RELATIONSHIP BETWEEN TEACHERS PERSONALITY TRAITS AND JOB PERFORMANCE AMONG UNIVERSITY TEACHERS, KHYBERPUKHTUNKHWA, PAKISTAN

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ABSTRACT

Purpose: The purpose of the study was to identify the relationship between teachers' personality traits and job performance among university teachers. Methods: Survey questionnaire design was followed in this study. Teachers of public and private sector universities in District Peshawar, were the respondents in this study. Population of the study consist of total 3,345 university teachers in district Peshawar, KPK i.e., Public sector university teachers (2146) Private sector university teachers (1199). The sample size was 429 as by Krejecie & Morgan Table. Random sampling technique was used. Questionnaires were distributed among university teachers. A 55-item questionnaire which consists of personality traits and job performance was carried out to investigate the relationship between these variables. Seven basic socio-demographic questions were also included. Results & Conclusion: The findings revealed that there is a positive association between Openness to Experience, Extroversion, Agreeableness and job performance. On the contrary, there is a negative association between Neuroticism, Consciousness and job performance. The most predictive trait that influences teachers' job performance is Neuroticism followed by Openness to Experience.

Key Words: "Big Five" personality traits, job performance, university teacher, Khyber Pakhtunkhwa, Pakistan.

INTRODUCTION

The successful organizations are towards the improvements in the today's competitive environment, the excellence of the organizations, their performance and human resources are taken as an significant parameters for accomplishment (DELIMA 2019).It is critically important for universities today to recruit high performing teachers. Job performance defined as an important activity that

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provides both the goals and methods to achieve the organizational goals and also provide the achievement level in term of out-put (Lerner and Henke 2008). It defined as an effort of an employee to achieve some specific goal (Fay and Sonnentag 2010). One big question that any organization or universities may find hard to answer is how to separate individuals who will perform well from those who will not. The answer may to some extent relate to the type of personality that one exhibit. Discussions that concern personality as a valid predictor of job performance have flourished ever since (Barrick and Mount 1991) conducted a substantial meta-analysis on the same topic. Research suggests that personality traits as predictor variables can be generalized across all occupations and work tasks. If true, it is interesting to further investigate the personality traits and its association to job performance in specific occupations. One particularly important occupation is teaching.

It may be that some personality traits, more than others, are likely to be associated with successful job performance in teaching. Various studies and meta-analyses have indicated that human personality traits, particularly those included in the Five-Factor Model (FFM), also are highly related to job performance (Barrick and Mount 1991); (Barrick, Mount et al. 2001). This paper seeks to examine the relationship between the university teachers' personality traits and job performance in District Peshawar, KP.

The Big Five Personality Traits and Job Performance
Many studies have been done on Personality Traits in the long history. The factors developed by (Norman 1963) have been used widely in the literature. These factors are extraversion, emotional stability, agreeableness, conscientiousness and culture, later known as "Norman's Big Five" or "Big Five" (Barrick and Mount 1991). As this classification can properly identify the personality traits and it has been widely used in the research work, this study has chosen to explore the relationship among teacher's Personality traits and job performance among university teachers in Peshawar, Pakistan. Personality traits have specified a complete description of an individual's personality, known as the five-factor model. The five-factor model is a categorization of personality traits in five scopes, comprising with Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience (McCrae and Costa 1985). (Chandrasekara 2019) found reciprocal relationship of personality between job performance and job satisfaction. All the variables of Big Five personality traits have revealed a significant effect on job performance. However, only agreeableness and extraversion indicated a significant influence on job satisfaction whereas the other three variables did not show a significant effect. Therefore, five-factor model is suitable for capturing a broad picture of an individual's personality and their performance at work place.

Problem Statement

Understanding the relationship between teachers' personalities and their job performance (JP) offers a number of potential benefits at educational platform. Findings may be incorporated into University screening processes, which is particular relevance given the growing number of opportunities and applicants. They could also be used to align faculty with courses that best suit them, depending on the course delivery method. As proved from previous researches that personality trait has significance relationship with job performance at their workplace (Holmes, Kirwan et al. 2015). Certain personality traits such as such as extraversion, agreeableness, conscientiousness, and openness to experience could have a positive association with teachers' job performance. Despite the facts there are also studies that reported an inconsistent finding and therefore warrant for further exploration. Given the importance of the influence of personality traits on job performance, therefore, the purpose of this study is to identify the main personality traits possessed by public sector university teachers, level of job performance and examining the association between personality traits and job performance. Finally, the most dominant personality trait influencing teachers' job performance was also investigated.

The present study aims to explore the relationship between five dimensions of personality trait wit JP as also may be explained from theoretical model in the following figure;
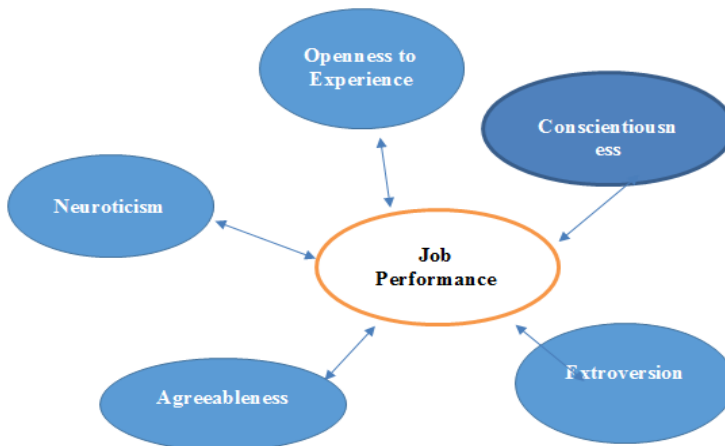
Objectives

    i.   To identify the significant relationship between Openness to Experience and teachers' job performance.

    ii.   To explore the significant relationship between Conscientiousness

and teachers' job performance.
iii.   To find out the significant relationship between Extroversion and teachers' job performance.
iv.   To ascertain the significant relationship between Agreeableness and teachers' job performance.
v.   To identify the significant relationship between Neuroticism and teachers' job performance.

Alternate Hypotheses

H1[A]: Openness to Experience will correlate positively with teachers' job performance.

H2[A]: Conscientiousness will correlate positively with teachers' job performance.

H3[A]: Extroversion will correlate positively with teachers' job performance.

H4[A]: Agreeableness will correlate positively with teachers' job performance.

H5[A]: Neuroticism will correlate positively with teachers' job performance.

Null Hypotheses

H1[0]: Openness to Experience will correlate negatively with teachers' job performance.

H2[0]: Conscientiousness will correlate negatively with teachers' job performance.

H3[0]: Extroversion will correlate negatively with teachers' job performance.

H4[0]: Agreeableness will correlate negatively with teachers' job performance.

H5[0]: Neuroticism will correlate negatively with teachers' job performance.

LITERATURE REVIEW

The first variable of the study, personality traits, is defined as enduring patterns of action or behavior (Julie 2012). Personality traits are tendencies of individuals to behave in similar ways across settings and situations (Ones 2005). Furthermore, (Ryckman 2012) suggested personality as a dynamic and organized characteristics possessed by an individual. The findings from one meta-analysis suggested that personality traits can be dispositional predictors of job performance (Judge and Bono 2001). This situation might be true among teachers, where they have different capabilities and personality characteristics that later can influence their job performance directly (Rezaei, Farahani et al. 2019). It is said that certain teachers who perform well in teaching and

providing quality instructional are those who display certain traits of personality, such as outgoing, humour, enthusiasm, and emotional stability (Radmacher and Martin 2001). Thus, personality traits are one of the factors that is crucial in delivering effective teaching (Mohd Arshad and Abd Ghani 2009).

The second variable job performance is defined as a set of behavior and performance models as knowledge, skill, management competence and perception abilities in job environment (Rothmann, Scholtz et al. 2002). Generally, job performance is defined as output of people based on legal duties and the success of an employee is stated in implementation of job duties and behavioral obligations (GHALENO, POURSHAFEİ et al. 2015). Previous study supported the notion that there is a positive association between personality traits and teachers' performance. The findings from one study reported a positive association between nine personality traits such as Agreeableness, Conscientiousness, Emotional Stability, Extraversion, Openness, Adaptability, Self-Efficacy, Tough-Mindedness and Work Drive and online teaching performance (Holmes, Kirwan et al. 2015). One study showed mix findings on the association between Big Five traits on performance. It was found that extrovert, agreeableness and conscientiousness have significant relationship with teaching effectiveness. On the contrary, neuroticism and openness have no significant relationship (Fauziah 2009). This is supported by the study done by (Espinola and Francia 2015), in which the results showed that Emotional Stability has a positive relationship to teachers' job performance while apprehension is negatively correlated to job performance. (Salehi 2018) found that neuroticism had a negative and significant relation with the job performance. (David, Armanu et al. 2017) indicate that personality has significant effects on employee performance. (Sabina 2017) suggest that sales performance have strongly depended on personality of the salesperson. (Yakasai and Jan 2015) conducted a study to examine the impact of Big Five Factor of personality traits on salespeople's' performance. (Klang 2012) found that Extroversion, Conscientiousness, and Neuroticism correlated moderately with job performance.

Besides teachers, study done on other profession such as telesales, pharmacists and non-pharmacists also revealed an association between selected Big Five traits and performance. Findings showed that Conscientiousness, Neuroticism, and Extroversion were moderately correlated with job performance among telesales workers of two major telecom companies. On the other hand, there was no correlation found between job performance with dimensions of Openness to Experience and Agreeableness. A study conducted among pharmacists and non-pharmacists reported that only personality dimensions of

Openness to Experience, Emotional Stability, Conscientiousness, and Extraversion were related to task performance (Rothmann and Coetzer 2003).

Originality/Value

From theoretical perspective, the mentioned study focuses on important constructs and taking into account that previous studies have obtained discrepancies in the results of the association between personality traits and job performance and only limited studies available which can contemplate the aim of the current study. With regard to contextual contribution, the current study is of great significance as it is a new kind of study among university teachers in district Peshawar (KP), Pakistan.

Research Methodology

This is a cross-sectional study and employed quantitative approach using a close-ended questionnaire. The population of this research included public sector university teachers (2146). Sample of the study was comprised of 429 respondent (university teachers). Data was collected through stratified sampling technique. The questionnaire consists of demographics characteristics (gender, age, university, qualification, designation, experience and marital status), Big Five traits and teachers' job performance. 50 university teachers were selected for pilot study. The purpose of pilot study was to check the reliability and validity of data and if found any confusion might be removed. Pilot testing is done in order to be ready for any type of criticisms from users and further recommendations from experts (Borg and Gall 1984). Data from all the respondents were gathered and analyzed through SPSS-21 using regression analysis. Mean and standard deviation were used to analyse personality traits and level of job performance. The relationship between Big Five personality traits and job performance was calculated using Pearson correlation analysis. Multiple regression analysis was used to compare the contribution of each personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) towards job performance.

RESULTS

Table 3.1:   *Cronbach's Alpha Coefficient of the Items for the Pilot Study*

Constructs	Number of Items	Cronbach's αlpha Score
Personality Traits	31	.868
Job Performance	24	.841

Demographic Characteristics

Overall, majority of the participants were male (69.2 %), aged between 31-40 years old (43.8%), and possessed minimum M.Phil qualification (42.2%). Most

of the participants are married teachers (67.1%), and possess teaching experience between 1 to 5 years (45.4%).

Personality Traits
Table 3.2:   *Descriptive Analysis of Personality Traits*
The mean scores for each personality traits are presented in Table 3.2.

Variables	Mean	SD
Openness to Experience	3.23	0.34
Conscientiousness	2.65	0.38
Extraversion	2.75	0.38
Agreeableness	3.27	0.35
Neuroticism	2.50	0.58

The findings showed that Agreeableness has the highest mean (3.27), reflecting on the main personality traits possessed by the university teachers, followed by Openness to Experience (3.23), Extraversion (2.75), Conscientiousness (2.65) and Neuroticism (2.50).

Level of Job Performance

Table 3.3:   *Descriptive Analysis of Job Performance*
The findings presented in Table 3.3 reveals that overall, the level of job performance among the university teachers is at a high level (μ =4.29±.445). Teachers perceived that they have a good teaching methods and ability to understand students' idea and questions well.

No.	Items of Job Performance	Mean (M)	Std. Deviation (SD)
1	Understand student ideas and questions.	4.40	.66
2	Express interesting and challenging ideas about the subject.	4.11	.67
3	Use tests, papers, projects, etc., that closely relate to the course purposes.	4.15	.69
4	Care about students as people.	4.44	.61
5	Give understandable explanations of course materials	4.41	.62
6	Ask interesting and stimulating questions.	4.22	.63
7	Give tests, projects, etc., that cover the important points of the course.	4.25	.67
8	Show interest in student ideas	4.35	.65
9	Speak in an understandable voice.	4.45	.62
10	Suggest clearer ways for students to express their ideas.	4.30	.61
11	Give quizzes, papers, projects, etc., that help students to learn.	4.33	.63
12	Make helpful comments about student work.	4.29	.60

13	Review material in ways that help students remember it	4.25	.66
14	Give projects, tests, or assignments that require original or creative thinking.	4.27	.68
15	Create opportunities for students to use the material they learn.	4.26	.61
16	Make helpful suggestions about what kinds of things to study for a test	4.31	.61
17	Show how the subject relates to other areas of knowledge.	4.25	.69
18	Speak with expressiveness and variety	4.30	.61
19	Am sensitive to student feelings about the subject.	4.28	.62
20	Provide helpful instructional materials (such as worksheets, study questions, unit objective).	4.60	.64
21	Identify strong points of student work.	4.23	.69
22	Use good examples and illustrations	4.29	.66
23	Try different ways of teaching when students have trouble learning.	4.59	.63
24	Enjoy teaching.		.60

Relationship between Personality Traits and Job Performance

Table 3.4:   Correlation between Variables
The result shown on Table 3.4 reveals that there is a positive association between Openness to Experience ($r = .198$, $p < 0.05$), extraversion ($r = 0.189$, $p < 0.05$), agreeableness ($r = 0.101$. $p < 0.05$) and job performance. However there is negative association between Conscientiousness ($r = -.002$, $p < 0.05$) and Neuroticism ($r = -0.240$, $p < 0.05$).

Variables	r value	Sig. value
Openness to Experience	**0.198****	.001
Conscientiousness	-.002	.000
Extraversion	0.189	.003
Agreeableness	**0.101***	.026
Neuroticism	**- 0.240****	.000

Table 3.5:   *The Most Dominant Personality Trait Influencing Job Performance*
Findings showed that only Openness to Experience and Neuroticism influencing teachers' job performance respectively (Table 3.5). Neuroticism is the most dominant Big Five personality that negatively influence job performance among university teachers (B=-.058).

Model	Un standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.800	.125	.771	25.003	**.000**
Openness to Experience	.025	.006	.035	4.254	*.000
Conscientiousness	-.034	.023	-.072	-1.489	.137
Extraversion	.300	.018	.290	16.825	* .000
Agreeableness	.674	.016	.686	43.009	* .026
Neuroticism	-.029	.024	-.058	-1.199	.231

a. Dependent Variable: Total Job Performance
*Significant at p<0.05

Key Findings

After statistical analysis major findings of the study are given below.

- ➢ It is revealed from the findings that there is a positive association between university teachers' Openness to Experience personality traits and job performance.
- ➢ Positive and significant association was found among extroversion personality traits and job performance.
- ➢ Results shows that there is significant and positive link between university teachers' Agreeableness personality traits and job performance.
- ➢ On the contrary, negative and insignificant association was seen between Neuroticism personality traits and university teacher's job performance.
- ➢ Meanwhile, consciousness personality trait is found to be insignificantly and negatively related with job performance.

DISCUSSION

The study indicated that Agreeableness is the most dominant personality trait among teachers. This finding is consistent and supported by previous research done by (Azlina and Sew Lee 2008). Teachers scored high in all items related to job performance which suggest that they possess high level of job performance. The findings implied that teachers in the public secondary school have a good teaching method and strategies in terms of delivering and understanding students' capability to achieve the desired learning outcomes. The result is consistent with the study carried out by (Binti Rusbadrol, Mahmud et al. 2015).

Furthermore, the finding of this study revealed that only personality traits of

Openness to Experience, Consciousness, Extroversion, Agreeableness, and Neuroticism are significantly associated with job performance. This indicates that by having personality trait of Openness to Experience, it will lead teachers to have an intellectual curiosity and be creative in performing their teaching process to ensure that they achieve the quality of interaction with students (Impelman 2007). In addition, personality trait of Agreeableness will lead teachers to establish a caring atmosphere and take a personal interest in each student' needs (Colker 2008). On the other hand, the negative correlation which found between traits of Neuroticism indicates that when traits of Neuroticism increase, teachers' job performance will decrease. Neuroticism, as opposed to emotional stability was the most dominant trait that affects teachers' personal accomplishment (Kokkinos 2007). It further explains that Neuroticism will lead teachers to inability to cope with stress which indirectly hampering teachers to maximize their potential in teaching (Azlina and Sew Lee 2008).

CONCLUSION
The results in this study confirmed, along with past research findings, that there is a relationship between the five factor personality traits and job performance. The overall findings in the present study showed that individuals who display high levels of Openness to experience, Extroversion, and Agreeableness, as well as low levels of Consciousness and Neuroticism, perform better in teaching profession. In sum, it can be concluded that all questions and objectives of the study have successfully been addressed.

RECOMMENDATIONS
  ➢ Suitable personality trait as an educator contributes in ensuring teachers to perform their job well and deliver teaching process effectively. Therefore, personality assessments should be continued as one of the assessment tools in recruitment and selection of teachers by the Ministry of Education, Pakistan.
  ➢ Teachers' level of job performance should be incline with the aims of National Education Philosophy (NEP). The aims of NEP can only be achieved through teachers who are dedicated and aspired to produce individuals who are socially, emotionally, physically and spiritually balance.

RECOMMENDATIONS FOR FUTURE STUDIES
In the end, it is recommended that research into teacher job performance go deep into different other traits of personality. A replication of this study with a large sample can help us to have a solid understanding of the relationship between personality traits and job performance. Besides, studies with a

longitudinal design can shed more light on the dark facets of teacher job performance.

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