured from students' performance. Again, public Senior High Schools authorities should give great attention to the teachers' who have neuroticism as their

personality traits. This is because most of the students learn and imitate the behaviour of their teachers. Students try to follow their teacher in manners, costumes, etiquette, and style of conversation. Teacher is their model and can lead them anywhere. During their education, students tend to determine their future aims and plans, in consultation with their teachers. Therefore, since it has been established by this study of neuroticism having negative influence on job performance, care should be taken so that the neurotic personality of the teachers do not influence the students negatively.

2. Each of Eysenck's personality dimensions correlates with a number of associated behaviours, school management should develop appropriate policies and programs such as in and off service training to facilitate the activities of the teaching staff having diverse personalities, in order to improve the quality of teaching and learning. Also, more attention and counseling should be given to teachers who have neurotic traits, since this personality trait has the potential to influence the students negatively.
3. Again appropriate and better means should be used by Ghana Education Service as criteria for recruiting teachers into the teaching profession, since factors like marital status has no influence on the teachers teaching performance.
4. I would like to recommend to Ghana Education Service to be bias a little on gender status; gender status should sometimes be used as yardstick for recruiting teaching staff. This is because male teachers

have been seen to be having higher efficiency and emotional stability than their female counterparts.

5. I would also like to recommend to the ministry of education to avoid using working experience as a criterion for promoting teachers but rather their educational qualification, since usage of working experience does not motivate teachers to learn hard to improve their educational life.
6. Finally, I would like to recommend to the Ministry of Education as well as the Ghana Education Service to conduct personality assessment test on newly trained graduate teachers before recruiting them into the teaching service and again if possible organise the assessment test every two years whiles the teachers are still at post. This is because personality traits are biological or innate inhibition and sometimes pop out involuntarily. This will help detect involuntary abnormal behaviour of teachers whiles in service.

Suggestions for Further Research

The study was limited to only the public senior high schools in Ajumako/Enyan/Essiam District and this was a major constraint in generalising the findings for all senior high schools in Ghana. It is therefore suggested that future studies should be conducted in other parts of the country and this should include private senior high schools. Also further research work should consider the use of other variables such as job requirement as the determinant of job performance which according to literature could predict job performance. It is also suggested that future studies should use both qualitative and quantitative approaches to better understand the study variables. This is

true, because the use of the quantitative approach did not allow the respondents the opportunity to express their views into more details. For that matter, it is suggested that a mixed method which makes use of both quantitative and qualitative approach should be used in future studies.

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(Nelson Mandela as reported by Valerie Strauss, 2013).

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

This questionnaire is in connection with a research targeted at finding out the influence of personality traits on teachers' job performance. The information obtained will solely be used for academic purposes, thus the respondents are assured of absolute confidentiality.

INSTRUCTION

Kindly read each item carefully and choose the appropriate answer by ticking the appropriate box that corresponds with the answer chosen.

SECTION A

1. Gender

Male () Female ()

2. Age as at last birthday

20years – 25years () 26years-35years () 36years-45years ()

46years and above ()

3. Marital status

Single () Married () Divorce ()

4. Educational qualification

Diploma () Degree () Masters () PHD ()

5. Number of years in teaching experience.

2-5years () 6-10years () 11- 15years () 16-20years ()

20 -25years () 25years and above ()

SECTION B

INSTRUCTION: Tick (√) the appropriate option in the column provided against the options.

Part I

This part of the questionnaire intends to ascertain information on a teacher's personality traits.

QTN NO.	ITEMS	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
1	Are you a talkative person?					
2	Are you rather lively?					
3	Do you enjoy meeting new people?					
4	Can you usually let yourself go and enjoy yourself at a lively party?					
5	Do you usually take the initiative in making new friends?					
6	Can you easily get some life into a rather dull party?					
7	Do you tend to keep in					

	the background on social occasions?					
8	Do you tend to keep in the background on social occasions?					
9	Do you like plenty of bustle and excitement around you?					
10	Are you mostly quiet when you are with other people?					
11	Do other people think of you as being very lively?					
12	Can you get a party going?					
	<i>NEUROTICISM</i>					
13	Does your mood often go up and down?					
14	Do you ever feel 'just miserable' for no reason?					
15	Are you an easily annoyed person?					
16	Are your feelings easily					

	hurt?					
17	Do you often feel 'fed-up'?					
18	Would you call yourself a nervous person?					
19	Are you a worrier?					
20	Would you call yourself tense or 'highly strung'?					
21	Do you worry too long after an embarrassing experience?					
22	Do you suffer from 'nerves'?					
23	Do you often feel lonely?					
24	Are you often troubled about feelings of guilt?					
	<i>PSYCHOTICISM</i>					
25	Do you take much notice of what people think?					
26	Would being in debt worry you?					
27	Would you take drugs which may have strange					

	or dangerous effects?					
28	Do you prefer to go your own way rather than act by the rules?					
29	Do good manners and cleanliness matter much to you?					
30	Do you think marriage is old-fashioned and should be done away with?					
31	Do you enjoy co-operating with others?					
32	Does it worry you if you know there are mistakes in your work?					
33	Do you think people spend too much time safeguarding their future with savings and insurance?					
34	Do you try not to be rude to people?					
35	Would you like other people to be afraid of					

	you?					
36	Is it better to follow society's rules than go your own way?					

Part II

This part of the questionnaire also seeks to ascertain information on teacher's job performance.

QT N NO.	ITEMS	NEV ER	SELDO M	SOMETI MES	USUA LLY	ALWA YS
	TEACHING SKILLS					
1	I use different methods of teaching.					
2	Most of students of my class get good marks.					
3	I teach every student according to his abilities.					
4	I come well prepared for teaching in class.					
5	I can also teach difficult lessons easily.					
6	If any student ask					

	question I try to satisfy him at every level.					
7	I make no injustice in marking the papers.					
	MANAGEMENT SKILLS					
8	Apart from teaching I fulfil other responsibilities very nicely.					
9	I don't let co-curricular activities to affect my class teaching.					
10	I don't let my domestic affairs to interfere in my duty.					
11	If someone changes my responsibilities then I adjust myself.					
12	I try my level best to improve my performance.					
	DISCIPLINE AND REGULARITY					
13	I come to school regularly.					

14	When present at school I attain my class on time.					
15	I don't do irrelevant activity in my period.					
16	I fulfil my assigned activities on time.					
17	I complete my syllabus on time.					
18	I maintain discipline in my class.					
	INTERPERSONAL RELATIONS					
19	Apart from teaching I try to solve any problem of the student.					
20	I enjoy good relations with my colleagues.					
21	I co-operate with my colleagues in any work.					
22	I consult my colleagues in solving of my class problems.					

23	I motivate my students to take part in co-curricular activities.					
24	For the betterment of my students I contact their parents.					
25	I help the head in solving the problems of the school.					

APPENDIX B

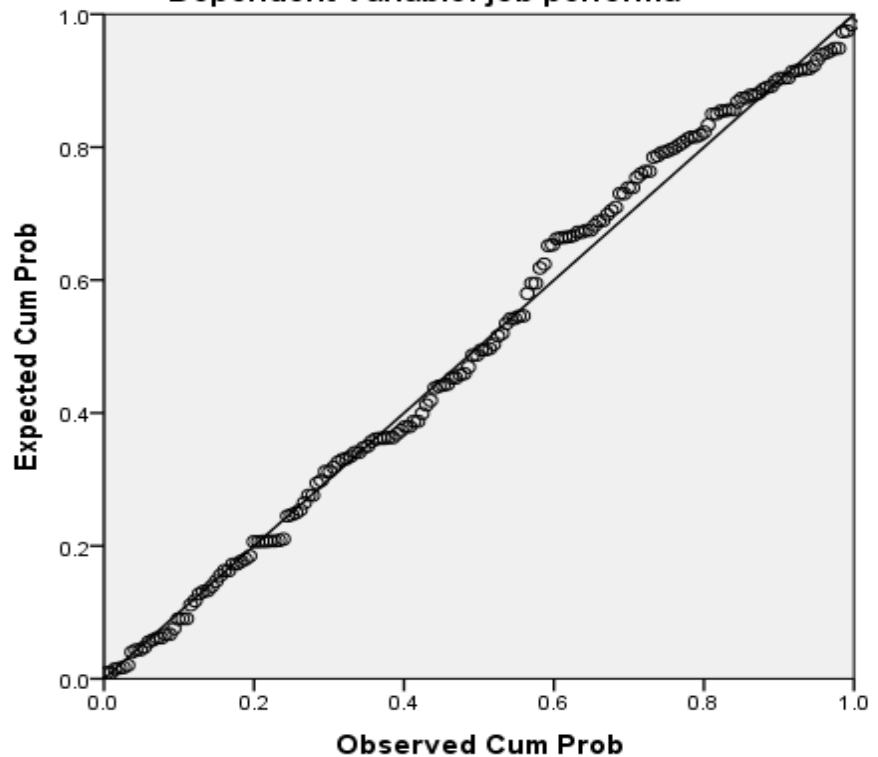
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	91.692	6.621		13.848	.000		
1 extraversion	.321	.147	.167	2.187	.030	.865	1.156
1 neuroticism	-.502	.120	-.314	-4.184	.000	.897	1.115
1 psychoticism	.263	.175	.121	1.503	.135	.782	1.279

a. Dependent Variable: job performance

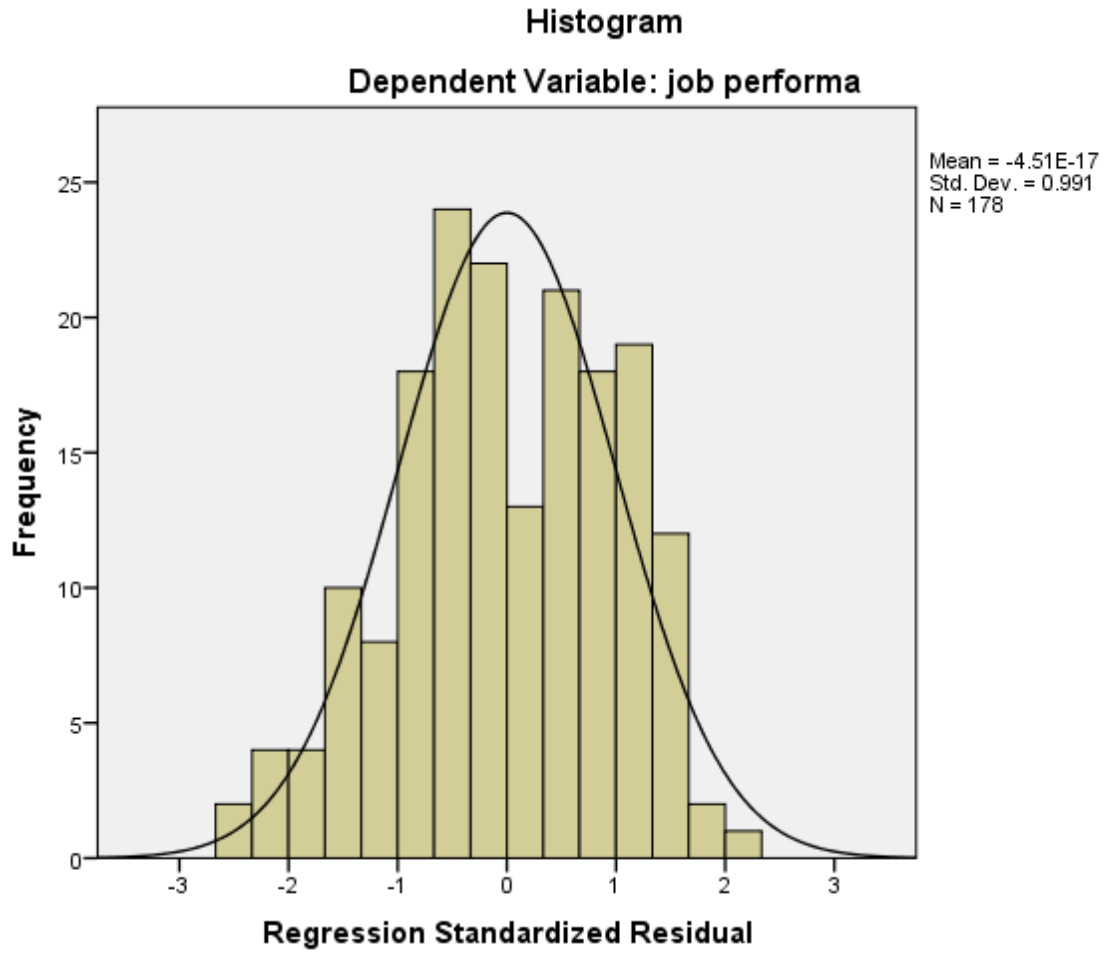
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: job performance



Correlations

		job performa	extraversio n	neuroticis m	psychoticis m
Pearson Correlation	job performa	1.000	.188	-.263	.082
	extraversion	.188	1.000	.073	.364
	neuroticism	-.263	.073	1.000	.317
	psychoticis m	.082	.364	.317	1.000
Sig. (1-tailed)	job performa	.	.006	.000	.139
	extraversion	.006	.	.168	.000
	neuroticism	.000	.168	.	.000
	psychoticis m	.139	.000	.000	.
N	job performa	178	178	178	178
	extraversion	178	178	178	178
	neuroticism	178	178	178	178
	psychoticis m	178	178	178	178



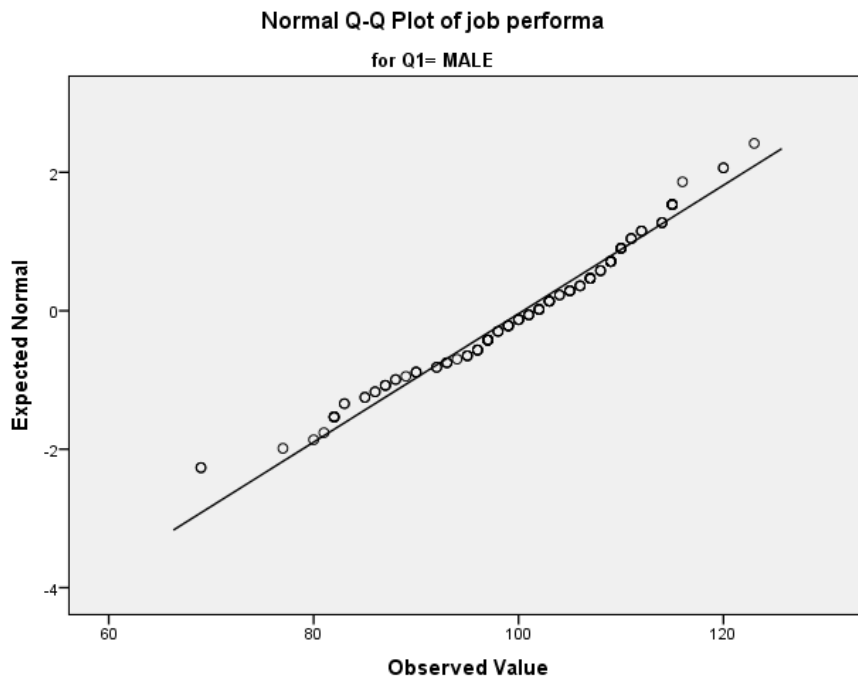
APPENDIX C

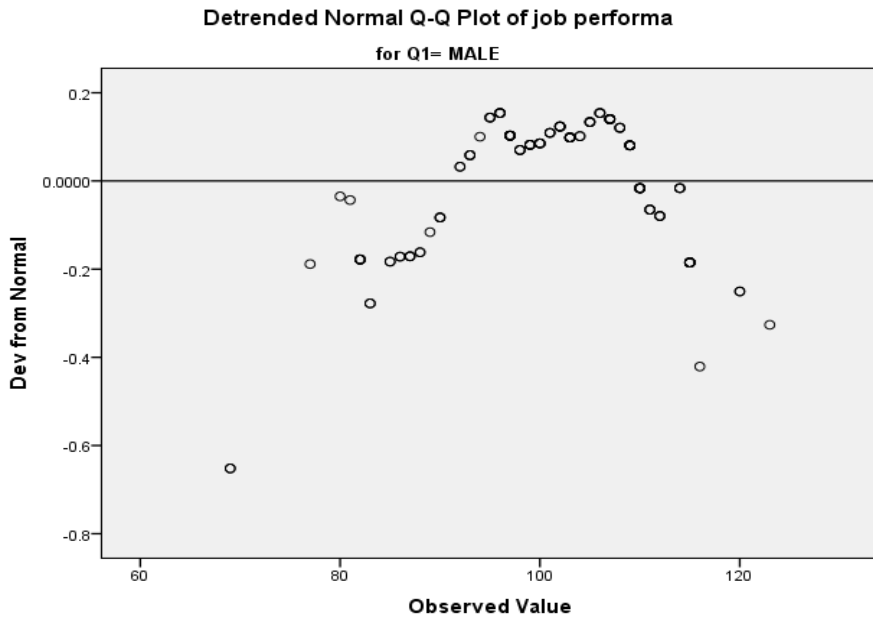
Tests of Normality

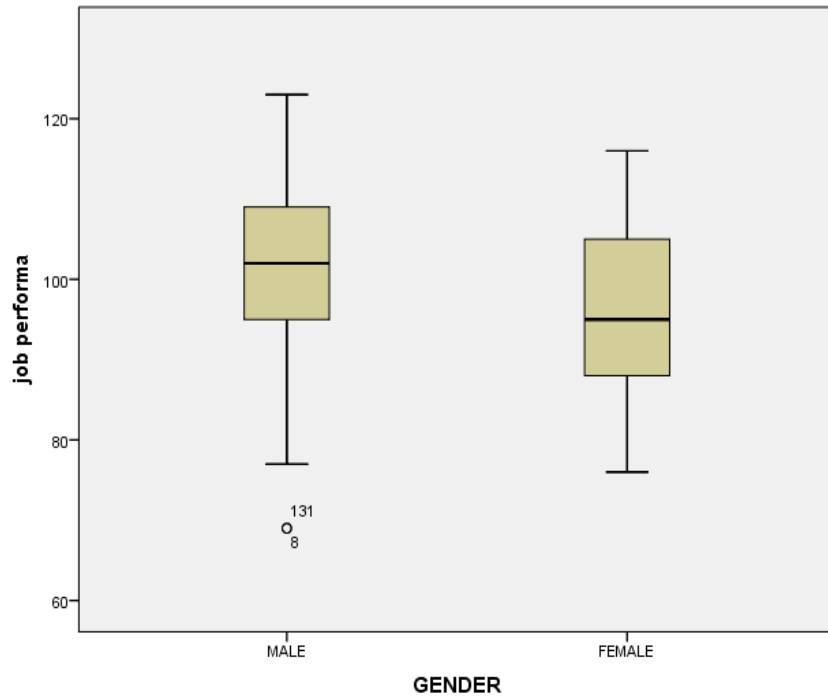
	GENDE R	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
job performa E	MALE	.075	127	.076	.972	127	.010
	FEMAL	.087	51	.200*	.978	51	.462
	E						

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction







Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
job performance	Equal variances assumed	.032	.858	2.432	176	.016	4.280	1.760	.806	7.754
	Equal variances not assumed			2.490	97.142	.014	4.280	1.719	.868	7.692

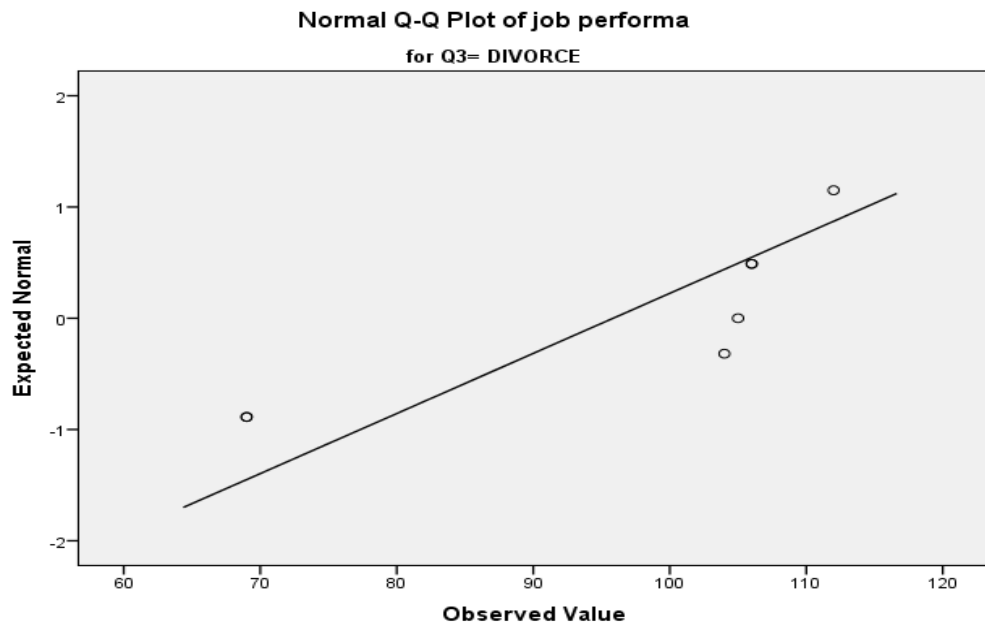
APPENDIX D

Tests of Normality

	MARITAL STATUS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
job	SINGLE	.095	57	.200*	.978	57	.395
performanc	MARRIED	.066	114	.200*	.972	114	.017
e	DIVORCE	.384	7	.002	.712	7	.005

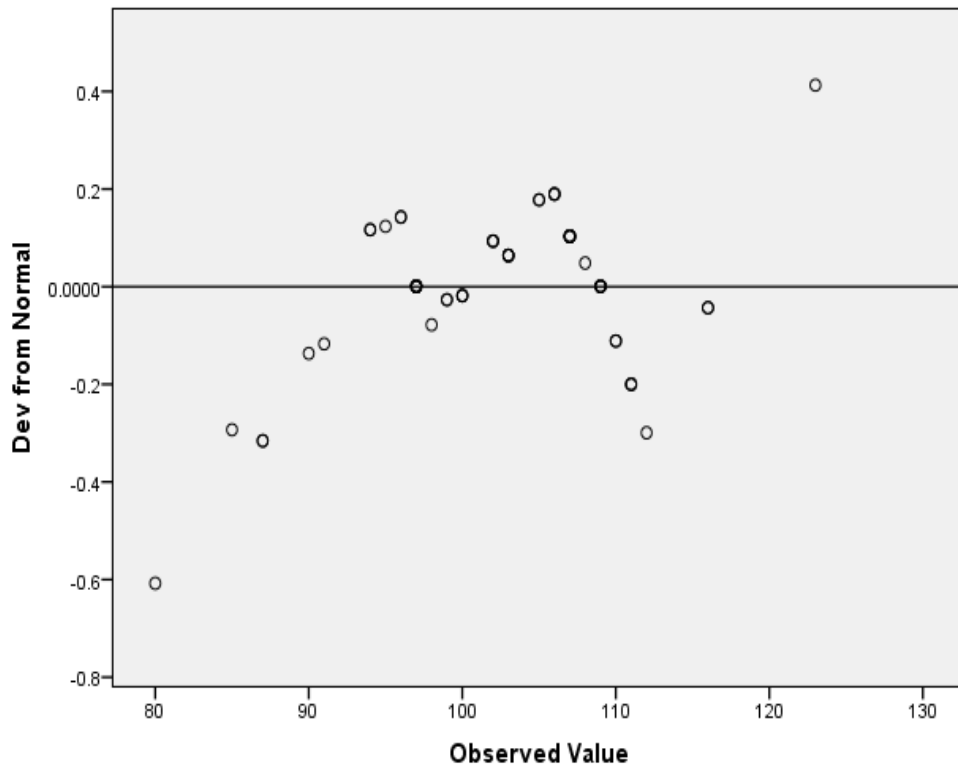
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



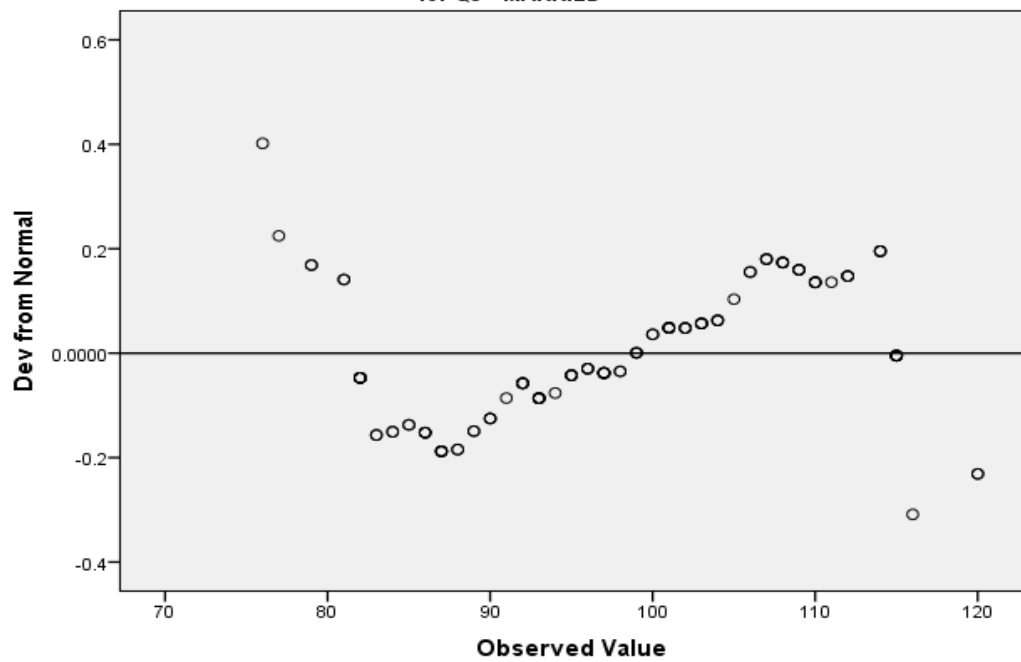
Detrended Normal Q-Q Plot of job performa

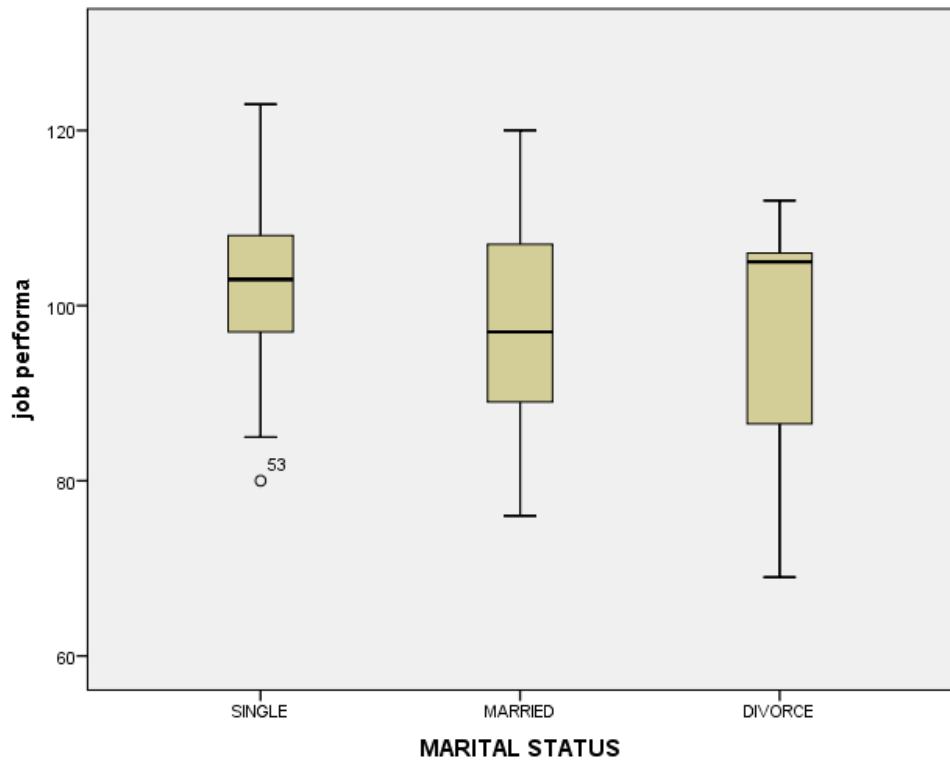
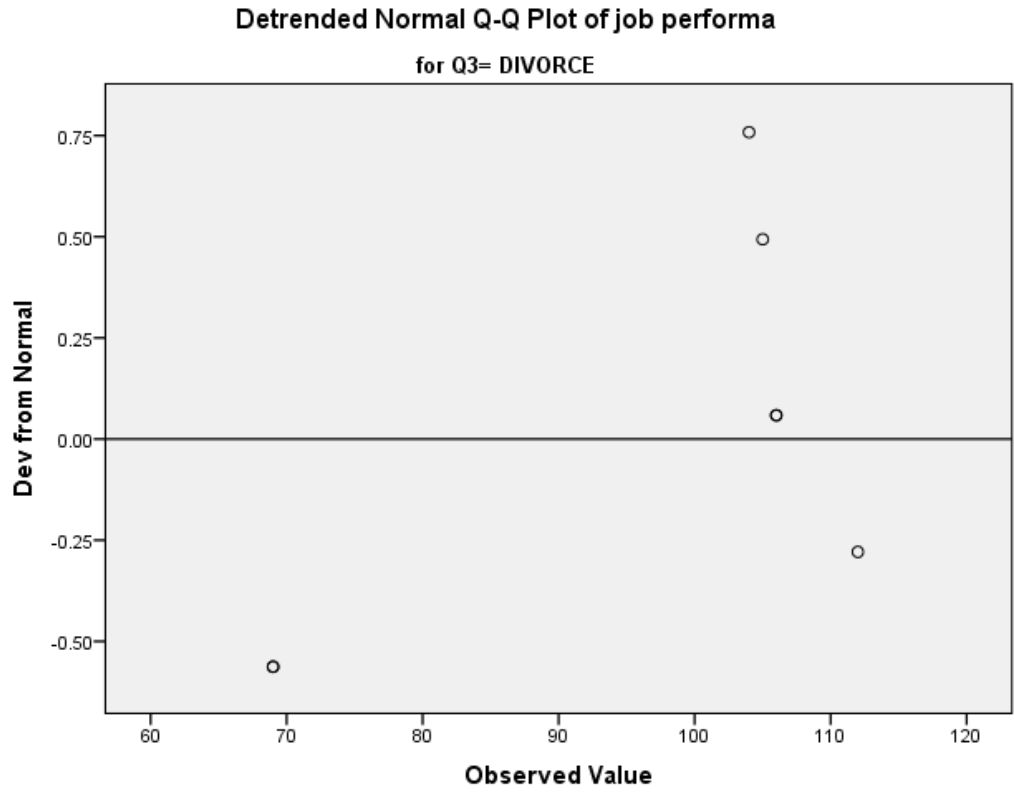
for Q3= SINGLE



Detrended Normal Q-Q Plot of job performa

for Q3= MARRIED





Test of Homogeneity of Variances

job performa

Levene Statistic	df1	df2	Sig.
9.640	2	175	.000

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SINGLE	57	102.30	8.192	1.085	100.12	104.47	80	123
MARRIED	114	97.90	11.082	1.038	95.85	99.96	76	120
DIVORCED	7	95.86	18.524	7.001	78.73	112.99	69	
Total	178	99.23	10.765	.807	97.64	100.82	69	123

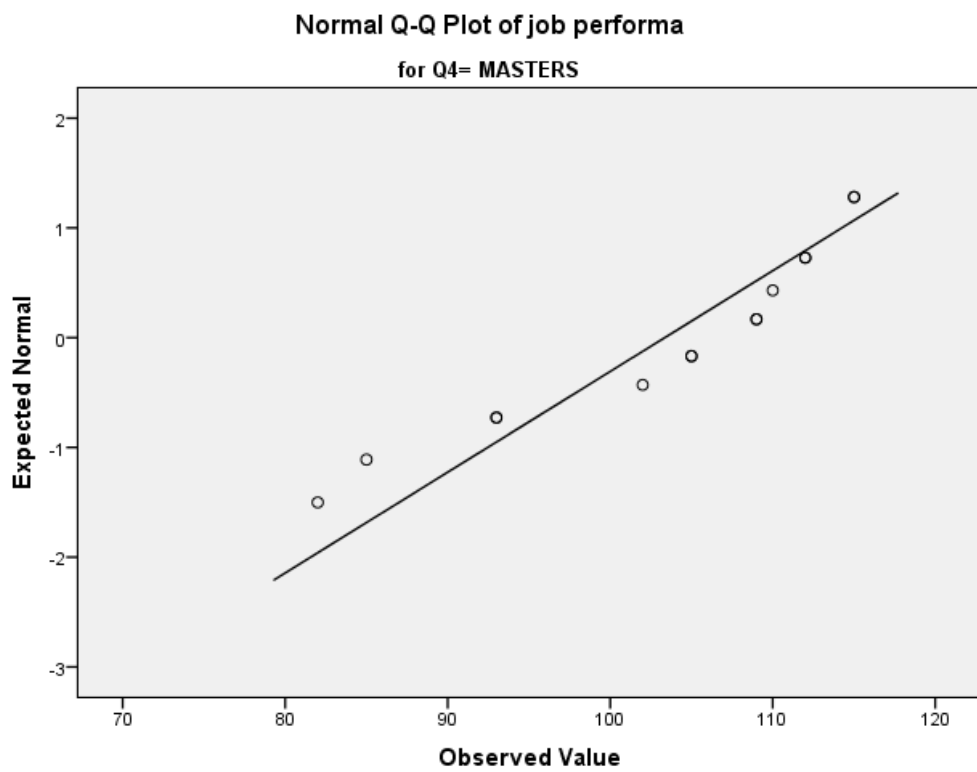
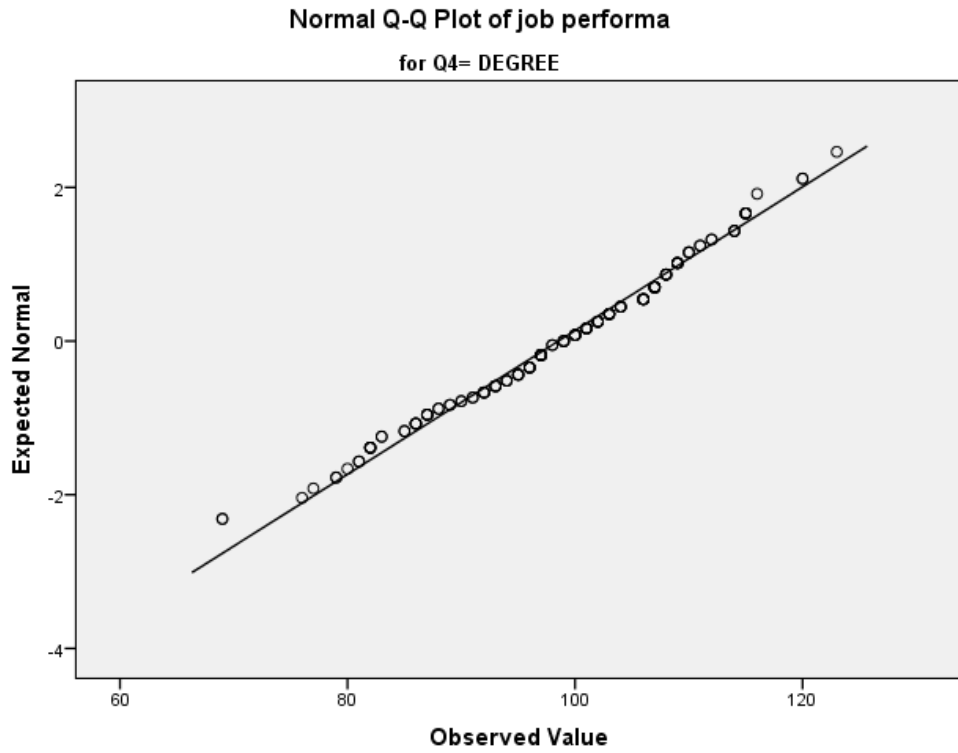
APPENDIX E

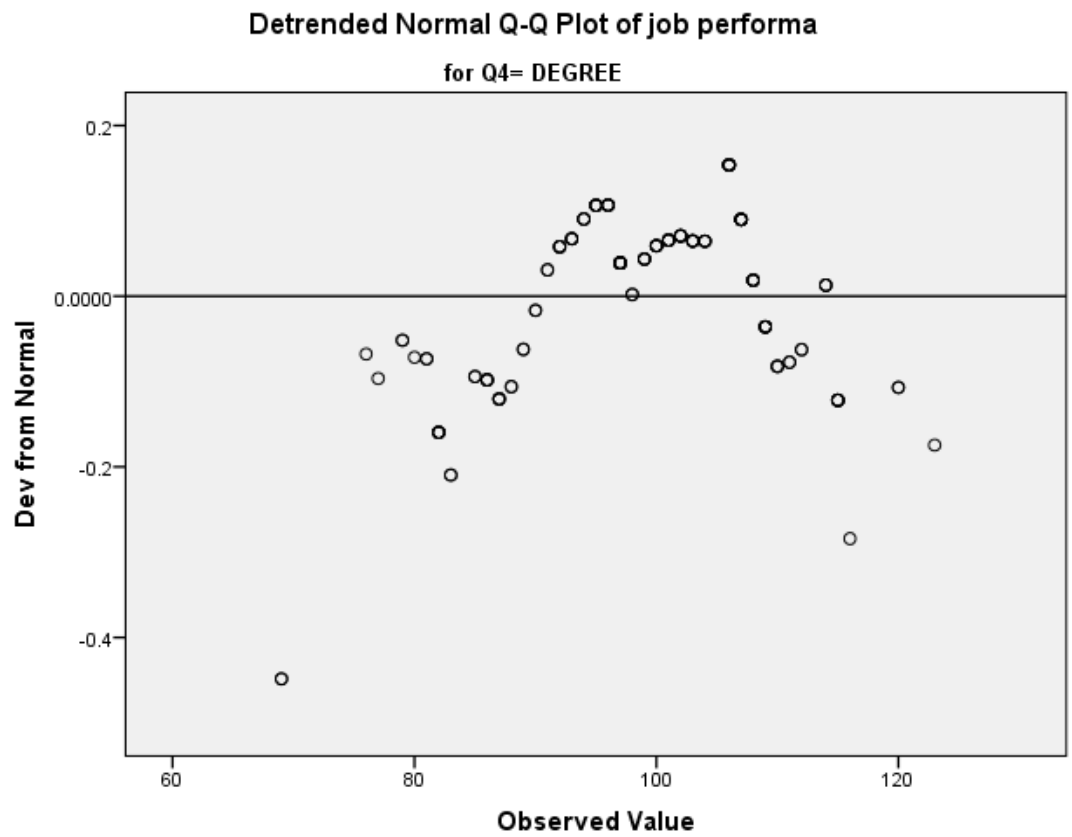
Tests of Normality

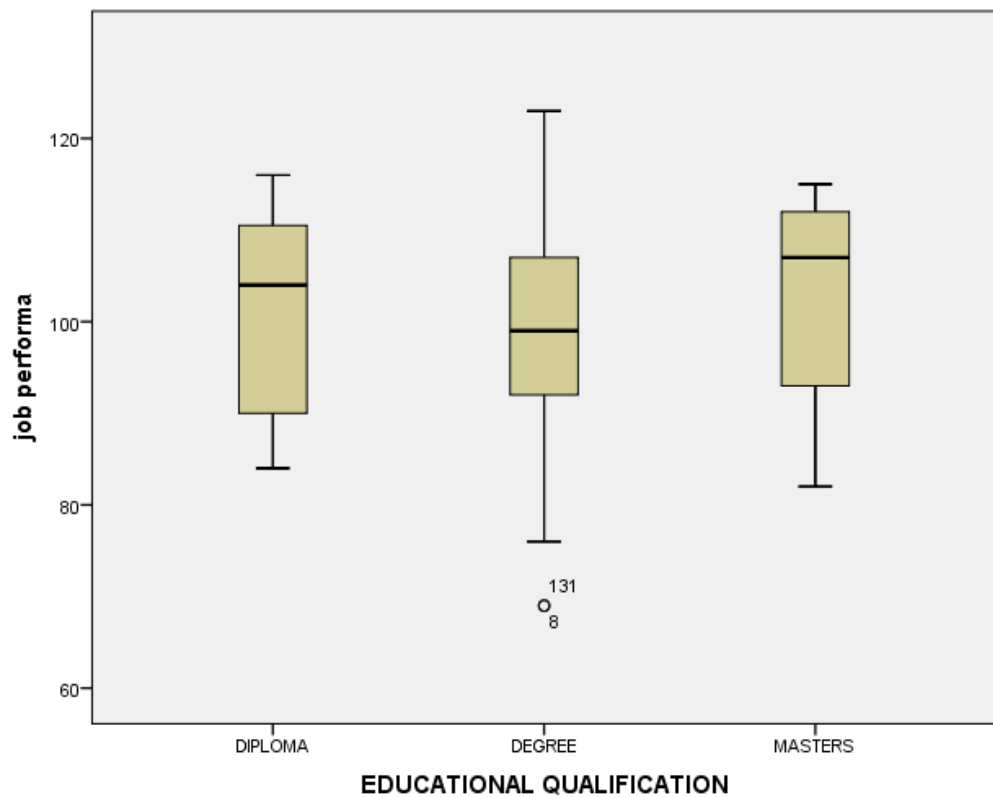
	EDUCATIONAL QUALIFICATION	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
job performance	DIPLOMA	.161	20	.188	.907	20	.056
	DEGREE	.070	144	.081	.986	144	.159
	MASTERS	.203	14	.123	.876	14	.050

a. Lilliefors Significance Correction









APPENDIX F

Test of Homogeneity of Variances

job performa

Levene Statistic	df1	df2	Sig.
2.017	5	172	.079

Multiple Comparison

(I) NUMBER OF YEARS IN TEACHING EXPERIENCE	(J) NUMBER OF YEARS IN TEACHING EXPERIENCE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2-5 YEARS	Below YEARS	5 6.332*	2.158	.043	.11	12.55
	5-10 YEARS	1.772	2.285	.971	-4.81	8.36
	11-15 YEARS	2.019	2.392	.959	-4.87	8.91
	16-20 YEARS	4.872	6.326	.972	-13.36	23.11
	21-25 YEARS	-.128	5.533	1.00	-16.08	15.82
6-10 YEARS	26 AND ABOVE	0		0		
	Below YEARS	5 -6.332*	2.158	.043	-12.55	-.11
	5-10 YEARS	-4.560	2.254	.333	-11.06	1.94
	11-15 YEARS	-4.313	2.362	.452	-11.12	2.49
	16-20 YEARS	-1.460	6.315	1.00	-19.66	16.74
11-15 YEARS	21-25 YEARS	-6.460	5.520	.850	-22.37	9.45
	26 AND ABOVE	0		0		
	Below YEARS	5 -1.772	2.285	.971	-8.36	4.81
	5-10 YEARS	4.560	2.254	.333	-1.94	11.06
	11-15 YEARS	.247	2.478	1.00	-6.90	7.39
16-20 YEARS	16-20 YEARS	3.100	6.360	.997	-15.23	21.43
	21-25 YEARS	-1.900	5.571	.999	-17.96	14.16
	26 AND ABOVE	0		0		
	Below YEARS	5 -2.019	2.392	.959	-8.91	4.87

	5-10 YEARS	4.313	2.362	.452	-2.49	11.12
	11-15 YEARS	-2.247	2.478	1.00	-7.39	6.90
	16-20 YEARS	2.853	6.399	.998	-15.59	21.29
	21-25 YEARS	-2.147	5.616	.999	-18.33	14.04
	26 AND ABOVE					
	Below 5 YEARS	-4.872	6.326	.972	-23.11	13.36
	5-10 YEARS	1.460	6.315	1.00	-16.74	19.66
	11-15 YEARS	-3.100	6.360	.997	-21.43	15.23
	16-20 YEARS	-2.853	6.399	.998	-21.29	15.59
	21-25 YEARS	-5.000	8.114	.990	-28.39	18.39
	26 AND ABOVE					
	Below 5 YEARS	.128	5.533	1.00	-15.82	16.08
	5-10 YEARS	6.460	5.520	.850	-9.45	22.37
	11-15 YEARS	1.900	5.571	.999	-14.16	17.96
	16-20 YEARS	2.147	5.616	.999	-14.04	18.33
	21-25 YEARS	5.000	8.114	.990	-18.39	28.39
	26 AND ABOVE					

*. The mean difference is significant at the 0.05 level.

Job performance

Tukey HSD^{a,b}

NUMBER OF YEARS IN TEACHING EXPERIENCE	N	Subset for alpha = 0.05
		1
6-10YEARS	50	95.54
20-25YEARS	3	97.00
16-20YEARS	34	99.85
11-15YEARS	40	100.10
2-5YEARS	47	101.87
26YEARS AND ABOVE	4	102.00
Sig.		.797

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 8.836.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

APPENDIX G

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CES-ERB/ucc.edu/13/19-26

Date: March 4, 2019

Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Samuel Fynn....., Reg. No. ED/PPE/16/0005 is an M.Phil. / ~~Ph.D.~~ student in the Department of Education and Psychology..... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Influence of Eysenck's Personality Trait Dimensions on job performance of Senior High School teachers in the Ajumako Enyan Essiam District.....

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.

Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)