

Influence of Personality Traits and Work Commitment on Job Performance of Public Secondary School Teachers in Oyo South Senatorial District

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Abstract

This study examined the influence of personality traits, and work commitment on Job performance of public secondary school teachers in Oyo South Senatorial District of Oyo State, Nigeria. It also assessed the level of job performance of public secondary school teachers and investigated the combined influence of personality traits and work commitment on Job performance of these teachers with a view to improving their job performance level in the senatorial district and Oyo State in general. The study adopted descriptive survey research design. The sample for this study consisted of 15 principals, 75 HODs, and 300 class teachers in the senatorial district. Five local government councils were selected from nine local government councils in Oyo South senatorial district using simple random sampling technique. Frequency counts, simple percentages, chi-square, and one-way ANOVA statistics were employed to analyze the data. The hypotheses were tested at the 0.05 level of significance. The results revealed that 15.7%, 67.9% and 16.4% of public secondary school teachers in the senatorial district demonstrated low, moderate, and high levels of job performance respectively. Also, 72.1% of the teachers had a moderate level

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of work commitment, 1.7% had a high level while 11.7% had a low level of work commitment. The results further showed that there was no significant influence of personality traits on teacher's job performance ($X^2 = 6.730$, $df = 8$, $p = .566$). It was established that there was significant influence of personality traits on the job performance of teachers ($X^2 = 49.942$, $df = 4$, $p = .00$). Moreover, the result showed that the combination of personality traits and work commitment will significantly influence the job performance of the teachers ($F = 541.158$, $P > 0.05$). The study concluded that work commitment had the greater influence on the job performance than personality traits.

Keywords: Influence, Job performance, Personality traits, Teachers, Work commitment.

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Introduction

Teachers are people that inspire and encourage their learners to strive for greatness, live to their fullest potential and see to the best of themselves. They are greatly involved in the socialization process of their students. They also help their students to grow in the right direction and teach them about the new phase of new life which they have entered (Ogundele, Musa and Jimba, 2015). Panda and Mohanty (2003) also agreed that the success and failure of educational activities depend on their performance. Therefore, the performance of teachers is emphatic for the improvement of education.

The job performance is an effort of a teacher to achieve some specific goals. Obilade (1999) indicated that teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. However, teachers' image in 21st century has not been favourable. Their performance is really a challenging issue and a concern to parents, principals, government, and the society at large. This is because some teachers are lazy and inexperienced and this may account for the deteriorating state of the secondary school education in the country. Therefore, this job performance of secondary school teachers is very crucial in the attainment of secondary school students because this stage mark the beginning of their success in life.

Moreover, Erdheim Wang, & Zicker (2006) asserted that personality traits plays a very significant role in developing job performance which results in increased output. Bernard (1972) stated that teachers' personality traits can make or mar students because it is a determinant of the students' success, confidence, and interest to learning. According to Saucier and Goldberg (1998), there are five models of personality traits. They include: openness, conscientiousness, extraversion agreeableness, and neuroticism. They stated further that these five models of personality traits determine one's behavior and influence one's job performance.

Another variable that influences teacher's job performance is work commitment. Lortie (1975) defined work commitment as a sense of fidelity adherence, and a collection of feelings and beliefs that employees have about their organization. Work commitment is an essential element of successful teachings. Committed teachers are concerned with the development of their students and are willing to confront challenges and to adapt their instructions to meet the needs of their students. The nature of their work commitment determines the level of their performance. A school that has committed teachers always makes a difference in the education sector.

From the foregoing, it becomes pertinent to examine the influence of personality traits (openness, extraversion, agreeableness, conscientiousness, and neuroticism) and work commitment on the job performance of public secondary school teachers in Oyo South Senatorial District, of Oyo State, Nigeria.

Statement of the Problem

A teaching job is not as easy as people think because of its complex nature (Solomon, 2003). Teachers' daily works involve them to plan and implement the lesson, impart knowledge in the students, record test scores, conduct classroom matters, handle extra-curricular activities, take care of safety and welfare of students at the school, and attend to parents and others. From the foregoing, it is clear that no teacher can succeed in achieving the objectives and goals of education without having the necessary skills and right attitude to perform his job effectively and efficiently with little or no supervision. The absence of such skills poses a challenge on the secondary school educational system in Oyo South Senatorial District, and this has resulted in poor performance of students in both internal and external examinations.

Above all, this poor performance cannot be ultimately divorced from lack of attention to the level of work commitment and personality traits exhibited by the teachers, which are assumed to be interwoven and can aid each other for maximum productivity if well used by teachers for the attainment of positive outcomes in public secondary schools and as such meets the yearnings and aspirations of the larger society. It is on this note that this study examines the influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South Senatorial District of Oyo State, Nigeria.

Objectives of the study

The main objective was to examine the influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South Senatorial District of Oyo State, Nigeria. While, the specific objectives are to:

- a) determine the level of job performance of public secondary school teachers in the senatorial district;
- b) assess the work commitment level of the teachers; and

- c) establish the combined influence of personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism) and work commitment on public secondary school teacher's job performance in Oyo South Senatorial District of Oyo State, Nigeria.

Research Questions

From the above objectives, the following research questions were asked:

- a) What is the level of job performance of public secondary school teachers in the senatorial district?
- b) What is the level of work commitment of the teachers?
- c) What are the influence of personality traits and work commitment on public secondary school teacher's job performance?

Research Hypotheses

The following hypotheses were tested:

H₀: There is no significant influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South Senatorial district of Oyo State.

H₁: There is significant influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South Senatorial district of Oyo State.

Literature Review

Concept of Personality Traits

Personality is derived from the Latin word *persona* which means a cover or mask used by actors in the play to represent their character and personality. Personality is defined as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Callahan, 1996). Helmreich (1984) also commented that personality has a long-lasting feature which is not easily affected by the external interferences. Personality traits hold specific components in an organizational structure and have dynamic features, which will react differently to the changes of the environment (Lin & Chiu, 1999).

Pandey and KaviTha (2015) identified the big five factors of personality traits. They include:

- a) **Openness:** It is a general appreciation for art, emotion, adventure, unusual ideas, imagination curiosity, and variety of experience. It also features characteristics such as imagination and insight and those high in this trait tend to have a broad

range of interests. People who exhibit low openness are labeled as “preservers” and tend to be conservative, have depth of knowledge, efficient and expert (Howard and Howard, 2004).

- b) **Conscientiousness:** It is trait that reflects thorough hardworking, careful, organized, responsible and preserving people (Barrick & Mount, 1991). High conscientiousness personalities are logical, reliable and risk averter (Goldberg, 1990) conscientiousness individuals are among the best to lead to significant job performance (Judge et al 2002) because of their work participation and their characteristic of being able to take the opportunity to get formal and informal rewards (Organ & Lingl. 1995).
- c) **Extraversion:** This includes trait such as sociable, outgoing, aggressive, and full of energy (Barrick & Mount, Ibid). Extroverts can be divided into two types that are extroverts and introverts. Extroverts can get their energy from interacting with others while introverts will get their energy from within themselves (Costa & Mc Rae, 1992).
- d) **Agreeableness:** It is a tendency to be compassionate and cooperative rather than suspicious and antagonist towards others. It consist of traits such as polite, flexible, naïve, helpful, supportive, merciful, kind and open-minded while tending to be generous, calm, trusting, truthful, and sincere (Judge & Bono, 2002).
- e) **Neuroticism:** This signifies variances of individual tendency to experience suffering and it is defined as a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression etc. Neurotics have no social expertise to handle the situations that claim to take control (Judge, Locke & Durham, 1997).

Concept of Work Commitment

Yusuf and Metiboba (2012) submitted that work commitment is a psychological state that characteristics the employee’s relationships with the organization; and has implications for the decision to continue or discontinue membership in the organization. Work commitment therefore entails attitude orientation towards the organization which links or attaches the individual or worker to the establishment. It is a system whereby the goals of the individual or worker are increasingly integrated with that of the organization. Nkpoyen and Ushie (2010) opined that work commitment consists of three components – workers’ readiness to exert effort on behalf of the organization; workers’ acceptance of organizational goals and values; and worker’s desires to remain with the organization.

Meyer and Allen (1991) postulated three components of work commitment. They include: affective, normative and continuance. The three components of work commitment are discussed below.

- i. **Affective Commitment:** This is regarded as the employee’s positive emotional attachment to the organization (Meyer Allen, Ibid). They stated that a worker who has such affective commitment to the job strongly identifies with the goals of the organization and remains loyal to the organization. It also more concerned with

the intrinsic factors than extrinsic factors. Thus, maintaining good human relations, involvement of teachers' policy /decision-making as well as dispositional characteristics such as locus of control can enhance affective commitment among teachers.

- ii. **Normative Commitment:** This implies commitment resulting from perceived obligation on the part of the teachers. Such as obligation, according to McMahan (2007) results from a person's internalized normative pressures. This obligation may be derived from many sources. For example, the school may have invested resources in training a teacher, he then feel a "moral" obligation to put forth efforts on the job and stay with the organization to "repay the debt" such commitment is neither as a result of emotional affinity, nor as result of the perceived high cost of meeting certain target, but as a result of perceived obligations.
- iii. **Continuance Commitment:** This occurs when the teacher commits to the school because he/she perceives high costs of losing the job, including economic costs (such as pension accruals) and social costs (friendship tiers with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has" to. This type of commitment occurs when an employee remains with an organization due to lack of alternative or costs associated with leaving, such as loss of income, seniority or retirement benefits (McMahan, *ibid*). Oredein (2006) also agree that most Nigerian teachers opted to remain in the teaching profession not out of commitment but because of lack of job opportunities in other sectors.

Job Performances

The job performance of an individual is a function of the personal features of that individual and the environment in which the individual finds himself. Doneedy (2002) regarded job performance as the overall effectiveness and efficiency of getting thing done. Mali (2005) defined job performance as reaching the peak of performance with the least expenditure on resources. Nwachukwu (2006) also referred to job performance as the output resulting from a given resources input at a given time.

Individual job performance such as teaching performance of teachers is of high relevance to organization. The job performance of teaches can be measured in terms of the quality of their pupils. The performance may be high or low depending on his input. Teachers' job performance can also be measured through evaluation of teachers' techniques and methods, effective skills etc.

Another method of measuring teacher's job performance is through teacher's lesson presentation which ranges from introduction of lesson to teacher's mastery of subject, class participation, class control, supervision, effective leadership, motivation, and morale among others. Teachers are expected to render a very high performance and the state Ministry of Education is always curious regarding the job performance of its teachers. Similarly, Nwachukwu (*ibid*) suggested that for a teacher to improve his/her productivity, he/she must possess a natural ability and the will-power to be involved in productive ventures. There are some factors which contribute to teacher's performance some of such

factors include: satisfying the learners through his teaching style and qualify, performance of the assignments as assigned by the principal and the department, management of class discipline, students' motivation and improvement of their achievement, performance of his duties in a regular way and interaction with students, parents, colleagues and high officials.

Moreover, there are many factors that influence the teachers' job performance such as subject mastery. Teaching methodology, aptitude, personality personal characteristics, the classroom environment, general mental ability attitude, relationship with students, preparation and planning effectiveness in presenting subject matters, relationship with other staff, self-improvement, relationship with parents and community, teaching techniques, poise, intellect, motivation skills, fairness in grading and teacher's attitude towards the students among others. Finally, job performance of teachers has been seen by many researchers as one the major components that determines the students development.

Influence of Personality Traits and Work Commitment on Job Performance

In a study conducted by Chi, Chien and Choum (2013), the findings revealed that personality traits have a significant positive influence on teaching job performance. This was also corroborated by Pandey and Kavitha (2015) that of four factors personality traits which include extraversion, agreeableness, openness to experience and conscientiousness to self-efficacy had significant positive influence on job performance while neuroticism had significant negative influence on job performance of teachers in Karaika region.

Rothman and Coetzer (2003) made an attempt to determine the influence of personality traits on job performance of pharmaceutical company showed that personality traits have significant influence on job personal and that extraversion, openness to experience and conscientiousness were related to job performance and creativity. Tettel, *et al*, (1991) observed that agreeableness and openness to experience have class association and influence on job performance.

According to study of Abdullah, Omar and Rashid (2000), affective commitment had significant positive influence on job performance of employees. It was also discussed that affective commitment is a significance predictor of not only job performance but also the contextual performance class of employees' performance. Also, Meyer et al (2002) also conducted a meta-analysis of antecedents, correlates, and consequences of affective commitment, continuance commitment and normative commitment and found out that affective commitment has significant influence to aver all performance.

Moreover, in another study carried out by Udu and Ameh (2016), the findings showed employee work commitment has significant influence on organizational job performance. Furthermore, Frefin and Ali (2014) conducted a research on influence of work commitment on organizational performance in coca cola Nigeria Limited, Maiduguri, Borno State. The result shows that work commitment of staff of coca cola Limited had a significant effect on organization performance and there is a very fairly high relationship between employee commitment and organizational performance.

Finally, in 2015 study conducted by Kipchirchir on office of Employee's work commitment on Academic performance of secondary schools in Elgeyo-Marakwet county, the results established that emotional commitment ($r = 0.401$, $p < 0.000$), continual commitment ($r = 0.410$, $p < 0.000$), normative commitment have significant positive relationship with academic performance of secondary schools in Elgeyo-Marakwet county. It was also established from the study that emotional commitment had greater influence on academic performance than continual and normative commitment.

Methodology

The study adopted descriptive survey research design. The population of study comprised second school principals, Head of Department (HODs) and class teachers in Oyo South Senatorial District of Oyo State. According to the statistic provided by the Ministry of Economic and Budget in Oyo State there were 4190 teachers in the senatorial district as at June, 2016. There were also 165 schools in the senatorial district. Also, the sample size consisted of 15 principals, 75 Head of Departments (HODs) and 300 class teachers representing 9.3% of the population while 280 questionnaires were returned. The sample was selected using multistage sampling technique. Five local Government councils were selected from the existing nine local government councils in the senatorial district using simple random sampling technique.

Moreover, three instruments, titled "personality trait scale" (TJ PS) were used to elicit information from the respondent for this study. Finally, frequency, counts, simple percentages, chi-square and one-way ANOVA statistics were employed to analyse the data. The hypotheses were tested at the 0.05 level of significance.

Results and Discussion

Research Question 1: What is the level of performance of secondary school teachers in Oyo State?

To answer this research question, items in TJPS were scored such that a "strongly agree response" was allocated 4, "Agree response" 3, "Disagree response" 2 and "Strongly disagree response". These responses were then subjected to a descriptive analysis. The results is shown in Table 1a.

Table 1a: Descriptive Analysis of the Principals' Responses to Items on Teacher Job Performance Scale

S/N	ITEMS	Mean	SD
	My Subordinate		
1.	is easily accessible for classes etc.	3.00	.57
2.	uses his/her capabilities fully.	2.91	.54
3.	provides clear information about objectives, content and evaluation.	2.91	.62
4.	pursues the set goals of the institution	2.88	.65
5.	is self-directed and works well with minimal supervision.	2.84	.72
6.	communicates clearly and effectively both orally and in writing.	2.92	.68
7.	encourages team work.	2.76	.76
8.	is ready to accept responsibility.	2.91	.66
9.	performs his/her work enthusiastically.	2.82	.69
10.	is usually punctual at work.	2.81	.81
11.	works towards peace and cooperation in his/her relationship with colleagues and students.	2.90	.82
12.	has the ability to apply the established curriculum with a certain amount of flexibility for a class dynamics	2.96	.63
13.	is actively involved in extra-curricular activities.	2.64	.80
14.	records students' work regularly.	3.02	.75
15.	usually creates good classroom climate.	2.94	.65
16.	makes use of appropriate instructional materials.	2.81	.65
17.	Is resourceful and innovative in his/her ideals.	2.99	.58
18.	demonstrates continuous learning by staying abreast of new development in job related skills.	2.91	.59
19.	has impart on student discipline and behaviour.	2.62	.92
20.	accepts new challenges.	2.84	.78

Also, the responses were then added together to build a single measure of teachers' job performance. The mean and standard deviation of the scores were respectively 57.414 and 6.566 while the minimum and maximum scores were 46 and 79. Teachers whose rated scores on this scale were 1 SD below the mean (i.e. 46-51) score were adjudged as low level of job performance those with scores 52 through 64 (1 SD above the mean score) were adjudged as high level of job performance. The summary of the results are then presented in Table 1b.

Table 1b: Job performance level of Secondary School Teachers in Oyo South Senatorial District

Level of Job Performance	Frequency (F)	Percentage (%)
Low	44	15.7
Average	190	67.9
High	46	16.4
Total	280	100.0

Table 1b shows the level of job performance of secondary school teachers in Oyo South Senatorial District. As shown in table, the level of job performance of 15.7% of the teachers in secondary school in goes the senatorial district could be described as low. The result also showed that the level of job performance of more than half (67.9%) of the teachers in secondary schools in Oyo South Senatorial District could be described as average while 16.4% of the teachers' job performance could be described as high. Then results of the finding from table 1b indicates that the job performance of most of the teachers in secondary school in the senatorial district hover around the average level of performance.

Research Question 2: What is the level of work commitment of the secondary school teachers in Oyo South Senatorial District?

Table 2a: Descriptive Analysis of the Head of Department and Principals' Responses to Item on Work Commitment Scale

S/N	ITEMS	HODs		Principals	
		Mean	SD	Mean	SD
	I see my subordinate as someone who				
1.	has a proper pride of the school.	2.91	.53	2.90	.68
2.	desires to continue teaching without economic needs.	2.57	.73	2.41	.81
3.	is proud of being a teachers	2.96	.57	2.94	.65
4.	tries to do the best for the unsuccessful students.	2.72	.62	2.75	.73
5.	works hard for the school to achieve its objectives.	2.93	.57	2.96	.68
6.	accomplishes the job with enthusiasm	2.86	.62	2.86	.71
7.	perceives the values of teaching occupation more important than those of other professional values.	2.84	.60	2.81	.69
8.	desires to be well-known in teaching profession	2.87	.65	2.74	.75
9.	spends time with the students on subjects (activities) related with the lesson outside the classroom.	2.72	.73	2.78	.78
10.	gets information about the student's family life.	2.44	.85	2.58	.91
11.	takes the responsibility of teaching the class on time.	2.94	.66	3.03	.66
12.	enjoy teaching.	2.99	.65	2.98	.59
13.	adheres to necessary corrections and advice from me, other teachers and parents.	2.68	.86	2.83	.91
14.	is not only concern about the academics of the student but their total development?	2.84	.70	2.79	.81
15.	sets an educational goal and works very hard to achieve it.	2.77	.73	2.93	.72
16.	has strong affiliation to the school.	2.76	.68	2.76	.72
17.	shows concern with the problem of the school	2.81	.65	2.84	.62
18.	has an obligation to remain in the school.	2.51	.85	2.46	.90
19.	is interested in the future of the school.	2.72	.68	2.85	.72
20.	is emotionally attached to the school.	2.49	.87	2.42	.90

In order to have a single measure scope for each teacher, the assessment scores of the Heads of Department and Principals were added together. The average of these serious were then calculated and used as an individual teacher's assessment on work commitment

scale. The mean and standard deviation of the scores were respectively 55.439 and 5.468 while the minimum and maximum scopes were 36.5 and 48.0. teachers whose rated scopes on this scale were 1SD below the mean (that is, .36 – 5.50) scope were adjudged as low level of work commitment those with scores 51 through 61 (1 SD above the mean score) were adjudged as moderate level of work commitment while those with 62 and above were adjudged as high level of work commitment. The result is presentable in Table 2b.

Table 2b: Work Commitment Level of Secondary School Teachers in Oyo South Senatorial District

Level of Job Performance	Frequency (F)	Percentage (%)
Low	30	10.7
Moderate	202	72.1
High	48	17.1
Total	280	100.0

Table 2b shows the level of work commitment of secondary schools in Oyo South Senatorial District. It can be observed that the level of work commitment of 11.7% of the teachers in secondary schools in the senatorial district could be regarded as low. The result further indicated that 72.1% of the teachers in secondary schools in Oyo South Senatorial district had moderate level of work commitment, while 17.1% of the teachers had high level of work commitment. This result suggested that most of the secondary school teachers in Oyo South Senatorial District had what could be described as moderate level of work commitment on their job.

Research hypotheses

Research Hypothesis 1: There is no significant influence of personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) on job performance of secondary school teachers in Oyo South Senatorial District of Oyo State, Nigeria. To test this research hypothesis, items in Personality Traits scale were scored such that a “strongly agree response” was allocated 4, “Agree response” 3, “Disagree response” 2 and “Strongly agree response” 1. These responses were first subjected to a descriptive analysis. The results are shown in Table 3a.

Table 3a: Descriptive Analysis of the Teachers’ Responses to Items on Personality Traits Scale

S/N	ITEMS	Mean	SD
	I see myself as someone who		
1.	is original, comes up with new idea	3.41	.66
2.	has an active imagination	3.23	.70
3.	is sophisticated art, music, or literature	2.69	.79
4.	values artistic, aesthetic experiences	2.91	.75
5.	is ingenious, a deep thinker	3.23	.67
	Conscientiousness		

S/N	ITEMS	Mean	SD
6	perseveres until the task is finished	3.24	.67
7.	does things efficiently.	3.41	.61
8.	makes plans and follows through with them.	3.35	.65
9.	is a reliable worker.	3.49	.57
10	is full of energy	3.33	.67
Extraversion			
11.	is outgoing and sociable	3.02	.72
12.	is sometimes shy and inhibited.	2.67	.83
13.	generates a lot of enthusiasm	2.85	.79
14.	likes to talk a lot.	2.09	.86
15.	do not easily associate with people	2.79	.88
Agreeableness			
16.	likes to cooperate with others	3.29	.63
17.	has a forgiving nature	3.27	.75
18.	is helpful and unselfish with others.	3.21	.81
19.	tends to find fault with others.	1.89	.75
20.	tends to accept others' view	2.95	.75
Neuroticism			
21.	can be sometimes careless	2.15	.79
22.	is depressed blue	1.99	.79
23.	worries a lot	2.14	.76
24.	is emotionally stable, not easily upset	2.90	.73
25.	easily change mood	2.54	.78

Table 3b: Chi-square Analysis of Influence of Personality Traits on Job Performance of Secondary School Teachers in Oyo South Senatorial District.

Personality Traits	Levels of Job Performance			Total	X ²	df	P
	Low	Average	High				
Openness	9	43	10	62	6.730	8	.566
Conscientiousness	24	109	21	154			
Extraversion	6	19	5	30			
Agreeableness	3	3	8	24			
Neuroticism	2	6	2	10			
Total	44	190	46	280			

Table 3b shows the influence of personality traits on job performance of public secondary school teachers in the senatorial district. It can be observed that chi-square test indicated a non-significance influence of personality traits on job performance of secondary school teachers, $\chi^2 (n - 280) = 6.730, df = 8, p = .566$. Since the p-value is greater than 0.5 thresholds, we therefore do not reject the stated null hypothesis.

This result concluded that there is no significant influence of personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) on job performance of secondary school teaches in Oyo South Senatorial district of Oyo State.

Research Hypothesis 2: There is no significant influence of work commitment on job performance of secondary school teachers.

In order to test this hypothesis, teacher’s work commitment level was cross tabulated with that of job performance level and the chi-square value was obtained. The result is presented in table 4.

Table 4a: Chi-square analysis of influence of work commitment on job performance of public secondary school teaches in oyo south senatorial district.

Personality Traits	Levels of Job Performance			Total	X ²	df	P
	Low	Average	High				
Low	8	20	2	30	49.942	4	.000
Moderate	32	150	20	302			
High	4	20	24	48			
Total	44	190	46	280			

Table 4a shows the influence of work commitment on job performance of public secondary school teachers in Oyo South Senatorial district. As shown in table, the result of a chi-square test indicated a significant influence of work commitment on job performance of public secondary school teachers in the senatorial district, $\chi^2 (n = 280) = 49.942, df = 4, p = .000$. Since the p-value is less than .05 thresholds, we therefore reject the stated null hypothesis. This result concluded that there is significant influence of work commitment on job performance of public secondary school teachers in the senatorial district.

Table 4b: Post-hoc Test of Multiple Comparisons of Teachers’ Work Commitment Level on their Job Performance

Multiple Comparisons						
Teacher Job Performance Turkey HSB						
(I) Level of Teacher’s Work Commitment	(J) Level of Teacher’s work commitment	Mean Difference (I-J)	Std Error	Sig.	Lower Bound	Upper Bound
Low	Moderate	-3.87591*	1.16248	.003	-6.6152	-1.1366
	High	-10.21667*	1.38276	.000	-13.4750	-6.9584
Moderate	Low	3.87591*	1.16248	.003	1.1366	6.6152
	High	-6.34076*	.95401	.000	-8.5888	-4.0927
High	Low	10.21667*	1.38276	.000	6.9584	13.4750
	Moderate	6.34076*	.95401	.000	4.0927	8.5888

“The mean difference is significant at the 0.05 level.

Table 4b shows post-hoc comparisons using the Turkey HSD (Honestly Significant Difference) test. The result shows that teachers with low level of work commitment ($M = 52.87$, $SD = 4.10$) were significantly different from those with moderate as well as high levels of work commitment.

Moreover, it was revealed that teachers with high level of work commitment ($M = 63.08$, $SD = 8.40$) were significantly different from those with low as well as moderate levels of work commitment.

Research Hypothesis 3: A combination of personality traits and work commitment will not significantly influence the job performance of teachers.

In order to test this hypothesis, personality traits and work commitment level of the teacher were subjected to a One-Way ANOVA using personality traits, work commitment and job performance as group variables. The results are shown in the Table 5a.

Table 5a: Tests of between-Subjects Combined Influence of Personality Traits and Work Commitment on Job Performance of Public Secondary School Teachers.

	Sum of Squares	DF	Mean of square	F	P
Between Groups	40657.802	2	20328.901	541.158	.000
Within Groups	31442.354	837	37.566		
Total	72100.156	839			

Table 5a shows a one-way ANOVA conducted to explore influence of personality traits and work commitment on job performance of public secondary schools teachers in Oyo South Senatorial district. From the table above it can be observed that the interaction of personality traits and work commitment has significant on job performance ($F(2,839) = 541.158$, $P = .000$). This result concludes that there is significant combined influence of personality traits and work commitment on job performance of public secondary school teachers in the senatorial district.

Discussion

The results of the first research question revealed that most of the public school teachers in Oyo South Senatorial District possessed average or moderate level of job performance while just few of the teachers possessed low or high level of job performance from the findings, it can be deduced that the ability of a significant number of teachers to perform is at average level. This corroborated the point raised by Van, Motowido and Cross (2000), that career opportunities for individuals who perform well are much better than those of moderator low performing individuals.

The result on the second research question showed that most of the secondary school teachers in Oyo South Senatorial District possessed moderate level of work commitment while few, secondary school teachers in the senatorial district possessed low or high level of work commitment. From the findings, it can be said that teachers' level of work commitment and job performance is moderate. These researchers discovered from the field work study some factors may likely be responsible for the moderate level of teachers

work commitment and job performance. These factors include: irregular promotion late payment of salary, dilapidated classrooms, over work load etc. These factors can hinder the high level of teachers' job performance and commitment to work and moderate level will not make teachers achieve their best in the educational sector.

Another finding of this study is that there was no significant influence of personality traits on the job performance of secondary school teachers in the senatorial district. It can be deduce from this study that teachers' differences or individualities may not necessarily have influence on their job performance. This finding buttressed the point raised by Barrick and Mount (Ibid) who reported that there was a low correlation between the big-five personality factors and performance measures.

Moreover, it was established that there was significant influence of work commitment on the performance of secondary school teachers. It can be deduced from this study that teachers' level of work on commitment could also predict or determine their job performance. This finding is in consonance with the findings of a study by Meyer & Allen (Ibid) which states that Work Commitment is the identification, attachment and involvement in an organization and it will trigger positive work related behaviours and outcomes.

Furthermore, the results from hypothesis I showed that the combination of personality traits and work commitment significantly influenced the job performance of public secondary school teachers in Oyo South Senatorial district and this was supported by Irefin and Ali (Ibid). Lastly, it is therefore noteworthy that work commitment had the strongest influence on teachers' job performance in Oyo South Senatorial District.

Conclusion

The study discovered that a large percentage of teachers in Oyo South Senatorial district had average level of job performance and this predisposed them to execute their tasks to a reasonable extent. It also determined that the work commitment level of the teachers was average. In addition, the study established that personality traits and work commitment were major factors influencing the teachers' job performance. It concluded that work commitment had higher influence on the teachers' job performance than personality traits.

Recommendations

This paper makes some recommendations, these includes:

- a) In order to enhance teachers' job performance level from moderate level to a higher level, teachers should have enough understanding knowledge about their roles so that they will be able contributed their quota to the all-round development of the school;
- b) Teachers should see themselves as a dynamic force of the secondary schools. This they can do by striving for excellence;

- c) There should always be regular feedback from the parents, as this will help the teacher know if he is performing well or not;
- d) Secondary school principals should allocate subjects related to the teachers' course of study. The subject allocated to each teacher should not be too much because heavy work load can lead to poor job performance;
- e) Government should provide good working conditions for teachers and employ more teachers to enhance teaching performance;
- f) Teachers should understand their personality traits and use it effectively in the classroom for their students; and
- g) Government should organize conferences, seminars, workshops and other trainings for teachers to keep abreast of the latest development in their subjects' areas.

Contribution to Knowledge

This work is assumed to have contributed to the influence by making information available about the influence of personality traits and work commitment on the job performance of secondary school teachers. It has also provided information on the level of the teachers' work commitment and the type of personality trait that could enhance teachers' job performance, and the importance of the combined influence of personality traits and work commitment on the job performance of teachers. It is expected that the findings generated from this research will assist counselors, educators, researchers and government at all levels to develop strategies that will enhance teachers' job performance in secondary schools.

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