



**IJOLE**

**Volume 2, Issue 2, August, 2022.**

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**INTERNATIONAL JOURNAL OF LEAGUE OF  
EDUCATORS VOLUME 2, ISSUE 2, August, 2022**

**The Journal is Published  
by  
World Research Academy**

**Direct queries or enquiries via:  
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## EDITORIAL

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**Abstract:** Abstract should be between 150 and 200 including not less than 3 keywords, it should be in Microsoft word using times new roman with font 12. It should include title (font size 14) name(s) of author (s), institutional affiliation, location/ country, mailing address, email address, and mobile phone number of each corresponding author.

**full paper:** each article should be accompanied by an abstract, and should be between 3,500 and 5,500 words and not exceeding 15 printed pages, it should include, author,(s) full name (s), institution(s) and email address of the corresponding author, tables, figures, and reference should be in APA format.

**Text:** papers should be typed-written on one sided of A4 size paper with 2.54 cm margin left and right 3.117cm, bottom 1cm and should be 1.5 line spacing, the paper must follow this structure, if it is empirical study. (1). Introduction (2). Literature/theoretical Concept (3). Methodology (4). Findings/ Results (5). Discussions (6). Implication and conclusion.

### **IJOLE Description**

Published by:	World Research Academy
Frequency :	Twice a year (two times)
Publication Format:	Print and Online
Language use :	English only
Review process:	Double blind
Access :	Open Access

All correspondence is transacted on-line and should be directed through:  
[editor.ijole@gmail.com](mailto:editor.ijole@gmail.com)

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**IJOLE**

## PERSONALITY TRAITS AND MOTIVATION AS CORRELATES OF WORK ATTITUDE OF SECONDARY SCHOOL TEACHERS' WORK ATTITUDE IN SOUTH-EAST STATES OF NIGERIA.

DR. AMA NKAMA NNACHI  
Ebonyi State College of Education, Ikwo  
&  
DR. UWAOMA AKWU UDE  
Ebonyi State College of Education, Ikwo

### Abstract

The study investigated the personality traits and motivational indices as correlates of work attitude of secondary school teachers in the south east geo-political zone of Nigeria. Four research questions were raised to guide the study and four null hypotheses were formulated to test various assumptions in the study. Related literature was reviewed. Correlation survey research design was adopted in carrying out this work. A sample of 2,547 teachers was drawn from a population of 25,466 secondary school teacher using a proportional random sampling technique. The instrument used for data collection was an adapted questionnaire called personality traits, motivational indices and work attitude (PERMWAQ). The data collected were analysed using correlation matrices and multiple regression analysis and were tested at 0.05 level of significant. The study revealed that there is significant relationship between personality traits and work attitude of teacher. Also there is a significant relationship between job security and work attitude of teachers but there is no significant relationship between regular payment of leave transport bonus and the work attitude of secondary school teachers. It was recommended that an improvement in the conditions of service and payment of adequate minimum wage for teachers are inevitable. The study further recommended that teachers' personality traits should be improved through adult counselling services.

**Keywords:** Personality, Motivation and Job attitude.

### Introduction

In every organization all over the world, motivation plays a significant role in initiating, activating, and maintaining the goal-directed behaviour of the individuals and groups, for a sustainable positive work attitude. This is in view of the merits of motivation in promoting employees' attitude to work. Thus, in 2011, when the Federal Government of Nigeria announced a National Minimum Wage of N18, 000.00. (Eighteen thousand Naira) to be paid to all workers in Nigeria (Daily Champion, 2011), the hope of everyone, especially the teachers, was raised very high.

A few months after the announcement, the Federal Government swiftly added N1,000.00 (one thousand naira) across board, to the salary of each of the teachers in the Federal Service, that the minimum wage has been met by this one thousand naira addition. This action negatively affected the attitude of teachers in the Federal Service. In the same way, the new minimum wage of thirty thousand (N30, 000.00) naira and the special salary

scale promised to teachers have been a mirage. Until now, the minimum wage was never implemented by some State Governments. Negotiations with various State branches of the Nigerian Union of Teachers (NUT) could not yield any fruit. In some States, the Government claimed to have paid the new basic salary but the take-home packages of the teachers were drastically reduced. However, some State Governments, like Rivers State actually paid their teachers a higher salary than the national minimum wage of N18, 000.00 (Daily Sun, 2011).

An issue, such as the national minimum wage, could easily have been an economic motivational factor, with obvious implications on the personality of teachers, and would likely have affected their work attitudes in the school system. The disparity in the implementation is a case in point, and is likely to affect teachers' morale and consequently influence their attitude to work in various ways. The teachers who received the salary

boost are likely to have a more positive attitude towards their work, and those who did not could develop a negative attitude towards their work.

According to Lefton, and Brannon (2006), most people work, at least in part, to receive financial compensation, but it would be a mistake to assume that the sole motivation for work is monetary. However, with reference to the minimum wage issue, the expectation for higher remuneration could influence teachers' attitude to work.

Okoli (2005) observed that post primary school teachers in Imo State were not satisfied with their jobs due to poor salaries and poor conditions of service. In addition, the teachers are exposed to difficult and unfavourable working conditions in schools which make the situation more stressful and unhealthy than ever before, For example, the teacher's staff rooms in many schools are poorly furnished/ very small with inadequate number of chairs and tables in relation to the number of teachers. The poor salaries of teachers and irregular payment of teachers' salaries might have significant effects on teachers' attitude to work.

The attitudes and reactions of parents towards the teachers are often negative. They abuse and threaten the teachers any time they discipline their children and wards, and these are likely to affect teachers' attitude to work. Even the students, whose academic future the teachers protect, have no respect for the teachers. All these are likely to affect the teacher's attitude to work negatively.

Nigerian teachers desire to have job satisfaction, financial independence, security, and social recognition in their jobs. The provision of all these should be the responsibility of the government. To resolve these problems, it is imperative that all the variables which correlate with teachers work attitude are understood. Nigerian teachers are owed many months of salary arrears, and this had made them to seek help from the market women, farmers, and money lenders, in order to survive (Nnachi, 2010). By doing this, their self esteem, value and dignity are badly affected. Such situations have contributed to making Nigerian teachers helpless as they seem unable to take care of their personal needs. There is need for all the necessary institutions to work hard on

improving the status of Nigerian teachers. The teaching profession, as in many other professions should be made attractive, economically and otherwise, to provide the motivational indices for growth and self-fulfillment.

According to American Psychological Association (A.P.A.) Dictionary of Psychology (2007), motivational factor is any physiological or psychological factor that stimulates, maintains, and directs behavior (American Psychological Association, 2007). Examples include basic physiological needs, interest, and extrinsic rewards. With reference to the present study, motivational indices are the rewards provided employees by employers in order to promote meaningful work attitude that increases productivity. Motivational indices are of two types namely, economic and non-economic motivational indices. The economic motivational indices are material rewards which include satisfactory incomes, leave transport bonuses, regular promotions, good conditions of service, provision of residential accommodations, provision of official cars, and so on. According to Ekpenong (2000), the non-economic motivational indices refer to appreciable public image, moderate working hours, job security, opportunity for professional growth, high social status, and so on.

Other major variables in this study include personality traits of teachers. Personality has been defined by Gordon Allport in Santrock (2007) as the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thoughts (Myers, 2005). On the other hand, a trait, according to Opara (2004, is a distinguishing personality quality, the relatively permanent reaction tendencies that are the basic structural units of personality (Cattell in Schultz & Schultz, 2005). According to American Psychological Association (A.P.A.) Dictionary of Psychology, Personality trait is a relatively stable, consistent and enduring internal characteristic that is inferred from a pattern of behaviour, attitude, feelings and habits of an individual (American Psychological Association, 2007). Research study by Illita, (2006) has shown that there are various aspects of teachers' personality traits that could precipitate work attitudinal dispositions in the school. Other studies by Ekpenyong, (2000) and



Oyinloye, (2005) have linked personality traits of individuals to academic achievement and to the quality of work in school. Unfortunately, conditions of service in the Nigerian educational system do not encourage teachers to improve on their personality development (Nnachi, 2010).

The Big Five personality traits are five broad domains or dimensions of personality that are used to describe human personality. The theory based on the Big Five factors is called the Five Factor Model (FFM) Traits Theory. The five-dimension personality model, nicknamed the "Big Five", and proposed by Lewis Goldberg (1992), following the lead provided by the works of Paul Costa and Robert McCrae (1987), includes openness, conscientiousness, extraversion, agreeableness, and neuroticism (McCrae, and Costa, 2003; Santrock, 2007)

According to McCrae and Costa, (2003), openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experiences, It refers to the extent to which people are open to experience or close, independent or conforming, creative or uncreative, daring or timid, imaginative or practical, preference to variety or preference to routine. On the other hand, closeness refers to preference for conventional, obvious, plain, and straightforward ways of doing things.

Conscientiousness is the tendency to show self-discipline, act dutifully and responsibly, and aim for achievement. It refers to the extent to which people are reliable or undependable, careful or careless, punctual or late, well organized or disorganized, discipline or impulsive (Myers, 2005). Conscientiousness shows preference for planned rather than spontaneous behaviour. On the other hand, undirected persons are careless, undependable, disorganized, and impulsive individuals.

Extraversion is characterized by positive emotions, and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. It refers to the extent to which people are affectionate, talkative, sociable, and fun-loving. On the other hand, introverts are reserved, quiet, sober, low-key, deliberate, and less involved in the social world.

Agreeableness is the tendency to be

compassionate and cooperative rather than suspicious and antagonistic towards others. The trait reflects individual differences in general concern for social harmony. According to Lefton, and Brannon (2006), agreeableness refers to the extent to which people are good-natured or irritable, courteous or rude, flexible or stubborn, lenient or critical, soft-hearted or ruthless, trusting or suspicious, helpful or uncooperative. On the other hand, disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people.

Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression. It refers to the extent to which individuals are anxious or calm, nervous or at ease, insecure or secure, self-satisfied or self-pitying. It is sometimes called emotional instability, or reversed and referred to as emotional stability. According to Fiske, Gilbert, and Lindzey (2009), those who score high in neuroticism are emotionally reactive and vulnerable to stress. They are more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult. At the other end of the scale, emotional stability refers to individuals who score low in neuroticism in a personality test. Such individuals, according to Lim, and Polyhart (2004), are less easily upset and are less emotionally reactive. They tend to be calm, emotionally stable, and free from persistent negative feelings.

As a result of the fact that the Big Five personality traits are broad and comprehensive, they are not nearly as powerful in predicting and explaining actual behaviour as are the more numerous lower-level traits. (<http://en.wikipedia.org/wiki/Big-Five-personality-traits>). Studies such as Paunonen and Ashton (2001), and Mershon and Gersuch (2008) have confirmed that in predicting actual behaviour, the more numerous facets or primary level traits are far more effective. Examples of primary level traits include honesty, fairness, compassion, responsibility, courage, humility, emotional stability, extraversion, impartiality, patience, and so on.

There are many types of personality traits; it is sometimes difficult to classify a person into a single type because there are many different

personality traits an individual can possess. Some of these personality traits are positive while others are negative. Some of the positive personality traits include honesty, responsibility, adaptability, compatibility, emotional stability, compassion, understanding, patience, courage, loyalty, adventurousness, conscientiousness, fairness, fearless, impartiality, optimism, intelligence, humility, obedience, trusting, extraversion, dutifulness, independence, and so on. On the other hand, some of the negative personality traits include laziness, pompous, dishonesty, arrogant, cowardly, picky, sneaky, quarrelsome, self-centered, emotional instability (neuroticism), vulgar, malicious, unfriendly, bossy, conceited, stingy, rude, unruly, etc. A host of other good and bad characteristics can also be considered personality traits, if an individual practices these things habitually. Two major independent variables in this study, namely responsibility trait, and emotional stability trait are described in the Five Factor Model (FFM) Personality Trait Theory. The two primary levels of personality traits, namely responsibility and emotional stability, are respectively components of two of the Big Five namely conscientiousness and neuroticism. The primary level personality traits expected of teachers for successful teaching include physical energy, emotional stability, self-control, responsibility, sincerity, gregariousness, adventurousness, perseverance, initiative, decisiveness, loyalty, honour, and leadership (Astika, Cerrell, and Moneta, (2006). Illita (2006) revealed that teachers' personality traits should include warmth, responsibility, self-esteem, emotional stability, and dominance. However, possessing aggregate evidence of responsibility and emotional stability would indicate dignity and authority among the teachers in secondary school. These traits are necessary for a successful teaching vocation (Okorie, 2006), and are required for good teaching and satisfactory work attitude of teachers in secondary school. On the other hand, the manifestation of negative personality traits such as dishonesty, laziness, shyness, unfriendliness, slovenliness, emotional instability, and being quarrelsome, reflect poor teaching potentials which would probably influence teachers' attitude to work negatively.

Responsibility is a person's behaviour that can be trusted or relied on. It is a tendency to show

self-discipline, act dutifully, and aim for achievement against measures or outside expectations. Responsibility trait shows a preference for planned rather than spontaneous behaviour, acting dutifully rather than shirking duties. It influences the way in which an individual controls, regulates/ and directs his or her impulses. According to Lefton, and Brannon (2006), a responsible person is an efficient, an organized, and a dependable person. The trait is made up of trustworthiness, self-respect, maintenance of friendship, and so on. On the other hand, a person who scores low on responsibility in a personality test is called irresponsible. Irresponsibility refers to careless and easy-going behaviour. An irresponsible person always shirks or abandons his duties.

Emotional stability is the ability of a person to remain stable and balanced under emotionally provoking conditions. A teacher high in emotional stability will be able to think clearly, make decisions and cope effectively with stress. Emotional stability is interlinked with high tolerance for stress or aversive stimuli (Fiske, Gilbert, & Lindzey, 2009). The trait is made up of controlled anger, calmness, cheerfulness, controlled anxiety, etc. On the other hand, emotional instability is the tendency to experience negative emotions such as anger, anxiety or depression. Those who score high in emotional instability are emotionally reactive and vulnerable to stress. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Ekpenyong (2000) suggests training and retraining of teachers through in-service training and opportunity for higher education by the government, to assist teachers improve on their personality development. Much emphasis has been laid in the country's educational policy, on the need for training and retraining of Nigerian teachers.

According to the National Policy on Education (2013), "In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development", (Federal Republic of Nigeria, 2013, Section 92a, p. 56). This policy statement is imperative for the sustainable development of the educational system, because the quality of the future citizens of this country depends, to a large extent, on the quality of its teachers. In spite of this fact, the

status accorded teachers in Nigeria is very low (Ironidi, 2010). This situation can negatively affect teachers' motivation and attitude to work. In spite of the emphasis on the training of teachers as contained in section 92 (a) of the National Policy on Education, the training need of the Nigerian teacher is not vigorously pursued. For instance, the Technical Teachers Training Programme (T.T.T.P.), a training programme of the Federal Ministry of Education to train science mathematics teachers from Federal and State Government Colleges on scholarship, stopped about seven years ago.

The essential roles of teachers are fundamental to the success of the Nigerian educational system. For example, teachers' duties are dynamic and multi-dimensional in the modern day school system. The teacher serves as an instructor, a friend, a teacher, a researcher, a guardian, a model, a leader, a counselor, and so on. The implication of the above roles is that the teachers must be versatile in terms of physical, moral, mental and emotional efficiency and effectiveness in the school.

One other major variable in the present study is work attitude. According to Lefton, and Brannon (2006), attitudes are beliefs and feelings that predispose our actions to objects, people, and events. Schultz and Schultz, (2005) defines attitude as a mental and neutral state of readiness organized through experiences, which exert a directive or dynamic influence upon the individual's response to all objects or situations.

Work attitude, according to Judge, and Kammeyer-Mueller (2012), is a set of evaluation of one's work that constitutes of one's feelings towards, beliefs about, and attachment to one's work. It is a particular instance as an entity, involving one's current position, one's work or one's occupation, and one's employer as its entity. Scheicher, Watt and Greguras, (2004) affirm that work attitude has cognitive, affective, and psychomotor or behavioural dimensions. Cognitive work attitude comprises of how the individual cognitively assesses two or more specific aspects of his or her work. It relates with our thoughts, beliefs and ideas about something. Affective work attitude is a singular construct comprising an overall emotional feeling about a work as a whole (Spector, 1997). It relates with our feelings about

the object and people. Teachers must be warm-hearted to provide emotional support for their students to enable them cope with the learning tasks in schools. Perhaps, the desired attitude to work will be achieved in the Nigerian educational system when the teachers, endowed with positive personality traits are adequately motivated.

### **Statement of the Problem**

Extensive theoretical works have been carried out on motivation by Abraham Maslow in Myers (2005). His works have provided information on the nature of motivation and motivators, and their relevance to the achievement of every organizational goals and objectives. But none of Maslow's works sought the relationship among the variables of teachers' personality traits, motivation, and work attitude.

Several research findings (Astika, 1996; Idiong, 1996; & Okorie, 2006) reveal that motivational indices are crucial to the success of the teachers in Nigeria secondary schools. Some studies (Ajiero, 1994; Oyinloye, 2005 & Nwokenna, 2010) advocated improved conditions of service in Nigerian secondary schools in order to promote meaningful work attitude. None of these studies focused on teachers' personality characteristics as important variables for promoting teachers' attitude to work in Nigerian secondary schools.

However, a few studies on personality characteristics (Ewuzie, 2004, Opara, 2004, and Okorie, 2006) focused on students and adolescents variables, but none focused on teacher variables. Moreover, none of these studies combined sets of independent variables of the teacher as correlates of the dependent variable. The present study sets out to fill this gap, by investigating personality traits and motivational indices as correlates of work attitude of secondary school teachers in South-East Geo-Political Zone of Nigeria.

Therefore, this study sets out to find the following:

- I. Whether personality traits, namely responsibility and emotional stability traits, significantly relate to work attitude of teachers.
- ii. Whether components of motivational indices, namely regular leave transport bonus and job security significantly relate to

work attitude of teachers.

### Scope of the Study

This study is on personality traits and motivational indices as correlates of work attitude of secondary school teachers in the South-East Geo-Political Zone of Nigeria. It is targeted at teachers in state government secondary schools. Teachers in primary schools, private schools, teachers', and Federal Government colleges would not be included.

The study was also limited to personality traits, motivational indices, and work attitude of teachers. Specifically, these include responsibility and emotional stability traits, economic and non-economic motivational indices namely regular payment of leave transport bonus and job security, and work attitude of teachers.

### Purpose of the Study

The general purpose of this study is to investigate personality traits and motivational indices as correlates of work attitude of secondary school teachers in South-East Geo-Political Zone of Nigeria. Specifically, the purpose of this study is to determine:

- I. The relationship between responsibility trait of the secondary school teachers and their attitude to work, in the South-East Geo-Political Zone of Nigeria.
- ii. The relationship between emotional stability trait of secondary school teachers and their attitude to work, in the South-East Geo-Political Zone of Nigeria.
- iii. The relationship between economic motivational index of regular payment of leave transport bonus and secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria.
- iv. The relationship between non-economic motivational index of job security and secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria.

### Justification for the Research

It is hoped that the findings of this study would contribute to the reservoir of knowledge in educational psychology. This knowledge could

encourage the government to assist teachers to be able to cope with their personal and educational challenges in the secondary school system. This would consequently lead to the enhancement of teachers' commitment to the realization of school goals and objectives.

It is also hoped that the findings of this study would lead to the right perception of the factors related to work attitude by the teacher. This is because the study may bring to lime light factors that promote good work attitude of teachers. When stakeholders are aware of these factors they would be able to manage these factors to achieve the goals of education.

Furthermore, the findings of this study hopefully, may have implications for counseling. Having identified the variables and the effect they have on teachers' work attitude, the outcome would enable school counselors to counsel teachers on their personal, social, vocational and educational adjustment. Counselors consequently would be able to promote teachers' better understanding of themselves, and possible ways of working more effectively with the students and their colleagues.

Finally, it is hoped that the findings of this study would help the State and Federal Governments to discover practical ways of improving on the economic and non economic motivational facilities within the secondary school system. The study would bring to lime-light the dependent and independent variables which correlate with teachers' attitude to work. A proper understanding of these variables would help government device ways of improving the motivational facilities in the school system in order to promote teachers' work attitude in the modern lay complex educational institutions in Nigeria.

### Research Questions

The following four research questions will guide this study:

1. Does responsibility trait of secondary school teachers have any relationship with their attitude to work, in the South-East Geo-Political Zone of Nigeria?
2. Does emotional stability trait of secondary school teachers have any relationship with their attitude to work, in the South-East Geo-Political Zone of Nigeria?
3. Does economic motivational index of regular leave transport bonus have any

relationship with secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria?

4. Does non-economic motivational index of job security have any relationship with secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria?

### Hypotheses

Corresponding to the research questions, four null hypotheses are formulated to test various assumptions in the study and will be tested at 0.05 level of significant.

- Ho<sub>1</sub>: There is no significant relationship between secondary school teachers' responsibility trait and their attitude to work, in the South-East Geo-Political Zone of Nigeria,
- Ho<sub>2</sub>: There is no significant relationship between secondary school teachers' emotional stability trait and their attitude to work, in the South-East Geo-Political Zone of Nigeria
- Ho<sub>3</sub>: There is no significant relationship between economic motivational index of regular payment of leave transport bonus and secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria.
- Ho<sub>4</sub>: There is no significant relationship between non-economic motivational index of job security and secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria.

### Method

The researchers adopted a correlation survey research design in carrying out the study. Responsibility and emotional stability of teachers and economic and non economic (regular payment of leave bonus transport and job security) indices were measured.

The study was carried out in the five states that make up the south east geo-political zone of Nigeria. The population of the study was 25,466 teachers in secondary schools funded by the state governments of the south- east geo-political zone of Nigeria. A sample of 2,547 secondary school teachers was selected using multi-stage stratified random sampling technique. The sample was 10%

of the population. The sample was selected from 120 secondary schools across the five states.

Instrument of data collection was adapted from a standardized personality traits questionnaire called teachers' personality traits, Motivational indices and work attitude questionnaire. The instrument was drawn from the 16 personality factor analysis of Cattell (1994), Comrey personality Scale (CPS) by Comrey (1970), job satisfaction indices of Argyle (1993) and Ryans' factor analysis of teachers' behaviour and characteristics (Ryans, 1960).

The instrument was validated by two experts from Department of Educational Foundations Ebonyi State University, Abakaliki. The reliability of the instrument was established using test re-test method within two weeks interval. A correlation coefficient of alpha 0.78 was obtained, and the instrument was adjudged to be reliable and able to measure the variables involved in this study.

The researchers distributed the copies of the instrument to the respondents with the help of the research assistants. They waited for the respondents to fill and return the instrument before leaving the school. There was 100% rate of returns of the instrument. Correlation Matrices was used to determine if there was any relationship between the independent and the dependent variables. This analysis enabled the researchers answer the researcher questions. Again, multiple regression analysis was used to compute the regression coefficients and the F-value for each of the independent variables. This enabled the researchers to test the hypotheses and make conclusions. All the hypotheses were tested at 0.05 level of significance.

### Analysis and Results

The results of the analysis of data are presented by the researchers in two sections, presentation of results and summary. The results are presented in tables according to the four research questions and the four hypotheses formulated to guide the research. The correlation matrices of the variables are presented first, followed by the multiple regression analysis

**Research Question One: Does responsibility trait of secondary school teachers have an relationship with their attitude to work, in the South-East Geo-Political Zone of Nigeria?**

The correlation matrix of the responsibility trait and work attitude of secondary school teachers in the South-East Geo-Political Zone of Nigeria is presented in table 1.

**Table 1: Correlation Matrix of Responsibility Trait and Work Attitude of Teachers**

Independent variables	Personality traits	Responsibility traits	Emotional traits	Work attitude
Personality traits	1.00	-	-	-
Responsibility traits	0.63*	1.00	-	-
Emotional traits	0.66*	0.22*	-	-
Work attitude	0.28*	0.25*	0.19*	1.00

(\*Significant at  $p \leq 0.05$ )

As shown in the table 1 above, there was evidence of relationship between the responsibility trait of secondary school teachers and their work attitude with a correlation coefficient of 0.25. There was also evidence of inter-relationship between responsibility trait and emotional stability traits with correlation coefficient of 0.22. The value of 0.25 indicated a positively low relationship between responsibility trait and work attitude of secondary school teachers. Also, the value of 0.22 revealed a positively low inter-relationship between responsibility trait and emotional stability trait of the secondary school teachers.

**Research Question two: Does emotional stability trait of secondary school teachers have any relationship with their attitude to work, in the South-East Geo-Political Zone of Nigeria?**

The correlation matrix of emotional stability trait and work attitude of secondary school teachers in the South-East Geo-Political Zone of Nigeria is presented in table 2.

**Table 2: Correlation matrix of emotional stability trait and work attitude of teachers**

Independent variables	Personality traits	Responsibility traits	Emotional traits	Work attitude
Personality traits	1.00	-	-	-
Responsibility traits	0.63*	1.00	-	-
Emotional traits	0.66*	0.22*	-	-
Work attitude	0.28*	0.25*	0.19*	1.00

(\*Significant at  $p \leq 0.05$ )

As shown in the table 2 above, there was evidence of relationship between the emotional stability trait of secondary school teachers and their work attitude with a correlation coefficient of 0.19. There was also evidence of inter-relationship between emotional stability traits and responsibility trait with correlation coefficient of 0.22. The value of 0.19 indicated a positively low relationship between emotional stability traits and work attitude of secondary school teachers. Also, the value of 0.22 revealed a positively low inter-relationship between emotional stability trait and responsibility trait of the secondary school teachers.

**Research Question three: Does economic motivational index of regular leave transport bonu have any relationship with secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria?**

The correlation matrix of economic motivational index of regular leave transport bonus of secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria is presented in table 3.

**Table 3: Correlation matrix of economic motivational index of regular leave transport bonus and work attitude of teachers,**

Independent variables	Motivational indices	Leave Bonus (Economic Index)	Job Security (Non-Economic Index)	Work attitud
Motivational indices	1.00	-	-	-
Leave Bonus (Economic Motivation Index)	0.34*	1.00	-	-
Job Security (Non-Economic Index)	0.74*	0.12	-	-
Work attitude	0.13	0.03	0.35*	1.00

(\*Significant at  $p \leq 0.05$ )

The table 3 above revealed that there was evidence of relationship between regular payment of leave bonus and work attitude of teachers with a correlation coefficient of 0.03. Moreover, there was evidence of inter-relationship between regular payment of leave bonus and job security with a correlation coefficient of 0.12.. The values of 0.03 and 0.12 indicate very low positive relationship between regular payment of leave bonus and work attitude of teachers in one hand and positive low inter-relationship between regular payment of leave bonus and job security.

**Research Question four: Does non-economic motivational index of job security have any relationship with secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria?**

The correlation matrix of job security and attitude to work of secondary school teachers in the South-East Geo-Political Zone of Nigeria is presented in table 4

**Table 4: Correlation Matrix of Job Security and Work Attitude of Teachers**

Independent Variables	Motivational indices	Leave Bonus (Economic Index)	Job Security (Non-Economic Index)	Work attitud
Motivational indices	1.00	-	-	-
Leave Bonus (Economic Index)	0.34*	1.00	-	-
Job Security (Non-Economic Index)	0.74*	0.12	-	-
Work attitude	0.13	0.03	0.35*	1.00

(\*Significant at  $p \leq 0.05$ )

The table 4 above showed that there was evidence of relationship between job security and attitude to work of secondary school teachers with a correlation coefficient of 0.35; a low positive relationship. There was also evidence of inter-relationship the independent variables with correlation coefficient of 0.12.

**Hypothesis One: There is no significant relationship between secondary school teachers' responsibility trait and their attitude to work in the South-East Geo-Political Zone of Nigeria,**

In order to test this hypothesis, items one to six of the instrument for data collection were scored using the responses of the 2,484 respondents. Multiple regression analysis was employed to determine the degree of relationship between responsibility traits of teachers and their work attitude as presented in table 5.

**Table 5: Regression Analysis of responsibility traits and work attitude of teachers**

ANOVA					
	df	ss	ms	F	
Regression	1	2738.87794	2738.87794	40.35*	
Residual	2483	3606.91154	52.88550		

  

Parameter Estimation					
Variables	B	SE B	r	R <sup>2</sup>	R <sup>2</sup> (adj.)
Responsibility traits	0.59	0.09	0.24	0.06	0.05
Constant	43.71	1.4			

(\*Significant at  $p \leq 0.05$ )

Note: B= Regression coefficient. SE B=Standard Error of B

The result on table 5 showed that the regression coefficient was 0.59 for responsibility trait and this value was positively moderate and significant at  $p \leq 0.05$ . But the coefficient of determination  $R^2$  (adjusted) of 0.05 appeared to have been found for the study. The implication is that the variation accounted for in the work attitude was 5% variance in responsibility trait. The regression data also produced an F-value of 40.35 which was found significant at 0.05 and indicated a moderate correlation between responsibility trait of secondary school teacher and their work attitude. The null hypothesis which stated that there was no significant relationship between responsibility trait of secondary school teacher and their work attitude was rejected.

**Hypothesis Two: There is no significant relationship between secondary school teachers' emotional stability trait and their attitude to work in the South-East Geo-Political Zone of Nigeria.**

In order to test this hypothesis, items seven to fourteen of the instrument for data collection were scored using the responses of the respondents. Multiple regression analysis was employed to determine the degree of relationship between emotional stability trait of teachers and their work attitude as presented in table 6.



**Table 6: Regression Analysis of Emotional Stability Trait and Work Attitude of Teachers**

		ANOVA			
	df	ss	ms	F	
Regression	1	1332.43753	1332.43753	23.36*	
Residual	2483	38891.51269	57.10942		
Parameter Estimation					
Variables	B	SE B	r	R <sup>2</sup>	R <sup>2</sup> (adj.)
Emotional Stability traits	0.43	0.09	0.18	0.03	0.03
Constant	43.64	1.88			

(\*Significant at  $p \leq 0.05$ )

Note: B= Regression coefficient. SE B=Standard Error of B

The result on table 6 showed that the regression coefficient was 0.43 for emotional stability trait was found for the study and this value was positively moderate and significant at  $p \leq 0.05$ . In addition, the coefficient of determination  $R^2$  (adjusted) of 0.03 appeared to have been found for the study. The implication is that the variation accounted for in the work attitude was 3% variance in emotional stability trait. The regression data also produced an F-value of 23.65 which was found significant at 0.05 level of confidence. The value of 23.36 indicated a low correlation between emotional stability trait of secondary school teacher and their work attitude. Therefore, the null hypothesis which stated that there was no significant relationship between emotional stability trait of secondary school teacher and their work attitude was rejected.

**Hypothesis Three: There is no significant relationship between economic motivational index of regular payment of leave transport bonus and secondary school teachers' attitude to work in the South-East Geo-Political Zone of Nigeria.**

In order to test this hypothesis, items 15 to 20 of the instrument for data collection were scored using the responses of the 2,484 respondents. Multiple regression analysis was employed to determine the degree of relationship between regular payment of leave transport bonus to teachers and their work attitude. Table 7 presents the result of the analysis.

**Table 7: Regression analysis of economic motivational index of regular payment of leave transport bonus and work Attitude of teachers**

		ANOVA			
	df	ss	ms	F	
Regression	1	14.494483	14.494483	0.25	
Residual	2483	40228.46424	58.98602		
Parameter Estimation					
Variables	B	SE B	r	R <sup>2</sup>	R <sup>2</sup> (adj.)
Leave Bonus	-0.03	0.06	0.02	0.00004	-0.00001
Constant	52.99	0.77			

(\*Significant at  $p \leq 0.05$ )

Note: B= Regression coefficient. SE B=Standard Error of B

The result on table 7 showed that the regression coefficient was -0.03 was found for the study and this value was negatively high and was NOT significant at  $p > 0.05$ . In addition, the coefficient of determination  $R^2$  (adjusted) of -0.00001 appeared to have been found for the study. The implication was that the variation accounted for in the work attitude was 0.001% variance in regular payment of leave transport bonus. The regression data also produced an F-value of 0.25 which was found NOT significant at 0.05 level of confidence. The value of 0.25 indicated a low correlation between regular payment of leave transport bonus and work attitude of teachers. Therefore, the null hypothesis which stated that there was no significant relationship between regular payment of leave transport bonus and secondary school teachers' attitude to work was NOT rejected.

**Hypothesis Four: There is no significant relationship between non-economic motivational index of job security and secondary school teachers' attitude to work, in the South-East Geo-Political Zone of Nigeria.**

In order to test this hypothesis, items 21 to 28 of the instrument for data collection were scored using the responses of the 2,484 respondents. Multiple regression analysis was employed to determine the degree of relationship between job security and work attitude of teachers. Table 8 presents the result of the analysis.

**Table 8: Regression analysis of non-economic motivational index of job security and work Attitude of teachers**

ANOVA					
	df	ss	ms	F	
Regression	1	3199.11897	3199.11897	71.37*	
Residual	2483	38984.10877	57.16145		
Parameter Estimation					
Variables	B	SE B	r	$R^2$	$R^2$ (adj.)
Job Security	0.19	0.08	0.34	0.11	0.11
Constant	31.26	2.29			

(\*Significant at  $p \leq 0.05$ )

**Note: B= Regression coefficient. SE B=Standard Error of B**

The result on table 8 above showed that the regression coefficient was 0.19 was found for the study and this value was positively low and was found to be significant at  $p > 0.05$ . In addition, the coefficient of determination  $R^2$  (adjusted) of 0.11 appeared to have been found for the study. The implication was that the variation accounted for in the work attitude was 11% variance in job security. The regression data also produced an F-value of 71.37 which was found significant at 0.05 level of confidence. The value of 71.37 indicated a high correlation between job security and work attitude of teachers. Therefore, the null hypothesis which stated that there was no significant relationship between job security and work attitude of secondary school teachers was rejected.

## Summary of findings

Based on the results of data analysis, the findings of the study are as follows:

1. There is significant relationship between responsibility trait and work attitude of secondary school teachers. Responsibility trait of teachers moderately correlates with their work attitude.
2. There is significant relationship between emotional stability trait of teachers and their work attitude. Emotional stability trait of teachers lowly correlates with work attitudes.
3. There is no significant relationship between economic motivational index of regular payment of leave transport bonus and work attitude of secondary school teachers. There is low correlation between economic motivational index of regular payment of leave transport bonus and work attitude of teachers.
4. There is significant relationship between non-economic motivational index of job security and work attitude of teachers. A high correlation exists between non-economic motivational index of job security and work attitude of teachers.

## Discussion and Recommendations

### Discussion of Findings

The discussion on the findings of this study is done according to the variables of the study. The finding of this study is compared with previous studies to find out if consistent or otherwise.

### Responsibility Trait as Correlate of Work Attitude of Teachers

The finding of this study shows that there is significant relationship between responsibility trait and work attitude of secondary school teachers. The implication is that any improvement in the responsibility trait would definitely lead to corresponding improvement in the work attitude of teachers. Therefore, a stable responsibility trait of teachers would produce a positive work attitude. If in the negative, it will produce negative attitude towards teaching related actions. The finding of this study agrees with the finding of Akpan (2006), that since teachers are the most influential figure in

personality molding in the society, their responsibility traits must be stable so that they can do their work effectively. Additionally, the finding also agrees with Maslow's theory of needs hierarchy. It follows that any frustration of responsibility trait development of teachers would lead to negative attitude to work.

### Emotional Stability Trait as Correlate of Work Attitude of Teachers

Furthermore, the finding of this study reveals that there is significant relationship between emotional stability trait and work attitude of secondary school teachers. The finding is an implication that teachers' emotional stability significantly correlates with their work attitude. Therefore, negative or positive change in emotional stability trait of teachers would lead to their corresponding negative or positive work attitude. The finding of this study supports and agrees with the study of Emeh (1996), Egor and Oshodin (2000), Ekpenyong (2000), Ewuzie (2004), Okpara (2004) and Akpan (2006), that emotionally stable teachers have more capacity of facing the realities of life, maintain warmth, calmness and show maturity of attitude. If a teacher is unable to satisfy his needs, it creates emotional problem such as frustration, depression, aggression, hostility among others. The recent suicide by a University of Benin Lecturer, Mr. Carter Oshodin for non-payment of salaries for six months could be attributed to a problem of emotional stability traits.

### Regular Payment of Leave Transport Bonus as Correlate of Work Attitude of Teachers

Additionally, the finding of this study equally shows that economic motivational index of regular payment of leave transport bonus has no significant relationship with work attitude of secondary school teachers. This implies that regular payment of leave transport bonus does not correlate with work attitude of teachers. However, despite the fact that some form of relationship exist between regular payment of leave transport bonus and work attitude of teachers, the relationship is not significant. The finding of this study agrees with the findings of Bojuwoye (1995) and Idiong (1996) which affirmed that teachers need to be motivated in order to achieve better performance in the secondary school system. Though the attitude of teachers may be based on intrinsic motivation, the authors added that

government should provide extrinsic motivation for teachers. However, the finding disagrees with the studies of Denga (2006) and Nwokenna (2010), that revealed some financial tools as motivating powers for teachers in the school system

### **Job Security as Correlate of Work Attitude**

The finding of this study shows that there is significant relationship between job security and attitude to work of secondary school teachers/ this means that non-economic motivational index of job security significantly correlate with teachers' work attitude in secondary schools in South- East Geopolitical Zone of Nigeria. The implication is that assurance of job security would lead to positive work attitude while absence of job security would lead to negative work attitude. The finding of this study is in agreement with that of Duvie (2011) who concluded that job satisfaction and improved conditions of service positively correlate with work attitude of teachers.

### **Recommendations**

The following recommendations are made based on the outcome of the study

1. The government should put measures to ensure adequate improvement of teachers' responsibility trait, for meaningful work attitude. This could be done through retraining, scholarship to higher degrees, workshops and seminars.
2. Emotional stability of teachers should be promoted through adult counselling. This

would make teachers to take effective control of acts such as anger; stress and anxiety to enable them do their work effectively.

3. Government should as a matter of urgency improve both the economic and non-economic motivational indices in order to promote positive work attitude of teachers. Many people are leaving the teaching profession due to inadequate provision of these indices. Improved salary structure, enhanced living wage, regular leave transport bonus, job security, regular promotion, satisfactory income among others should be provided to teachers by the government.

### **Conclusion**

The conclusions drawn from this study based on the data generated and analysed are as follows:

1. The responsibility trait of secondary school teachers correlates significantly with their work attitude.
2. The emotional stability trait of secondary school teachers is a significant correlate of their work attitude.
3. The economic motivational index of regular payment of leave transport bonus is not a significant correlate of the work attitude of secondary school teachers.
4. The non-economic motivational index of job security significantly correlates with the work attitude of secondary school teachers.

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