PERSONALITY TRAITS AND EMOTIONAL INTELLIGENCE: PATHS TO TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN IFE CENTRAL LOCAL GOVERNMENT AREA, OSUN STATE, NIGERIA

By

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Abstract
For any meaningful teaching-learning to take place in schools, it is pertinent that students are best directed, guided, facilitated, and supported toward attainment of academic goals. The thrust of this paper was to examine the extent to which personality traits and emotional intelligence can determine the teaching effectiveness of secondary school teachers in Ife Central Local Government Area of Osun State. The survey design technique was employed for the study. A total of six secondary schools were selected using simple random sampling technique. From the six schools, 150 teachers were selected using proportionate sampling technique. An adapted instrument titled "Questionnaire on Teachers' Teaching Effectiveness" (QTTE) was used to collect information from the teachers. The Spearman Brown Coefficients and Spearman Brown Split-half reliability tests of the instrument yielded 0.71 and 0.83 respectively. The results showed that that 67.3% of the teachers were highly effective in teaching. It was showed that personality traits significantly influenced the teaching effectiveness of teachers at ($F_{(.825)} = 0.434, p > 0.05$). Finally, emotional intelligence was found to significantly influence the teaching effectiveness of teachers at ($F_{(.970)} = 0.337, p > 0.05$). It was concluded that extraversion and relationship management were the most traits that predicted the teachers' teaching effectiveness.
Key-words: *personality traits, emotional intelligence, teaching effectiveness and teachers*

Introduction

A nation that will stand on the threshold of the 21st century successfully to face the internal and external challenges will depend to an extent on the quality of its citizens. This is why education of its citizens is important. Meaningful education will not only aim at the physical and mental growth of the individual but also take into account the needs and the aspirations of developing society. Therefore, in the process of building up the quality citizens; the teachers play a strategic role. Teachers are considered very essentials and indispensible factor of any education system. They are referred to as the people who instruct to provide the teaching learning process. In order words, teachers communicate knowledge in specific subjects to students.

According to Kiadese (2011) and Afe, (2002), teachers are the mainstay of the educational system. Gupta and Srivastava (2016) remarked that without good teachers even the best system is bound to fail, with good teachers even the defects of a system can be largely overcome. The teachers are thought as a fly wheel of the whole education machine. The academic success or failure of a learner largely depends on this factor of education. For instance, Afe (2001) explained that

teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teachers are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students.

Over the years, there has been a far cry on the dwindling performance of students in public examinations (Babalola, 2010; Bello-Osagie & Olugbamila, 2009, Ogunsaju (2004). A research conducted on the state of secondary education in Nigeria revealed that there was an enduring deterioration in the quality and efficiency of secondary school education and as a result, affecting the performance of secondary education (Nigeria Education Sector Analysis, (NESA 2007). In his reaction, Ozordi (2010) expressed that the present-day secondary school students, on the average, can no longer do what primary school pupils in Nigeria, used to do in those days academic-wise. Unfortunately, the poor performance of students in both internal and external examinations had been linked to the effectiveness of teachers and teaching (Ajao, 2001).

Similarly, Sass, Hannaway, Xu, Figlio, and Feng (2010) believed that in real sense, the teacher is regarded as one of the greatest inputs into the educational system. Teachers are recognized as the most important school factor affecting student achievement. Not surprising therefore, Ofoegbu, (2004) revealed that poor academic performance of students in Nigeria is as result of poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. This is because, both teaching and learning are believed to depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Lassa (2000) and Guya (1998) recognized the fact that education cannot be provided by just anybody. They believed that it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. They opined that it is vital for teachers not only to possess the appropriate knowledge, skills and abilities to ensure the optimum transfer of knowledge, but to equip themselves with the right attitudes. In its contribution, the National Policy on Education expressed that no education system can rise above the quality of its teachers. Consequent upon this, the policy recommended some steps towards the enhancement of an effective and efficient teaching profession. For instance, the National Policy on Education (2004) advocated a minimum of National Certificate in Education for appointment as a teacher in primary and junior secondary schools in Nigeria. The main reason for such a decision was to help turn out the competent and effective teachers who will be mover and shaker in the secondary education system.

Undeniably, the quality of teaching is related to teaching effectiveness (Emery, Kramer & Tian, 2013). An effective teacher is described as one who is able to successfully perform tasks expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the communication of these traits through behaviour. Mortiboys (2005) opined that efficient teaching and good learning are the two most important factors for success in academia. One is subject expertise the other is knowledge of teaching methods i.e. a teacher's pedagogy. Hence, Kiadese (2011) and Ogunyemi, (2000) expressed that the primary goal of teaching is to ensure that meaningful learning occurs. Also, Kane (2013) revealed that if we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. This is because teaching effectiveness has become even more important as the emphasis on quality in higher education has increased.

Likewise, Evans (2006) opined that teaching effectiveness is a measure of the extent of realization of the instructional objectives. It is a net growth in intellectual aptitude and skills as measured by students' achievements. Sanders' (1999) and Wenglinsky's (2000) works asserted that

teacher effectiveness is the single biggest contributor to students' success. It was also defined by Evans (2006) as a manifestation of knowledge of content, skills in lesson presentation and creating desirable atmosphere for learning. Aregbeyen (2010) saw effective teaching as the process of making student learning possible, promote engagement and discussion, concern and respect for students and maximizing students' academic achievement. Jahangiri, Mucciolo, Choi, and. Spielman (2008) defined teaching effectiveness as "the extent to which the teaching activity fulfils its intended purpose, function and goals". In his final submission, Afe (2003) saw effective teaching as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students.

There is no doubt that teachers that are effective are not easy to come by. They are not built in a day. According to Spergel (2008), teacher's teaching effective is a combination of positive behaviours, personality characteristics as well as skills on the teacher's part. Although, Adepoju (2001) and Cherniss (2001) submitted that affective characteristics serve as the means through which the teachers' professional skills and qualifications could work to produce effective performance, however, the major problem with the production of teachers has to do with getting persons of the right personality traits and emotional intelligence to be interested in teaching and getting committed to it (Salami, 2007). Therefore, the research is mainly interested in examining whether personality traits and emotional intelligence can influence the teaching effectiveness of secondary school teachers. More so, to investigate which dimensions of personality traits and emotional intelligence predicted most, the teaching effectiveness.

According to Owuamanam and Owuamanam (2002, personality serves as the attributes of the individual which make him unique and different from other individuals. Oladele (2004) opined that it is the unique and distinctive characteristics which set a person apart from another. Besides, trait theory is thought as a major approach to the study of human personality. The trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behaviour, thought, and emotion (Kassin, 2003). According to this perspective, traits are relatively stable over time, differ among individuals (e.g. some people are outgoing whereas others are shy), and influence behaviour. Goldberg (1998) went further that the big five personality traits theory classified a person's personality into openness, agreeableness, conscientiousness, extraversion and neuroticism. Goldberg believed that each of the big five personality traits theory dimensions is like a bucket that holds a set of traits that tend to occur together.

Generally, every individual has one of these traits dominating his personality. The type of trait that is dominating in one's personality will determine his behaviour and more importantly, his/her effectiveness. For instance, Weisenbach (2004) was of the opinion that a school leader with highly dominant (extraversion) trait appears to be unable to create favourable school climate. But Buckmaster (2008) expressed that extraversion is related to leadership effectiveness. Buckmaster further explained that people that are considered as extraverts are sociable, assertive, and energetic people. They enjoy interacting with others in their environment and demonstrate self-confidence. Because they are both dominant and sociable in their environment, they emerge as leaders in a wide variety of situations. He went on to say that out of all personality traits, extraversion has the strongest relationship to both leader emergence and leader effectiveness. In his reaction, Loos (2001) believed that school leader with open (openness) personality can increase the overall positive climate. In his own submission, Adeniyi, (2012) opined that a teacher that is high in neuroticism may find it difficult to easily control his/her emotion or being able to handle stress well, hence, may not be able to relate well with the students. Based on this, it is pertinent to find out which of the traits has the greatest influence on teaching effectiveness of a teacher.

Moreover, emotional intelligence is seen taking on a central position in generating the good performance among teachers in schools, colleges and universities (Jennings & Greenberg, 2009). Donaldson-Feilder and Bond (2004) established that there is relationship between emotional intelligence and work performance. According to Bradberry and Jean (2009), emotional intelligence is the ability, capacity, skill or in the case of the trait emotional intelligence model, a self-perceived ability, to identify, assess and manage the emotions of oneself, of others and of groups. Bar-On (2003) conceptualized emotional intelligence as an array of emotional and social abilities, competencies and skills that enable individuals to cope with daily demands and be more effective in their personal and social life. In their submission, Segal, Smith, Robinson and Segal (2012) claimed that emotional intelligence is all about communicating with others in ways that draw people to you, overcome differences, repair wounded feeling and defuse tension and stress. To Goleman (2002), emotional intelligence can be classified into four dimensions namely: self awareness, self-management, social-awareness and relationship-management.

Similarly, Kremenitzer and Miller (2008) affirmed that teachers deal constantly with situations in which emotions are involved. Also, Kuncel, Hezlett and Ones (2004) believed that emotions are an integral part of a teacher's work. Hence, it is believed that teaching profession and emotional intelligence are related. Suffice to say that the process of building teachers that are teaching competent goes beyond the intellectual competence, professional skills but also on their emotional competence (Aremu, 2005; Carmeli, 2003). To this end, Kauts and Saroj (2012) studied revealed that teachers with high emotional intelligence were having less occupational stress and more teaching effectiveness. Also, Shapiro (2009) believed that through the expression of emotional identity, teachers can develop greater reflexivity, stronger solidarity and heightened sensitivity towards their colleagues and students. Arising from the above, it is pertinent to agree that emotional intelligence may be capability that any teacher needs to work on and develop in order to achieve outstanding performance in the classroom activities.

In conclusion, Goleman (2005) asserted that mixed model of emotional Intelligence operates under the assumption that it can be used to enhance the performance and effectiveness of individuals. For instance, Kremenitzer and Miller (2008) opined that teachers with good self awareness will develop positive teaching skills. In support of the statement, Beland (2007) and Zins and Elias (2006) agreed that self awareness includes skills that will make one recognize and identify his/her strengths, weaknesses, emotions and feelings that are likely affect one's performance. Besides, Frey, Hirschstein and Guzzo (2000) indicated that social awareness is the skill needed by any individual to read other persons' cues and to understand, and appropriately respond to their feelings. Also, Ladd (1999) expressed that someone that is lacking relationship management may have difficulty in relating with the peers, hence, develops poor affection to academic activities. Again, Casel (2003) believed that responsible decision-making is an aspect of emotional intelligence that a teacher needs to make responsible decisions that can contribute to the well-being of one's classroom activities. Considering the above, there is no gainsaying that each of these models of emotional intelligence is connected to the teacher's teaching effectiveness. However, there is need for a research to ascertain the relative contribution of each of the models on teaching effectiveness, hence, this study.

Objectives of the Study
a. examine the level of teaching effectiveness of secondary school teachers in Ife Central Local Government Area of Osun State;
b. investigate the influence of each of personality traits and emotional intelligence on teaching effectiveness of teachers; and
c. determine the relative contribution of dimensions of each of personality traits and emotional intelligence on teaching effectiveness of teachers.

Research Question
1. What is the level of teaching effectiveness among secondary school teachers in Ife Central Local Government Area of Osun State?

Research Hypotheses
1. There is no significant influence of each of personality traits and emotional intelligence and teaching effectiveness of teachers.
2. There is no significant relative contribution of each of personality traits and emotional intelligence on teaching effectiveness of teachers.

Methodology
The descriptive survey design was employed for this study. Teachers in secondary schools in Ife Central Local Government Area, Osun State constituted the population of the study. A total of six secondary schools were selected using simple random sampling technique. From the six schools, 150 teachers were selected using proportionate sampling technique. An adapted instrument titled "Questionnaire on Teachers' Teaching Effectiveness" (QTTE) which was divided into four sections was used to collect information from the teachers. Section A comprised three items on demographic variables such as name of school, teacher's sex and teacher's class. Section B comprised 22 items that sought information on the teacher's teaching effectiveness. The questions were framed such that the teachers would be objective in their responses. Again, the third section of the instrument comprised 26 items on teacher's personality traits, while section D contained 25 items on teacher's emotional intelligence. The Spearman Brown Coefficients and Spearman Brown Split-half reliability tests of the instrument yielded 0.71 and 0.83 respectively. Percentage, One-Way Anova and multiple regression statistics were used to analyse the data.

Results
Research Question
What is the level of teaching effectiveness among secondary school teachers in Ife Central Local Government Area of Osun State?

Table 1: Percentage Analysis of Teaching Effectiveness of Secondary School Teachers

Level	Frequency	Percent
Moderately Effective	49	32.7
Highly Effective	101	67.3
Total	150	100.0

Table 1 above showed the level of teaching effectiveness of secondary school teachers. From above, it was revealed that 67.3% of the teachers were adjudged to be highly effective in teaching, while the remaining 32.7% of the teachers were moderately effective in teaching. Arising

from the results, it can be concluded most of the teachers in secondary schools in the study area were highly effective in teaching.

Hypothesis Two: There is no significant influence of personality traits on teaching effectiveness of teachers

Table 2: Influence of Personality Traits on Teaching Effectiveness of Teachers

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.489	5	.098		
Residual	32.504	144	.226	0.434	➢ 0.05
Total	32.993	149			

Significant at p >.0.05

Table 2 showed the results of personality traits on teaching effectiveness of teachers. It was observed from the Table that personality traits significantly influenced the teaching effectiveness of teachers at $p > 0.05$ (F $_{(.825)}$ = 0.434, $p > 0.05$). This result concluded that there was a significant influence of personality traits on teaching effectiveness of teachers. The results rejected the null hypothesis.

Hypothesis Three: There is no significant influence of emotional intelligence on teaching effectiveness of teachers

Table 3: Influence of Emotional Intelligence on Teaching Effectiveness of Teachers

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.781	10	.078		
Residual	32.212	139	.232	0.337	➢ 0.05
Total	32.993	149			

Significant at p >0.05

From Table 3, the results showed that emotional intelligence significantly influenced the teaching effectiveness of teachers at $p > 0.05$ (F $_{(.970)}$ = 0.337, $p > 0.05$). This nullified the null hypothesis that states that there is no significant influence of emotional intelligence on teaching effectiveness of teachers.

Hypothesis Three: Dimensions of personality traits and emotional intelligence will not predict the teaching effectiveness of teachers.

Table 4: Relative Influence of Dimensions of Personality Traits and Emotional Intelligence to Predict Teaching Effectiveness of Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.504	.464		5.393	.000
Extraversion	.026	.028	.126	.956	.340
Agreeableness	.003	.024	.014	.114	.909
Conscientiousness	-.020	.027	-.086	-.768	.444
Neuroticism	-.019	.019	-.134	-1.032	.304
Openness	.004	.027	.018	.151	.881
Self-Awareness	.000	.025	.002	.016	.987
Social-Awareness	-.005	.017	-.031	-.291	.772
Self-Management	.010	.025	.045	.417	.678
Relationship Management	.019	.025	.093	.751	.454

Table 4 showed that some dimensions of personality traits (consciousness, neuroticism) and emotional intelligence (social awareness) were negative while dimensions such as personality traits (extraversion, agreeableness and openness) and emotional intelligence (self-awareness, self-management and relationship management) were positive. This implied that teachers' teaching effectiveness decreases with consciousness, neuroticism social awareness and responsible decision-making. However, dimensions such as extraversion, agreeableness, openness, self-awareness, self-management and relationship management positively related to teachers' teaching effectiveness. Also, the results revealed that personality traits such as extraversion and neuroticism significantly influenced teachers' teaching effectiveness ($p < 0.05$) while agreeableness, consciousness and openness were found not to significantly influence teachers' teaching effectiveness ($p > 0.05$). Again, some dimensions of emotional intelligence (self-awareness, social-awareness, self-management and relationship management) did not significantly influence teachers' teaching effectiveness ($p > 0.05$) but relationship management significantly influenced teachers' teaching effectiveness ($p < 0.05$).

Discuss of the Findings

The findings from the above results have provided far-reaching information. For instance, the results showed that majority of secondary school teachers in the study area were found to be highly effective. This implied that although there may be declining in the academic performance of secondary school students in the study area; this might not be unconnected to the teaching effectiveness of their teachers. However, the above findings was contrary to the findings of the duo of Onyekuru and Ibegbunam (2013) that teachers' teaching effectiveness in Emohua Local Government Area of Rivers State was low.

It was revealed that there was a significant influence of personality traits on the teaching effectiveness of teachers. However, it is believed that the type of trait that is dominating in one's personality goes a long way in determining one's effectiveness. For instance, the results showed that extraversion and neuroticism significantly influenced the teachers' effectiveness. Weisenbach (2004)

was of the opinion that a school leader with extraversion trait appears to be unable to create favourable school climate. This was contrary to Buckmaster (2008) that extraversion predicted leadership effectiveness. To Buckmaster, extraversion has strongest influence on leaders' effectiveness. Again, Adeniyi's (2012) study revealed that neuroticism is negatively related to emerging as a successful leader. Considering the above disagreement, it is pertinent to note that teachers who are effective tend to exhibit certain traits.

Finally, the result showed that there was a significant relationship between emotional intelligence and teachers' teaching effective. This findings was supported by Donaldson-Feilder and Bond (2004) that there is relationship between emotional intelligence and work performance. Kauts and Saroj (2012) corroborated the above statement by revealing that teachers with high emotional intelligence were more teaching effective. However, each dimension of emotional intelligence is related in different way. For instance, Ladd (1999) expressed that a teacher that is lacking relationship management may have difficulty in developing good affection towards academic activities. While expressing his own view, Kremenitzer and Miller (2008) opined that teachers with good self awareness will develop positive teaching skills. Also, Casel (2003) submitted that a good teacher needs to be making responsible decision that can contribute to the well-being of his/her classroom activities. Considering the above, there is no gainsaying that each of these models of emotional intelligence is connected either positively or negatively to the teacher's teaching effectiveness.

Conclusion/Recommendation

From the above study, it can be concluded that most secondary school teachers in the study area were highly effective in their teaching. It was concluded that secondary school teachers exhibited different dimensions of personality traits and emotional intelligence. However, extraversion and relationship management were the traits that predicted most the teachers' teaching effectiveness. It is therefore recommended that for effective teaching-learning activities, the secondary school teachers should create conducive learning environment as well as developing a positive affection towards their professional duties.

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