

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The contributions of educators to their pupils' growth and development are crucial. Values, beliefs, and norms are often instilled in young children from an early age. With today's complex educational climate, the success of any school or university hinges on its faculty. Teachers need to be approachable and nice so that students feel safe asking for help if they need it. One of a teacher's primary responsibilities is to make learning engaging for their students. Teachers need to make their students feel safe, while also inspiring them to do their best. Students need to be guided down the appropriate route and presented with information in a way that is easily digestible. What happens in the classroom matters greatly for the effectiveness and quality of the educational process as a whole, and this is something that is emphasized by the system approach to education, which is concerned with the planning, execution, and assessment of instruction. It places special emphasis on the interplay between these elements: goals, contents, learning methods, teaching resources, instructional design, the learning process itself, and assessment<sup>1</sup>.

Teachers play a crucial role in the social dynamics of the classroom. Professional educators are responsible for implementing the government's educational, instructional, and associated administrative policies and programs. When it comes to accomplishing the school's goals, teachers are crucial. Teachers are the unsung heroes of education administration because they are the ones who hold the true product of education and the master key to their pupils' future success. Because no education model can provide services above the level of the individuals operating the model, it is impossible to divorce the success

of an education system from the success of the instructors who put that system into effect and carry it out<sup>2</sup>.

All Educators hold the key to creating a positive learning environment. Having a comfortable classroom is beneficial for both the instructor and the students. However, for the best reward for the kids, the teacher must first be properly prepared. The first few years of school are formative for pupils, making it more critical for teachers to be well-prepared. Teachers should treat their pupils with dignity and fairness, instruct them without being authoritarian, create a welcoming classroom, and lead their students down the path to success. Teachers are like parents in that they shape and direct their students' development into adulthood. The students' early years are shaped by them. A great educator inspires students to grow in self-awareness and moral character. Teachers have a lot of influence over their students because of the respect they have earned from the kids<sup>3</sup>.

A teacher ought to set a good example for their pupils. The public holds teachers in high esteem because of the widespread belief that they possess specialized subject-matter expertise. Educators possess the traits necessary to serve as or develop into examples for their students. In practically every way (etiquette, appearance, etc.), students mimic their teachers. A teacher's genuine care and interest in their welfare can have a profound effect on their students. Therefore, in order to instill these ideals in their students, teachers must possess both professional expertise and a strong moral character. Teachers are assisting students in managing their careers and building a firm foundation in a variety of professions in light of the ever-evolving environment and competitive job market. Students are actively engaged in constructing their own meaning, with the teacher serving as something of a guide on the sidelines<sup>4</sup>.

When it comes to the progress of a nation, educators play a key part. Knowledge is disseminated, human capital is developed, and national educational plans are implemented thanks to the hard work of the nation's educators. Teachers are the ones responsible for adapting their teaching strategies to the interests, concerns, and skills of the communities they serve. It is the role of a teacher to do more than just impart knowledge; they should also motivate their students, keep them engaged, build their confidence, give them reason to aspire for the future, and instill a sense of discipline. Communication, expressive skills, personality, ability, and capability can all play a role in determining an individual's level of effectiveness<sup>5</sup>.

The efficiency of educators is crucial to the success of the classroom. A competent educator allows pupils to develop their own sense of identity rather than trying to shape their students' perceptions of themselves through manipulation of classroom dynamics and the dissemination of false information. The study of the factors that contribute to a teacher's success—their personal qualities, the methods they use in the classroom, and the outcomes for their students—is known as teacher effectiveness. An effective educator is one who has mastered all of the tasks associated with their position, from lesson planning and preparation to content mastery and interpersonal rapport with students<sup>6</sup>.

A teacher's efficacy is influenced by many factors, including their education, topic knowledge, intelligence, passion for their students, level of job satisfaction, opportunities for professional development, age, and the methods they employ in the classroom. Teachers' expertise, character, and interactions with their students are the most crucial factors in the classroom. Successful educators are individuals who have proven their capacity to help their students learn in ways that will help them succeed<sup>7</sup>.

An effective teaching relationship takes into account the needs of all parties involved in the classroom and works to improve the current conditions. How certain aspects of a

teacher's pedagogical approach correlate with student learning is the focus of studies examining the effectiveness of teachers. To the extent that a teacher acts in ways that are conducive to the development of students' foundational knowledge, comprehension, work habits, desirable attitude, value judgment, and adequate personal adjustment, that teacher is doing their job well<sup>8</sup>.

An excellent educator is one who maintains a steady emphasis on his students' learning while also effectively managing classroom happenings. A caring environment in the classroom is the foundation of successful management. The classroom environment is shaped by the teachers. Students are more inclined to invest themselves in their education if they feel safe enough to speak up and try new things in class. Teachers should take a caring stance toward their students and make personal investments in their development. Inviting a team-centered approach to learning can be fostered through the use of group projects. Students are more likely to follow classroom rules and particular behavioral goals when they believe their teacher is invested in their achievement<sup>9</sup>.

Teachers should lay out their expectations for student conduct at the outset of each school year. Students are more likely to contribute positively to class discussions and projects if they know what is expected of them. It's crucial that teachers incorporate lessons on social skills and overcoming obstacles into their daily lesson plans. Students can learn to think critically and make good decisions with the support of clear guidelines for dealing with inappropriate behavior. Teachers have a responsibility to make sure that student behavior requirements are consistent with district and school policies<sup>10</sup>.

Management of a classroom can be greatly aided by the introduction of accountability measures. Educators need a method for assessing student conduct. Consistent behavior monitoring is an important factor in achieving lasting success. Students must be made aware

that their relationships with others, both in and out of class, will play a significant role in their final grades. The assessment needs to take both verbal and nonverbal cues into account. In a parent-teacher conference, educators can discuss student behavior with families. Parents can better enforce expectations and punishments at home if they are kept abreast of problems as they arise<sup>11</sup>.

Before trying to address disruptive student conduct, teachers should try to understand its root cause. Consideration of the context in which a problem exists can help one formulate an approach to fixing it. If a child's behavior worsens if the child is seated next to a particular friend, switching up the seating plan may help. Before a minor problem becomes more serious, teachers should work with pupils to teach them self-regulation skills. Intervention solutions necessitate teachers working together to reinforce them. This will reinforce the standards of behavior and increase the likelihood of success<sup>12</sup>.

In order to achieve any educational aim, classroom teachers play a critical role. Effective classroom and student behavior management by teachers is essential to attaining educational goals. Teachers have long been concerned about classroom management. As a result, teachers serve as the students' second parents (*in loco parentis*), and they also have direct interaction with them in the classroom. It is important for teachers to employ effective classroom management tactics in order to avoid disruptive behavior by a small number of pupils in their classrooms<sup>13</sup>.

Effective classroom management can have a significant impact on students' performance. In the classroom, teachers are content specialists who must deal with a variety of students and regulate their behavior in a way that is suitable. The characteristic of educationists has been to make the teaching-learning environment exciting. Classroom management is the ability of the instructor to properly create a classroom atmosphere that is conducive for learning. When it comes to classroom management it comprises, limiting

disruptive behaviors like fighting, loudness, and close observation as well as providing answers to students who ask questions.

Teachers encounter a number of challenges in the classroom, one of which is classroom management issues. The ability to successfully manage a classroom is critical to a successful teacher's capacity to improve student participation in class and foster prosocial behavior. Flexibility in education is a common advice for classroom management in most schools. Classroom management acts as an umbrella that shields all of the classroom's activities. Proactive and reactive methods of classroom management are both in use. Ability to develop trusting, compassionate relationships with students, patient, caring, and kind personality, professionalism, subject matter knowledge, knowledge of learners and classroom management are all indices used to measure teachers' effectiveness.

Teaching in a healthy classroom environment allows teachers to develop and strengthen all areas of their personalities. A classroom should be prepared for teaching and learning, with teachers determining the classroom rules as well as creating an ideal learning environment. The teacher's personality qualities play a vital effect in the students' behavior and influence not just the goals set for classroom activities but also the methods used to achieve those goals. Students' learning results might be influenced by the classroom's psychological environment because of the teacher's personality. The study of personality involves figuring out how and why people differ from one another.

Personality is considered to be a systematic, organized, developing and being expressed in a person's action. It includes the components as motives, emotions, mental models, and the self. It is also an individual's pattern of character as seem to be thought, emotions, and behavior, together with the psychological mechanisms that are hidden or not hidden behind those patterns<sup>1</sup>. Personality is considered as the common factor of teaching

effectiveness and interest, that is been justified by the definition of Day, “a common problem with personality research, in general, and with predicting job-related criteria (effectiveness) in particular, is dealing with the vast array of available personality measures”. Personality was defined as; "the dynamic organization within the individual of those psychophysical traits that determine his unique adjustments to his environment.” He would be referred as a pioneer of modern personality research. Traits are understood as components of emotional, motivational, and social behavior. They are proposed to describe and explain, as well as predict individual differences in human behavior and experience.

Personality refers to an individual's unique way of reacting and interacting with others, shaped by their life experiences and development over time. It encompasses various factors like habits, anxiety, ego, needs, motivations, and complexes<sup>14</sup>. Personality and behavior, although related, are distinct concepts. The question of whether genes or the environment has a greater influence on personality has been a topic of debate among researchers. The current consensus is that both play significant roles<sup>15</sup>. While personality can change and develop throughout a person's life due to experiences and environmental factors, individuals do inherit certain personality traits. For example, genes can influence traits related to substance use disorders and certain personality characteristics like neuroticism, agreeableness, and adaptability<sup>16</sup>.

Historically, personality research often focused on how personality traits manifest in behavior. There was a belief, particularly in psychodynamic theory, that personality was stable and inherited, unaffected by the environment<sup>17</sup>. However, trait theories argue that traits are influenced by both genes and the environment, making them dynamic and subject to change over a person's life. Personality traits are enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from one another. The most widely recognized model

of personality traits is the Big Five, which includes extraversion, agreeableness, openness, conscientiousness, and neuroticism<sup>18</sup>.

The influence of the Big Five on job performance remains a topic of debate. Some suggest that it is not a strong predictor of work-related performance, while others argue that it directly impacts performance. Additionally, there is a discussion on whether each trait should be considered individually or as part of a unified model<sup>19</sup>.

Neuroticism relates to emotional stability, with high scorers being emotionally unstable and moody, while low scorers are emotionally stable. Extraversion is associated with being outgoing and social. Openness to experience reflects a person's willingness to explore new ideas and experiences. Agreeableness is linked to being warm, cooperative, and pro-social. Conscientiousness pertains to being organized, goal-oriented, and persistent. Each of these traits can have different effects on an individual's behavior<sup>20</sup>.

Understanding these traits and their influence on behavior is crucial, especially in the context of leadership. It's worth noting that some traits have a dark side, such as the Dark Triad, which includes Machiavellianism, sub-clinical psychopathy, and narcissism. These traits can lead to destructive or toxic leadership behavior.

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The most important factors that is conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction. Job satisfaction can also be seen as an indicator of emotional well-being or psychological health. Similarly, the utilitarian perspective to job satisfaction, asserts that job

satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school.

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay.

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. We consider that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs.

Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction, the logic that a satisfied employee is a happy employee and a happy employee is a successful employee. The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc.

Job satisfaction among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Wellbeing of any society depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. In this global world, job satisfaction has been an important issue.

It is very crucial to the long-term growth of any educational system around the world. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance. Knowledge, skills and competencies occur when one feels satisfied in one's behavior. Therefore, satisfaction is needed in the behaviour of a college teacher if he/she has to perform productive activities in the college. A well-known and successful educational system requires a shining, reputed and high-quality teaching staff. The role of teachers is very much important as they employ the most effective teaching and learning skills and strategies to enable students to make progress especially in practical life. The high-quality teachers and education in any country of the world have been very essential part of the different civilization of the world in historical perspectives, so the level of satisfaction of teachers towards their job is very important to study. The job satisfaction is very broader concept in every profession.

The relevance of job satisfaction and teachers' effectiveness are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance.

The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings. In addition, needs satisfaction and effectiveness to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

Job satisfaction is the degree to which people like their jobs. In other words, it refers to a subjective evaluation that the worker makes of her own job, either in its entirety or with respect to its different attributes. It is related to the sociological concept of alienation and the economic concept of the (dis)utility derived from work: with respect to them, job satisfaction has a more positive connotation, is defined in a more subjective way, and has a stronger empirical orientation. The concept of job satisfaction comes from the field of industrial psychology and management studies. Its origins go back to the Human Relations Movement of the 1930s: in response to the increasing problems of performance and labor unrest associated with the spread of Taylorist work organization practices, Mayo and associates argued that workers' feelings and emotions at work were important determinants of their productivity and union militancy (employers were keen on boosting the former and suppressing the latter). This triggered a flurry of interest in measuring workers' satisfaction with their jobs which resulted in an increasing number of papers on this issue, though with few attempts at theorization.

Each person has different criteria for measuring own job satisfaction. The factor that influences it, is the style of management, but also payments, working hours, schedule, benefits, stress level and flexibility. Job satisfaction is related to productivity, motivation, work performance and life satisfaction which means that this also applies to the private lives

of employees. It should be remembered that job satisfaction affects the employee's feeling of security in the enterprise. A satisfied employee feels better in the company, perform better his work, but above all feels safe when it comes to his future and work in the enterprise. That is why job satisfaction is such an important element of the work safety.

The employee is an essential element in the process of implementing the enterprise's mission and vision, especially in the production sphere. Employees should meet the performance criteria set by the organization to ensure the quantity and quality of their work. To meet organizational standards, employees need a work environment that allows them to work freely without problems that can stop them from reaching their full potential. They also need appropriate superior that will provide them with this environment, but above all, he will motivate them to work in the right way, make them feel satisfied with their work. Against this backdrop it is highly necessary for us to investigate how English teachers' personality and job satisfaction influence their teaching-learning process.

## **1.2 Statement of the Problem**

Teachers at all levels of education perform significant roles in achieving the objectives of education in any society. However, if these teachers are not satisfied with their jobs, they may display lack of job commitment and their effectiveness to work may be hampered. If workers are dissatisfied with their jobs, the overall advancement of the organization could be disrupted. Robbins and Judges described job satisfaction as a positive feeling an individual has towards his or her job resulting from the individual's evaluation of the job's characteristics.

Teachers in secondary schools are expected to be highly industrious in preparing the young students for future education. If these teachers are not appropriately and adequately rewarded for the good services they render, their level of satisfaction might decrease, affecting their level of job performance.

Efforts to improve job performance of teachers in schools may be in jeopardy if job satisfaction of teachers is not given the adequate attention it deserves. If workers are highly motivated in their places of work, they will be effective and efficient in-service delivery to their employers and customers. The implication of this to teaching and learning environment is that if teachers are well motivated and they are satisfied with the teaching job, students' learning and academic performance will be enhanced. Many public secondary school teachers are dissatisfied with the teaching profession. The complaints of teachers include poor working conditions, harsh working environment, poor motivation, poor salary, and unpleasant conditions of service. Factors influencing teachers' job satisfaction extensively examined by researchers include reward, recognition, work conditions, supervision, and salary.

One major problem facing the education sector in Nigeria, especially the public sector is how to satisfy the needs of workers and enhance teachers' effectiveness and productivity. Over the years, the education sector in Nigeria seems to be battling with ineffectiveness, inefficiency, low productivity and poor quality in the teaching and learning process. These may be due to poor job satisfaction among teachers in secondary schools. Over the last decade, there have been a great number of industrial disputes in the education sector which showed that teachers are not satisfied with their jobs. The high rate of secondary school dropouts, poor students' academic performance in external examinations and the seemingly dwindling standard of education in recent times in Nigeria have generated a lot of concern and controversy among stakeholders. This condition has oftentimes been attributed to low job satisfaction among teachers.

Teachers' personality and job satisfaction of teachers has become a topical issue in recent times and has drawn the attention of many researchers. Some researchers have been carried out extensively on work motivation and teaching effectiveness but only very few

studies have specifically been done on secondary school teachers' personalities and job satisfactions of teachers in Oyo State. Therefore, this study will investigate the how teacher personality types and job satisfaction will influence teachers' effectiveness among senior secondary school teachers in Oyo State.

### **1.3 Aim and Objectives of the Study**

The broad objective of the study is to investigate personality types and job satisfaction as correlate of English language teachers' effectiveness in senior secondary schools in Oyo State. Specifically, the study will;

- i. identify the personality types of Senior Secondary School English Language teachers in Oyo State;
- ii. identify the level of Job satisfaction among Senior Secondary School English Language Teachers in Oyo State;
- iii. investigate Senior Secondary School English language Teacher's teaching effectiveness in Oyo State;
- iv. examine the influence of Senior Secondary School English Language Teachers' personal characteristics (age, gender and religion) on their teaching effectiveness in Oyo State;
- v. determine how Senior Secondary School English Language Teacher's personality influence their teaching effectiveness in Oyo State; and
- vi. investigate influence of job satisfaction on teaching effectiveness of Senior Secondary School English language teacher in Oyo State

### **1.4 Research Questions**

1. What are the personality types of English Language Teachers in Oyo State?
2. What is the level of job satisfaction among English Language Teachers in Oyo State?
3. What is the pattern of English Language Teachers teaching effectiveness in Oyo State?

## **1.5 Hypotheses**

H01: There is no significant influence between English language teachers' personal characteristics (age, gender and religion) and their teaching effectiveness

H02: There is no significant influence between personality types of Senior Secondary School English Language Teachers and their teaching effectiveness in Oyo State

H03: There is no significant influence between Senior Secondary School English Language Teachers' job satisfaction and their teaching effectiveness in Oyo State

## **1.6 Significance of the Study**

The findings of this study would be significant to teachers, counsellors, education administrators, curriculum planners, government, society and the researchers in Oyo State to create positive attitude for achieving job satisfaction. To teachers, the study may provide new approaches to their problems and enable them to understand the forces that promote or hinder job satisfaction. To the counsellors and counselling educators, the study may enable them to identify teachers' problems and analyze, evaluate and create awareness by organizing seminars and workshops for school heads, education administrators and authorities on how to motivate teachers to avoid teachers' job dissatisfaction and improve interpersonal relationship of teachers that may lead to non-achievement of educational goals and objectives.

To education administrators and policy makers, the study may enable them to identify those factors that hinder job satisfaction and formulate appropriate policies that would influence positive attitude and behaviour of teachers towards their job. It may also help them in providing financial and material resources needed by teachers for effective job performance. To curriculum planners, the study may provide information for curriculum design taking into cognizance teachers' condition of service and job satisfaction. To the society, the study may enable them to identify teacher's problems, hence liaise with school administrators to achieve better learning outcomes.

Effectiveness of teachers are based on their performance in the classroom setup but which includes the accountability for student learning and to develop humanitarian characteristics. Therefore, this study would further look over the relationship between the personality traits and the teachers' effectiveness and their job satisfaction especially related with extraversion and openness to experience trait. Considerably personality is an essential factor for teacher effectiveness that support the growth of teacher him/her-self, students and the schools they work in.

To the researchers, the study may enable them to explore new grounds, develop new ideas, using data: the research. Also, the study will be added to the knowledge bank for future use by researchers. Finally, the study may also generate interest among educationists forrelated studies and serves as a basis of references for such.

### **1.7 Scope of the Study**

The study will take into consideration all the thirty-three (33) Local Government Areas in Oyo State and focused only on English language teachers in Government Secondary Schools. Oyo State was divided into five (5) geopolitical zones namely Ibadan, Oyo, Ogbomoso, Oke-Ogun and Ibarapa. Clustered sampling was used to pick three (3) local government from each zone because Ibarapa local have the lowest number of local governments. Two thousand, nine hundred and thirty-five (2935) Senior Secondary School Two (2) students and One hundred and eighty (180) teachers in all. Senior Secondary School Two (2) students and their English language teachers from the selected secondary schools were purposively selected because this study is focusing mainly on the personality types and job satisfaction as correlate of English teachers' effectiveness in senior secondary schools in Oyo State. A total of three thousand one hundred and fifteen respondents (both Students and teachers) will be used in all for this study.

## 1.8 Limitation of the Study

This study was limited to English language teachers alone instead of taking into consideration all secondary schools' teachers in Oyo State. Financial constraints was also a major factor in this study because the financial burden of covering all secondary students without any funding any external body was very high.

## 1.9 Operational Definition of Terms

**Personality Types:** These are characteristic set of behaviour such as extraversion, agreeableness, conscientiousness, neuroticism and openness to experience exhibited by English teachers that influence how they relate with students and their teaching effectiveness.

**Extraversion:** This type of personality trait is sociable, fun-loving and excitement seeking exhibited by English teachers in secondary in Oyo State.

**Neuroticism:** This are anxious, self consciousness and emotionally unstable personality trait exhibited by English teachers in secondary schools.

**Agreeableness:** This is when English Language Teachers are trusting and helpful

**Conscientiousness:** These are English Language teachers who are very discipline and very careful people

**Openness to Experience:** These are English teachers who are imaginative and spontaneous

**Job Satisfaction:** These are English teachers' fulfilment, such as, financial reward, personal satisfaction, teacher-students interaction, job security, promotion and recognition.

**Financial Reward:** These refers to monetary incentives that an employee earns as a result of job performance.

**Job Security:** These are assurance that English teachers has about the continuity of gainful employment for his or her work life.

**Teachers' Promotion:** These are permanent movement of an English teacher from one position to another position in the teaching service with a higher attainable maximum salary than the employee's substantive position.

**Teachers' Recognition:** These are appreciation of English language teachers' effort at work place. It is acknowledging of teacher accomplishment.

**Teacher's Personal Satisfaction:** This is when English language teacher is highly satisfied with both himself and his job and therefore is most effective in teaching.

**Students-Teacher Relationship:** These are mutual relationship that exists between teachers and students in and out of the school environment.

**Teachers' Effectiveness:** These is the ability of English language teacher to pass knowledge adequately to the students which will reflect their teaching effectiveness

**Classroom Management:** These is the ability of English language teachers to take control of the class in terms of orderliness and decorum.

**Evaluation:** These are various means in which English language teachers assess the knowledge of their students. Students are always evaluated through test and exams.

**Senior Secondary School Two Students:** These are male and female in public secondary school in Oyo State used for this study.

## Endnotes

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## **Chapter Two**

### **Literature Review**

This chapter shall be discussed under the following sub-headings

#### **2.1 Conceptual Review**

2.1.1 Teaching Effectiveness

2.1.2 Context of Quality Teaching

2.1.3 Indices for Measuring Teachers' Effectiveness

2.1.4 Personality

2.1.5 Personality Types

2.1.6 Job Satisfaction

#### **2.2 Theoretical Framework**

##### **2.2.1 Theories of Job Satisfaction**

Content Theories

Maslow's Theory of Satisfactory

Herzberg's Two-Factor Theory

Theory X & Y

#### **2.3 Review of Empirical Studies**

### 2.3.1 Theories of Personality

#### Types Theories

Trait Theory of Personality

## 2.4 Conceptual Framework

## 2.5 Summary and Gap of Literature Reviewed

### 2.1 Conceptual Review

#### 2.1.1 Concept of Teaching and Effectiveness

In contemporary times, the notion of 'excellent teaching' has surfaced as a fundamental concept within the realm of public discourse. The pursuit of "quality teaching" has emerged as a prominent objective in the realm of education systems and governmental policies. The interpretation and implementation of this concept have considerable importance in the agendas of these entities, as they engage in analysis, critique, and evaluation. This term constitutes the core principle underlying evaluating procedures and has served as a rationale for educational reforms in numerous nations. The discourse surrounding the efficacy of teaching and educators at the individual level, as well as the overall quality of education at the societal level, has emerged as a consequence of an education reform movement that has gained significant traction globally, partly due to the influence of international organizations. This movement has exerted considerable influence in numerous countries worldwide<sup>1</sup>.

The education reform movement encompasses a demand from politicians for public education to cultivate individuals capable of meeting forthcoming social and economic needs, while also fulfilling the role of social stabilizers inside schools. Consequently, policymakers have turned to educational institutions and educators as a means to address societal and economic challenges. It is noteworthy that in many countries implementing such micro-reforms, any perceived shortcomings in the social, economic, or political domains are often

attributed on educational institutions and educators. In the context of the dynamic Middle East, it is worth considering that in the event of a nation's military defeat, economic downturn, or a rise in unemployment and/or social issues, the education system is often attributed with accountability<sup>2</sup>. In instances where alternative agencies and techniques have proven ineffective in addressing urgent economic and social challenges, the education system is often regarded as a final recourse. In essence, the burden of obligation lies with public education to serve as the savior of both society and the economy<sup>3</sup>.

Quality teaching is a crucial component of education in the current era characterized by heightened expectations on educational systems and increasing system accountability. The focus on quality teaching pertains to the primary concerns of major stakeholders, such as governments and, in certain instances, international agencies, who are committed to investing in the development of human capital. The concept of quality teaching has been a subject of controversy and has been interpreted and understood differently by various stakeholders, including politicians, economists, and employers. However, it is important to acknowledge that classroom instructors have a central role in shaping the nature of quality teaching, since they are the most numerous and directly involved participants in the process. Hence, it is imperative to prioritize the inclusion of teachers and their perspectives in any educational reform endeavor, rather than disregarding or diminishing their roles. If the implementation of change is initiated by higher authorities rather than grassroots efforts, it is likely to encounter significant challenges and delays, potentially leading to an incomplete outcome. The extensive historical record of the profession provides ample evidence supporting these assertions. Partly due to the acknowledgment by global education reformers, there has been a growing demand for study on the effectiveness of quality teaching within the context of a constructivist approach, which is considered suitable for maximizing the potential of education systems<sup>4</sup>.

The investigation into the efficacy of pedagogical practices is a very nascent field within the realm of educational research. The collection of research articles for this evaluation was initially conducted by utilizing several educational databases. The databases exhibited variations in the specific search phrase employed, resulting in the utilization of a diverse range of terms including quality teaching, quality learning, school context, education policy, effective teaching, effective learning, successful school, and students' achievement. A comprehensive review was conducted on a range of English sources, encompassing peer-reviewed publications, books, dissertation abstracts, and reports, in order to ascertain the underlying notion of quality teaching and its associated implications. Following the identification of several sources pertaining to the subject of quality teaching, a thorough screening of the articles was conducted to ascertain their direct relevance to the notion of quality teaching. Due to the limited availability of peer-reviewed publications, the researcher opted to incorporate additional sources of literature, including books, dissertation abstracts, and reports. Initially, the researcher commenced the investigation by conducting a comprehensive examination of the existing scholarly literature pertaining to the conceptualization and characterization of quality teaching. Furthermore, the researcher engaged in a comprehensive analysis of the background around the concept of quality teaching. Thirdly, three primary characteristics that have been categorized as influential in the realm of quality teaching were identified<sup>5</sup>.

The concept of quality teaching can be defined as the effective and efficient delivery of instruction that promotes student learning and achievement. The initial step in this inquiry involves the endeavor to establish a comprehensive definition of 'quality teaching' and to identify the essential characteristics of a 'quality teacher'. The term 'quality' has sparked controversy, debate, and diverse interpretations regarding its elusive nature. However, the term "quality" functions as an adjective denoting something that possesses a high standard or

level of excellence, and it might pertain to a particular characteristic or attribute. Quality can be defined as the act of satisfying, surpassing, and pleasing the demands and anticipations of customers, while acknowledging that these demands and aspirations may evolve with time. The interpretation of the term 'quality' is contingent upon the specific context in which it is employed. It is evident that diverse observers and interest groups hold varying perspectives on what constitutes quality, hence indicating a lack of consensus regarding the primary areas of focus for improvement. When the term 'quality' is employed in the context of business transactions, it signifies that the product and/or service satisfies the expectations of clients. This notion might, at times, be applicable to its usage within an educational setting. Despite its widespread use in the field of education, the precise definition of the term "quality" remains elusive, and no single definition can fully encapsulate its entirety. In alternative locations, the concept of quality instruction has been meticulously defined and comprehended as contingent upon the specific setting and influenced by numerous external circumstances<sup>6</sup>.

Crebbin's contribution to the discourse on the term involves a shift in focus towards the contextual aspects of quality teaching. By highlighting the various possible interpretations, Crebbin asserts that definitions and practices cannot be divorced from the social, cultural, historical, and power dynamics that have shaped them. Crebbin (year) posited that the definition of terms such as "quality teaching" and "quality learning" has become increasingly intricate. However, it is important to note that not all definitions hold the same level of authority in influencing or possessing equal explanatory capacity to change the practices of teaching and learning. In any scenario, the evaluation and definition of quality teaching must be predicated upon the quality of learning, as it is impossible to appraise teaching without observing the outcome in the form of 'quality learning'. The evaluation of teaching quality necessitates consideration of the contextual factors, as it is essential for determining the effectiveness of teaching practices and the achievement of desired educational objectives.

When the act of instructing in a task-oriented manner is executed proficiently, it is referred to as effective teaching. When the process of teaching leads to the acquisition of knowledge or skills, it is commonly referred to as successful teaching. However, when teaching is not only successful but also exhibits excellence, it can be characterized as quality teaching. Therefore, the concept of quality, both in a broad sense and in the context of education, originates from diverse sources. These various perspectives and backgrounds employ the phrase in diverse manners to effectively fulfill its intended purposes within certain circumstances<sup>7</sup>

### **2.1.2 The Context of Quality Teaching**

Good education is never provided in isolation. It takes place in the real world, and the importance of this fact to the surrounding circumstances cannot be overstated. When one portion of the education system is cut off from the rest, it can have a negative impact on students' performance because the whole system is involved in the teaching-learning process. With this in mind, Wang and Walberg polled experts in instruction and learning and analyzed the professional literature to identify the factors that affect student performance. They found that the variables related to the program design were the most important, followed by the setting outside of school, then the classroom climate and instruction, and finally the characteristics related to the students. The importance of school, district, and state-level factors was rated lowest. According to the cited research, classroom and pedagogical factors continue to play a significant role in determining a school's optimal educational setting<sup>8</sup>.

There have been discussions and inquiries into the causes of pupils' success for quite some time. While some studies have found a correlation between school quality and student success, others have found no such correlation. Other studies have found that a student's growth is largely dependent on having a good teacher. It is reasonable to assume that all contextual factors, including the teacher, the school context, the classroom context, and the school community, contribute something toward student achievement given the breadth and

depth of the research conducted on the topic. School reform, community dynamics, teacher attitudes, curriculum, school location, student skills, and socioeconomic backgrounds are all highlighted as potential influences on the teaching and learning process by certain scholars. Even the most qualified educators need a conducive setting in which to do their jobs successfully and efficiently. Education policy, the institution itself, and pedagogical methods all have a role in shaping the standard of education students get. In this study, the researcher noted that a wide variety of variables link to each of these aspects impacting quality teaching, and that together they help to develop a complete contextual framework for excellent teaching<sup>9</sup>.

The effects of schooling's long-standing sway are well-documented. They've served people of all ages, in all places, and performed a wide range of functions and taught a wide range of topics. The functions and difficulties faced by schools have been varied and diverse. Throughout their existence, schools have shifted their focus to meet the changing demands of their surrounding communities. In the 1970s, researchers began investigating the concept of "effective schools," but their findings were simplistic and vague at the time. However, outstanding schools share a few distinguishing features. These include strong leadership, a commitment to student success, an emphasis on essential skills, a well-structured classroom, frequent student assessments, and ample time spent instructing. As a result, academic performance may be affected by issues having to do with the institution itself. Professional leadership, a conducive setting for learning, rigorous standards, frequent and constructive feedback, careful tracking of students' development, and collaborative efforts between home and school are all examples of such elements. There are problems unique to the school that, in turn, affect the quality of instruction in numerous ways. A longitudinal study was carried out in a school in Louisiana, USA. The objective was to look at the factors that affect pupils' performance. Participants included school administrators, faculty, and students. 250

educators and 5000 students were represented across 76 schools in 12 districts for this sample. They discovered that school circumstances mattered for students' academic success even more than teachers' individual efforts. Student performance was also found to be affected by socioeconomic status, in addition to other school and instructor-related factors. There has been a meta-analysis of studies looking at how much of an impact schools and teachers have on students' performance. School variables, teacher factors, and individual student characteristics were identified as the most significant predictors of student success. School-related factors included strong leadership, a calm and safe environment for students to learn, ample opportunities for students to improve their foundational skills, high expectations for students to excel, close monitoring of their progress, and collaborative efforts between teachers and parents. In a nutshell, students' success and teachers' productivity both improve in high-quality educational environments. Therefore, if we look for schools with these qualities, we may find a high-quality teaching staff: professional leadership, a shared vision and goals, a culture that encourages high standards, a conducive learning environment, and a good rapport with the surrounding community<sup>10</sup>.

It is now crucial to consider the quality school from the perspective of including children with disabilities in the general student body. Students with disabilities can find a supportive learning community at a good school because of the school's commitment to inclusive education and in expert knowledge. A quality school, in Ainscow's view, possesses the following characteristics: leadership and staff capable of addressing the needs of all students, belief in the potential for growth and development of all students' abilities toward successful achievement, a willingness to support one another in the pursuit of these goals, curriculum tailored to the needs of all students, and regular, thorough reviews of school programs. Teachers that are effective at raising their students' levels of challenge use a variety of instructional methods and resources to engage their students in meaningful ways.

The inclusion movement prompts deep reflection on the qualities of educators who lead inclusive lessons. Effective teachers in inclusive classrooms have been identified as those who make good use of their time, build strong relationships with their students, offer constructive criticism, ensure their students achieve high levels of success, and provide consistent assistance to all of their students. Students with special needs performed better in general education classrooms when their teachers made effective use of class time, built strong rapport with their pupils, provided constructive criticism, ensured a high rate of achievement on learning tasks, and responded positively to all pupils. Students who performed poorly in school were more likely to be in classes where there was a lot of time spent transitioning between activities, where teachers were critical of students' answers, and where adults did a poor job of handling behavioral issues. When there is a positive, comfortable, safe, and productive environment at school and in the classroom, quality teaching may take place. It's also obvious that things like money, resources, and infrastructure play crucial roles in making classrooms more conducive to learning. Comparing developed nations like Australia and the United States to countries like As far as resources and facilities for schools are concerned. For public schools in particular, the government provides the cash or budget necessary to maintain and improve the school's physical facilities. It all depends on public policy and how seriously decision-makers take the requirements and wants of the education sector into account. The most prominent examples of school infrastructure are classrooms and class sizes. Teachers' ability to effectively instruct their students and the students' final outcomes may both be affected by class size. Funding constraints have a direct bearing on the condition of the school and the level of instruction provided to students<sup>11</sup>.

### 2.1.3 Concept of Teachers' effectiveness

#### 2.1.3.1 Classroom Management

Students put into practice what comes naturally to humans as they interact with one another via acts of kindness and camaraderie. Students will be happier and more engaged in class if they have good relationships with their peers. Having positive relationships with coworkers has several additional advantages, like making class time more enjoyable<sup>12</sup>. The students are more amenable to the adjustments that the faculty members propose, and they also come up with novel and interesting ideas. Good, healthy classroom interactions are characterized by a number of factors, including:

- Trust is the bedrock of any healthy relationship. When we have faith in our group and colleagues, we build a strong link that facilitates our cooperation and communication. If we have confidence in our coworkers, we can speak our minds and act without fear of repercussions.
- When we treat our coworkers with respect, we show that we value their opinions and ideas just as much as we do our own. When we pool our knowledge, experience, and imagination, we can come up with novel approaches to the problem at hand.
- Responsibility for one's own thoughts and deeds is an essential part of practicing mindfulness. People who practice mindfulness are aware of their words and actions, and they avoid affecting others with their bad feelings.
- Positively connected individuals not only tolerate but also actively seek out those with different backgrounds.
- disagreements, but they do encourage debate.
- We talk all day long and in a variety of settings. As well as more favorably

Our relationships will flourish if we are able to properly convey our thoughts and feelings to those around us. Open and honest dialogue is the bedrock of any healthy relationship. A

teacher's ability to form and sustain positive relationships with his colleagues has a multiplicative effect on his professional success. The most productive relationships at work are based on trust, cooperation, open dialogue, and mutual regard. When we put effort into cultivating positive connections with the people we work with, we all benefit. These contacts may also prove useful as references or potential prospective business associates down the road. Teachers should prioritize being consistent and reliable so that they can cultivate positive working connections<sup>14</sup>.

### **Expertise in the Subject Area**

The nature of education is a topic of constant discussion. Teachers who know their students and who put an emphasis on developing their students' critical thinking skills typically provide superior results across the board in scholastic evaluations. Education reformers are debating whether or not they should prioritize student reception over teacher transmission. This means promoting active learning in which students actively participate rather than being seen as passive recipients of information. The goal here is to develop an approach to education that encourages students to fully utilize their intellectual potential in pursuit of excellence. In order to convince people of this point of view, teachers must demonstrate that "new approaches to pedagogy are grounded in high intellectual standards" and that teaching to these standards improves students' performance. Students are the thinkers and professors are the facilitators in this learning process. In order for students to make sense of and make use of the material they have been "taught" by teacher-managers, it is important to account for the "prior knowledge" and "social context of values" they bring to the learning process<sup>16</sup>.

A good educator taps into students' prior knowledge, encouraging critical thinking and fostering a deeper comprehension of course material. They discover different ways to articulate their knowledge. In order to achieve the goal of intellectual excellence, teachers are expected to motivate and assist their pupils in their studies while also building rapport with them. Research into various methods of instruction has progressed steadily over time. Over time, the phrase "teacher effectiveness" has come to be understood in connection to the relationship between teaching and learning, and both "teacher effectiveness" and "school effectiveness" have been largely focused on effective teaching practices. We've seen it called "good teaching," "effective teaching," and even "authentic pedagogy" and "quality teaching" more recently. Construction of knowledge, disciplined inquiry, and value beyond the classroom were the three pillars on which the definition of authentic pedagogy and academic success rested. "Learners are required to use or manipulate knowledge by using cognitive processes such as analysis, interpretation, synthesis, and evaluation," as opposed to "merely [remembering] and producing knowledge in the forms in which others have expressed it," as is the case with memorization and production in traditional learning. In a disciplined inquiry classroom, teachers encourage students to develop a thorough mastery of a few topics rather than a broad survey of knowledge<sup>17</sup>.

Modern means of expression and expression of understanding are emphasized in the classroom. Learners must "create performances, discourse, and products that have personal, aesthetic, or [have] social significance beyond just demonstration of success to a teacher," as one author puts it. Researchers closely observed math and social studies classrooms in 24 different schools. Authentic teaching was found to have a significant impact on student achievement at all three levels of schooling. Moreover, children from varied socioeconomic backgrounds may share equitably in the positive academic outcomes associated with real education. Furthermore, real pedagogy has the potential to lessen the gap in academic success

between students of diverse socioeconomic backgrounds, particularly in the areas of mathematics and science<sup>18</sup>.

But how can we put a numerical value on the results of a pedagogical approach that questions the value of teaching in favor of simplistic tests? The Chicago standardized test was thought to provide only a superficial look at pupils' actual intelligence. They did this by classifying the writing and math assignments of kids in Grades 3, 6, and 8 along four dimensions: higher-order thinking, depth of knowledge, depth of comprehension, and depth of communication. The researchers concluded that the students' low performance on these dimensions was largely attributable to the nature of the assignments given and the volume of required labor. However, the genuineness of student work was directly related to instruction at higher levels of intellectual quality<sup>19</sup>.

It is effective and boosts student performance to have students exhibit their abilities through knowledge construction or difficult activities, and this is true not only for students performing at ordinary levels but also for students with disabilities. It was discovered that students with disabilities performed at the same levels as students without disabilities who received a lesser degree of authentic pedagogy when taught by teachers utilizing a high level of authentic pedagogy. Kids with some disabilities may have lower intellectual capacity than kids without disabilities, so it may take more time and more effective and particular ways to teach for deep knowledge with these students. However, the study's findings suggest that when genuine pedagogy is used, kids with disabilities may achieve high levels of success or make significant gains. It's important to stress, though, that these youngsters didn't fare any better academically than their non-disabled peers. Therefore, authentic pedagogy is not offered as a method for instructing children with special needs, but rather as a method for educating all students<sup>20</sup>.

Work from earlier studies by students, especially those with low prior accomplishment, demonstrates the need to continue addressing issues related to low past achievement and the exhibition of work of low intellectual quality. The teachers looked at the differences between high-IQ and low-IQ schools. They discovered that students of varying intellectual abilities profited equally from instruction of the highest intellectual caliber. This means that kids of all backgrounds and skills can benefit from engaging in intellectually challenging activities in the classroom<sup>21,22</sup>.

Accepted information must be presented as problematic if authentic pedagogy and related duties are to be defined as quality instruction. Knowledge is presented as problematic when its status as a body of information is shifted to that of something that is produced and hence open to political, social, and cultural influences and consequences. There are linguistic and pedagogical ramifications of this mandate. It's obvious that teachers and students need to be able to communicate effectively with one another, and that this requires proficiency in reading, writing, speaking, and listening. The use of language must take center stage if pupils are to get authentic instruction on the challenges connected with conventional wisdom. In order to make instructional practices and assessment expectations explicit, and to enable students to "name," deconstruct, and critique forms of spoken language, the report from the University of Queensland suggests that "students should be taught a vocabulary for talking about language, that is, a comprehensive and consistent metalanguage." Students are better able to articulate their concerns and conduct independent research when using this approach to learning<sup>23,24</sup>.

In genuine pedagogy, the teacher is viewed of as playing the role of a scaffolder in the social interactions between themselves and their pupils during the course of instruction. Building a "zone of proximal development" relies heavily on this scaffolding, which is central to Vygotsky's idea. "Each zone extends from the student's current level of competence

to a level requiring greater understanding, which he can shortly reach with the assistance of other people and learning aids," says the authors. Through this method, a good educator directs students toward conceptual learning by presenting the lesson or subject in a clear and relevant manner, using terms that encourage student discussion and the sharing of ideas. Meier once said that "teaching is mostly listening and learning is mostly telling" in this context<sup>25</sup>.

The concept of constructivism has had profound effects on the way that education is delivered in the twenty-first century. That teachers "structure learning environments and activities to help learners construct understanding rather than just absorb knowledge" is central to this idea. Different elements affect the learning process, as was discussed at the beginning of this work<sup>26</sup>.

A student's past knowledge; the social context of values, expectations, incentives, and penalties in which the information is transmitted and later articulated by the student; and the student's self-monitoring in the process of learning are all examples of such factors, as proposed by constructivists. In a nutshell, the pupils are always trying to make sense of what they're seeing and hearing. Teachers are tasked with factoring in students' past knowledge to create more effective learning environments. Teachers, rather than superficially consolidating the body of material, should encourage students to use their unique ways of thinking by providing them with opportunities for higher-order thinking. Teachers should encourage students to use a variety of communication strategies, including writing and face-to-face interaction. Teachers and students are expected to "exemplify norms of collaboration, trust, and high expectations for intellectual accomplishment," with the former taking on the role of "coach, facilitator, guide, or mentor in a "cognitive apprenticeship" who inspires and nudges the student to do the active work of learning." Lessons with a constructivist approach "are designed and sequenced to encourage learners to use their own experiences to actively

construct meaning that makes sense to them rather than to acquire understanding through exposure to a format organized by the teacher"<sup>27,28</sup>.

### **Participation of Students**

The form of student interaction is another critical component of genuine pedagogy. "psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote" is one definition of student engagement. It has also been stated that when students are fully invested in the learning process, they spend the maximum amount of time possible on the job at hand. Establishing rules by which students can regulate their own activities and behavior rather than constantly relying on the teacher, using resources that help the teacher keep the students engaged most of the time, and making the teaching learning process more enjoyable are just some of the strategies suggested by Borich to keep students engaged in the learning process. It is important to note, however, that not all forms of participation are equally fruitful. Some low-achieving children, for instance, may participate in the teaching-learning process behaviorally, emotionally, and physically but not cognitively. Authentic, productive engagement not only provides high-quality work that demonstrates intellectual application but also leads to a satisfactory degree of achievement and benefits for students in the actual world<sup>29</sup>.

Contextual factors have an impact on engagement just like they do on any other human behavior. Both internal and external factors might have an impact on a student's performance. Students' prior knowledge and enthusiasm for a topic are two examples of internal characteristics that can be stimulated and developed through teachers' presentation of content. The extent to which students rely on the efforts of their peers is yet another issue within the classroom. The solution is to encourage them to generate their own unique body of

knowledge. Engagement and academic accomplishment can be reinforced by social variables outside of the classroom, such as encouragement from instructors, parents, peers, and the wider society. A classroom with the right amount of social and cultural support can do wonders for student motivation. Teachers that make an effort to get to know their students, students who reach out to others despite differences in background, and a respectful classroom environment are all hallmarks of cultural support. Key social supports in the classroom include an environment that encourages students to work together on intellectual activities, student-teacher collaboration, and a teacher's high standards for student performance<sup>30</sup>.

Every member of the school community must participate in the teaching and learning process if it is to be understood as an interactive process between teachers and pupils. Teachers are expected to "plan and develop lessons and the curriculum, and teach by describing, explaining, helping, listening, reflecting, encouraging, and evaluating," among other methods.

Students are able to learn on their own time. The learning process can be guided either from the outside or from within by the student. Although both internal and external influences can affect learning, students may correlate their sense of agency with improved performance. 'A curriculum that aspires to foster problem solving and meaningful learning must be aligned with an authoritative management structure that increasingly permits students to operate as self-regulated and risk-taking learners,' write McCaslin and Good. Good educators can improve their students' ability to self-regulate their learning by employing a wide range of instructional strategies, including question types, presentation formats, instructional aids, and reinforcement techniques<sup>31,32</sup>.

According to Killen, "success encourages further engagement in learning" since it boosts kids' confidence and makes them happier at school. Historically, the role of the teacher has been one of dominance and determination over the students' classroom activities, with the assumption being made that the teacher was the sole arbiter of when and how pupils would perform classroom tasks. Most research on education note that this approach to instruction is still widely used. As a result of such criticism, a new school of thought has come to dominate the field of education research: the idea that students, as learners, should be responsible for determining their own learning. The effective educator must always evaluate how much time is spent on directed instruction against how much is spent on inquiry and encouraging pupils to think on their own. Making connections between what pupils already know and what they learn is a primary goal of education. Quality teaching and learning occurs, from a cognitive standpoint, when the teacher makes use of and emphasizes pupils' prior knowledge when imparting new information. The term "scaffolding" describes this setup<sup>33</sup>.

Teacher and student interactions benefit greatly from cultural understanding. The extent to "which non-dominant cultural knowledges are valued in the classroom" is emphasized here. A good educator in a diverse classroom frames information in a problematic way, showing children that the world is home to many distinct groups defined by factors like as gender, race, sexual orientation, ability, language, and religion. However, it is also important to learn about "pragmatic" cultures, such as those with different "educational needs, interests, economic needs, and political" priorities. The perspectives, worldviews, and academic experiences of students from various demographics vary widely. Teachers and curriculum planners should take these factors into account in order to ensure that all students have a voice in and equal access to educational decisions made at all levels. In order for teachers to have access to and be able to make use of their students' cultural knowledge, there

needs to be communication and cooperation between the home and the school. In the long run, this communication will have a beneficial effect on classroom instruction<sup>34,35</sup>.

Knowledge from many fields should be included in any teaching-learning process so that students can make connections between their studies. A good educator makes sure that the lessons they teach fit into a larger context and encourages their pupils to draw parallels between the material they study and their own experiences. Students are able to apply what they've learned in the "context of problems, interests, issues, and concerns" that are important to them since the curriculum is designed to help them "integrate learning experiences into their schemes of meaning so as to broaden and deepen their understanding of themselves and their world." In conclusion, a good educator aids students in developing targeted competences, equips them with pertinent information, and propels them toward predetermined goals. A key component of high-quality education is ensuring that all students, regardless of their socioeconomic status, language proficiency, or cultural background, have access to and are encouraged to participate in all aspects of the regular classroom setting. Students' academic and social outcomes have been found to improve in schools when there is a clear demonstration of diversity in terms of students' abilities, races, genders, sexual orientations, and/or ethnicities<sup>36,37</sup>.

Connectedness, which works hand in hand with inclusion, emphasizes the relevance of what kids learn in the classroom to their lives outside of school and the world at large. These methods of instruction are emphasized. Learning in both mathematics and reading is significantly correlated with the use of interactive teaching methods that emphasize connectivity, among other intellectual aspects. All of this might be regarded as addressing a persistent worry about how educators communicate their courses, namely, that they need to do a better job of engaging pupils, especially when discussing fundamentals. The best teachers understand that there are times when they need to present their material in the form

of a story. The teacher tells learning stories, both their own and those of their pupils, making note of any events, situations, acts, or experiences that are relevant to the topic at hand. Seeing ideas, concepts, and/or circumstances in a narrative format aids in learning and comprehension<sup>38</sup>.

Egan argues that teaching through story telling is an important strategy for learning and can be effective in both the sciences and the humanities, but it requires more than just selecting curriculum content for narrative form, as it also entails developing an interactive and participatory relationship in the classroom in creating the narrative. When educating a subset of students who fall outside the norm, narrative often takes center stage. It is believed, for instance, that indigenous children benefit much from listening to stories, especially those that have relevance to their communities and moral and oral traditions. Therefore, great educators should simplify and efficiently impart knowledge and skills by approaching the process as a narrative type of instruction that is both relevant to students' lives and comfortable to them. A good educator also serves as a facilitator and guide for their students, helping them to self-regulate and direct their own learning and behavior<sup>39,40</sup>.

### **2.1.3.2 Evaluation**

The practice of assessing and evaluating students is crucial to the success of any educational program. Teachers in the classroom should regularly evaluate their own activities and plans to determine how effective they have been. The results of an evaluation provide both "information and insight" into the pupils and the content being taught. Staffing and school organization are examples of administrative concerns that merit equal evaluation and assessment. The data gathered can then be used to "adjust and modify, accept or reject" previously proposed structures. Quantitative or qualitative, the value of an assessment or evaluation is twofold. First, it informs parents about their children's development; second, it helps educators reflect on their own practice and determine the degree to which their

strategies are working. The success of a school can be judged by its capacity to keep tabs on and analyze data from both the teaching and learning processes<sup>41</sup>.

Evaluation and monitoring are seen as the most important factors in a school's success and development. Evaluations of teaching and learning in high-achieving schools are typically student-centered. In education, several different types of scales and assessments are used to provide feedback to educators, school leaders, principals, and parents on students' progress and development. For Walker and Murphy, "frequent in-class monitoring around curricular objectives tied to immediate direct feedback to students... [preventing] students from falling behind" is a hallmark of high-quality educational institutions. The tests can be used for "instructional and curricular planning," which benefits both the students and the teachers. Staff, students, and parents all benefit from being involved in the evaluation processes because it increases accountability. Assessment and evaluation play crucial roles in every successful educational setting<sup>42,43</sup>.

However, there is contention, and it centers on the type of evaluation at issue. Assessments based on "true-false, multiple choice, or short answers" lack the depth necessary for a genuine evaluation. Finally, evaluation is vital not just for students but also for educators, parents, and policymakers in the field of education. Teachers can feel confident that any evaluation strategy they choose will have a positive impact on student learning<sup>44</sup>.

Teachers have been described as having "dual allegiance," or a responsibility to both the school and their pupils, because of the nature of their work in the classroom and the school as a whole. Teachers are viewed as reasonable individuals who can easily adjust to new ideas and conditions in the classroom and the wider world. Workers are said to be effective to the extent that they help their companies achieve their goals. They also defined effectiveness as "intermediate outcomes" that are indicative of the quality of the workplace

and are tangentially tied to the organization's primary goals. The success of a teacher can be measured by how much they help their students succeed academically<sup>45</sup>.

There are two criteria used to determine how effective a teacher is. The first is picking an effective approach to teaching, and the second is making sure that approach meshes well with the student's character. Teachers should prioritize the most effective pedagogical strategies during the teaching and learning process. The efficacy and quality of instruction are directly tied to the methods used in the classroom. Teachers' employment of various teaching approaches and instructional tactics allows students to better comprehend course materials. There are two main approaches to education that are commonly used: the instructor-centered approach and the student-centered approach. A teacher-centered approach is one in which the instructor plays the only role in the classroom. The teacher has the entire class session to impart their information to the students<sup>46,47</sup>.

Teachers were well aware that students put all their trust in them and relied on them for everything. The term "student-centered approach" is used to describe a way of teaching and learning that places the emphasis on the student and their progress. Teachers can improve their efficiency and output by adopting a learner-centered pedagogy. Students gain self-assurance and do better in class when their teachers use activities that are both real and oriented on them. However, according to Nunan, the main distinction between student-centered and teacher-centered learning is that in the former pattern, the teacher and students work together<sup>48,49</sup>.

The context in which a certain syllabus is to be used is an important consideration. The syllabus's contents must be suitable, and it must be made clear what they are meant to accomplish. It must also make the goal attainable for the vast majority of students. The approach taken should align with the course outline. Despite this, teaching is highly

maintained; it calls for professional judgment in which educators draw on their disciplinary expertise and their understanding of their students. This means that teachers need to have a firm grasp of their students' individual characteristics and learning styles in order to pick the most appropriate teaching approach<sup>50,51</sup>.

Teachers, students, and approaches all depend on one another to ensure the best possible learning outcomes. It was also emphasized that even the best teaching methods might be rendered ineffective if the instructor does not know how to use them. Consequently, both the method and the instructor must be a good fit for each other for the best possible results in the classroom. The compatibility of teaching strategies with the instructor's own character. This also suggests that knowing a teacher's character can shed light on whether or not their preferred technique of instruction meshes well with their own personality<sup>52</sup>.

#### **2.1.4 Personality**

A person's personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting. Personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one's environment and personality also refers to the characteristics of the person that account for consistent patterns of feeling, thinking and behaving<sup>2</sup>. Personality is a mirror of what you do and say. Essentially, your personality defines who you are. Your behaviour reflects your personality and informs how different you are from others. A common saying in the field of personality psychology is; "Some things change; some things stay the same." Personality is a dynamic organisation, inside the person, of psychophysical systems that create the person's characteristic patterns of thoughts, feelings and behaviors. The continuities, consistencies and stabilities of personality traits and dispositions over time define personality development<sup>53</sup>.

Social identity is a part of human personality. Social identity is about how you present yourself to others. Social identity is a theory formed to understand the psychological basis of

intergroup discrimination. Social identity is the self that is shown to other people. This is the part of ourselves that we use to create an impression, to let other people know who we are and what they can expect from us. It was proposed that the groups (for examples, social class, family, study group) which people belonged to were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world. Therefore, we divided the world into “them” and “us” based through a process of social categorization. Social identity theory states that the in-group will discriminate against the out-group to enhance their self-image. They also proposed that there are three mental processes involved in evaluating others as “us” or “them”. There are social categorization, social identification and social comparison.<sup>54</sup>

Identity has an element of continuity because many of its aspects such as gender and ethnicity are constant which means that people can count on you to be the same person tomorrow as you are today. Contrast means that your social identity differentiates you from other people. An identity is what makes you unique in the eyes of others. Identity develops over time through relations with others. For many people, the development of an identity follows a period of experimentation, but for others it happens more easily by adopting ready-made social roles. We will further discuss how people develop their identity by choosing what they like to call attention to about themselves in their self-identities.

### **2.1.5 Personality Types**

The Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientiousness have been studied extensively and have been associated with a variety of work attitudes and behavior. These five personality dimensions are broad dimensions that are theorized to subsume most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it distills a large number of personality traits into a parsimonious set of dimensions for use in research. It means that this model is

widely used and suitable to use in any research<sup>55</sup>. The Five Factor Model has enjoyed widespread popularity in the field. Five personality traits collectively classify the higher-level dispositions of an individual according to the Five Factor Model.

### **Extroversion**

Extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, extroverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar. Extroverts are gregarious, assertive, activity and excitement-seeking and extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. Extroverts have been found to be socially engaging, gregarious, assertive, expressive, articulate, comfortable in group settings and have a great number of friends<sup>56</sup>.

Extraverts also tend to be high in positive affectivity, self-efficacy and optimism, extroversion represents various aspects such as sociable, gregarious, assertive and talkative. However, extroversion is about the extent to which people are comfortable in social relationships, how socially inhibited, and the extrovert who is comfortable in social relationships and socially uninhibited. Researchers 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. Besides, they also stated people high in extroversion tend to be high performers and committed to the organization and their work. They will develop psychological contracts that reflect their hard work, commitment and willingness to work with others<sup>55</sup>.

### **Agreeableness**

Agreeableness is associated with "the need for intimacy", the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals high in agreeableness are trusting, cooperative, altruistic, compliant and

“moved by others”. However, high agreeable individuals may in their pursuit of harmonious relations generate more positive attributions to otherwise provocative behavior than low-agreeable persons would do. Agreeableness is related to “pro-social motives”, aimed at seeking good outcomes for oneself as well as for other group members and agreeable individuals have greater motivation to achieve interpersonal intimacy<sup>56</sup>.

While, Harris and Fleming which mentioned that agreeableness describes the courteous, sympathetic, tender-hearted and kind characteristics. Those who are low in agreeableness have been described as antagonistic, competitive, cynical, callous, ruthless and cruel, and they tend to experience and express hostility. Agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will defer to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness, and the tender-minded individual, operating predominantly at a feelings level and displaying sensitivity and responsiveness. Agreeable individuals are described as good-natured, cheerful and caring. An individual high in agreeableness is fundamentally altruistic<sup>57</sup>.

### **Conscientiousness**

Conscientious individuals have been characterized as dependable, responsible, hard-working, self-disciplined, persistent, planful and organized. Conscientious people value duty, competence, self-discipline and achievement. Besides, Conscientiousness consists of the specific's traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation. Individuals high in conscientiousness are characterized as being responsible, careful, preserving, orderly, cautious, planful, hardworking and achievement-oriented. People high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction. However, conscientiousness refers to characteristics such as being organized, orderly, precise and efficient. Conscientious

is about the number of goals that an individual pursues and the extent which they pursue them in a focused way. The two extremes are spontaneous individual, who pursues many goals but in an unfocused way and the conscientiousness individual, who pursues fewer goals but does so in a more focused, controlled and structured way<sup>58</sup>.

### **Neuroticism**

Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem. Negative affect is defined by a propensity to view the world in a negative emotional state. Individuals high in negative affect tend to focus on the negative aspects of other people and themselves. Individuals high in negative affectivity, a concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around them. Persons low in self-esteem and self-efficacy look to others for approval. 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. It was mentioned that neuroticism has been found to be negatively related to self-esteem, self-efficacy and locus of control. Characteristic in neuroticism, which they mentioned that neuroticism is composed of several characteristics including low self-esteem and negative affectivity. However, neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability.

Neuroticism as “emotional stability” (reverse scale) by some researchers and can be further conceptualized as the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. Some researcher stated that neuroticism persons also limited in social skills and they are not interest in any long-term relationship. Research has shown neurotic individuals are severely limited in their social skills. The neurotic individuals are not likely to establish long-term relationships that demand commitments, social skills and trust in others.

### **Openness**

Openness to experience is related to active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. High openness employees seek challenging and interesting work and would expect the organization to satisfy this need. People who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Open individuals are also at times better able to understand and adapt to new perspectives. Individuals who score high on openness should be more likely to report involvement in their work, as their work can serve as the arena to entertain their curiosity, their appetite for exploring new perspectives, and their tendency to develop genuine interests for any activities they are involved in. Openness to experience or creativity refers to personal characteristics such as being imaginative, original and curious. However, most of the researchers mentioned that openness is more on openness to the new experience or change. Openness is about a person's openness to new experience and is manifested in such things as an individual's breadth of interests, level of creativity and intellectual qualities. At two extremes are the conventional individual, who is relatively closed to new experiences and open individual, who is relatively open to such experiences.

#### **Factors that influence the development of human personality.**

The characteristics or blend of characteristics that make a person unique." An individual's personality is the complex of mental characteristics that makes them unique from other people. It includes all of the patterns of thought and emotions that cause us to do and say things in particular ways. At a basic level, personality is expressed through our temperament or emotional tone. However, personality also colors our values, beliefs, and expectations. There are many potential factors that are involved in shaping a personality. Research by psychologists over the last several decades has increasingly pointed to hereditary factors being more important, especially for basic personality traits such as emotional tone.

However, the acquisition of values, beliefs, and expectations seem to be due more to socialization and unique experiences, especially during childhood<sup>60</sup>.

## **Heredity**

Hereditary factors may be summed as constitutional biological and physiological factors. The constitution of an individual is an effective factor in determining the type of his personality. There are three types of personality; short and stout, tall and thin, and muscular and well proportioned. Height, weight, physical defects, health and strength affect personality and contribute to personality development do so as a result of interactions with the particular social environment in which people live. For instance, your genetically inherited physical has an impact on how others see you and subsequently, how you see yourself. These largely hereditary factors are likely to cause you to feel that you are nice-looking, ugly, or just adequate. Biological factors refer to the working of the nervous system, glands, and blood chemistry that determines our characteristics and habitual modes of behaviour. Adrenal gland, thyroid gland, pituitary gland and endocrine gland affect personality. Adler points out that personality defects lead to the development of inferiority complex and the mental mechanism of compensation. This aspect also includes the mental ability of the child. It is this ability which enables him to mould the social environment according to his requirements. Intelligence is mainly hereditary. Persons who are very intelligent can make better adjustment in home, school, and society than who are less intelligent. Sex differences play a vital role in the development of personality of individual. Boys are generally more assertive and vigorous. Girls are quieter and more injured by personal, emotional and social problems.

## **Psychological factors**

These include our motives, acquired interests, our attitudes, our will and character, our intellectual capacities such as intelligence, for examples, the ability to perceive, to observe, to imagine, to think and to reason. These factors determine our reactions in various situations and thus affect our personality, growth and direction. An individual with a considerable amount of will power will be able to make decisions more quickly than others.

## **Environment**

Some scientists are biologically oriented, while others stress on environment and experiences. Today, many developmental scientists see heredity and environment as fundamentally interwind and also constantly interacting to mould the developing person. They see both as part of a complex development system<sup>3</sup>. It is the social environment, that he comes to have moral ideas, social attitudes and interests. The important aspects of the environment are as follows:

It includes the influence of climatic conditions of a particular area or country on man and his living. The child has his birth in the society. He learns and lives there. Hence, the social environment has an important say in the personality development of the child. The family is the first context for a child entering the physical world. Within the family, the child learns language, skills, social and moral values of their culture. Bronfenbrenner's Ecological theory viewed the family as a network of interdependent relationships where each member influencing the behaviour of the other, in direct and indirect ways. Within this network, the children themselves have a significant influence. This perspective looks beyond the ages and stages of child development to the large context in which children grow. Learning as the construction of knowledge within a social context and development could not be separated from its social context. The type of training and early childhood experiences received from the family play an important role in the development of personality<sup>61</sup>.

The cultural environment refers to certain cultural traditions, ideas, and values which are accepted in a particular society. For example, in a culture where a sport such football is played early and very competitively, a parent's assessment of a child's physical abilities may be linked to performance on the football field. Thus, latter all these factors leave a permanent impression on the child's personality.

Taking a broader ecological approach to understand physical activity behavior there is currently an increasing research emphasis on the role of the physical environment. A cross-country comparisons of population levels of health-enhanced physical activity in 15 European countries and concluded that those countries with the best infrastructures for active commuting as part of active lifestyles were among the most active, indicating the possible influence of facilitatory environments on physical activity levels. In fact, physical environment provides cues and opportunities for physical activity and includes both natural (such as climate, weather, elevations and scenery) and built environments (buildings, availability of facilities, runways, workplaces, homes, access, convenience, safety, and urban planning and design) factors. There are also individual level influences (such as exercise equipment at home, access to facilities, and satisfaction with recreation facilities) and community level influences (such as neighborhood safety, hilly terrain, frequent observation of others engaging physical activity and enjoyable scenery). A statistically significant association between neighborhood walkability and the frequency of walking for physical activity in older people.

However, the importance of different physical environmental factors may differ according to the specific context. Indeed, leisure-time physical activity is enhanced by presence of recreational resources. For example, in Belgium leisure-time physical activity in adults was associated with presence of physical equipment at home while in Portugal it was mainly related with convenience of physical activity facilities.

The physical environment could be assessed by objective measures (e.g. number of parks) or by a perceived approach (e.g. an individual self-reported perception of availability of parks). Several studies have found that both actual and perceived physical environmental features are associated with engaging in physical activity<sup>62</sup>.

Most of the studies that examined the influence of urban location on leisure physical activity participation concluded that adults living in rural locations are less likely to meet the recommended levels of physical activity than their urban counterparts. Finally, despite ecological models pointing to the fact that the combination of psychological and environmental variables will best explain physical activity, some studies have found a non significant association between physical activity behavior and physical infra-structures after adjusting for individual and social environmental factors. A study of Portuguese and Belgian adults, concluded that factors as social support, self-efficacy, perceived benefits and barriers are of higher importance, than physical environmental variables. Moreover, as the two samples in the present study were drawn from two cities with plenty of sports and exercise facilities, the absence of facilities, for example, in very rural areas might still have a negative impact on exercise<sup>63</sup>.

School plays an important role in moulding the personality of the children because a significant part of a child's life is spent in school between the ages of six and twenty years. In the school, the teacher substitutes the parents. The school poses new problems to be solved, new taboos to be accepted into the superego and new models for imitation and identification, all of which contribute their share in moulding personality.

## **Personality Differences**

In some ways we all the same. We all have the same human nature. We share a common humanity. We all have bodies and human minds, we all have human thoughts and human feelings. Yet in other ways we are all completely different and unique. No two people are truly alike. No two people can ever have the same experience of life, the same perspective, the mind. The development of the beliefs, moods, and behaviors that differentiate among people. Contemporary theorists emphasize personality traits having to do with individualism internalized conscience, sociability with strangers, the ability to control emotion and impulse, and personal achievement.

There are five different hypotheses regarding the early origins of personality. One assumes that the child's inherited biology, usually called a temperamental bias. It is an important basic for child's later personality. Theorist suggested there were nine temperamental dimensions along with three synthetic types they called the difficult child, the easy child, and the child who is slow to warm up to unfamiliarity. Longitudinal studies of children suggest that a shy and fearful style of reacting to challenge and introverted in mood<sup>64</sup>.

A second hypothesis regarding personality development comes from Sigmund Freud's suggestion that variation in the sexual and aggressive aims of the id, which is biological in nature, combined with family experience, leads to the development of the ego and superego. Freud suggested that differences in parental socialization produced variation in anxiety which, in turn, leads to different personalities.

A third set of hypotheses emphasizes direct social experiences with parents. After World War II, Americans and Europeans held the more benevolent idealistic conception of the child that described growth as motivated by affectionate ties to others rather than by the narcissism and hostility implied by Freud's writing. John Bowlby contributed to this new emphasis on the infant's relationships with parents in his books on attachment. Bowlby argued that the

nature of the infant's relationship to the caretakers and especially the mother created a profile of emotional reactions toward adults that might last indefinitely<sup>65</sup>.

A fourth source of ideas for personality centres on whether or not is necessary to posit a self that monitors, integrates, and initiates reaction. This idea traces itself to the Judeo-Christian assumption that it is necessary to award children a will so they could be held responsible for their action. The notion that each child imposes a personal interpretation to their experiences makes the concept of self-critical to the child's personality.

A final source of hypotheses comes from inferences based on direct observations of a child's behavior. This strategy, which relies on induction, focuses on different characteristics at different ages. Infants differ in irritability, three-year-olds differ in shyness, and six-year-olds differ in seriousness of mood. A major problem with this approach is that each class of behavior can have different historical antecedents. Children who prefer to play alone rather than with others do so for a variety of reasons. Children might be temperamentally shy and uneasy with other children while others might prefer solitary activity<sup>66</sup>.

### **2.1.6 Job Satisfaction**

Job satisfaction can be defined as a sense of employee achievements and success-es. It is generally believed that it is directly related to productivity and work performance, as well as to personal well-being. Job satisfaction means doing the work one likes, doing it well and being rewarded for own efforts<sup>4</sup>. People can also have different approach to various aspects of their work, such as the type of work they are doing, colleagues, superiors or subordinates and their salary. Different motivation style and leadership style can work in different way on every employee, resulting in increased work performance and job satisfaction. Therefore, job satisfaction is an essential element motivating employees and encouraging them to achieve better results<sup>67</sup>.

Employee satisfaction is of great importance not only for employees but also for the entire organization. Because satisfied employees are usually happy and motivated to work, consequently the organization can get amazing results from their work, from the other side, those dissatisfied employees will not be encouraged and will be disturbed by their work routine, they will run away from responsibility and even avoid work (sick leave, days off etc.)<sup>68</sup>. Job satisfaction is considered as one of the main factors of the effectiveness and efficiency of business organizations. In fact, the new managerial paradigm, which insists that employees should be treated primarily as someone who has their own needs and personal desires, is a very good indicator of the importance of job satisfaction in modern enterprises. Analyzing job satisfaction, it can be concluded that a satisfied employee is a happy employee and a happy employee is successful employee<sup>69</sup>.

The availability of superiors at the time of need, the ability to connect employees, stimulating creative thinking and knowledge of values, openness in the eyes of employees and the ability to communicate with employees are basic features of supervision. Various researches have shown that with good and effective supervisor, the level of employee satisfaction was high, while with poorer communication skills, the level of employee dissatisfaction was high. For getting satisfied employees and good results supervisors have to adapt their leadership style in a way that employees get more involved in the decision-making processes to get a higher level of commitment for the enterprise's goals. Supervisors have to involve as many employees as possible. They have to support individual and team effort and share information through the company for motivating employees. Good supervisors do not work only vertically they also work horizontally, which means they have to manage cross-functional processes, projects, time and resources<sup>70</sup>.

Our emotional experiences can be characterized by a continuum of low excitement - high excitement and sadness - pleasure. It is possible to inscribe the majority of human

experiences in this two-dimensional grid. Therefore, with this model, one can describe commitment as a pleasant state of mind with a fairly high excitement, with its level lying between enthusiasm and happiness<sup>71</sup>.

With similar reasoning, satisfaction can be placed within a pleasant state, but with insignificant excitement. Job satisfaction results from the perception of person's own activity as one that allows for the achievement of important values, with these values being consistent with the needs and helping meet basic human needs. Job satisfaction as feelings and attitudes of the employee towards work. Specific factors should be controlled in order to induce contentment in an employee. The factors that lead to a prolonged satisfaction are called "motivators" by Herzberg. This satisfaction can generate achievement, recognition, work itself and responsibility. The subject literature indicates a strong correlation between employee satisfaction and the effects of the organization's activities. Among the widely researched and verified relationships are the impact of job satisfaction on commitment to work and thus on effectiveness. Job satisfaction influences "Commitment to work" which influences "Work performance". Safety management – human and system<sup>71</sup>.

Employee efficiency and work performance have always been an important issue for organization managers. Employees who are very committed to their organization ensure a high level of the services' or products' quality, maintenance, productivity and generate higher profits. Employees who have more than job satisfaction, are happy that they can serve and are promoters of products and brands. There is evidence that employee involvement increases work performance and overall productivity, creates a better and more productive work environment, reduces employee absence and work leaving<sup>72</sup>.

Due to the popularity of job satisfaction within the field of industrial and organisational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. However, the two most common definitions describe job satisfaction as:

“the delightful emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” and “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs “.

In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working conditions. In addition, the extent to which work outcomes meet or surpass expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work. They found that when employees of an American educational institute rated how much they enjoyed individual tasks within their role, their scores were reasonably correlated to satisfaction with the work itself, and associated (although weakly) with global job satisfaction. They found that other measures (such as, level of concentration required for the job, level of administration, and task importance) all had no impact on satisfaction.

Many businesses fail to understand the importance of working environment for employee job satisfaction and thus face a lot of difficulties during their work. Such organizations are internally weak therefore unable to introduce innovative products into the market to outshine their competitors. Employee is an essential component in the process of achieving the mission and vision of a business. Employees should meet the performance criteria set by the organization to ensure the quality of their work. To meet the standards of organization, employees need a working environment that allows them to work freely without problems that may restrain them from performing upto the level of their full potential<sup>73</sup>.

Job satisfaction is an orientation of emotions that employees possess towards role they are performing at the work place. Job Satisfaction is the essential component for employee motivation and encouragement towards better performance. Many people have defined job satisfaction over the years. Job satisfaction is the integrated set of psychological,

physiological and environmental conditions that encourage employees to admit that they are satisfied or happy with their jobs. The role of employees at workplace is emphasized as there is an influence of various elements on an employee within the organization<sup>75</sup>. If employees are not satisfied with the task assigned to them, they are not certain about factors such as their rights, working conditions are unsafe, co-workers are not cooperative, supervisor is not giving them respect and they are not considered in the decision-making process; resulting them to feel separate from the organization.

Further, he highlighted that in current times, firms cannot afford dissatisfied employees as they will not perform up to the standards or the expectations of their supervisor, they will be fired, resulting firms to bear additional costs for recruiting new staff. So, it is beneficial for firms to provide flexible working environment to employees where they feel their opinions are valued and they are a part of the organization. Employee morale should be high as it will be reflected in their performance because with low morale, they will make lesser efforts to improve<sup>5</sup>. The working environment consists of two broader dimensions such as work and context. Work includes all the different characteristics of the job like the way job is carried out and completed, involving the tasks like task activities training, control on one's own job-related activities, a sense of achievement from work, variety in tasks and the intrinsic value for a task<sup>76</sup>.

Many research papers have focused on the intrinsic aspect of the job satisfaction. Results have shown that there is a positive link between work environment and intrinsic aspect of the job satisfaction. Further they described the second dimension of job satisfaction known as context comprises of the physical working conditions and the social working conditions. Spector observed that most businesses ignore the working environment within their organization resulting in an adverse effect on the performance of their employees.

According to him, working environment consists of safety to employees, job security, good relations with co-workers, recognition for good performance, motivation for performing well and participation in the decision-making process of the firm. He further elaborated those once employees realize that the firm considers them important, they will have high level of commitment and a sense of ownership for their organization<sup>77</sup>.

Different factors within the working environment such as wages, working hours, autonomy given to employees, organizational structure and communication between employees & management may affect job satisfaction. In organizations, can be observed that mostly employees have problems with their supervisor who is not giving them the respect they deserve. Supervisors also show harsh behaviours to employees due to which they are not comfortable to share good and innovative ideas with their supervisors.

Furthermore, he describes that top management limits employees to their tasks rather than creating a sense of responsibility in employees by making them work in teams to attain high performance. The interaction between employees within a business is crucial for accomplishing the organizational goals. Further he describes that the communication of information must be properly done in a timely manner so that the operations of the business are running smoothly. If there is a clash between co-workers then it is difficult to achieve the objectives of organization<sup>78</sup>.

These various factors are opportunities for career advancement, amount of tension at work, work involvement, relations with colleagues and supervisors, due recognition of merit, sufficient emoluments and good working conditions, grievances removal, feeling of fatigue and loneliness and prestige of the organization. Job satisfaction is a complex and important concept for human resource managers to understand most employees do not believe their work is being properly rewarded. Nor do they believe that their companies are doing enough to attract high quality performers, train them, or manage them effectively.

Work on satisfiers and dissatisfiers in the work place, job satisfaction has frequently been held up as means of improving employee motivation. With the improvement come increasing individual productivity, job longevity and organizational efficiency. The salience of the concept of job satisfaction has become so ingrained in thinking about jobs and employees that its importance is now taken for granted, as though it is a tenant of managerial faith. Today human resource managers want to know how to have satisfied employees, not why employees should be satisfied. In truth, employees and managers may have different reasons for wanting organizational conditions that foster job satisfaction. Employees spend most working hours at work, thinking about work, resting up for work, or preparing for work, because work provides “daily meaning as well as daily bread.” Yet work is not always a place where workers feel satisfied<sup>79</sup>.

Human resource manager may be concerned about employees’ job satisfaction for different reasons than their employees. Altruistic managers want satisfied employees because they care about their employees. Result-oriented managers want satisfied employees because satisfied employees may perform better and have less absenteeism and greater longevity. Satisfied employees also tend to produce higher-quality work than their dissatisfied cohorts. In fact, studies on humanizing the workplace indicate that satisfied employees are more productive and that organizations with satisfied employees are more efficient. Satisfied employees are more likely to experience high internal work motivation, to give high quality work performance and to have less absenteeism and turnover<sup>80</sup>.

Work has been done to understand the relationship between work environment and job satisfaction all around the world in different contexts over the years. The study is gaining more and more importance with the passage of time because of its nature and impact on the society. The findings of a study suggest that a firm can increase its productivity through the improvement of physical dimensions of work environment (internal climate) and may have a

positive impact on firms' productivity. Developed motivational model for job satisfaction and through research he found that the job-related factors can be divided into two categories, Hygiene factors and motivation factors. Hygiene factors can not cause satisfaction but they can change dissatisfaction into no dissatisfaction or short-term motivation, where motivational factors have long lasting effect as they raise positive feelings towards job and convert no dissatisfaction into satisfaction. In the absence of hygiene factors (that are working conditions, supervision quality and level, the company policy and administration, interpersonal relations, job security, and salary) the employee's chances of getting dissatisfied increase<sup>81</sup>.

The motivational factors (the nature of work, the sense of achievement from their work, the recognition, the responsibility that is granted to them, and opportunities for personal growth and advancement) helps employees to find their worth with respect to value given to them by organization. Further, this can increase motivational level of employees which will ultimately raise internal happiness of employees and that the internal happiness will cause satisfaction. Hygiene factor can only cause external happiness but they are not powerful enough to convert dissatisfaction into satisfaction but still its presence is too much important. According to them the Herzberg Two Factor Theory, both Hygiene and Motivation factors are linked with each other, as Hygiene factors move employee from Job dissatisfaction to No Job dissatisfaction, whereas motivation factors move employees from no job dissatisfaction to job satisfaction. Researcher developed a model on job satisfaction by integrating economic variables and work environment variables to study the reaction of employees in hazardous work environment with high monetary benefits and nonhazardous work environment and low monetary benefits. The study showed that different psychosocial and work environment variables like work place, social support has direct impact on job satisfaction and that increase in rewards does not improve the dissatisfaction level among

employees. The supervisor's availability at time of need, ability to interlink employees, stimulate creative thinking and knowledge of worth of open mindedness in view of workers, and ability to communicate with employees, are the basic supervision traits. Results revealed that with good and effective supervision, employees' satisfaction level was high whereas with poorer communication ability, dissatisfaction level among employees was high. The job satisfaction level among faculty members of colleges showed that if proper attention is given towards interpersonal relationships, recognition and supervision, the level of job satisfaction would rise<sup>82</sup>.

The workers who work under difficult working conditions, working condition is an important factor for job satisfaction, so workers under difficult working conditions are dissatisfied through this factor. To improve satisfaction of employees working under difficult working conditions, it is necessary for the management to improve the working conditions. This will make them equally satisfied with those who work under normal working condition and in return overall performance will increase. A study in telecom sector revealed that there are different variables like workload, salary, stress at work place and conflicts with family due to job leads an employee towards dissatisfaction that further results in turnover. At final stage these independent factors impact negatively on organizational performance which is negatively influenced by these factors. Chandrasekar argue that an organization needs to pay attention to create a work environment that enhances the ability of employees to become more productive in order to increase profits for organization. He also argued that Human to human interactions and relations are playing more dominant role in the overall job satisfaction rather than money whereas management skills, time and energy, all are needed for improving the overall performance of the organization in current era. The independent variable in this research is the working environment in which the employees are working within an organization and the dependent variable is the Job satisfaction of employees.

Working environment includes the working hours, job safety, job security, relationship among employees, esteem needs of employees and the influence of top management on the work of employees<sup>83</sup>.

## **Factors Influencing Job Satisfaction**

### **Financial reward**

Researchers has indicated that financial reward was a major factor for job satisfaction. However, other related factors like promotion, recognition, job involvement and commitment were also taken into account. Whether pay was a major factor for employee's satisfaction or not, financial reward was taken as a dependent variable and various other factors like, promotion, job security and learning work environment were also considered as the independent variables. This was a relative and qualitative study for which a tested questionnaire was used to identify various outcomes of the study. The study revealed that job satisfaction involved several different spheres such as satisfaction with pay, promotion opportunities, fringe benefits, job security and importance of the job. Hence financial reward and job satisfaction became a key factor for the teachers which needed attention so as to achieve a long term goals of the teachers. The study tested the hypothesis that income is an important determinant of job satisfaction. Factors such as pay, the work itself, supervision, relationship with co-workers and opportunities for promotion have been found to contribute to job satisfaction<sup>84</sup>.

There is a significant difference in job satisfaction levels of employees based on their income. Employees earning the lowest income report significantly lower level of job satisfaction related to the other income groups. Highly paid employees may still be dissatisfied if they do not like the nature of their job and feel they cannot enter a more satisfying job. He studied the pay satisfaction of college teachers and non-college teachers.

The result showed that non-college teachers were more satisfied in their jobs than college teachers<sup>85</sup>.

It is evident in library management literature that financial reward and job satisfaction is an important element in work environment, for none of us would work in our present employment if our pay was seen to be totally inadequate. Yet the evidence relating to the importance of financial reward on job satisfaction is supporting that salary is of little importance in reliance to one's job satisfaction. For example, Lawler conducted a study in which about 42,000 individuals were asked to rank the job factors in order of importance, financial reward came sixth. On the other hand, they also cited a study of English skilled and semi-skilled workers in which financial reward was shown to be the most important factor. Lawler found financial reward to be reported as the job aspect with which the greatest number of employees expressed dissatisfaction, although an average salary was rated third in importance. In assuring the research finding an important consideration is that whatever people say, they do behave as if they think money is of great importance. He points out that executive strive to reach higher paid job arrangement, work for more lucrative arrangement, bankers embezzle, university teachers publish to increase their earnings, money seem to be so central to our thinking in relation to our job that it leads one to be suspicious about research findings which report money as being of relatively low importance. The reason for the difference between actual and repeated importance of money might well be due to people distorting their responses to questionnaire items. It may well be for example that many individuals do not think it is proper to admit that their main motivation for working is financial rather than for intrinsic value of the job itself<sup>86</sup>.

### **Job security**

The concept of security is placed, among other things, under safety needs on Maslow's human need hierarchy. Researchers opined that it as a hygiene factor since it emanate from

external factors provided in work place. Job security according to; it comprises a number of employee services and facilities provided by an employer to his employee and their family members (in some cases). It is made up of bonus, social security measures, retirement benefits like provident fund, gratuity, workman's compensation, housing, medical, canteen, cooperative, credit, consumer stores, educational facilities, recreational facilities, financial advice etc<sup>87</sup>.

Research was conducted a study of employees, it was reported that many employees preferred improvements in benefits over pay increase; fifty four percent (54%) preferred improved retirement benefits, forty-eight percent (48%) more vacation time and forty seven percent (47%) better medical insurance benefits. Also, eighty-three percent (83%) of the salary earners claimed medical benefit to be' the most important benefits they received, followed by sick leave with full pay. Workers feel satisfied when they perceive a high level of job security. It was posited that job satisfaction is only attained, when workers are free from fear and anxiety of health and safety, housing compensation and future employment. He further argued that sufficiently built-in incentives in job security of employees would increase their satisfaction on the job<sup>88</sup>.

Job Satisfaction and Work Performance of Public Secondary School Teachers in Akoko North West Local Government Area of Ondo State, used a sample of 200 teachers. A structure questionnaire was used for data collection, while data was analysed using Pearson Product Correlation Moment. Findings showed that there is a significant relationship between Teachers' Regular payment of salary, opportunities for promotion, rapport with school authority, in-service training, job security, career prospect and retirement benefits and their work performance. The Effecting Job Security and Work Load on Job Satisfaction of Teachers among Higher Education Institution in Southern Punjab, used a sample of 266 teachers. A structured questionnaire was used for data collection, while SMART-PLS-SEM

using quantitative research method was used to analyse data. Based on the findings, the results showed that there is a significant association between teachers' job security, workload and teachers' job satisfaction<sup>89</sup>.

In a study titled, Job satisfaction and its relation with job security of paramedical staff with reference to various private hospitals, used a sample of 100 respondents. A structured questionnaire was the main tool used to collect the pertinent data from the selected sample respondents while data were analysed using Descriptive Statistics, Spearman Correlation Coefficient and One sample Wilcoxon signed rank test. The results of analysis revealed that there is prevalence of significant dissatisfaction amongst Paramedical staff associated with private Hospitals and Job satisfactions and job security is not significantly correlated with each other amongst Paramedical staff associated with private Hospitals. Researchers studied the Impact of rewards on Job satisfaction evidences from telecom sector of Pakistan. Data was collected from 100 employees of different organizational levels. Five Point Likert scale Questionnaire was used in the study for measurement purpose. Data collected was tested using Correlation Analysis and Regression Analysis. The findings revealed that intrinsic and extrinsic rewards significantly influence job satisfaction of employees<sup>90</sup>.

A survey made a survey report that seven-two percent (72%) of the sample he studied enjoyed the company's car, fifty-two percent (52%) enjoyed company paid clubs and associations, forty-eight percent (48%) enjoyed special medical examination at company expenses, thirty-three percent (33%) had access to personal use of the company financial credit card, eighteen percent (18%) made use of company plane, four percent (4%) employed vacation and hunting lodges paid by company and personal financial planning and counselling. When teachers are exposed to this kind of packages in relations to job security, they would be forced to gain satisfaction and stay on their job. It was observed that schools with adequate educational facilities produced students with higher mean grades in economic,

commerce, principles of accounting than those schools with crude business educational facilities. He stressed the importance of business educational facilities; such as computer services as they make the students perceive and observe their business environment; sustain interest; collect and process data draw and make inference from data collected and be motivated towards learning. This affirms that physical working condition has a high correlation with teachers' job satisfaction. In the absence of good quantity and quality teaching materials, it makes teaching-learning experience very boring and ineffective, thus resulting to poor academic performance of students<sup>91</sup>.

Work environment of teachers is often attributed to school plan. School plan includes the school location, buildings, grounds wall, machinery furniture, laboratory equipment, decorative objects, playfields, audio-visual equipment viewed physical working conditions as the lighting temperature conditions, ventilation, noise level, spacious classrooms, good maintenance of facilities such as workshop equipment, stationeries, laboratory equipments chemicals and library resources. These materials enhance teaching learning situation in school if provided in good quantity and quality. Researchers agreed that the material provided is of a positive significant correlation with the students' academic performance. Research was conducted an empirical study on the school environment and students' academic performance in secondary schools in Eket Local government area of Akwa Ibom State, and found out that a pleasant and attractive physical school environment forms part of the teacher's resources power which manifest in his/her personal power. When assessing the desirability of labour market reforms towards flexible labour market policies, the issue of job insecurity and its effects on job satisfaction are important to policy makers as low job satisfaction implies lower productivity. Workers in firms which were downsizing through redundancy 'schemes suffered Tom decreased motivation, morale, confidence and increased stress, which were labeled as the "Survivor Sydrome". Green and Burchell showed that job

insecurity is harmful for welfare, having repercussions on mental health of employees and their families<sup>92</sup>.

### **Promotion**

Promotion is a Shifting of employee for a job of higher significance and higher compensation. The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion. Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job satisfaction. The reliance of the positive correlation between promotion and job satisfaction is on perceived justice by workers. A significant effect of career of an employee is promotion that affects other aspects of experience of work.

Dissatisfaction in regard to opportunities for training and promotion is strongly influenced by the purposes for give-up as compared to dissatisfaction regarding workload or pay by employing data of cross-sectional nature. Merely a small number of papers are assessing the influence of promotions on satisfaction of job on the whole. Few numbers of managers makes estimation about the impact of promotions on satisfaction of workers, by concentrating on satisfaction regarding promotion. Managers who have been promoted feel more satisfaction with opportunities regarding promotion and have more expectations for future promotion. From above literature the following hypothesis are deduced. Pay has significant and positive association with job satisfaction of employees. Promotion has significant and positive association with job satisfaction of employees. The positive relationship between job satisfaction and promotion is dependent on perceived equity by employees. As compared to recognition and achievement, the degree of promotion has a

stronger impact on job satisfaction. Locke advocates that the aspiration to be promoted emanates from the desire for social status psychological growth and the desire for justice. Therefore, management should commemorate that promotion furnishes a positive motivating tool in ensuring that the employee attains goals at a higher level<sup>93</sup>.

Promotion can be used as an incentive tool. It is a way of rewarding the employees for meeting the organizational goals thus it serves as a means of synchronizing organizational goals with personal goals. According to Lazear et al the deciding factor for the position of any individual in the hierarchy is his talent, the higher the level of talent in any individual the higher will be his position in the hierarchy. Promotion has its importance due to the fact that it carries with it a significant change in the wage package of an employee. Promotion follows a defined set pattern which is outlined in the employment bond. In this highly competitive corporate world, promotion can help the competing firms to trace the most productive participant of one organization to be worth hiring for another organization. In such a way, promotion highlights an employee in the external environment and realizes his worth in the internal environment<sup>94</sup>.

Promotion enhances the yield of an organization, when an employee climbs a promotion ladder on the basis of his seniority and resultantly, he gets an increased wage rate. Promotion is not considered to be an incentive device; thus, the optimal results cannot be generated by promoting the employee in the organization. There is a more failure rate when the employees are hired externally than when they are promoted internally. The impact of wage raise, a result of promotion, is found to be more significant than fixed income on job satisfaction. The employees who are dissatisfied with the opportunity available for promotion show a greater intention to leave the organization. It was established that the greater the chances of promotion, the higher will be the job satisfaction of employees. Apart from job satisfaction, the employee satisfaction is determined by satisfaction with promotion.

When employees perceive that there have golden chances for promotion, they feel satisfied for the respective place in the organization. Promotions provide opportunities for personal growth, increased responsibility, and increased social status<sup>95</sup>.

Different people interpret compensation differently. In this paper compensation, reward, recognition, and wages are terms used in different situations. The compensation is defined by American Association as cash and non-cash remuneration provided by the employer for services rendered. The result of the findings showed that salary was the prime factor for the motivation and job satisfaction of employees of the automobile industry from the results of the survey. The survey tried to assess the various job characteristics and the way the employees ranked them as motivators and satisfiers. The results showed that compensation was ranked as the number one job element for job satisfaction and increase in salary for performance was ranked as the number one job element for motivation. Compensation is a very valuable tool for retention and turnover. It is also a motivator for an employee in commitment with the organization which in result enhances attraction and retention. It also works as communicator when it is given to employee against his services which shows how much an employee is valuable for its organization<sup>96</sup>.

### **Recognition of teachers**

Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviour. Like other organizations, in educational institutions, a balance is determined between the performance of the teachers and their commitment to the work. Recognition with many other factors can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between recognition and that between motivation and satisfaction. Awarding the financial benefit to employee without any prominent show also loses its important. When an employee get a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for

recipient. Types and nature of recognition have a direct relation with the motivation and satisfaction of the employees. Changes in recognition and reward can bring a definite change in work motivation and satisfaction. Researchers confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. It was also stated that motivation and job satisfaction of employees can be increased considerably, if more attention is given on employee reward and their recognition. Satisfaction, motivation knowledge, collaboration with partners and colleagues, dedication, holding and participation may be in the order of the most important aspect of human resource management result. Performance can be judged through a single yardstick and that is behavioral dimensions of an employees. There are no rules by which unusually good actions could be ganged, and it can be pleasant behaviour, helping colleagues or punctuality. Considering recognition, it can be said that it is an important factor affecting employee motivation<sup>97</sup>.

The recognition may include the monetary award but these factors are not of any importance or significance. Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. Recognition alone may not work. Although, the strength of recognition may give a boost to the employee in society, however, their effects are not measurable alone without paying something. Intrinsic recognition and extrinsic recognition are usually correlated. However, there is no direct relation between admiration of the workers and their willingness to work if their pay is not good enough. Therefore, there is no value of intrinsic rewards, like acknowledgements, admirations and authorization when there is no extrinsic recognition. Human resources are the key drivers of the prosperity and success of any institution unless and until the institution does not recognize the efforts and contributions of their employees and reward them accordingly; it would not be able to conquer the highest level of motivation and job satisfaction of the recruits. Recognition and reward is

advantageous to the employee in a way that it injects self-confidence. Offering different schemes of recognition and reward is a way of acknowledging the efforts of employees which help the employees to ponder on the point that he/she as well as his/her works being valued by the institution. It also works as stress reliever. When an institution is offering different sorts of incentives and recognition to the employee, it will relieve many of his/her fears<sup>98</sup>.

### **Personal satisfaction**

Job satisfaction is the result of the worker's appraisal of the degree to which the work environment fulfills the individual's needs. The term job satisfactions refer to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Smith suggested that job satisfaction is feelings or affective responses to facets of the situation." Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job particularly in terms of intrinsic motivation. Nash observed that the nature of job satisfaction in the industrial world is attributed not only to one but many factors such as promotion, pay package, supervision, work itself, work group and work condition. Job satisfaction was perceived by Peretomode as fulfillment acquired with experiencing various job activities and reward<sup>99</sup>.

It was viewed that job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. She further asserted that intrinsic sources of satisfaction depends on individual characteristics of the person, such as ability to use initiative, relations with supervisors, or the work that the person actually performs, all these are symbolic or qualitative facts of the job while extrinsic sources of satisfaction are situational and depends on environment such as pay, promotion or job security; these are financial and other materials. Job satisfaction is a component of organizational commitment.

Spector stated that job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. He discovered that organizations with more satisfied workers are more effective than those with less satisfied workers. Job satisfaction is described as the feelings of employees resulting from the assessment of their job. It can be negative, positive, or moderate. Edwards refers to job satisfaction as an evaluative judgment about the degree of pleasure an employee derives from his or her job that consists of both the affective and cognitive components. Job satisfaction as the attitude an employee has toward his job." highlighted that employee's ability and opportunities aid to improve their satisfaction of the job level<sup>100</sup>.

## **2.2 Theoretical Framework**

### **2.2.1 Theories of Job Satisfaction**

#### **Content Theories**

The content theories base on what motivates people at work that is, identifying the needs, drives and incentives/goals and their prioritization by the individual to get satisfaction and thus perform effectively<sup>6</sup>. Researchers have prepared different lists of biological, psychological, social and higher order needs or requirements of human beings. Almost all the researchers have categorized these needs into primary, secondary and high-level requirements of employees, which need to be fulfilled whenever worker is required to be motivated and satisfied. There are several content theories, which guide the managers in understanding.

#### ***Maslow's Theory of Satisfaction***

Maslow's hierarchy of needs is "the most widely mentioned theory of motivation and satisfaction." Capitalizing mainly on humanistic psychology and the clinical experiences, Abraham Maslow postulated that an individual's motivational needs could be arranged in a hierarchy. Once a given level of needs is satisfied, it no longer helps to motivate. Thus, next

higher level of need has to be activated in order to motivate and thereby satisfy the individual.

Maslow identified five levels in his need hierarchy:

1. Physical needs: (food, clothing, shelter, sex),
2. Safety needs: (physical protection),
3. Social: (opportunities to develop close associations with other persons),
4. Esteem/Achievement needs: (prestige received from others), and
5. Self-Actualization: (opportunities for self-fulfillment and accomplishment through personal growth).

Furthermore, individual need satisfaction is influenced both by the importance attached to various needs and the degree to which each individual perceives those different aspects of his or her life should, and actually do, fulfill these needs. Some argue that Maslow's hierarchy of needs theory is the first motivation theory actually laid the foundation for „*job satisfaction theory*“. This theory served as a good basis from which early researchers could develop job satisfaction theories.

### **Herzberg's Two-Factor Theory**

Herzberg developed a specific work motivation theory. He did a motivational study on about 200 accountants and engineers employed by firms in Pittsburgh, Pennsylvania. He used the critical incident method of data collection with two questions: a. when did you feel particularly good about your job – what turned you on? And b. when did you feel exceptionally bad about your job – what turned you off.

Tabulating these reported good and bad feelings, Herzberg concluded that job satisfiers (motivators) are related to job content and that job dissatisfiers (Hygiene factors) are allied to job context. Motivators relate to the job contents like Achievement, Recognition, Work itself, Responsibility and Advancement). They hygiene factors do not „motivate/satisfy“ rather „prevent dissatisfaction. “These factors relate to the context of the

job such as, Company policy, Administration, Supervision, Salary, Interpersonal relations, Supervisor, and Working conditions.

The theory has been admired as the most useful model to study job satisfaction, for example, the theory has been found supported in educational settings and it has been used as a theoretical framework for scientifically assessing police officers' job satisfaction. However, a review of literature revealed criticisms of the motivator-hygiene theory. For example, researchers have not been able to empirically prove the model. Likewise, the theory ignores the individual differences and assumes that all employees react in a similar manner to the changes in motivators and hygiene factors. The model is also criticized for suggesting no specific method to measure the factors of job satisfaction and dissatisfaction<sup>101</sup>.

### **Theory X & Y (Douglas McGregor)**

After viewing the way in which managers dealt with employees, theorist concluded that a manager's view of the nature of human being is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior toward subordinates according to these „assumptions“.

#### **Theory X Assumptions**

- Average human beings have an inherent dislike of work and will avoid it if they can.
- Because of disliking work, most people must be coerced, controlled, directed, and threatened with punishment to get them work for organization.
- Average human beings prefer to be directed, wish to avoid responsibility, have relatively little ambition, and want security.

#### **Theory Y Assumptions**

- Physical and mental efforts in work are as natural as play and rest.

- External control and threat are not the only means for producing effort toward organizational objectives. People will exercise self-direction and self-control in achieving committed objectives.
- Degree of commitment to objectives is in proportion to the size of the rewards associated with achievement.
- Average human beings learn, under proper conditions, not only to accept responsibility but also to seek it.

### **2.3 Review Empirical of Studies**

The investigation into the correlation between personality and teaching effectiveness has demonstrated that there is a positive association between the personality traits of extraversion, agreeableness, and conscientiousness and teaching effectiveness<sup>100</sup>. However, there is no significant relationship between neuroticism and openness and teacher effectiveness. A research investigation on teacher effectiveness has indicated that the construct of teacher effectiveness encompasses various factors, such as a teacher's good professional attitude, positive cognitive processes, and belief in service, self-regulation, dedication, autonomy, and mentorship. According to the study, it is asserted that a proficient educator aims to foster the cultivation of favorable self-assurance and self-regard among students<sup>101</sup>. Furthermore, a proficient educator would actively participate in all school-organized activities and ideally exhibit enhanced engagement with colleagues, students, and parents. The concept of teacher effectiveness encompasses various factors, such as the teacher's traits, including their personality and attitudes. Additionally, it involves the examination of processes, such as teacher-pupil interaction, as well as production variables, such the outputs of the teacher-learning process, specifically focusing on pupil achievement<sup>102</sup>.

An adept educator possesses the ability to establish a conducive learning atmosphere, demonstrate genuine concern for students' engagement during instructional hours, foster authentic learning through interactive questioning and discussions, and adeptly manage classroom organization with minimal challenges, thereby encouraging student motivation towards achieving academic success. In contrast, the group of teachers who possess characteristics that are contrary to the aforementioned traits might be classified as unsuccessful educators<sup>103</sup>.

The present study aimed to investigate the correlation between teacher effectiveness and various factors such as job satisfaction, personality traits, and mental health. The findings indicated that a significant proportion of the teachers demonstrated a high level of effectiveness. Additionally, approximately half of the teachers included in the sample reported experiencing high job satisfaction<sup>104</sup>. Furthermore, a majority of the teachers exhibited traits associated with decisiveness, responsibility, and heterosexuality. However, a significant portion of the teachers displayed lower levels of emotional stability, masculinity, friendliness, ego strength, curiosity, dominance, and self-concept personality. Moreover, more than half of the teachers in the sample reported experiencing low levels of mental health. The study found that there was a significant difference in teacher effectiveness between those with high job satisfaction and those with poor job satisfaction within the sample<sup>105</sup>.

Educators who have attained advanced levels of professional expertise and psychological development possess the ability to effectively manage the intellectual accomplishments of their students alongside fostering interpersonal growth within the classroom setting. These teachers employ a collaborative approach with their students to establish control over the learning environment, while also promoting creativity and adaptability to cultivate interactive and engaging classrooms. Teachers with excellent language abilities are more effective. The impact of teachers' reading level, as assessed

through vocabulary and other standardized examinations, has a greater influence on student accomplishment compared to any other quantifiable characteristic of teachers<sup>106</sup>.

A research investigation examining the relationship between personality traits and adjustment factors in relation to organizational commitment among college teachers revealed that individuals who possess the temperament of being conscientious, trusting, adaptable, and practical, while being influenced by external circumstances and adhering to rules, tend to exhibit a higher level of commitment towards their respective academic institutions. Additionally, these individuals demonstrate a propensity for taking calculated risks, maintaining a strong sense of self-control, displaying social boldness, and expressing emotional tendencies<sup>107</sup>.

The findings of the study examining the correlation between personality traits of potential teachers enrolled in teacher education institutions indicate that the most prevalent trait among these individuals is openness, which exhibited a higher degree of significance compared to other traits. Numerous scholars have undertaken the investigation of the correlation between the personality traits of teachers and their interpersonal interaction with students. In the study conducted, the researchers observed a continuous correlation between the personality traits of teachers and their self-perception in terms of being kind, helpful, and providing students with opportunities for autonomous work, as well as freedom and responsibility inside the classroom. This study also suggests that there existed a stronger correlation between instructor personality and self-perception<sup>108</sup>.

Murray (year) posited that effective teachers exhibit qualities such as friendliness, sociability, flexibility, adaptability, and openness to change. Research has revealed that effective teachers exhibit superior personality adjustment and possess a more favorable attitude towards teaching compared to ineffective teachers. However, there is no significant

difference in the level of interest in teaching between effective and ineffective teachers. Furthermore, effective teachers demonstrate significantly higher emotional stability, but there is no evidence to suggest that they are more extraverted. It has been disclosed that when summarizing the attributes of effective teaching, it is stated that proficient educators assume personal accountability for students' learning, exert guidance and authority over student learning, employ a diverse range of instructional techniques, foster independent thinking, problem-solving, and decision-making skills, and offer learning methodologies accompanied by cognitive strategies for organizing and comprehending the subject matter being taught<sup>109</sup>.

The attributes of warmth, kindness, friendliness, dynamism, and motivation in fostering student learning are commonly seen as significant qualities of an excellent educator. The prioritization of enthusiasm and passion for teaching surpasses the consideration of empathic and understanding of students' emotions, ranking the latter as secondary. Teacher behaviors that contribute to teaching effectiveness encompass a range of factors, such as variability in instructional approaches, displaying enthusiasm for the subject matter, being task-oriented, offering students ample opportunities for learning, incorporating student ideas into the teaching process, providing constructive criticism, utilizing structured comments, employing different types of questions, probing student responses, and adjusting the level of difficulty in instruction<sup>110</sup>.

The level of proficiency exhibited by educators in managing their own emotions as well as those of others can be seen as an indication of their emotional intelligence. According to Norton, the influential dramatic behaviors that have the most impact include the ability to control mood, effectively tell stories, elicit laughter, and entertain. These behaviors are closely associated with being viewed as a competent teacher<sup>111</sup>.

The study examined the association between teachers' attributes and their effectiveness as measured by a widely used teacher selection tool. The findings revealed that these attributes could be categorized into two main factors: cognitive and non-cognitive skills. Both factors were found to have a moderate yet statistically significant correlation with outcomes for both students and teachers, particularly in relation to student test scores. It has been suggested that the prediction of success in teaching cannot be attributed to a single component. However, employing a comprehensive range of metrics can assist educational institutions in enhancing the caliber of their teaching staff<sup>12</sup>.

A study examining the attributes of effective and ineffective teaching practices revealed that proficient educators possess the following qualities: (1) they demonstrate respect towards their students, (2) they employ engaging instructional methods, (3) they exhibit fairness in their evaluation processes, (4) they display genuine concern for their students' achievements, (5) they exhibit a strong passion for the subject matter they teach, (6) they foster a friendly and approachable demeanor, (7) they encourage questions and facilitate discussions, (8) they consistently demonstrate preparedness and organizational skills, and (9) they possess the ability to simplify complex subjects, making them more accessible for students to comprehend. Thus, this study posits that effective teaching is contingent upon the amalgamation of personality and ability variables, with the primary determinant being the teacher's personality<sup>13</sup>.

In a comparative study examining the associations between school extrinsic characteristics and students' academic achievement in science, a target population of 182 Secondary Schools was utilized. From this population, 20 schools were randomly selected to represent each of the three science subjects: Physics, Chemistry, and Biology in Bendel State. A positive correlation was seen by researchers between the independent factors of laboratory facilities, suggested textbooks, number of science books in the library, and teachers'

credentials, and the dependent variable of students' academic achievement in the subjects of physics, chemistry, and biology. This analysis aims to identify the contributions of certain aspects within these facilities and their impact on the academic accomplishment of students, based on the aforementioned facts. The academic resources encompass libraries, textbooks, school buildings, and laboratories<sup>114</sup>.

According to the Oxford Advanced Learner's Dictionary, a library is defined as a physical structure or designated space where a variety of literary resources such as books, tapes, newspapers, and other materials are stored, with the purpose of providing individuals with opportunities to engage in reading, studying, or borrowing those resources. The library plays a crucial role in the teaching and learning process. This service constitutes a significant component of the educational landscape. The educational process operates within a realm predominantly characterized by the utilization of books. The primary objective of a school library is to offer students with convenient access to a wide range of books, journals, and other reproduced materials that are both interesting and valuable to them. These resources are not necessarily included or assigned as core or supplementary textbooks. The significance of libraries has been underscored by the government through their inclusion in the National Policy on Education (NPE), which mandates that each state Ministry allocate funds for the establishment of libraries in all educational institutions and for the training of librarians and library assistants. As an essential component, it holds a fundamental and prominent position inside any educational institution<sup>115</sup>.

The platform facilitates all educational operations within a school setting and offers comprehensive assistance and support to its users. In order to effectively serve its users, a library must maintain current resources while also ensuring accessibility to older content. In order to adequately support the provision of products and services, it is imperative to have sufficient financial backing. When categorizing various forms of libraries, it has been said

that the secondary school library, in whatever format, has supplanted the conventional approach of direct instruction using chalk and verbal communication, thereby significantly impacting students' academic achievements. The researcher reached the determination that a well equipped library is a significant resource that contributes to effective learning and the attainment of elevated educational benchmarks. According to the researchers, it is emphasized that school libraries may not yield desired outcomes unless the books available are sufficient in quantity and current in content<sup>116</sup>. Furthermore, the impact of the library on students' learning experience is contingent upon its accessibility throughout a significant portion of the school day. It is disheartening to acknowledge that several educational institutions function without the presence of libraries, as indicated by the aforementioned facts. It has been previously observed that the complete lack of a structured school library will have detrimental consequences for numerous secondary school students. This statement strongly suggests that a significant number of schools function without the presence of libraries, resulting in a negative impact on the academic achievements of their students<sup>117</sup>.

The school library has been recognized as an instructional resource that can have a substantial impact on students' academic performance, even when considering their familial background. The researcher discovered that the impact of library size and its level of activity yielded favorable results in 15 out of the 18 analyses conducted. The author observed a significant association between instructional facilities and academic performance. Specifically, the study revealed a positive correlation between the presence of a well-equipped library and academic achievement, indicating that schools with comprehensive library resources tend to exhibit higher levels of academic success<sup>118</sup>.

In a separate investigation pertaining to enhancing educational standards in underdeveloped nations, a correlation was established between the availability of a diverse assortment of books within the library and academic achievement. According to the findings

of the researchers, who examined the library facilities in secondary schools in Lagos, it was observed that the recommended guideline of providing each school with a library capable of accommodating 100 students was not adhered to. The majority of the tested schools had a seating capacity that fell below the specified threshold<sup>119</sup>.

A textbook is a significant resource that plays a crucial role in facilitating academic success. Numerous authors have extensively emphasized the role of textbooks in facilitating academic success. Research findings have indicated that in certain cases, textbooks serve as the sole reservoir of information for students, as well as the primary curriculum for the respective subject. In their longitudinal study utilizing a national sample of eighth-grade students, Lockheed et al. (1986) investigated the impact of textbooks and many other factors on student achievement increase. In a previous statement, it was suggested that the printed word remains unparalleled in its significance within the educational process, thereby establishing textbooks as a fundamental component of teaching at all levels. In a study examining the relationship between textbook usage and educational achievement, researchers observed 1,006 primary school pupils. The findings indicated that students who utilized more than two textbooks had a significantly higher likelihood of passing the graduating examination, nearly three times greater than those students who had no access to textbooks in their schools. Specifically, the pass rate for students with extensive textbook usage was 67 percent, whereas students without textbooks had a pass rate of only 24 percent<sup>120</sup>.

The assertion made by proponents of educational enhancement is that advancements in instructional resources would invariably result in modifications to pedagogical practices, particularly with regards to instructors' reliance on textbooks. Textbooks are often seen as valuable and practical resources by numerous educators, as they can enhance the learning experience without undermining the authority of the teacher. The significance of choosing a textbook for academic success has been well recognized. Unfortunately, it is regrettable to

note that suitable textbooks are currently unavailable for instructional and educational purposes. The absence of textbooks can be attributed to the elevated<sup>121</sup>.

The subject under consideration is the concept of costs. The author observed that in such circumstances, students may have financial constraints that prevent them from acquiring the necessary resources. Consequently, it may be inferred that the teacher will assume the only responsibility of providing knowledge to the students. In cases where the teacher serves as the sole provider of knowledge, there is a possibility that their choice of textbook may exhibit bias. The bias in question pertains to the potential selection of materials based on characteristics that may be deemed unacceptable, such as visual appeal in terms of color, print quality, or photographs, as well as the author's qualifications and recognition in other publications. In a scholarly investigation examining the association between resources and their utilization with academic achievement, the researcher found compelling evidence indicating a noteworthy correlation between the use of recommended textbooks and academic performance in the subjects of introductory technology, Business Studies, and Home Management<sup>122</sup>.

Numerous research studies have demonstrated that the achievement of educational initiatives is contingent upon the presence of adequate physical infrastructure, particularly in the form of school buildings. The significance of school infrastructure, including the provision of school buildings and other facilities, has been recognized as a contributing factor to positive academic outcomes, as it facilitates successful teaching and learning activities. The scholar additionally asserted that the presence of properly located school buildings with aesthetically pleasing circumstances, accompanied by amenities such as playgrounds and lavatories, tends to have a positive impact on kids' educational achievement. Expanding upon this topic, the Encyclopedia of Educational Research has documented that the whole environment within a school facility should be characterized by comfort, pleasantness, and

psychological upliftment. The ideal environment should encompass a passive physical setting that is conducive to educational stimulation, hence fostering a sense of well-being<sup>123</sup>.

The facility should cater to its inhabitants, particularly in terms of supporting the educational process. The aforementioned situation may solely be achieved by the collaborative endeavors of innovative educators, administrators, and a resourceful and experienced architect. In order to substantiate the aforementioned claim, it is worth examining the historical trajectory of school building. It becomes evident that in the past, school sites were selected in a haphazard manner, often lacking due regard for professionals such as architects, consultants, engineers, and administrators, among other relevant stakeholders. The observer identified the defects as a significant misallocation of limited resources. It has been observed that school buildings play a crucial role in the educational system, since they can either support or hinder learning, while not being directly involved in the teaching process. Nevertheless, the individual in question did not perceive the construction of school buildings as a significant factor influencing academic achievement inside educational institutions, as no empirical evidence was discovered to support the notion that a costly school structure would inevitably enhance academic performance. Supporting the aforementioned discovery, the author's argument exhibits doubt regarding any meaningful correlation between costly infrastructures and academic performance<sup>125</sup>.

Furthermore, within the context of his analysis on secondary school education in Nigeria, it was emphasized that the Inspector's reports throughout the years have consistently highlighted a substantial body of evidence and a comprehensive record of deficiencies in the allocation and effective utilization of educational infrastructure and instructional resources. The speaker proceeded to assert that numerous lessons have been conducted in unsanitary environments, with certain schools lacking ceilings, doors, and shutters for their windows, and some classrooms lacking concrete flooring. The situation is particularly dire in rural areas,

where the unfavorable conditions impede the potential for substantial educational progress. Due to the lamentable state of affairs, it has been posited that a mere fraction of secondary school graduates in Nigeria possess the requisite qualifications to gain admission into a university. Scholars have expressed their viewpoint that educational institutions, ranging from early childhood education to higher education, necessitate physical infrastructure in order to facilitate their efficient functioning. In order for schools to operate effectively, it is imperative to have various facilities such as classrooms, offices, assembly halls, laboratories, and staff quarters. Additionally, it is crucial to ensure that essential things, such furniture for both staff and students, books, science equipment, games, and sports equipment, are provided in sufficient quantities and maintained in good shape. This composition focuses on the lamentable condition of public schools in Nigeria<sup>126</sup>.

The researcher expressed concern on the inadequate infrastructure of public school buildings, including the absence of roofs, windows, and doors, as well as the presence of broken walls. Additionally, the researcher noted a lack of teaching facilities, which has resulted in teacher frustration due to insufficient equipment and resources to support educational endeavors. When examining educational institutions in developing countries, it is essential to compare them to those in industrialized nations, focusing on factors such as facilities, supplies, utilization, and provision. It has been suggested that the educational systems in developing countries, such as Nigeria, operate under circumstances that significantly diverge from those observed in industrialized nations, such as Great Britain. The individual additionally asserted that primary school students in industrialized nations typically attend educational institutions housed in contemporary, well furnished structures, and are provided with a meticulously designed curriculum that is carefully structured in terms of its content coverage and progression. Consistent with the aforementioned, it was indicated that, on average, they reported receiving 900 hours of learning time each year. The

educational landscape in Nigeria, specifically in Ekiti State, presents a distinct scenario characterized by deteriorating infrastructure in primary and secondary schools. Additionally, the prevalence of prolonged strike actions lasting between three to six months further exacerbates the issue, resulting in significantly low and demotivating levels of student attendance per academic session<sup>127</sup>.

The laboratory is a designated space, either a room or a building, that is specifically designed for the purpose of facilitating the practical application of academic concepts through hands-on demonstrations. Researchers have suggested that the adage "seeing is believing" applies to the utilization of laboratories in the instruction and acquisition of scientific knowledge and other science-related subjects. This is due to the fact that students have a greater tendency to comprehend and retain information that they visually perceive, as opposed to information that is solely auditory or conveyed through verbal instruction. The inclusion of a laboratory component is integral to the pedagogy of scientific education, and the efficacy of a science course is heavily contingent upon the quality and availability of laboratory resources provided. It is well acknowledged among scientific educators that the laboratory has a prominent role in science instruction. This location can be characterized as a setting where theoretical concepts are applied in practical contexts, whereas practical components within educational settings engage students in tasks such as observation, quantification, measurement, experimentation, documentation, and fieldwork<sup>128</sup>.

Engaging in activities diverges significantly from the theoretical aspect of employment, which entails actively listening to presentations and transcribing pertinent information. The laboratory serves as a platform where learners can expose their views, ideas, claims, and theoretical propositions to experimental tests. In order to cultivate and stimulate students' engagement in subjects that entail laboratory work, it is imperative for the teacher to actively participate and facilitate the transfer of knowledge and factual information to

learners, hence enhancing their performance in examinations. In accordance with this perspective, it is pertinent to inquire about the extent to which laboratory settings have successfully attained their intended goals. It has been emphasized that the teacher assumes the role of a knowledge provider, while the laboratory serves as a means of practice or verification. The authors elaborated on the opposite end of the spectrum, wherein the teacher plays the role of a facilitator of learning, and the laboratory serves as a space for the exploration and discovery of information<sup>129</sup>.

Nevertheless, a mounting body of research suggests that teachers fail to demonstrate behaviors that align with the intended aims. The factors encompassed in this category consist of pedagogical approaches to practical instruction, insufficiency or nonexistence of well-equipped laboratories, large student enrollment, scarcity of resources for facilitating practical teaching and learning, as well as the amount and caliber of educators.

In her examination of the resources available for the instruction and acquisition of Biology knowledge in a selection of recently established secondary schools in Lagos, Nwachukwu observed a prevailing insufficiency of resources. The researcher also discovered, among other findings, that (a) a significant majority (80%) of the previously identified schools with laboratories did not possess well-equipped facilities, and (b) 40% of the schools surveyed lacked a laboratory entirely, while the remaining 60% had designated "laboratory" spaces that lacked sufficient apparatus. Based on these observations, the researcher inferred that the instruction of Biology practicals by teachers would pose challenges and result in limited learning experiences for students. The author stated that the presence of teaching equipment is an indispensable component for the establishment of an efficacious science education program.

In regard to the contemporary state of secondary schools, it has been claimed that laboratory facilities are currently characterized by an abundance of vacant containers previously housing various chemical substances. Researchers have demonstrated that academic accomplishment is positively correlated with the presence of adequately equipped laboratories in schools. Specifically, schools that possess well-equipped laboratories exhibit superior performance in scientific examinations for school certificates, in comparison to schools lacking such resources. In support of this assertion, researchers have restated that students who were only taught using laboratory methods exhibited greater scores in terms of attitudes, but lower scores in terms of achievement, compared to students who were exclusively taught using traditional lecture or textbook methods. It has been argued that the inclusion of practical practice is an essential component for any science and mathematics programme to be deemed comprehensive<sup>130</sup>. The execution of practical work should be conducted by persons either within scientific laboratories or in educational settings. At the educational level, the significance of practical work is heightened due to the inherent nature of experiential learning. Therefore, scientific procedures and applications are imbued with greater significance. It is well acknowledged that the cognitive impact of an object is significantly stronger when it is physically handled, as opposed to being observed from a distance or represented by visual aids.

### **2.3.1 Theories of Personality**

a) *Type Theories*: The personality types are used to communicate certain expected behaviours based on similarities. Such efforts have been made since ancient times.

i) Charak Samhita of Ayurveda or the Indian science of medicine, the original treatise classifies people on the basis of three elements called doshas i.e., (a) vata, (b) pitta and (c) kapha.

Each of these refers to a type of temperament referred to as prakriti (nature) of the person.

ii) Hippocrates,<sup>3</sup> a Greek physician, who proposed a typology based on the fluid or internal factors make one person's behaviour consistent from one time to another, and different from the behaviour other people would manifest in humour.

iii) Sheldon was proposed his personality theory on the basis of body structure.

### **Trait Theory of Personality**

1. In the trait theories the first name is Allport.<sup>5</sup> He conducted idiographic research that focused on conscious motivation and personal traits.

He proposed his theory at three levels of traits:

a) *Cardinal trait*: These are defining characteristic, in a small number of us, that dominates and shapes all of our behavior. Mother Theresa is the most cited example of a person whose life focused on altruism

— benefiting others, even to her own detriment.

b) *Central trait*: These are general characteristic, between 5 and 10 of which shape much of our behavior. For example, cheerfulness and shyness can be central traits.

c) *Secondary trait*: These are those characteristics, which apparent in only certain situations. For example, being uncomfortable in confined spaces can be a secondary trait. Our unique pattern of traits determines our behavior.

2. Second prominent trait theory is given by He has developed a different approach to the description and analysis of personality. He relies on data collected from three sources: a) person's life record, b) self-ratings, and c) objective tests. Drawing from people's life records and self-ratings, Cattell identified major personality factors both within individuals and across people in general.

He proposed two major types of traits:

A) *Surface traits*: These are those personality characteristics which are easily seen by other people (one's outward actions).

B) *Source traits*: In the opposite of surface traits, source traits are more basic traits that underlie the surface traits. Cattell<sup>6</sup> distinguishes between surface traits, which are observable patterns of behavior, and source traits, which he viewed as underlying, internal traits responsible for our overt behavior. He viewed the source traits as more important. Source traits can be identified only by means of computer analysis of all the collected data.

3. Hans Eysenck, proposed a theory that is trait as well as type in nature. He was tried to reduce description of personality to three major genetically influenced dimensions, which everyone possesses to varying degrees. He was also used factor analysis, a statistical procedure that identifies common factors among groups of items, to simplify a long list of traits into his three dimensions:

a) Extroversion measures our sociability and tendency to pay attention to the external environment, as opposed to our private mental experiences.

b) Neuroticism measures our level of instability — how moody, anxious, and unreliable we are — as opposed to stability — how calm, even-tempered, and reliable we are.

c) Psychoticism measures our level of tough-mindedness — how hostile, ruthless, and insensitive we are — as opposed to tender-mindedness — how friendly, empathetic, and cooperative we are.

4. Paul Costa and Robert McCrae<sup>8</sup> proposed a latest theory in the area of personality. They have developed a five-factor model of personality, nicknamed, “The Big Five.” In cross-cultural studies, the same five factors have been identified in trait ratings. The Big Five Theory includes the traits of openness, conscientiousness, extraversion, agreeableness, and neuroticism. (Acronym OCEAN).

i) Openness- Person’s willingness to try new things/experiences

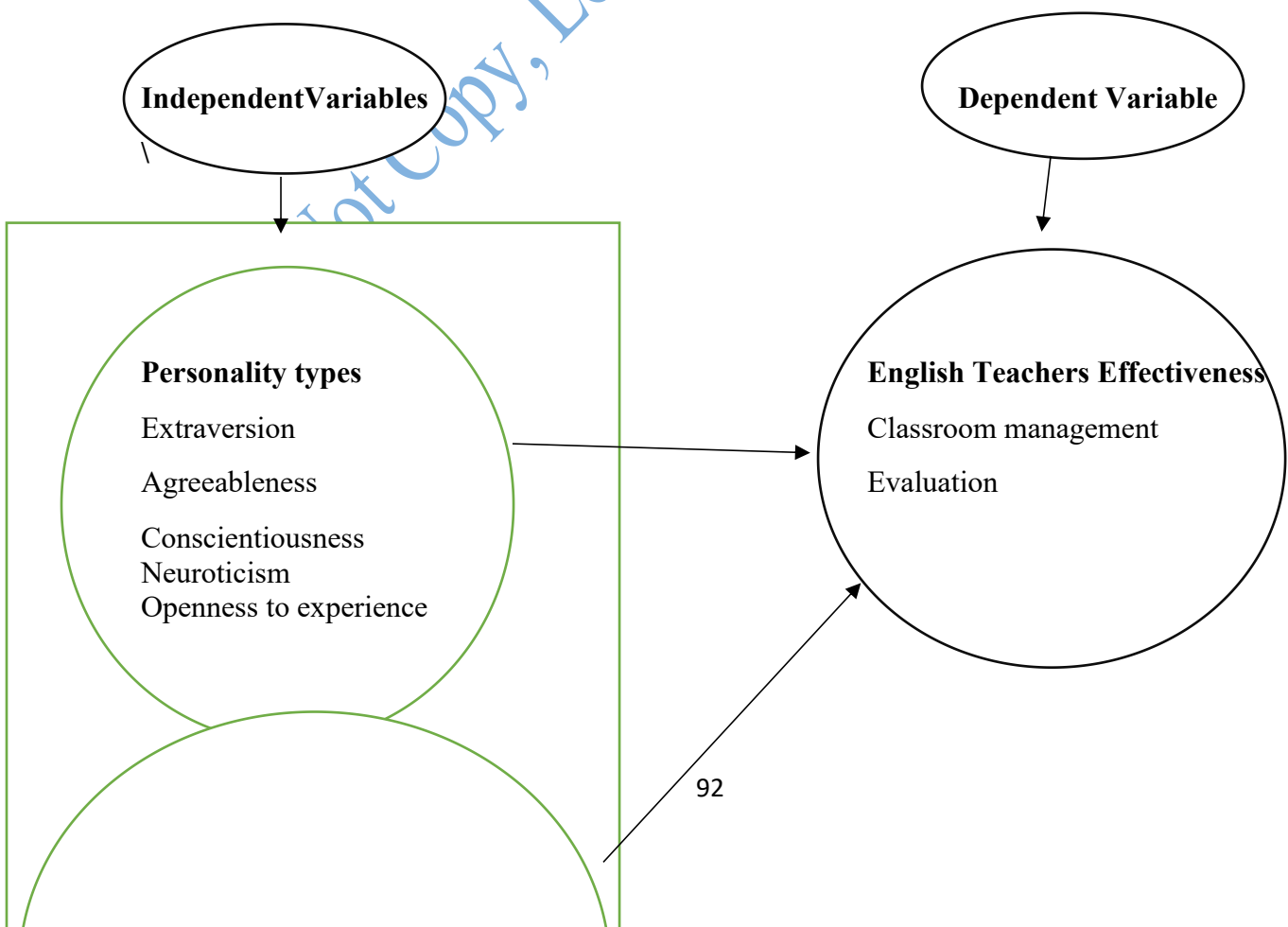
ii) Conscientiousness- Person’s organization and motivation

iii) Extraversion- Outgoing and social

- iv) Agreeableness- Basic emotional style of a person (easygoing, friendly, and pleasant)
- v) Neuroticism-A person’s emotional instability or stability (excessive worriers, overanxious, and moody).

Trait theories basically describe the personality in terms of different traits.

#### 2.4 Conceptual Model



## **Job Satisfaction**

Financial Reward

Job Security

Promotion

Recognition

Personal satisfaction

Teachers'- Students Interaction

**Figure 2.1:** Conceptual Model for the Study of Relationship between Teachers' Personality Types and Job Satisfaction as correlate to Teachers' Effectiveness.

Source<sup>130</sup>

## **2.5 Summary of Gap in Literature Reviewed**

The relationship could be identified through the relationship between personality and job performance which leads to the achievement of teaching effectiveness. In term of job performance which related to the teaching effectiveness, most of the review found that there are positive relationships between personality traits of conscientiousness with job performance. Conscientiousness had consistent and positive relationship with job performance across a variety of occupational groups. General intelligence and conscientiousness have been found to be valid predictors of training and job performance. In meta-analysis study, conscientiousness significantly predicts job performance in five occupations. metanalytic studies suggest that conscientiousness is the most potent and consistent correlate of job performance across all types of jobs and occupations. Both intelligence and conscientiousness can predict job performance.

However, the other personality traits that have relationship with job performance are openness and agreeableness. The relationships between the Big Five factors and various job

performance criteria and found openness and agreeableness to valid predictors of training proficiency. Teacher performance includes measures of general teaching practices such as teaching methods and strategies, classroom management, planning and organization of teaching. Teacher performance is influenced by teachers' personality characteristics. It means that the personality had an effect on teaching practices as well as teaching effectiveness.

Personality plays a role in the way teachers are rated on their being effective in teaching. In terms of personality characteristics that influence the teaching effectiveness, the behavior attributed to good teaching coincides with certain personal characteristics such as being friendly, approachable, warm, kind, appreciative and inspiring. The content of teacher effectiveness includes some aspects of teachers' personality that are being tolerant, having a good sense of humor, being warm and friendly and being concerned about students. Personality types such as intrapersonal intelligence, critical thinking dispositions and judicial thinking style results in a more reliable outcome in reflective teaching and mastery performance.

Based on the above review, there have not been enough study between influence of teachers' personality types and their effectiveness at work and how teachers job satisfaction and their personality type influence their effectiveness at work, this tends to cover this gap.

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## **Chapter Three**

### **Methodology**

This chapter focuses on overall methodology that was used in the study. It includes the discussion of the study area, the tools the researcher will use to collect the data for the study, the data analysis techniques among others.

#### **3.1 Research Design**

The study adopted a descriptive survey research design. This strategy employs the most common method of gathering information from a delegate population in order to deliver a result that can be applied to the entire population. The design is used in light of the fact that the study is worried about the collection of information with the end goal of portrayal and translation with no type of control. This will help the researcher to know the possible causes behind an effect that has already occurred.

#### **3.2 Population of the Study**

The population of the study comprises all government senior secondary school students and their English Language Teachers in Oyo State. Two Thousand Nine Hundred and Thirty-Five (2935) Students and One Hundred and Eighty (180) English Language Teachers were selected in all.

#### **3.3 Sample and Sampling Techniques**

Multistage sampling procedure was used to sample out a portion of the population that was used for the study. Oyo State was divided into five geopolitical zones namely; Ibadan, Ibarapa, Oke-Ogun,, Oyo and Ogbomoso and each of these zones represent a cluster in the study.

In each cluster, simple random sampling techniques was used to select three (3) local government because Ibarapa has only three (3) local government which is the lowest number of local governments. Therefore, it was use as a bench mark. Four (4) schools will be purposively selected from all the selected local government in the geographical zones, this is because Olorunsogo Local Government has the least number of schools.

Thus, four (4) schools was use as a benchmark to guarantee all local government in Oyo State are obliged. Proportion by population was use to select the number of students from the selected local government using the formula  $n = \frac{n}{1+N(e)^2}$  and twelve (12) English teachers from the local government were purposively selected from the schools because Olorunsogo local government has the least number of English teachers, twelve (12) schools was use as a benchmark to guarantee all the selected schools in the local government are obliged. Two Thousand Nine Hundred and Thirty-Five (2935) students and one hundred and eighty (180) English language teachers were selected in all.

This gave an aggregate of three thousand one hundred and fifteen (3115) sampled Students and teachers for the study. The processes are presented below:

Table 3.3.1: All the thirty-three (33) local government in Oyo State have equal chance of been selected but the local government will be grouped according to geographical zones.

S/N	Local Government	SSS2 students Enrolment	No of teachers	No of Schools	No of English Teachers
1	Afijio	233	359	17	51
2	Akinyele	1434	533	36	144
3	Atiba	422	365	16	48
4	Atisbo	12	137	12	36
5	Egbeda	2742	845	30	90
6	Ibadan North	1549	1308	42	168
7	Ibadan North East	443	969	34	102
8	Ibadan North West	378	333	13	39

9	Ibadan South East	869	988	40	120
10	Ibadan South West	2115	1117	36	147
11	Ibarapa Central	134	170	11	33
12	Ibarapa East	377	176	11	33
13	Ibarapa North	172	101	8	24
14	Ido	1562	246	26	78
15	Irepo	275	109	6	18
16	Iseyin	361	300	24	72
17	Itesiwaju	69	75	11	33
18	Iwajowa	23	116	9	27
19	Kajola	112	338	17	51
20	Lagelu	994	696	27	81
21	Ogbomoso South	760	544	16	48
22	Ogbomoso North	986	519	16	48
23	Ogo Oluwa	194	171	13	39
24	Olorunsogo	37	94	4	12
25	Oluyole	1555	377	30	90
26	Ona Ara	982	466	34	102
27	Oorelope	324	109	8	24
28	Oriire	189	188	18	54
29	Oyo East	499	443	11	40
30	Oyo West	759	339	12	36
31	Saki East	46	98	11	30
32	Saki West	853	358	22	66
33	Surulere	394	289	23	69
<b>Total</b>		<b>21854</b>	<b>13276</b>	<b>644</b>	<b>2053</b>

Source<sup>1</sup>

**Table 3.3.2:**Oyo State was divided into the five geopolitical zones (Ibadan, Ibarapa, Oke-Ogun, Oyo and Ogbomoso. Each of these zones represent a cluster in the study)

S/N	Geographical zones in Oyo State	Local Government in the geographical zones	Total number of schools	Total number of English teachers	Total number of SS2 students
1	Ibadan	11	348	1161	40439
2	Ibarapa	3	30	90	7510
3	Oke-Ogun	10	124	369	16881
4	Ogbomoso	5	86	258	7391
5	Oyo	4	56	175	6968
	<b>Total</b>	<b>33</b>	<b>644</b>	<b>2053</b>	<b>79189</b>

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Table 3.3.3: Simple random sampling techniques was used to select 3 local government in each cluster because Ibarapa has only 3 local government. Therefore, it was used as a bench mark.

S/N	Geographical zones in Oyo State	Local Government selected in the zones	Total number of schools	Total number of English teachers	Total number of SS2 students
A	Ibadan	Ibadan South West	36	39	983
		On Ara	34	78	668
		Lagelu	27	81	3731
2	Ibarapa	Ibarapa Central	11	33	983
		Ibarapa East	11	33	591
		Ibarapa North	8	24	5936
3	Oke-Ogun	Olorunsogo	4	12	719
		Iwajowa	9	27	672
		Oorelope	8	24	4975
4	Ogbomoso	Oriire	18	48	956
		Ogbomoso North	16	48	2503
		Ogo oluwa	13	39	964
5	Oyo	Oyo East	11	40	1908
		Oyo West	12	36	1470
		Afijio	17	48	1155
<b>Total</b>			<b>235</b>	<b>610</b>	<b>28214</b>

Source<sup>1</sup>

**Table 3.3.5:** Proportion by population was use to select the number of students from the selected local government and twelve (12) English teachers from the local government were purposively selected from the schools because Olorunsogo local government has the least number of English teachers. Thus, twelve (12) schools will be use as a benchmark to guarantee all the selected schools in the local government are obliged.

**Table 3.3.5: Sampling Table for Students and Teachers Selected**

S/N	Geopolitical zones in Oyo State	Local Government selected in the zones	Total Number of sampled schools	Total number of SS2 students	No of sampled students	No of teachers selected	
A	Ibadan	Ibadan South West	4	110	86	12	
		Ona Ara	4	90	74	12	
		Lagelu	4	552	232	12	
2	Ibarapa	Ibarapa Central	4	356	189	12	
		Ibarapa East	4	216	140	12	
		Ibarapa North	4	2968	353	12	
3	Oke-Ogun	Olorunsogo	4	180	124	12	
		Iwajowa	4	300	171	12	
		Oorelope	4	2488	345	12	
4	Ogbomoso	Oriire	4	212	139	12	
		Ogbomoso	4	626	276	12	
		North					
		Ogo oluwa	4	297	170	12	
5	Oyo	Oyo East	4	694	254	12	
		Oyo West	4	490	220	12	
		Afijio	4	272	162	12	
	<b>Total</b>		<b>60</b>	<b>9851</b>	<b>2935</b>	<b>180</b>	

Source<sup>1</sup>

**Total Number of Students**

$$n = \frac{n}{1 + N(e)^2}$$

n = Sample Size

N = Population

e = 0.05

### 3.4 Description of Research Instruments

The instruments that were used for this study was by administering well-structured questionnaire that will elicit all the objectives of the study. The questionnaire was grouped into two separate self-constructed questionnaire that are subdivided into;

1. Teacher's Personality Trait and Job Satisfaction Questionnaire (TPTJSQ) - For Senior Secondary School Teachers which will be filled by English teachers.
2. Perception of Students on Teachers' Teaching Effectiveness Questionnaire (PSTTEQ) - For Senior Secondary School Students which will be filled by students.

Teacher's Personality Traits and Job Satisfaction Questionnaire (TPTJSQ) will be used to measure the personality types and job satisfaction of respondents. The personality types questionnaire is a four (4) scale measurement which is group into different personality types, extraversion consist of five (5) items, agreeableness consists of seven (7) items, conscientiousness consists of five (5) items, Neuroticism which consist of six (6) items and openness to experience consist of seven (7) items. Job satisfaction questionnaire is also a four-scale measurement which was sub grouped into six (6) group. Financial reward consists of eight (8) items, promotion consist of three (3) items, recognition consist of six (6) items, personal satisfaction consists of three (3), teachers-students interaction consists of four (4) items and job security consist of five (5) items.

Perception of student's teachers teaching effectiveness questionnaire will be used to measure the teaching effectiveness of English language teachers within the scope of the study. It is a four-scale questionnaire measurement which is sub divided into classroom management consist of eleven (11) items and evaluation which consist of five (5) items.

### **3.5 Validity of the Research Instruments**

The questionnaire was subjected to face and content validity. For this purpose, the research instrument was scrutinized by the supervisor who equally vet the structuring, adequacy and the content. Also, expert in research items generation in the Faculty of Arts and Education Lead City University and University of Ibadan were consulted.

### **3.6 Reliability of the Research Instruments**

Reliability of the instruments was determined with use of Cronbachs alpha in SPSS software. Reliability is the degree of consistency of an instrument in measuring what it is designed to measure. In order to ensure the reliability of the instrument, the items were exposed to a pilot study, where 50 questionnaires were administered to fifty (50) male and female students and (50) male and female teachers. The pilot study was carried out to determine the reliability of the instrument and the reliability coefficient value for Teacher's personality traits and job satisfaction questionnaire (TPTSQ) = 0.87 and Perception of students on teachers' teaching effectiveness questionnaire (PSTTEQ) = 0.91 was generated meaning the instrument was highly reliable.

### **3.7 Method of Data Analysis**

Data was analyzed and presented in both descriptive and inferential statistics. Descriptive statistical tools such as frequency distribution, percentages and mean was used to answer the research questions while inferential statistics such as Pearson Product Moment Correlation (PPMC) was used to determine the relationship between the dependent and independents variables of hypothesis 1, 2 and 3.

### **3.8 Ethical Approval**

A letter of introduction was collected from the Faculty of Education to introduce me as a PG student of Lead City University. The letter was directed to all the principals of the selected secondary schools.

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## Endnotes

1. Oyo State Ministry of Education, Secretariat, Agodi Ibadan

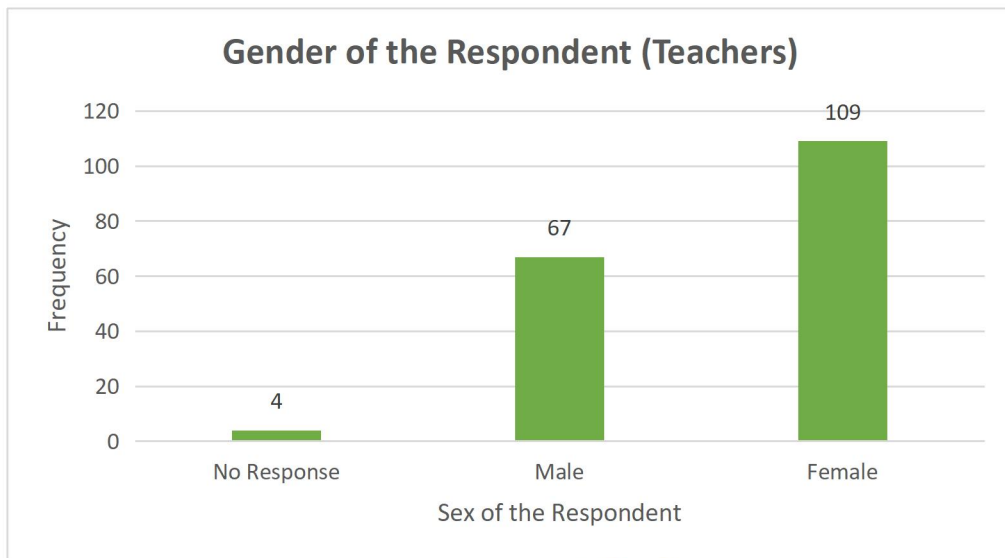
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## Chapter Four

### Results and Discussion of Findings

#### 4.1 Demographic Characteristics

##### 4.1.1 Gender of Teachers

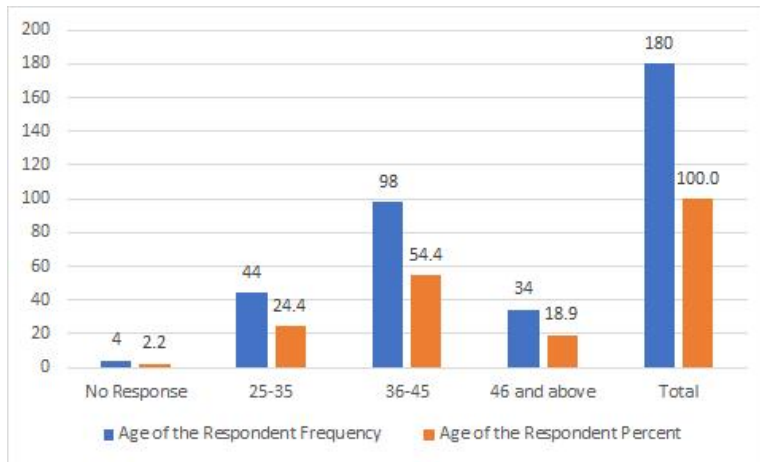


**Figure 4.1.1: Gender of Teachers**

**Source: Field Survey, 2023.**

The study used 180 English Teachers in Oyo State for the study. The analysis result showed that 109 teachers who participated in the study are female, while 67 male English teachers participated in the study.

### 4.1.2 Age of Teachers

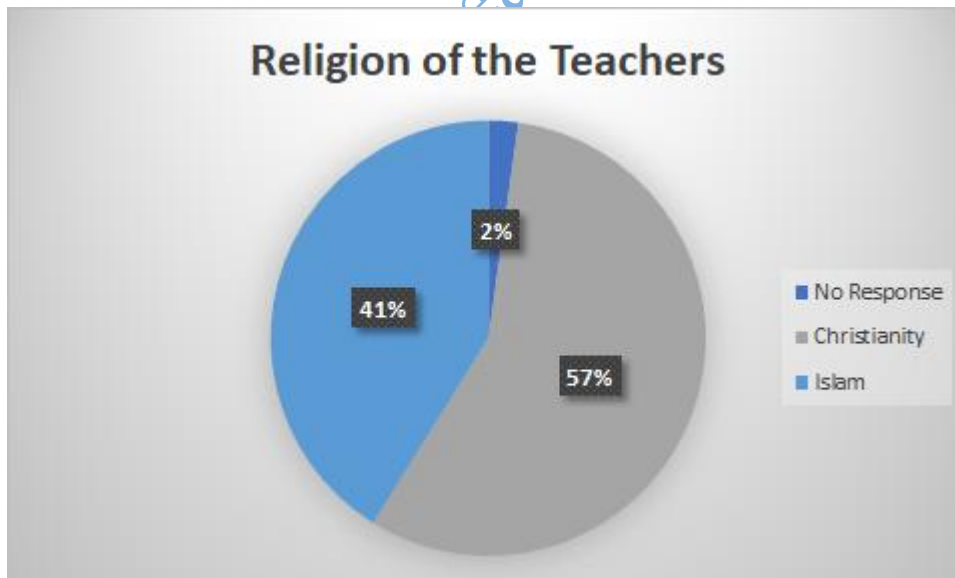


**Figure 4.1.2: Age of Teachers**

Source Field Survey, 2023.

The result of the descriptive analysis shows that 44 (24.4%) of the English teachers who were part of the study are between the age of 25-35 years, 98 (54.4%) of the English teachers who were part of the study are between 36-45 years while 34 (18.9%) of the English teachers who were part of the study are above 46 years.

### 4.1.3 Religion of Teachers

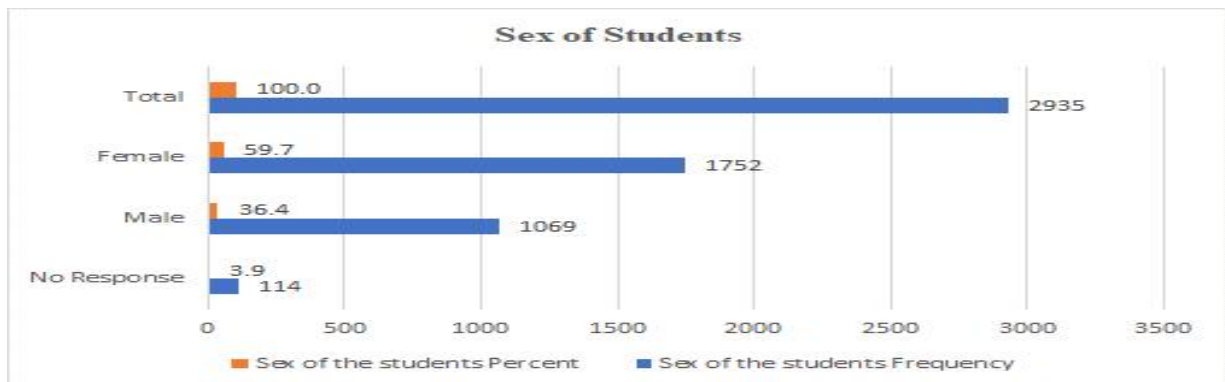


**Figure 4.1.3: Religion of Teachers**

Source: Field Survey, 2023.

The result of the descriptive analysis shows that 41% of English teachers who participate in the study practice Islam Religion, 57% of the English teachers who participate in the study practice Christianity Religion, while there was no response from the remaining 2% of the English teachers who participate in the study.

#### 4.1.4 Gender of Students

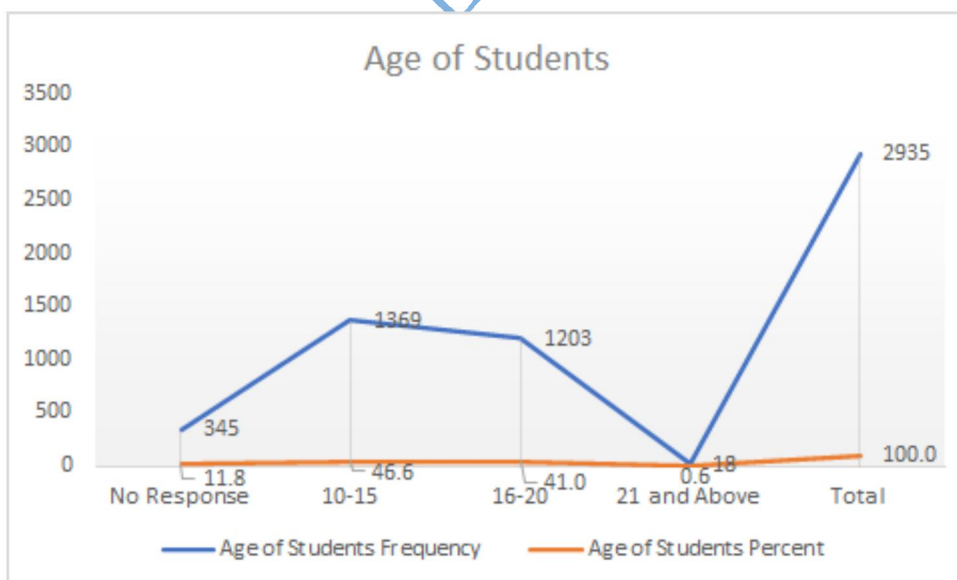


**Figure 4.1.4: Gender of Students**

Source: Field Survey, 2023.

The descriptive statistics shows that of the 2935 students who participated in the study, 1752 (59.7%) of the students are female while 1069 (36.4%) of the respondents are Male students.

#### 4.1.5 Age of Students

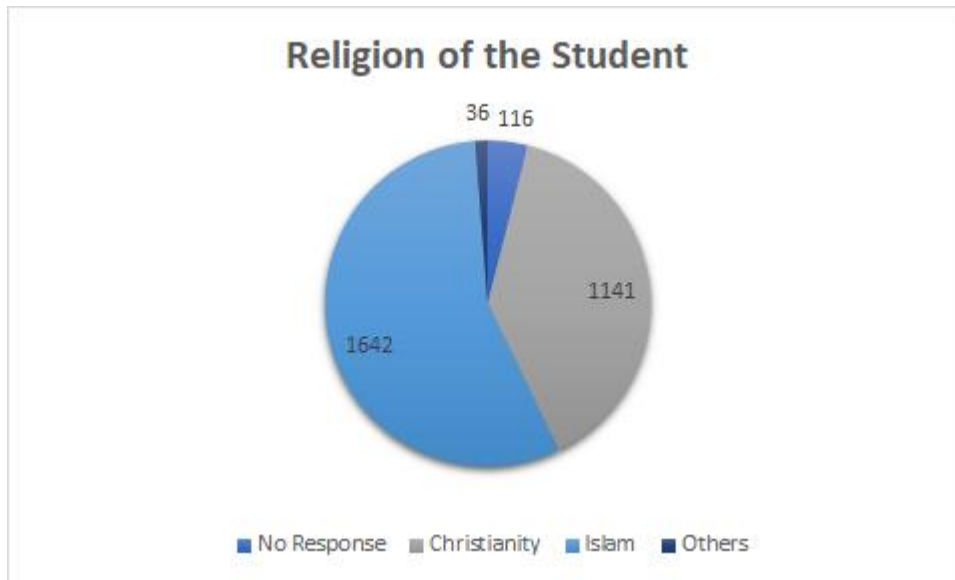


**Figure 4.1.5: Age of Students**

Source: Field Survey, 2023

The result of the descriptive statistics shows that 2935 students participated in the study, of the total number of students who participated in the study, 1369 (46.6%) are between the age of 10-15, 1203 (41.0%) are between 16-20 years and 18 (0.6%) are above 21 years.

#### 4.1.6 Religion of Students



**Figure 4.1.6: Religion of Students**

**Source: Field Survey, 2023**

The descriptive analysis result shows that 1141 students practice Christianity religion, 1642 practice Islam religion, while 36 students practice other religion.

## Research Question One

### 4.2 What are the personality types of English Language Teachers in Oyo State?

**Table 4.2.1: Descriptive Statistics showing the personality types of English Teachers in Oyo State**

S/N	ITEMS	SA F (%)	A F (%)	D F (%)	SD F (%)	M	SD
<b>Extraversion 'I'</b>							
1	am active with others	126 (70.0)	38 (21.1)	11 (6.1)	4 (2.2)	3.58	0.76
2	am reserved and love to be alone	51 (28.3)	67 (37.2)	40 (22.2)	19 (10.6)	2.80	1.02
3	am goal-driven	86 (47.8)	62 (34.4)	22 (12.2)	9 (5.0)	3.24	0.89
4	work hard to achieve my goal	93 (51.7)	64 (35.6)	16 (8.9)	7 (3.9)	3.35	0.80
5	generates a lot of enthusiasm when in the midst of people	71 (39.4)	70 (38.9)	27 (15.0)	11 (6.1)	3.11	0.91
<b>Agreeableness 'I'</b>							
6	find it difficult to forgive mistakes	67 (37.2)	43 (23.9)	46 (25.6)	24 (13.3)	2.85	1.07
7	am helpful and unselfish with others (cooperating)	70 (38.9)	76 (42.2)	22 (12.2)	8 (5.0)	3.12	0.92
8	can be cold and aloof	41 (22.8)	66 (36.7)	53 (29.4)	19 (10.6)	2.71	0.96
9	Generally, believe the best about others	74 (41.1)	64 (35.6)	30 (16.7)	11 (6.1)	3.11	0.93
10	forgive easily when others hurt me	59 (32.8)	79 (43.9)	33 (18.3)	8 (4.4)	3.04	0.86
11	less compassion for others	39 (21.7)	46 (25.6)	58 (32.2)	35 (19.4)	2.47	1.07
12	considerate and kind to others	69 (38.3)	69 (38.3)	26 (14.4)	13 (7.2)	3.04	0.99
<b>Conscientiousness "I"</b>							
13	always do a thorough job	107 (59.4)	52 (28.9)	15 (8.3)	5 (2.8)	3.44	0.81
14	always tend to be disorganized	38 (21.1)	62 (34.4)	47 (26.1)	33 (18.3)	2.58	1.02
15	persevere until the task is finished	65 (36.1)	73 (40.6)	31 (17.2)	9 (5.0)	3.06	0.91
16	tends to complete tasks in a less	49	68	42	21	2.81	0.97

	structure way	(29.3)	(37.8)	(23.3)	(11.7)		
17	prefer to work at my own pace to meet deadlines	85 (47.2)	60 (33.3)	23 (12.8)	7 (3.9)	3.18	0.99
<b>Neuroticism "I"</b>							
18	am depressed and blue	39 (21.7)	38 (21.1)	50 (27.8)	47 (26.1)	2.32	1.18
19	am more optimistic	67 (37.2)	70 (38.9)	28 (15.6)	5 (2.8)	2.99	1.07
20	struggle with difficult situation	47 (26.1)	64 (35.6)	52 (28.9)	9 (5.0)	2.74	1.04
21	am emotionally stable and not easily up set	64 (35.6)	71 (39.4)	28 (15.6)	12 (6.7)	2.98	1.02
22	have mood swings most times	45 (25.0)	51 (28.3)	60 (33.3)	19 (10.6)	2.62	1.06
23	remain calm in tense situation	60 (33.3)	68 (37.8)	31 (17.2)	16 (8.9)	2.9	1.05
<b>Openness to experience "I"</b>							
24	am original and always comes up with new ideas	78 (43.3)	69 (38.3)	20 (11.1)	8 (4.4)	3.15	0.98
25	am always curious about changes in my environment	56 (31.1)	89 (49.4)	24 (13.3)	6 (3.3)	3.03	0.91
26	am inventive	67 (37.2)	68 (37.8)	32 (17.8)	5 (2.8)	3.01	1.03
27	am ingenious and deep thinker	56 (31.1)	79 (43.9)	33 (18.3)	7 (3.9)	2.97	0.95
28	like to reflect and play around	57 (31.7)	76 (42.2)	28 (15.6)	15 (8.3)	2.93	1.00
29	prefer work that is routine	48 (26.7)	80 (44.4)	39 (21.7)	8 (4.4)	2.88	0.95
30	welcome new ideas	78 (43.3)	59 (32.8)	24 (13.3)	15 (8.3)	3.07	1.05

### Threshold

S/N	ITEMS	SA	A	D	SD
1.	Extraversion	427 (14.54%)	301 (10.25%)	116 (3.95%)	50 (1.70%)
2.	Agreeableness	419 (14.27%)	443 (15.09%)	268 (9.13%)	118 (4.02%)
3.	Conscientiousness	344 (11.72%)	315 (10.73%)	158 (5.38%)	75 (2.56%)
4.	Neuroticism	322 (10.97%)	362 (12.33%)	249 (8.48%)	108 (3.67%)
5.	Openness To Experience	440 (14.99%)	520 (17.71%)	200 (6.81%)	54 (1.83%)

The result of the analysis shows that 126 (70%) of the study respondent strongly agree to be active with others, 38 (21.1%) of the study respondent agree to be active with others, 11 (6.1%) of the study respondent disagree to be active with others, 4 (2.2%) of the study respondent strongly disagree to be active with others. Summarily 164 (91.1%) of the respondent can be classified under the extraversion personality type, while 15 (8.3%) of the respondent cannot be classified under the extraversion personality type.

The result of the analysis shows that 51 (28.3%) of the study respondent strongly agree to be reserved and love to be alone, 67 (37.2%) of the study respondent agree to be reserved and love to be alone, 40 (22.2%) of the study respondent disagree to be reserved and love to be alone, 19 (10.6%) of the study respondent strongly disagree to be reserved and love to be alone. Summarily 118 (65.5%) of the respondent can be classified under extraversion personality type while 59 (32.8%) of the respondent cannot be classified under extraversion personality type.

The result of the analysis shows that 86 (47.8%) of the study respondent strongly agree to be goal-driven, 62 (34.4%) of the study respondent agree to be goal-driven, 22 (12.2%) of the

study respondent disagree to be goal-driven, 9 (5.0%) of the study respondent strongly disagree to be goal-driven. Summarily 148 (82.2%) of the respondent can be classified under extraversion personality type while 31 (17.2%) of the respondent cannot be classified under extraversion personality type

The result of the analysis shows that 93 (51.7%) of the study respondent strongly agree to work hard to achieve His/ Her goal, 64 (34.4%) of the study respondent agree to work hard to achieve His/ Her goal, 16 (8.9%) of the study respondent disagree to work hard to achieve His / Her goal, while 7 (3.9%) of the study respondent strongly disagree to work hard to achieve His/ Her goal. Summarily 157 (87.3%) of the respondent can be classified under extraversion personality type while 23 (12.8%) of the respondent cannot be classified under extraversion personality type.

The result of the analysis shows that 71 (39.4%) of the study respondent strongly agree to generate a lot of enthusiasm when in the midst of people, 70 (38.9%), of the study respondent agree to generate a lot of enthusiasm when in the midst of people, 27 (15.0%) of the study respondent disagree to generate a lot of enthusiasm when in the midst of people, 11 (6.1%) of the study respondent strongly disagree to generate a lot of enthusiasm when in the midst of people. Summarily 141 (78.3%) of the respondent can be classified under extraversion personality type while 38 (21.1%) of the respondent cannot be classified under extraversion personality type.

The result of the analysis shows that 67 (37.2%) of the study respondent strongly agree to find it difficult to forgive mistakes, 43 (23.9%) of the study respondent agree to find it difficult to forgive mistakes, 46 (25.6%) of the study respondent disagree to find it difficult to forgive mistakes, 24 (13.3%) of the study respondent strongly disagree to find it difficult to forgive mistakes. Summarily 110 (61.1%) of the respondent can be classified under

agreeableness personality types while 70 (38.9%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 70 (38.9%) of the study respondent strongly agree to be helpful and unselfish with others, 76 (42.2%) of the study respondent agree to be helpful and unselfish with others, 22 (12.2%) of the study respondent disagree to be helpful and unselfish with others, 8 (5.0%) of the study respondent strongly disagree to be helpful and unselfish with others. Summarily 146 (81.1%) of the respondent can be classified under agreeableness personality types while 30 (17.5%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 41 (22.8%) of the study respondent strongly agree to be cold and aloof, 66 (36.7%) from the respondent part of study agree to be cold and aloof, 53 (29.4%) of the study respondent disagree to be cold and aloof, 19 (10.6%) of the study respondent strongly disagree to be cold and aloof. Summarily 107 (59.6%) of the respondent can be classified under agreeableness personality types while 72 (40.0%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 74 (41.1%) of the study respondent strongly agree to generally believe the best about others, 64 (35.6%) of the study respondent agree to generally believe the best about others, 30 (16.7%) of the study respondent disagree to generally believe the best about others, 11 (6.1) of the study respondents strongly disagree to generally believe the best about others. Summarily 138 (76.7%) of the respondent can be classified under agreeableness personality types while 41 (22.8%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 59 (32.8%) of the study respondent strongly agree to forgive easily when others hurt them, 79 (43.9%) of the study respondent agree to forgive

easily when others hurt them, 33 (18.3%) of the study respondent disagree to forgive easily when others hurt them, 8 (4.4%) of the study respondent strongly disagree to forgive easily when others hurt them. Summarily 138 (76.7%) of the respondent can be classified under agreeableness personality types while 41 (22.7%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 39 (21.7%) of the study respondent strongly agree to have less compassion for others, 46 (25.6%) of the study respondent agree to have less compassion for others, 58 (32.2%) of the study respondent disagree to have less compassion for others, 35 (19.4%) of the study respondent strongly disagree to have less compassion for others. Summarily 85 (47.3%) of the respondent can be classified under agreeableness personality types while 93 (51.6%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 69 (38.3%) of the study respondent strongly agree to be considerate and kind to others, 69 (38.3%) of the study respondent agree to be considerate and kind to others, 26 (14.4%) of the study respondent disagree to be considerate and kind to others, 13 (7.2%) of the study respondent strongly disagree to be considerate and kind to others. Summarily 138 (76.6%) of the respondent can be classified under agreeableness personality types while 39 (21.6%) of the respondent cannot be classified under agreeableness personality types.

The result of the analysis shows that 107 (59.4%) of the study respondent strongly agree to always do a thorough job, 52 (28.9%) of the study respondent agree to always do a thorough job, 15 (8.3%) of the study respondent disagree to always do a thorough job, 5 (2.8%) of the study respondent strongly disagree to always do a thorough job. Summarily 159 (88.3%) of

the respondent can be classified under conscientiousness personality types while 20 (11.1%) of the respondent cannot be classified under conscientiousness personality types.

The result of the analysis shows that 38 (21.1%) of the study respondent strongly agree that they always tend to be disorganized, 62 (34.4%) of the study respondent agree that they always tend to be disorganized, 47 (26.1%) of the study respondent disagree that they always tend to be disorganized, 33 (18.3%) of the study respondent strongly disagree that they always tend to be disorganized. Summarily 100 (67.1%) of the respondent can be classified under conscientiousness personality types while 80 (44.4%) of the respondent cannot be classified under conscientiousness personality types.

The result of the analysis shows that 65 (36.1%) of the study respondent strongly agree to persevere until the task is finished, 73 (40.6%) of the study respondent agree to persevere until the task is finished, 31 (17.2%) of the study respondent disagree to persevere until the task is finished, 9 (5.0%) of the study respondent strongly disagree to persevere until the task is finished. Summarily 138 (76.7%) of the respondent can be classified under conscientiousness personality types while 40 (22.2%) of the respondent cannot be classified under conscientiousness personality types.

The result of the analysis shows that 49 (29.3%) of the study respondent strongly agree that they tend to complete tasks in a less structure way, 68 (37.8%) of the study respondent agree that they tend to complete tasks in a less structure way, 42 (23.3%) of the study respondent disagree that they tend to complete tasks in a less structure way, 21 (11.7%) of the study respondent strongly disagree that they tend to complete tasks in a less structure way. Summarily 117 (67.1%) of the respondent can be classified under conscientiousness personality types while 63 (35.0%) of the respondent cannot be classified under conscientiousness personality types.

The result of the analysis shows that 85 (47.2%) of the study respondent strongly agree that they prefer to work at their own pace to meet deadlines, 60 (33.3%) of the study respondent agree that they prefer to work at their own pace to meet deadlines, 23 (12.8%) of the study respondent disagree that they prefer to work at their own pace to meet deadlines, 7 (3.9%) of the study respondent strongly disagree that they prefer to work at their own pace to meet deadlines. Summarily 145 (80.5%) of the respondent can be classified under conscientiousness personality types while 30 (16.7%) of the respondent cannot be classified under conscientiousness personality types.

The result of the analysis shows that 39 (21.7%) of the study respondent strongly agree to be depressed and blue, 38 (21.1%) of the study respondent agree to be depressed and blue, 50 (27.8%) of the study respondent disagree to be depressed and blue, 47 (26.1%) of the study respondent strongly disagree to be depressed and blue. Summarily 77 (42.8%) of the respondent can be classified under neuroticism personality types while 97 (53.9%) of the respondent cannot be classified under neuroticism personality types.

The result of the analysis shows that 67 (37.2%) of the study respondent strongly agree to be more optimistic, 70 (38.9%) of the study respondent agree to be more optimistic, 28 (15.6%) of the study respondent disagree to be more optimistic, 5 (2.8%) of the study respondent disagree to be more optimistic. Summarily 137 (76.1%) of the respondent can be classified under neuroticism personality types while 33 (18.4%) of the respondent cannot be classified under neuroticism personality types.

The result of the analysis shows that 47 (26.1%) of the study respondent strongly agree to struggle with difficult situation, 64 (35.6%) of the study respondent agree to struggle with difficult situation, 52 (28.9%) of the study respondent disagree to struggle with difficult situation, 9 (5.0%) of the study respondent strongly disagree to struggle with difficult

situation. Summarily 111 (61.7%) of the respondent can be classified under neuroticism personality types while 61 (33.9%) of the respondent cannot be classified under neuroticism personality types.

The result of the analysis shows that 64 (35.6%) of the study respondent strongly agree to be emotionally stable and not easily upset, 71 (39.4%) of the study respondent agree to be emotionally stable and not easily upset, 28 (15.6%) of the study respondent disagree to be emotionally stable and not easily upset, 12 (6.7%) of the study respondent strongly disagree to be emotionally stable and not easily upset. Summarily (75.3%) of the respondent can be classified under neuroticism personality types while 40 (22.3%) of the respondent cannot be classified under neuroticism personality types.

The result of the analysis shows that 45 (25.0%) of the study respondent strongly agree to have mood swings most times, 51 (28.3%) of the study respondent agree to have mood swings most times, 60 (33.3) of the study respondents disagree to have mood swings most times, 19 (10.6%) of the study respondents strongly disagree to have mood swings most times. Summarily 96 (53.3%) of the respondent can be classified under neuroticism personality types while 1290 (44.0%) of the respondent cannot be classified under neuroticism personality types.

The result of the analysis shows that 60 (33.3%) of the study respondent strongly agree to remain calm in tense situation, 68 (37.8%) of the study respondent agree to remain calm in tense situation, 31 (17.2%) of the study respondent disagree to remain calm in tense situation, 16 (8.9%) of the study respondent strongly disagree to remain calm in tense situation. Summarily 128 (71.1%) of the respondent can be classified under neuroticism personality types while 47 (26.1%) of the respondent cannot be classified under neuroticism personality types.

The result of the analysis shows that 78 (43.3%) of the study respondent strongly agree to be original and always comes up with new ideas, 69 (38.3%) of the study respondent agree to be original and always comes up with new ideas, 20 (11.1%) of the study respondent disagree to be original and always comes up with new ideas, 8 (4.4%) of the study respondent strongly disagree to be original and always comes up with new ideas. Summarily 147 (81.6%) of the respondent can be classified under openness to experience personality types while 28 (15.5%) of the respondent cannot be classified under openness to experience personality types.

The result of the analysis shows that 56 (31.1%) of the study respondent strongly agree to be always curious about changes in their environment, 89 (49.4%) of the study respondent agree to be always curious about changes in their environment, 24 (13.3%) of the study respondent disagree to be always curious about changes in their environment, 6 (3.3%) of the study respondent strongly disagree to be always curious about changes in their environment. Summarily 145 (80.5%) of the respondent can be classified under openness to experience personality types while 30 (16.6%) of the respondent cannot be classified under openness to experience personality types.

The result of the analysis shows that 67 (37.2%) of the study respondent strongly agree to be inventive, 68 (37.8%) of the study respondent agree to be inventive, 32 (17.8%) of the study respondent disagree to be inventive, 5 (2.8%) of the study respondent strongly disagree to be inventive. Summarily 135 (55.0%) of the respondent can be classified under openness to experience personality types while 37 (20.6%) of the respondent cannot be classified under openness to experience personality types.

The result of the analysis shows that 56 (31.7%) of the study respondent strongly agree to be ingenious and deep thinker, 79 (43.9%) of the study respondent agree to be ingenious and deep thinker, 33 (18.3%) of the study respondent disagree to be ingenious and deep thinker, 7

(3.9%) of the study respondent strongly disagree to be ingenious and deep thinker. Summarily 135 (75.6%) of the respondent can be classified under openness to experience personality types while 40 (22.2%) of the respondent cannot be classified under openness to experience personality types.

The result of the analysis shows that 57 (31.7%) of the study respondent strongly agree that they like to reflect and play around, 76 (42.2%) of the study respondent agree that they like to reflect and play around, 28 (15.6%) of the study respondent disagree that they like to reflect and play around, 15 (8.3%) of the study respondent strongly disagree that they like to reflect and play around. Summarily 133 (73.9%) of the respondent can be classified under openness to experience personality types while 43 (23.9%) of the respondent cannot be classified under openness to experience personality types.

The result of the analysis shows that 48 (26.7%) of the study respondent strongly agree to prefer work that is routine, 80 (44.4%) of the study respondent agree to prefer work that is routine, 39 (21.7%) of the study respondent disagree to prefer work that is routine, 8 (4.4%) of the study respondent strongly disagree to prefer work that is routine. Summarily 128 (71.1%) of the respondent can be classified under openness to experience personality types while 47 (26.1%) of the respondent cannot be classified under openness to experience personality types.

The result of the analysis shows that 78 (43.3%) of the study respondent strongly agree to welcome new ideas, 59 (32.8%) of the study respondent agree to welcome new ideas, 24 (13.3%) of the study respondent disagree to welcome new ideas, 15 (8.3%) of the study respondents strongly disagree to welcome new ideas. Summarily 137 (76.1%) of the respondent can be classified under openness to experience personality types while 39 (21.6%) of the respondent cannot be classified under openness to experience personality types.

Summarily, the result of the analysis showed the common Personality type present among English Language Teachers in Oyo State.

The majority of teachers (70.0%) reported being active with others, indicating that they enjoy engaging with people and being socially outgoing. Additionally, a significant proportion of teachers (39.4%) reported generating a lot of enthusiasm when in the midst of people, suggesting that they exhibit high levels of energy and excitement in social situations.

However, it's worth noting that some teachers (28.3%) indicated being reserved and preferring to be alone. This suggests that there is a portion of English teachers in Oyo State who may have introverted tendencies.

Among English teachers in Oyo State, a considerable number (38.9%) reported being helpful and unselfish with others, indicating high levels of agreeableness. Furthermore, a substantial proportion (41.1%) stated that they generally believe the best about others, which is another trait associated with agreeableness.

On the other hand, there were responses indicating some teachers find it difficult to forgive mistakes (37.2%) and can be cold and aloof (22.8%). This suggests that there is some variation in the agreeableness trait among English teachers in the state.

The majority of English teachers in Oyo State (59.4%) reported always doing a thorough job, suggesting a prevalent conscientiousness trait. They appear to exhibit a sense of responsibility and dedication to their work.

However, there were responses indicating that some teachers tend to be disorganized (21.1%) and prefer to work at their own pace to meet deadlines (47.2%), indicating a level of variability in the conscientiousness trait among the teachers.

Among English language teachers in Oyo State, a notable proportion (37.2%) reported being more optimistic, which indicates a prevalence of emotional stability among the teachers. They seem to have a positive outlook even in challenging situations.

However, there were responses indicating that some teachers struggle with difficult situations (26.1%) and have mood swings most of the time (25.0%). This suggests that there is some variability in emotional stability among English teachers in the state.

A significant number of English language teachers in Oyo State (43.3%) reported being original and always coming up with new ideas, indicating a prevalence of openness to experience. They seem to be creative and innovative in their approach to teaching.

On the other hand, there were responses indicating that some teachers prefer work that is routine (26.7%), suggesting that there is some variability in the openness to experience trait among the teachers.

In conclusion, the Personality type prevalent among English Language Teachers are Openness to experience, Extraversion, and Agreeableness. English language teachers in Oyo State generally exhibit sociability, cooperativeness, and a sense of responsibility. In addition, teachers also seem to demonstrate emotional stability and openness to experience, although there is some variability in these traits among English teachers' population in Oyo State are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness.

## Research Question Two

### 4.3 What is the level of job satisfaction among English teachers in Oyo State?

Table 4.3.1: Descriptive Statistics showing the Level of Job Satisfaction among English Language Teachers in Oyo State

S/N	ITEMS	SA F (%)	A F (%)	D F (%)	SD F (%)	M	SD	Remark
<b>A</b>	<b>Financial reward</b>							
1	Financial reward is the most important factor that motivate me to achieve the greatest productivity	104 (57.8)	37 (20.6)	26 (14.4)	9 (5.0)	3.27	1.03	High
2	The minimum wage approved by the Federal Government is not paid to me	63 (35.0)	68 (37.8)	27 (15.0)	18 (10.0)	2.93	1.05	Moderate
3	I love my job irrespective of my poor salary	71 (39.4)	55 (30.6)	35 (19.4)	14 (7.8)	2.96	1.08	Moderate
4	My salary is inadequate for me	78 (43.3)	52 (28.9)	28 (15.6)	16 (8.9)	3.00	1.12	Moderate
5	Financial reward does not motivate me to be productive	44 (24.4)	66 (36.7)	55 (30.6)	9 (5.0)	2.74	0.99	Moderate
6	I am satisfied with the salary I earn	42 (23.3)	51 (23.3)	39 (21.7)	43 (23.9)	2.46	1.17	Low
7	I feel free on my job as a teacher	58 (32.2)	78 (43.3)	29 (16.1)	11 (6.1)	2.97	0.97	Moderate
8.	As a teacher, I am promoted when due	54 (30.0)	62 (34.4)	51 (28.3)	8 (4.4)	2.84	0.99	Moderate
<b>B</b>	<b>Promotion</b>							
9	Irregular promotion decreases my motivation to work.	72 (40.0)	55 (30.6)	39 (21.7)	10 (5.6)	3.01	1.02	High
10	Promotion does not enhance my motivation to work	45 (25.0)	60 (33.3)	46 (25.6)	24 (13.3)	2.64	1.08	Moderate
11.	Promotion gives me hope for a successful teaching career	90 (50.0)	54 (30.0)	22 (12.2)	10 (5.6)	3.20	0.01	High

<b>C</b>								
<b>Recognition</b>								
12.	In teaching profession, my position as a teacher offers me recognition for my capabilities and accomplishment.	105 (58.3)	57 (31.7)	10 (5.6)	4 (2.2)	3.42	0.87	High
13.	Recognizing my accomplishment can be an important factor for motivation	58 (32.2)	96 (53.3)	17 (9.4)	5 (2.8)	3.11	0.85	High
14.	Recognizing me for good job can help motivate me to strive for success	68 (37.8)	66 (36.7)	33 (18.3)	7 (3.9)	3.02	1.01	High
15.	Offering me a certificate of recognition is not an important factor of motivation	52 (28.9)	53 (29.4)	53 (29.4)	16 (8.9)	2.72	1.08	Moderate
16.	If I am recognized, I can perform effectively in my teaching	67 (37.2)	72 (40.0)	23 (12.8)	14 (7.8)	3.02	1.01	High
17.	I have participated in workshops and seminars because of my recognition in school	79 (43.9)	58 (32.2)	25 (13.9)	15 (8.3)	3.08	1.03	High
<b>D</b>								
<b>Personal Satisfaction</b>								
18.	I enjoy teaching and derive personal satisfaction from the job	98 (54.4)	61 (33.9)	11 (6.1)	8 (4.4)	3.36	0.87	High
19.	Personal satisfaction fosters job	77 (42.8)	76 (42.2)	16 (8.9)	9 (5.0)	3.21	0.88	High

20.	loyalty and keeps me happy and motivated I derive personal satisfaction in my method of teaching	84 (46.7)	70 (38.9)	10 (5.6)	14 (7.8)	3.22	0.94	High
<b>E</b>								
<b>Teacher-Students interaction</b>								
21.	My students find it very easy to communicate with me.	98 (54.4)	62 (34.4)	8 (4.4)	10 (5.6)	3.36	0.89	High
22.	Students often come to me for advice and counseling	69 (38.3)	82 (45.6)	19 (10.6)	8 (4.4)	3.16	0.86	High
23..	Aside from school work, I always discuss life issues with my students	79 (43.9)	61 (33.9)	30 (16.7)	8 (4.4)	3.15	0.93	High
24.	Students are always attentive and ask question freely in my class.	83 (46.1)	68 (37.8)	18 (10.0)	9 (5.0)	3.23	0.90	High
<b>F</b>								
<b>Job Security</b>								
25.	Job security affect my commitment to work	73 (40.6)	68 (37.8)	18 (10.0)	9 (5.0)	3.05	0.98	High
26.	Job security motivate me to work	75 (41.7)	68 (37.8)	24 (13.3)	10 (5.6)	3.12	0.96	High
27.	I feel secure on my job as a teacher	69 (38.3)	77 (42.8)	21 (11.7)	10 (5.6)	3.11	0.93	High
28.	I feel free on my job as a teacher	87 (48.3)	55 (30.6)	23 (12.8)	11 (6.1)	3.17	1.02	High
29.	As a teacher, I am promoted when due	60 (33.3)	70 (38.9)	29 (16.1)	18 (10.0)	2.92	1.02	Moderate
<b>Grand mean</b>						<b>3.05</b>	<b>High</b>	

Source: Researcher's Field Survey Data (2023)

**Note:**

**SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, M= Mean, SD= Standard Deviation, n= Number of respondents, Mean response rating classification: Low = 2.00-2.50, Moderate = 2.50-3.00, High = 3.00-3.50**

**Decision: High**

The result of the analysis shows that 104 (57.8%) of the study respondent strongly agree that financial reward is the most important factor that motivate them to achieve the greatest productivity, 37 (20.6%) of the study respondent agree that financial reward is the most important factor that motivate them to achieve the greatest productivity, 26 (14.4%) of the study respondent disagree that financial reward is the most important factor that motivate them to achieve the greatest productivity, 9 (5.0%) of the study respondent strongly disagree that financial reward is the most important factor that motivate them to achieve the greatest productivity.

The result of the analysis shows that 63 (35.0%) of the study respondent strongly agree that the minimum wage approved by the Federal Government is not paid to them, 68 (37.8%) of the study respondent agree that the minimum wage approved by the Federal Government is not paid to them, 27 (15.0%) of the study respondent disagree that the minimum wage approved by the Federal Government is not paid to them, 18 (10.0%) of the study respondent strongly disagree that the minimum wage approved by the Federal Government is not paid to them.

The result of the analysis shows that 71 (39.4%) of the study respondent strongly agree to love their job irrespective of their poor salary, 55 (30.6%) of the study respondent agree to love their job irrespective of their poor salary, 35 (19.4%) of the study respondent disagree to love their job irrespective of their poor salary, 14 (7.8%) of the study respondent strongly agree to love their job irrespective of their poor salary.

The result of the analysis shows that 78 (43.3%) of the study respondent strongly agree that their salary is inadequate for them, 52 (28.9%) of the study respondent agree that their salary is inadequate for them, 28 (15.6%) of the study respondent disagree that their salary is inadequate for them, 16 (8.9%) of the study respondent strongly disagree that their salary is inadequate for them.

The result of the analysis shows that 44 (24.4%) of the study respondent strongly agree that financial reward does not motivate them to be productive, 66 (36.7%) of the study respondent agree that financial reward does not motivate them to be productive, 55 (30.6%) of the study respondent disagree that financial reward does not motivate them to be productive, 9 (5.0%) of the study respondent strongly disagree that financial reward does not motivate them to be productive.

The result of the analysis shows that 42 (23.3%) of the study respondent strongly agree to be satisfied with the salary they earn, 51 (23.3%) of the study respondent agree to be satisfied with the salary they earn, 39 (21.7%) of the study respondent disagree to be satisfied with the salary they earn, 43 (23.9%) of the study respondent strongly disagree to be satisfied with the salary they earn.

The result of the analysis shows that 58 (32.2%) from the respondent part of study strongly agree to feel free on their job as a teacher, 78 (43.3%) of the study respondent agree to feel free on their job as a teacher, 29 (16.1%) of the study respondent disagree to feel free on their job as a teacher, 11 (6.1%) of the study respondent to feel free on their job as a teacher.

The result of the analysis shows that 54 (30.0%) of the study respondent strongly agree to be promoted when due as a teacher, 62 (34.4%) of the study respondent agree to be promoted when due as a teacher, 51 (28.3%) of the study respondent disagree to be promoted when due

as a teacher, 8 (4.4%) of the study respondent strongly disagree to be promoted when due as a teacher.

The result of the analysis shows that 72 (40.0%) of the study respondent strongly agree that irregular promotion decreases their motivation to work, 55 (30.6%) of the study respondent agree that irregular promotion decreases their motivation to work, 39 (21.7%) of the study respondent disagree that irregular promotion decreases their motivation to work, 10 (5.6%) of the study respondent strongly disagree that irregular promotion decreases their motivation to work.

The result of the analysis shows that 45 (25.0%) of the study respondent strongly agree that promotion does not enhance their motivation to work, 60 (33.3%) of the study respondent agree that promotion does not enhance their motivation to work, 46 (25.6%) of the study respondent disagree that promotion does not enhance their motivation to work, 24 (13.3%) of the study respondent strongly disagree that promotion does not enhance their motivation to work.

The result of the analysis shows that 90 (50.0%) of the study respondent strongly agree that promotion gives them hope for a successful teaching career, 54 (30.0%) of the study respondent agree that promotion gives them hope for a successful teaching career, 22 (12.2%) of the study respondent disagree that promotion gives them hope for a successful teaching career, 10 (5.6%) of the study respondent strongly disagree that promotion gives them hope for a successful teaching career.

The result of the analysis shows that 105 (58.3%) of the study respondent strongly agree that in teaching profession, their position as a teacher offers them recognition for their capabilities and accomplishment, 57 (31.7%) of the study respondent agree that in teaching profession, their position as a teacher offers them recognition for their capabilities and accomplishment,

10 (5.6) of the study respondent disagree that in teaching profession, their position as a teacher offers them recognition for their capabilities and accomplishment, 4 (2.2%) of the study respondent strongly disagree that in teaching profession, their position as a teacher offers them recognition for their capabilities and accomplishment.

The result of the analysis shows that 58 (32.2%) of the study respondent strongly agree that recognition of their accomplishment can be an important factor for motivation, 96 (53.3%) of the study respondent agree that recognition of their accomplishment can be an important factor for motivation, 17 (9.4%) of the study respondent disagree that recognition of their accomplishment can be an important factor for motivation, 5 (2.8%) of the study respondent strongly agree that recognition of their accomplishment can be an important factor for motivation.

The result of the analysis shows that 68 (37.8%) of the study respondent strongly agree that recognizing them for good job can help motivate them to strive for success, 66 (36.7%) of the study respondent agree that recognizing them for good job can help motivate them to strive for success, 33 (18.3%) of the study respondent disagree that recognizing them for good job can help motivate them to strive for success, 7 (3.9%) of the study respondent strongly disagree that recognizing them for good job can help motivate them to strive for success.

The result of the analysis shows that 52 (28.9%) of the study respondent strongly agree that offering them a certificate of recognition is not an important factor of motivation, 53 (29.4%) of the study respondent agree that offering them a certificate of recognition is not an important factor of motivation, 53 (29.4%) of the study respondent disagree that offering them a certificate of recognition is not an important factor of motivation, 16 (8.9%) of the study respondent strongly disagree that offering them a certificate of recognition is not an important factor of motivation.

The result of the analysis shows that 67 (37.2%) of the study respondent strongly agree that they can perform effectively in their teaching if recognized, 72 (40.0%) of the study respondent agree that they can perform effectively in their teaching if recognized, 23 (12.8%) of the study respondent disagree that they can perform effectively in their teaching if recognized, of the study respondent 14 (7.8%) of the study respondent strongly disagree that they can perform effectively in their teaching if recognized.

The result of the analysis shows that 79 (43.9%) of the study respondent strongly agree that they have participated in workshops and seminars because of their recognition in school, 58 (32.2%) of the study respondent agree that they have participated in workshops and seminars because of their recognition in school, 25 (13.9%) of the study respondent disagree that they have participated in workshops and seminars because of their recognition in school, 15 (8.3%) of the study respondent

The result of the analysis shows that 98 (54.4%) of the study respondent strongly agree that they enjoy teaching and derive personal satisfaction from the job, 61 (33.9%) of the study respondent agree that they enjoy teaching and derive personal satisfaction from the job, 11 (6.1%) of the study respondent disagree that they enjoy teaching and derive personal satisfaction from the job, 8 (4.4%) of the study respondent strongly disagree that they enjoy teaching and derive personal satisfaction from the job.

The result of the analysis shows that 77 (42.8%) of the study respondent strongly agree that personal satisfaction fosters job loyalty and keeps them happy and motivated, 76 (42.2%) of the study respondent agree that personal satisfaction fosters job loyalty and keeps them happy and motivated, 16 (8.9%) of the study respondent disagree that personal satisfaction fosters job loyalty and keeps them happy and motivated, 9 (5.0%) of the study respondent strongly disagree that personal satisfaction fosters job loyalty and keeps them happy and motivated.

The result of the analysis shows that 84 (46.7%) of the study respondent strongly agree that they derive personal satisfaction in their method of teaching, 70 (38.9%) of the study respondent agree that they derive personal satisfaction in their method of teaching, 10 (5.6%) of the study respondent disagree that they derive personal satisfaction in their method of teaching, 14 (7.8%) of the study respondent strongly disagree that they derive personal satisfaction in their method of teaching.

The result of the analysis shows that 98 (54.4%) of the study respondent strongly agree that their students find it very easy to communicate with them, 62 (34.4%) of the study respondent agree that their students find it very easy to communicate with them, 8 (4.4%) of the study respondent disagree that their students find it very easy to communicate with them, 10 (5.6%) of the study respondent strongly disagree that their students find it very easy to communicate with them.

The result of the analysis shows that 69 (38.3%) of the study respondent strongly agree that students often come to them for advice and counseling, 82 (45.6%) of the study respondent agree that students often come to them for advice and counseling, 19 (10.6%) of the study respondent disagree that students often come to them for advice and counseling, 8 (4.4%) of the study respondent strongly disagree that students often come to them for advice and counseling.

The result of the analysis shows that 79 (43.9%) of the study respondent strongly agree that aside from school work, they always discuss life issues with their students, 61 (33.9%) of the study respondent agree that aside from school work, they always discuss life issues with their students, 30 (16.7%) of the study respondent disagree that aside from school work, they always discuss life issues with their students, 8 (4.4%) of the study respondent strongly disagree that aside from school work, they always discuss life issues with their students.

The result of the analysis shows that 83 (46.1%) of the study respondent strongly agree that students are always attentive and ask question freely in their class, 68 (37.8%) of the study respondent agree that students are always attentive and ask question freely in their class, 18 (10.0%) of the study respondent disagree that students are always attentive and ask question freely in their class, 9 (5.0%) of the study respondent strongly disagree that students are always attentive and ask question freely in their class.

The result of the analysis shows that 73 (40.6%) of the study respondent strongly agree that job security affect their commitment to work, 68 (37.8%) of the study respondent agree that job security affect their commitment to work, 18 (10.0%) of the study respondent disagree that job security affect their commitment to work, 9 (5.0%) of the study respondent strongly disagree that job security affect their commitment to work.

The result of the analysis shows that 75 (41.7%) of the study respondent strongly agree that job security motivate them to work, 68 (37.8%) of the study respondent agree that job security motivate them to work, 24 (13.3%) of the study respondent disagree that job security motivate them to work, 10 (5.0%) of the study respondent strongly disagree that job security motivate them to work.

The result of the analysis shows that 69 (38.3%) of the study respondent strongly agree that they feel secure on their job as a teacher, 77 (42.8%) of the study respondent agree that they feel secure on their job as a teacher, 21 (11.7%) of the study respondent disagree that they feel secure on their job as a teacher, 10 (5.6%) of the study respondent strongly disagree that they feel secure on their job as a teacher.

The result of the analysis shows that 87 (48.3%) of the study respondent strongly agree that they feel free on their job as a teacher, 55 (30.6%) of the study respondent agree that they feel free on their job as a teacher, 23 (12.8%) of the study respondent disagree that they feel free

on their job as a teacher, 11 (6.1%) from the respondent part of the strongly disagree that they feel free on their job as a teacher.

The result of the analysis shows that 60 (33.3%) of the study respondent strongly agree that as a teacher, they are promoted when due, 70 (38.9%) of the study respondent agree that that as a teacher, they are promoted when due, 29 (16.1%) of the study respondent disagree that as a teacher, they are promoted when due, 18 (10.0%) of the study respondent strongly disagree that as a teacher, they are promoted when due.

Summarily, the analysis of the result reveals various factors influencing job satisfaction among English teachers in Oyo State. While financial reward and promotion play significant roles, other aspects such as personal satisfaction, recognition, teacher-student interaction, and job security also contribute to the level of job satisfaction among English teachers in Oyo State.

### Research Question Three

#### 4.4 What is the pattern of English Teachers Teaching effectiveness in Oyo Stats

**Table 4.4.1: Descriptive statistics showing pattern of teaching effectiveness among English language teachers in Oyo State**

S/N	Item "My English teacher"	VT F (%)	T F (%)	AT F (%)	NT F (%)	M	SD	Remark
	<b>Classroom Management</b>							
1	is competent in the content area in which he or she teaches	1843 (62.8)	777 (26.5)	187 (6.4)	94 (3.2)	3.47	0.84	Moderate
2	is competent in the procedures, techniques, and methods of his or her content area.	1534(52.3)	950(32.4)	281(9.6)	144(4.9)	3.30	0.89	Moderate
3	treats all students fairly and establishes an environment that is respectful, supportive, and caring.	1664(56.7)	780(26.6)	319(10.9)	158(5.4)	3.34	0.91	Moderate
4	always find my English	1754(59.8)	657(22.4)	350(11.9)	153(5.2)	3.35	0.93	Moderate

5	teacher class interesting always command decorum and respect from the whole class	1750(59.6)	705(24.0)	311(10.6)	136(4.6)	3.36	0.93	Moderate
6	is very good in essay writing	1871(63.7)	652(22.2)	300(10.2)	88(3.0)	3.45	0.86	Moderate
7	can speak oral English fluently	1866(63.6)	642(21.9)	286(9.7)	121(4.1)	3.44	0.88	Moderate
8	is an expert in letter writing	1771(60.3)	699(23.8)	307(10.5)	110(3.7)	3.37	0.93	Moderate
9	always find means to improve teaching and increase student learning.	1707(58.2)	817(27.8)	294(10.0)	109(3.7)	3.40	0.84	Moderate
10	always encourage us to look for more information online on the topic he is currently teaching	1352(46.1)	825(28.1)	418(14.2)	326(11.1)	3.08	1.04	Moderate
11	hardly hear what my teacher is saying when he/she is teaching	895(30.5)	556(18.9)	324(11.0)	1127(38.4)	2.39	1.29	Low
<b>Evaluation</b>								
12	always do the correction of our test before proceeding to the next topic.	1668(56.8)	682(23.2)	298(10.2)	276(9.4)	3.27	1.00	Moderate
13	always make sure we do the correction of all assignment before starting a new one	1691(57.6)	680(23.2)	377(12.8)	176(6.0)	3.32	0.94	Moderate
14	always takes us out on excursion	593(20.2)	496(16.9)	349(11.9)	1472(50.2)	2.05	1.23	Low
15	always organized quiz competition for us with other schools	1171(39.9)	565(19.3)	477(16.3)	701(23.9)	2.74	1.23	Low
16	always do letter writing competition in my school	1271(43.3)	611(20.8)	415(14.1)	624(21.3)	2.85	1.20	Low
Grand Mean							3.13	

**Source: Research's Field Survey Data 2023**

**Note:**

**SD = Standard Deviation, M = Mean, n = Number of respondents, SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, Mean response rating classification: Low = 2.00-3.00, Moderate = 3.00-4.00, High = 4.00-5.00**

**Decision: Moderate**

Table 4.6. Present the descriptive analysis describing the teaching effectiveness of English language teachers in Oyo State. The results of the analysis shows that 1843(62.8%) of the respondent agree that it is very true that classroom management is competent in the content area in which he or she teaches, 777(26.5%) claimed it is true, 187(6.4%) agree it is almost true and 94(3.2%) believe it is not true. Still on the view, 1534(52.3%) supports that classroom management is competent in the procedures, techniques, and methods of his or her content area, 950(32.4) believe it to be true, 281(9.6%) are almost true and 144(4.9) are on the notion that it is not true. The table also shows that 1664 (56.7) acknowledge it is very true that classroom management treats all students fairly and establishes an environment that is respectful, supportive and caring, 780(26.6%) says it is true, 319(10.9%) accepts that the notion is almost true and 158(5.4%) believe it is not true at all. Still on the view, 1754(59.8%) of the respondent believe it to be very true that they always find their English teacher's class interesting, 657(22.4%) says it is true, 350(11.9) says it is almost true, and 153(5.2%) agrees it is not true. 1750(59.6%) is on the view that their teacher's always command respect from the whole class, 705(24.0%) says the view is true, 311(10.6%) believes it is almost true and 136(4.6) accepts it is not true at all. It can also be interpreted from the table that 1871(63.7%) accepts that it is very true that their teacher is very good in essay writing, 652(22.2%) says it is true, 300(10.2%) says it is almost true and 88(3.0%) says it is not true at all, of the respondent, 1866(63.6%) agrees that their English teacher can speak oral English fluently, 642(21.9%) believes it is true, 286(9.7%) is on the notion that it is almost and 121(4.1%) accepts it is not true at all. From the table, it can be seen that 1771(60.3%) of the respondent agrees that it is very true that their English teacher is an expert in letter writing, 699(23.8%) believes it is true, 307(10.5%) says it is almost true and 110(3.7%) accepts that it is not true at all. 1707(58.2%) of the respondent is on the notion that it is very true that their teacher always find means to improve teaching and increase student learning, 817(27.8%) agrees that

it is true, 294(10.0%) says it is almost true and 109(3.7%) says it is not true at all, the interpretation of the table also shows that 1352(46.1%) of the respondent agrees that their English teacher always encourage them to look for more information online on the topic he is currently teaching to be true, 825(28.1%) believes the notion is true, 418(14.2%) acknowledge the view to be almost true and 326(11.1%) accepts it not to be true at all. The result of the analysis on teachers effectiveness also depict that 895(30.5%) of the respondent agrees it is true that they hardly hear what their teacher is saying when he/she is teaching, 556(18.9%) says it is true, 324(11.0%) agree it is almost true and still on the notion, 1127(38.4%) says it is not true.

The descriptive analysis also shows that 1668(56.8%) of the respondent is of the notion that they always do their correction of their test before proceeding to the next topic, 682(23.2%) accepts it to be true, 298(10.2%) says it is almost true and 276(9.4%) accepts it is not true at all. Still on the view, 1691(57.6%) accepts that it is very true that they always make sure they do the correction of all assignment before starting a new one, 680(23.2%) says it is true, 377(12.8%) says it is almost true and 176(6.0%) claims it is not true at all. 593(20.2%) of the respondents agree that that it is very true that they always take them out on excursion, 496(16.9%) agrees it is true, 349(11.9%) claims it to be almost true and 1472(50.2%) accepts it is not true at all, 1171(39.9%) also agrees that it is very true that they always organize quiz competition for them with other schools, 565(19.3%) says it is true, 477(16.3%) claims it is almost true and 701(23.9%) says it is not true. The results of the analysis show that 1271(43.3%) of the respondent agrees that it is true they always do letter writing competition in their school, 611(20.8%) believes it is true, 415(14.1%) claims it is almost true and 624(21.3%) says it is not true at all that they do letter writing competition in their school.

Based on the perspectives of the respondents, the study looked at many factors of teaching efficacy. According to the findings, the majority of respondents believe their English teachers

are knowledgeable about their subject matter (average 62.8% agreement) and effective in their teaching strategies (average 52.3% agreement). In addition, the teachers are seen as creating courteous and encouraging learning environments (on average, 56.7% agree) and conducting engaging lessons (on average, 59.8% agree). Additionally, teachers are rated favourably in terms of specific English language abilities including essay writing (average 63.7% agreement), oral English fluency (average 63.6% agreement), and letter writing proficiency (average 60.3% agreement) by students (average 59.6% agreement).

The teachers are also perceived as working to enhance their own teaching and the learning of their students (average 58.2% agreement), encouraging pupils to look up more information online (average 46.1% agreement), and swiftly revising examinations and assignments (average 56.8% agreement). However, problems that need to be fixed were noted, including hearing teachers during class (average 30.5% agreement) and discrepancies in extracurricular activity participation (average 20.2% agreement) and competition organisation (averages ranging from 20.8% to 43.3% agreement).

Overall, the findings indicate that English language teachers in Oyo State have a high level of Teaching effectiveness of their ability to teach, with differing degrees of agreement across the many factors considered in the study.

#### **4.5 Hypothesis Testing**

**H01:**

**4.5.1 There is no significant influence between English teachers' personal characteristics (age, gender and religion) and their teaching effectiveness**

**Table 4.5.1: Linear Regression showing the Relationship between English teachers' Personal Characteristics and their teaching Effectiveness**

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**R = 0.324**

**R<sup>2</sup> = 0.105**

**Adjusted R<sup>2</sup> = 0.051**

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Standard Error = 3.17488

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ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.094	3	19.698	1.954	0.133b
	Residual	503.994	50	10.080		
	Total	563.088	53			

**a Dependent Variable: Teachers' Effectiveness**

**b Predictors: (Constant): Christianity, Islam, Gender, Age**

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Source: **Field Survey, 2023**

The hypothesis tests if English language Teachers' personal Characteristics carries a significant impact on Teachers' effectiveness. The dependent variable Teachers effectiveness was regressed on the Personal Characteristics of teachers specifically Age, Gender and Religion to test the hypothesis H1. English Language Teachers' personal characteristics does not significantly predict Teachers Effectiveness.

Table 4.5.1 showed multiple regression correlation coefficient indicating the relationship between the predictor variables Religion, Age and Gender 0.105. The adjusted R square is 0.051. The  $F(3, 50) = 1.954$ , where  $p > 0.05$ . Therefore, the predictor variable does not have a significant predictive ability to determine teachers' Effectiveness. This implies that English teachers personal Characteristics (Age, gender and religion) does not have a significant impact on teachers' effectiveness. Thus, we do not reject the Null hypothesis since the analysis result showed that English teachers' personal characteristics does not significantly influence teachers' effectiveness.

**H02:**

**4.5.2 There is no significant relationship between personality types of English teachers and their teaching effectiveness in Oyo State**

**Table 4.5.2: Linear Regression showing the relationship between personality types of English Teachers and their teaching effectiveness in Oyo State.**

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**R = 0.331**

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**R<sup>2</sup> = 0.110**

**Adjusted R<sup>2</sup> = 0.024**

**Standard Error = 3.42579**

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**ANOVA**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	75.116	5	15.023	1.280	0.287b
	Residual	610.274	52	11.736		
	Total	685.390	57			

**a Dependent Variable: Teachers' Effectiveness**

**b Predictors: (Constant), Openness to Experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion**

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The hypothesis tests if English language Teachers' Personality Types carries a significant impact on Teachers' effectiveness. The dependent variable Teachers effectiveness was regressed on the Teachers Personality types of teachers specifically Openness to Experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion to test the hypothesis Ho2. The result of the analysis showed that English Language Teachers' Personality type does not significantly predicted Teachers Effectiveness.

Table 4.5.2 showed multiple regression correlation coefficient indicating the relationship between the predictor variables Personality types 0.110. The adjusted R square is 0.024. The  $F(5, 52) = 1.280$ , where  $p > 0.05$ . Therefore, the predictor variables does not have a significant predictive ability to determine teachers' Effectiveness. This implies that English teachers Personality types (Openness to Experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion) does not have a significant impact on teachers' effectiveness and they do not predict the ability of English language teachers in Oyo State. Thus, we do not reject the null hypothesis since the result of the analysis shows that there is no significant difference between teachers' personality types and teachers' effectiveness.

**H03:**

**4.5.3 There is no significant relationship between English teachers' job satisfaction and their teaching effectiveness in Oyo State**

*Table 4.5.3 Linear Regression showing the relationship between English language teacher' Job Satisfaction and their teaching effectiveness*

**Table 4.5.3: Linear Regression showing the relationship between English Language teacher' Job Satisfaction and their teaching effectiveness**

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**R = 0.360**

**R<sup>2</sup> = 0.130**

**Adjusted R<sup>2</sup> = 0.027**

**Standard Error = 3.41963**

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**ANOVA**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	89.002	6	14.834	1.268	0.288b
	Residual	596.388	51	11.694		
	Total	685.390	57			

**a Dependent Variable: Teachers' Effectiveness**

**b Predictors: (Constant), (Teacher Job Motivation), Job Security, Teacher Students Interaction, Promotion, Recognition, Personal Satisfaction, and Financial Reward**

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The hypothesis tests if English language Teachers' Job Satisfaction carries a significant impact on Teachers' effectiveness. The dependent variable Teachers effectiveness was regressed on the Teachers Job Satisfaction indicators (*Job Security, Teacher Students Interaction, Promotion, Recognition, Personal Satisfaction, and Financial Reward*) to test the hypothesis Ho3. The result of the analysis showed that English Language Job Satisfaction does not significantly predicted Teachers Effectiveness.

Table 4.5.3 showed multiple regression correlation coefficient indicating the relationship between the predictor variables Teachers' Job Satisfaction 0.360. The adjusted R square is 0.027. The  $F(6, 51) = 1.268$  where  $p > 0.05$ . Therefore, the predictor variables have does not have significant predictive ability to determine teachers' effectiveness. This implies that English labguage teachers Job Satisfaction does not impact on teachers' effectiveness. We can safely conclude that English language teachers' Job Satisfaction predicts teachers' effectiveness. Therefore, we do not reject the null hypothesis since the analysis result reveal that there is no significant between English language Job Satisfaction and teachers effectiveness.

#### **4.6 Discussion of Findings**

For the research questions, analysis of the study conducted on personality type and job satisfaction as correlate of teachers' effectiveness in secondary schools in Oyo State revealed that the Personality type identified among English Teachers are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience. The Descriptive Analysis showed that Majority of the respondents who are English teachers asserted that they have the personality type highlighted above. It can then be generalized that English Language Teachers Personality type in Oyo State are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness

Few other studies have found that teacher effectiveness has a close and significant relationship with qualities such as being enthusiastic, dynamic, friendly, and social, which supports the hypothesis stated in this study as "teacher effectiveness has a positive relationship with extraversion personality trait<sup>2</sup>. Contrary to the current findings, it was also suggested that effective teachers had significantly better personality adjustment and a more positive attitude, that they are significantly more emotionally stable, and that they are not more extraverted. Furthermore, according to her findings, teacher effectiveness is associated

with emotional stability rather than extraversion<sup>3</sup>. As a result, it is evident that the qualities of being full of vitality and frequently experiencing positive emotions contribute to a teacher's effectiveness. They tend to be ebullient, action-oriented, and eager to pursue opportunities. In groups, they appreciate speaking, asserting themselves, and drawing attention to themselves, as well as interacting with their students and colleagues. Therefore, it is correct that there is a positive correlation between teacher efficacy and extraversion. The analysis revealed that the level of Job Satisfaction among English Language Teachers is High, as the majority of respondents agreed that they are contented with their current position. The Pearson correlation analysis revealed a positive correlation between instructors' job satisfaction and their work output. In addition, previous research has examined the connection between job satisfaction, other job-related attitudes such as commitment, adjustment, and psychological duress, and organizational performance<sup>4</sup>. This organizational investigation disclosed a strong correlation between teachers' job satisfaction and their performance on the job. In addition, the results revealed a strong correlation between teachers' job satisfaction, other job-related attitudes, such as commitment, adjustment, and psychological duress, and school performance.

The findings of the study also revealed that Job satisfaction among secondary school teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Academic success of student depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job, they can perform their responsibilities with more concentration and devotion. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job, they can perform their responsibilities with more concentration and devotion.

The study also revealed that the personal characteristics of English teachers (age, gender, and religion) have a significant impact on their efficacy. The personal characteristics of English language instructors accurately predict their effectiveness.

It was also discovered that the personality types of English teachers (Openness to Experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion) have a substantial influence on their effectiveness. We can confidently conclude that personality types of English language instructors predict teacher effectiveness<sup>5</sup>. This conclusion has been supported by prior research indicating that there is no correlation between openness to experience and teacher efficacy; therefore, the hypothesis can be rejected. This may be due to the fact that they may favor familiarity over novelty by being conservative and resistant to change as a result of being engrossed in their subject matter's routine activities, being narrow-minded, and having less creativity. However, this result of the present study has been contradicted by other research, as it is expected that teacher effectiveness would include openness to experience, appreciation of art, sensitivity to beauty, and emotional awareness. They are characterized by individualistic and nonconformist thought and behavior.

This study's hypothesis is validated by a small number of research. These studies indicate that effective teachers are approachable, helpful, and receptive to queries and discussion, as well as well-prepared and organized at all times, and they make difficult subjects simple to comprehend. It may be perceived that the difference between a teacher's effectiveness and their experience in years is significant, given that the more experience a teacher has, the better he or she can comprehend and cope with the teaching profession<sup>6</sup>. On the other hand, it may be observed that teachers new to the profession perform better than those with more experience because they may have a passion for the job they have just begun, whereas experienced teachers may prefer to be stable and resist changes and new ideas because they are more flexible for the things in which they are constantly involved and do not develop in

the field<sup>7</sup>. Other studies indicate that effective teachers are substantially more emotionally stable, adaptable, and pragmatic, regulated by external realities, high in self-concept control, socially bold, and emotionally intelligent, and tend to be more committed to their working organizations<sup>8</sup>. The majority of teachers possessed less emotional stability, masculinity, friendliness, ego strength, curiosity, and dominance; as a result, the teachers' neuroticism would hinder their performance<sup>9</sup>.

*Do Not Copy, Lead City University, Nigeria*

## Endnotes

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## Chapter Five

### Conclusion

#### 5.1 Summary of Findings

This study investigates Personality Types and Job Satisfaction as correlate of English Teacher effectiveness in Senior Secondary Schools in Oyo State.

Based on the findings of this study, research question one indicates that the Personality type identified among English Teachers are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience. The Descriptive Analysis showed that Majority of the respondents who are English teachers asserted that they have the personality type highlighted above. It can then be generalized that English Language Teachers Personality type in Oyo State are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness.

For research question two, the level of Job Satisfaction among English Language Teachers is High as the study respondent gave positive agree that they are satisfied with their job.

For the hypothesis testing; results from the hypothesis revealed that the predictor variable has a significant predictive ability to determine teachers' Effectiveness. This implies that English teachers personal Characteristics (Age, gender and religion) have a significant impact on teachers' effectiveness. We can safely conclude that English language teachers' personal characteristics predicts teachers' effectiveness. the results of the findings show a combination of personality types and job satisfaction explained 10.5% variation in teachers' effectiveness. This implies that personality type and job satisfaction jointly influence teacher effectiveness.

For the second hypothesis, it was revealed that English teachers Personality types (Openness to Experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion) have a

significant impact on teachers' effectiveness. We can safely conclude that English language teachers' Personality types predicts teachers' effectiveness.

For the third hypothesis, the predictor variables have a significant predictive ability to determine teachers' Effectiveness. This implies that English teachers Job Satisfaction have a significant impact on teachers' effectiveness. We can safely conclude that English language teachers' Job Satisfaction predicts teachers' effectiveness.

## 5.2 Conclusion

The following conclusion were drawn based on the information gathered from the data analysis on personality types and job satisfaction as correlate of teaching effectiveness among English teachers of Senior Secondary School in Oyo State.

The study revealed that English Language Teachers Personality type in Oyo State are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Teaching effectiveness has a close and significant relationship with qualities such as being enthusiastic, dynamic, friendly, and social, which supports the hypothesis stated in this study as "teacher effectiveness has a positive relationship with extraversion personality trait.

The findings of this study revealed that Teachers at the highest levels of professional expertise and psychological development were capable of balancing the students' intellectual achievements and interpersonal learning in the classroom; used a collaborative approach with students to control the classroom and encouraged creativity and flexibility to create interactive classrooms.

The findings of the study also revealed that Job satisfaction among secondary school teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Academic success of student depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the

academic life of the students. When teachers are satisfied with their job, they can perform their responsibilities with more concentration and devotion. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job, they can perform their responsibilities with more concentration and devotion. It was also revealed that Job satisfaction would make a teacher to be happy and job dissatisfaction would make him/her to be unhappy and emotionally disturbed. When a teacher is psychologically disturbed, his/her efficiency in school would be negatively affected.

The study has revealed that good monthly remuneration, good promotional prospect, regular payment of fringe benefit, education development, good working environment, cordial management staff relationship and high job security are critical factors promoting teachers' job satisfaction level. In addition, it was established that teacher job satisfaction has relative contribution to teacher job performance. It can therefore be concluded that for teachers' job performance in term of teaching competent, effective students' supervision, use of teaching materials, monitoring students' work, amongst others can be significantly improved if effort is made to improve on the critical factors associated with teachers' job satisfaction.

### **5.3 Recommendations**

The following recommendations were made based on the findings of the study:

1. Government and educational administrators should use appropriate strategies such as prompt payment of salaries, promotion and in service training to improve the job satisfaction of secondary school teachers.
2. Teachers' salaries and other fringe benefits should be improved in line with the economic trends and inflations in Nigeria.
3. Teachers' effectiveness and excellent performance should be rewarded as appropriate.

4. Regular training and retraining programmes should be provided for teachers in Oyo state for improved education development and performance.
5. Working environment of teachers in terms of school facilities, teaching and learning tools should be adequately provided for.
6. School management should ensure smooth and cordial relationship with school teachers

#### **5.4 Contribution of Knowledge**

1. The study conceptually provides a logically insights in the main concept and constructs of the study which are extraversion, agreeableness, conscientiousness, neuroticism, openness to experience for teacher personality and financial reward, promotion, recognition, personal satisfaction, teacher-students interaction and job security for job satisfaction.
2. The content theories base on what motivates people at work that is, identifying the needs, drives and incentives/goals and their prioritization by the individual to get satisfaction and thus perform effectively.
3. The researchers have categorized these needs into primary, secondary and high level requirement of employees, which needs to be fulfilled whenever workers is required to be motivated and satisfied.

#### **5.5 Suggestion for Further Studies**

This study only utilized quantitative methods I collecting data from both teachers and students. Other methods of gathering data like qualitative method that involved interview and focus group discussion could also be used to better understand the findings.

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**APPENDIX I**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION  
LEAD CITY UNIVERSITY  
IBADAN OYO STATE NIGERIA**

Dear Sir/Ma,

I am a Masters student of the Department of Arts and Social Science, Lead City University, Ibadan. I am currently conducting research on personality types and Job Satisfaction as Correlate of Teachers Effectiveness in Senior Secondary Schools in Oyo State. All information collected will be used only for the purpose of this research and will be treated with absolute confidentiality. To this extent, you should feel free to supply the necessary information that will enable me carry out this research. Thank you.

Adebayo Adeola Adedoyin.

**TEACHER'S PERSONALITY TRAIT AND JOB SATISFACTION  
QUESTIONNAIRE (TPTQ)**

**INSTRUCTION:** Please tick [] as applicable

**SECTION A: Socio-demography characteristics of respondents.**

1. Name of School \_\_\_\_\_
2. LGA \_\_\_\_\_
3. Sex: Male ( ) Female ( )

4. Age: 25-35 ( ) 36-45 ( ) 46 and above ( )  
 5. Religion Christianity ( ) Islam ( ) others ( )

**SECTION B: Personality types of teachers**

**Kindly tick the one that is appropriate to you SA- Strongly Agree A- Agree D- Disagree SD- Strongly disagree.**

S/N	Personality Types	SA	A	D	SD
	<b>Extraversion ‘I’</b>				
1	am active with others				
2	am reserved and love to be alone				
3	am goal-driven				
4	work hard to achieve my goal				
5	generates a lot of enthusiasm when in the midst of people				
	<b>Agreeableness ‘I’</b>				
6	find it difficult to forgive mistakes				
7	am helpful and unselfish with others (cooperating)				
8	can be cold and aloof				
9	generally believe the best about others				
	<b>Conscientiousness ‘I’</b>				
13	always do a thorough job				
14	always tend to be disorganized				
15	persevere until the task is finished				
16	tends to complete tasks in a less structure way				
17	prefer to work at my own pace to meet deadlines				
	<b>Neuroticism ‘I’</b>				
18	am depressed and blue				
19	am more optimistic				
20	struggle with difficult situation				
	<b>Openness to experience ‘I’</b>				
24	am original and always comes up with new ideas				
25	am always curious about changes in my environment				
26	am inventive				
28	am ingenious and deep thinker				
29	like to reflect and play around				
30	prefer work that is routine				
31	welcome new ideas				

**SECTION C: Teachers Job Satisfaction**

S/N	ITEMS	SA	A	D	SD
<b>A</b>	<b>Financial reward</b>				
1	Financial reward is the most important factor that motivate me to achieve the greatest productivity				
2	The minimum wage approved by the Federal Government is not paid to me				
3	I love my job irrespective of my poor salary				
4	My salary is inadequate for me				
5	Financial reward does not motivate me to be productive				
6	I am satisfied with the salary I earn				

<b>C</b>	<b>Promotion</b>				
9	Irregular promotion decreases my motivation to work.				
10	Promotion does not enhance my motivation to work				
11.	Promotion gives me hope for a successful teaching career				
<b>D</b>	<b>Recognition</b>				
12.	In teaching profession, my position as a teacher offers me recognition for my capabilities and accomplishment.				
13.	Recognizing my accomplishment can be an important factor for motivation				
14.	Recognizing me for good job can help motivate me to strive for success				
15.	Offering me a certificate of recognition is not an important factor of motivation				
<b>E</b>	<b>Personal Satisfaction</b>				
18.	I enjoy teaching and derive personal satisfaction from the job				
19.	Personal satisfaction fosters job loyalty and keeps me happy and motivated				
20.	I derive personal satisfaction in my method of teaching				
<b>G</b>	<b>Teacher-Students interaction</b>				
21.	My students find it very easy to communicate with me.				
22.	Students often come to me for advice and counseling				
23..	Aside from school work, I always discuss life issues with my students				
24.	Students are always attentive and ask question freely in my class.				
<b>H</b>	<b>Job Security</b>				
25.	Job security affect my commitment to work				
26.	Job security motivate me to work				
27.	I feel secure on my job as a teacher				
28.	I feel free on my job as a teacher				
29.	As a teacher, I am promoted when due				

**APPENDIX II**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION  
LEAD CITY UNIVERSITY  
IBADAN OYO STATE NIGERIA**

Dear Sir/Ma,

I am a Masters student of the Department of Arts and Social Science, Lead City University, Ibadan. I am currently conducting research on personality types and Job Satisfaction as Correlate of Teachers Effectiveness in Senior Secondary Schools in Oyo State. All information collected will be used only for the purpose of this research and will be treated with absolute confidentiality. To this extent, you should feel free to supply the necessary information that will enable me carry out this research. Thank you.

Adebayo Adeola Adedoyin.

**PERCEPTION OF TEACHER'S EFFECTIVENESS QUESTIONNAIRE (TEQ)**

**INSTRUCTION:** Please tick [] as applicable

**SECTION A: Socio-demography characteristics of respondents.**

1. Name of School \_\_\_\_\_
2. Class \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Sex: Male (  ) Female (  )
5. Religion Christianity (  ) Islam (  ) others (  )

**SECTION B: Perception of Teacher Effectiveness Questionnaire (TEQ)**

Kindly tick the one that is appropriate to you VT- Very True T- True AT- Almost true NT- Not True.

S/N	Item “My English teacher”	VT	T	AT	NT
	<b>Classroom Management</b>				
1	is competent in the content area in which he or she teaches				
2	is competent in the procedures, techniques, and methods of his or her content area.				
3	treats all students fairly and establishes an environment that is respectful, supportive, and caring.				
4	always find my English teacher class interesting				
5	always command decorum and respect from the whole class				
6	is very good in essay writing				
7	can speak oral English fluently				
8	is an expert in letter writing				
9	always find means to improve teaching and increase student learning.				
10	always encourage us to look for more information online on the topic he is currently teaching				
11	hardly hear what my teacher is saying when he/she is teaching				
	<b>Evaluation</b>				
12	always do the correction of our test before proceeding to the next topic.				
13	always make sure we do the correction of all assignment before starting a new one				
14	always takes us out on excursion				
15	always organized quiz competition for us with other schools				
16	always do letter writing competition in my school				

## BIO-DATA

### A. Personal Information

**Full Name:** Adeola Adedoyin ADEBAYO  
**Email:** realadebayoadeola@gmail.com  
**Telephone:** +234 810 066 2351 | +234 705 124 2304  
**Date and Place of Birth:** February 26, 1997, Ibadan  
**Nationality:** Nigeria  
**Name and Address of Next of Kin:** ADEBAYO Adeniyi, Akobo Area, Ibadan, Nigeria.

### B. Educational Background

- **Adekunle Ajasin University, Ondo State, Nigeria**  
Bachelor of Education in Guidance and Counseling [2014 - 2018]
- **LeadCity University, Ibadan, Nigeria.**  
Masters of Education in Guidance and Counseling In view 2023

### C. Work Experiences with Dates

- Intern Protocol Officer (National Youth Service Corps NYSC) Aug 2019 – Jul 2020
- Office of Hon. Speaker, Edo State House of Assembly, Nigeria

- Event Planning, Moderating and Implementation.
- General Secretariat Duties.
- Public Complain Administration.
- Co-arranging and Scheduling Appointments.
- Maintained Effective Records and Administrations.
- Handled Communication and Correspondences.
- Public Speaking
- Practicum      Aug 2016 – Sept 2016
- Ijapo Comprehensive High School, Akure, Ondo State, Nigeria.
- Teaching, Planned, Prepared, and Execute Lesson Notes for Students, Problem solving and behavioral skills to their need through activities, educational stream services games to promote their intellectuals and logo therapy
- Weekly Educational Seminars (Career Talk, Sex Education, Group Discussions, One-on-one
- Discussions, Academic Games. Etc.) Monitored and Assessed Students.
- Served as an Instructor for Inter-House Sports Parade.
- School Counselor.
- Practicum      Aug 2017 – Sept 2017
- Ori Oke Grammar School, Ondo State, Nigeria.
- Teaching
- Implementation of behavioral rules in maintaining orderliness in the school premises oMonitored, Evaluate and Assessed Students
- School counselor.
- Project247 Design and Construction, Ibadan, Nigeria | Mar 2020 – Mar 2022
- Human Resources Management

**D. Awards and Fellowships**

- Nil

**E. Membership of Professional/Academic Bodies:**

- Nil

**F. Publications**

- Published Research on “The Effect of Cigarette Smoking and Alcohol Drinking Among Female in Adekunle Ajasin University, Akungba, Ondo State, Nigeria.
- Research on “The Influence of Child Abuse on Children Mental Health: Implication for Guidance and Counselling”
- Research on “Personality Types and Job Satisfaction as Correlate of Teachers’ Effectiveness in Senior Secondary Schools in Oyo State”

**G. Major Conferences Attended with Dates**

Nigeria Association of Pastoral Counselling

2022

**H. REFERENCES**

**Mr. Adebayo Adekola Adeniyi**

Email: adekolaadebayo3@yahoo.com

Phone No: 08085991799

**Mr. Adegboyega Moses Adekunle**

Email: mosesadekunle87@gmail.com

Phone No: 07067419937

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Signature

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Date

**The University Compliance Form**

This is to certify that the thesis by Adeola Adedoyin ADEBAYO in the Department of Guidance and Counseling, Faculty of Arts and Education Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style

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Signature

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Date

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*Do Not Copy, Lead City University, Nigeria*