

RELATIONSHIP OF PERSONALITY TRAITS, WORKING ENVIRONMENT AND INTERPERSONAL RELATIONSHIP AMONG SENIOR SECONDARY SCHOOL TEACHERS IN THE FEDERAL CAPITAL TERRITORY, ABUJA.

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Abstract

The study examined relationship of personality trait, working environment and interpersonal relationship among senior secondary school teachers in Federal Capital Territory, Abuja. The study adopted correlational research design. The population of the study comprised Seven hundred and Fifty Seven (757) Teachers. The sample for the study comprises Two Hundred and Fifty One (251) Teachers. A self-structured questionnaire titled: Personality trait, work environment and Interpersonal relationship Questionnaire (PTWEIR-Q) was used for collection. The questionnaire was face validated by two lecturers in Guidance and Counselling department from University of Abuja. Pearson Product Moment Correlation Coefficient was used to determine the internal consistency of questionnaire items and index coefficient of 0.89 was obtained. Research questions were answered using mean and standard deviation while the hypotheses were tested using correlational and regression statistics at 0.05 level of significance.. The result showed that personality traits influences work environment and interpersonal relationship among senior secondary school teachers. Based on the findings, it was concluded that personality trait, work environment and interpersonal relationship are strongly correlated and occur simultaneously among senior secondary school teachers in FCT, Abuja. Hence, it was recommended, that Government should periodically organise professional development programmes for senior secondary school teachers in FCT, Abuja.

Keywords: Personality trait, Working environment and Interpersonal relationship

Introduction

The teacher or educator is one component that has a big stake in the learning success and over all development of students in school. Teachers have a very important role in realizing the ideals and goals of life of students optimally, of course, by helping the development of students. A teacher who is active in the world of education must have a good personality as an educator. In addition, teachers who have good personalities will also have good and harmonious relationships between teachers and other humans. Teachers who have a good personality are aware of their position as individual as social beings who still respect others. If the teacher can create a harmonious relationship with each other, a harmonious school environment will also be created.

Personality traits involve examining factors within people that cause them to behave consistently as they do. The determinants of personality are nature and nurture. Nature referring to the biological heritage and genetic makeup whilst nurture is the life experiences one has gone through. (Anasi, 2020). In most of the Nigerian working environment in public tertiary institutions effective interpersonal relationship has been identified as one of the important factor that facilitates the overall personal growth and development of an individual in all aspects, such as physical, mental, emotional, social, moral and personality development. Interpersonal relationship touches all aspect of our lives, including home, work places, schools and leisure activities. Inability for an individual to build healthy interpersonal

relationship with others, the individual will develop schizoid personality disorder which leads to isolation and social isolation causes anxiety, depression, frustration, anger and illogical reasoning (Aliyu, 2020).

The environment in work organizations comprises of two major categories, namely physical and psycho social. Numerous early studies examined the effect of illumination, temperature, noise, and atmospheric condition on the productivity of the workers. However, no consistent relationship could be noted between these components of physical work environment and performance. The modern organizations are making all possible efforts to make work environment more comfortable, safe and healthy which resulted in emergence of a new branch of industrial/organization psychology namely occupational health psychology (Schneider, 2018). This is a more holistic method of looking at work environment and the health of the workers. According to Akintayo (2016), Employees' perceptions of the work context purportedly influenced the extent to which people were satisfied and perform up to their potential, which in turn, was predicted to influence organizational productivity (Katz and Kahn, 2017).

Interpersonal relationships among employees pose significant concern to management. This is due to the fact that it has serious implications for organizational outcomes. When employees have negative interpersonal relationships, conflict is the inevitable consequence. Thus, studies have looked into aspects of the work environment that could foster an atmosphere of harmony and cohesiveness in the workplace. Furthermore, a boost to productivity is expected when employees have good interpersonal relationship. This is because ideas will flow more easily through the organisations and problems will be solved more readily.

The determinants of positive interpersonal relationships are issues organisational psychologists have been contending with over the past two decades. Aspects of the work such as job design, feedback, and individual factors such as motivation, job involvement, have been the focus of most research. Nevertheless, work environment and personality traits are beginning to surface as relevant predictors of interpersonal relationship. The ability of work environment to stimulate positive interpersonal relations and of personality traits to predispose employees to seeking meaningful relationships in the work place are important discourse in the literature on organizational behaviour. Taking this fact into consideration, it is against this concerned that the present study aims at examining the relationship between personality traits, work environment and interpersonal relationships among senior secondary school teachers in FCT-Abuja.

Purpose of the Study

The study examined the relationship of personality traits, working environment and interpersonal relationship among senior secondary school teachers in the Federal Capital Territory, Abuja. The study specifically examined the:

relationship between personality traits and work environment among senior secondary school teachers in FCT-Abuja.

relationship between personality traits and interpersonal relationship among senior secondary school teachers in FCT-Abuja.

relationship between personality traits, work environment and interpersonal relationship among senior secondary school teachers in FCT-Abuja.

Research Questions

The following research questions were raised to guide the study;

1. What is the relationship between personality traits and work environment among senior secondary

school teachers in FCT-Abuja?

2. What is the relationship between personality traits and interpersonal relationship among senior secondary school teachers in FCT-Abuja?

3. What is the relationship between personality traits, work environment and interpersonal relationship among senior secondary school teacher in FCT-Abuja?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level significance.

Ho1: There is no significant relationship of personality traits and work environment among senior secondary school teachers in FCT-Abuja.

Ho2: There is no significant relationship between personality traits and interpersonal relationship among senior secondary school teachers in FCT-Abuja.

Ho3: There is no significant relationship among personality traits, work environment and interpersonal relationship among senior secondary school teachers in FCT-Abuja.

Methodology

This study adopted the correlational research design. The population for this study comprised of seven hundred and fifty-seven (757) public senior secondary school teachers from the 6 area council in the Federal Capital Territory Abuja. The sample size for this study is two hundred and fifty-four (254) teachers based on Krejcie and Morgan (1970) table for determining sample size. A multiple stage sampling procedure was used to select the respondents for this study. The researcher used a simple random sampling to select two public senior secondary schools from the Six (6) area councils, making a total number of twelve (12) public senior secondary schools for the study. A proportionate sampling method was finally employed to select the respondents from the twelve public senior secondary schools which produced a total number of 254 respondents for the study. The research instrument used for this study is a self-constructed questionnaire by the researcher and titled; Personality Traits, Work Environment and Interpersonal Relationship (PTWEIR). The questionnaire items were explicitly created to achieve the research objectives. The questionnaires was structured into two section (A and B) The first section solicits for personal information of the respondents while section (B) had 30 items relating to the research questions Response to the items on the questionnaire had options in a Scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, Strongly Disagree (SD) 1. The respondents were expected to choose one of the options. The face, content and construct of the instrument were validated by the researcher's supervisors in the Department of Guidance and Counselling, Faculty of Education, University of Abuja. To determine the reliability of the instrument, a pilot test was conducted using 25 teachers in Government Day Secondary School, Gwagwalada who did not take part in the main study. The reliability of the instrument was calculated using test-re test method of reliability where the instruments were administered to the 25 teachers after an interval of two weeks. The data from the two administrations were correlated using the Pearson Product Moment Correlation Coefficient. The analysis yielded an index coefficient of 0.89. This confirmed the reliability of the questionnaire. The researcher presented an introduction letter obtained from the Head of Department of Guidance and Counselling to the principal of the various schools in order to facilitate the data collection, two briefed research assistants helped the researcher to administer copies of the questionnaire to the teachers in each school. The data collected were analysed using descriptive and inferential statistics. The research questions were answered using the descriptive statistics by computing the frequency counts, percentages and mean-scores. The correlational and regression statistical tools were used in testing the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the relationship between personality traits and work environment among senior secondary school teachers in FCT-Abuja?

Table 1: Relationship between Personality Traits and Work Environment among Senior Secondary School Teachers in FCT, Abuja

Variables	N	Mean	SD	Decision
Personality Traits	254	2.75	1.06	Relationship exist
Work Environment	254	2.53	1.08	

Table 1 showed the sectional mean of the personality trait and work environment. Hence, there was positive (direct) relationship between personality traits and work environment among senior secondary school teachers in FCT, Abuja. It reveals that the personality traits align with the work environment and teachers are exhibit mutual satisfaction.

Research Question 2: What is the relationship between personality traits and interpersonal relationship among senior secondary school teachers in FCT-Abuja?

Table 2: Relationship between Personality Traits and Interpersonal Relationship among Senior Secondary School Teachers in FCT, Abuja.

Variables	N	Mean	SD	Decision
Personality Traits	254	2.75	1.06	Relationship exist
Interpersonal Relationship	254	2.51	1.11	

Table 2 showed the sectional mean of the personality trait and Interpersonal relationship. Hence, there was positive (direct) relationship between personality traits and interpersonal relationship among senior secondary school teachers in FCT, Abuja. It reveals that the personality traits correlate the interpersonal relationship among secondary school teachers in FCT-Abuja.

Research Question 3: What is the relationship between personality traits, work environment and interpersonal relationship among senior secondary school teacher in FCT-Abuja?

Table 3: Relationship between Personality Traits, Work Environment and Interpersonal Relationship among Senior Secondary School Teachers in FCT, Abuja.

Variables	N	Mean	SD	Decision
Personality Traits	254	2.75	1.06	Relationship exist
Work Environment	254	2.53	1.08	
Interpersonal Relationship	254	2.51	1.11	

Table 3 showed the sectional mean of the personality traits, work environment and Interpersonal relationship. Hence, there was positive (direct) relationship between personality traits, work environment and interpersonal relationship among senior secondary school teachers in FCT, Abuja as it reveals that the personality traits, work environment and interpersonal relationship among secondary school teachers in FCT-Abuja correlate simultaneously.

H01: There is no significant relationship between personality traits and work environment among female senior secondary school teachers in FCT-Abuja.

Table 4: Relationship between Personality Traits and Work Environment among Female Senior Secondary School Teachers in FCT, Abuja

Variables	N	Mean	SD	R	r2	Sig@0.05	Decision
Personality Traits	144	2.78	1.07	0.935	0.873	0.000	Significant
Work Environment	144	2.60	1.08				

Result on Table 4 showed that there was significant relationship between personality traits and work environment among female senior secondary school teachers in FCT, Abuja ($p=0.000$, which is less than 0.05 level of significance). As a result, the fourth hypothesis was rejected. In other words, there was a very strong positive correlation (0.935) between personality traits and work environment among female senior secondary school teachers in FCT, Abuja. The r^2 value of 0.873 shows that only 87.3% of the variance in work environment can be explained on the basis of personality traits among female senior secondary school teachers in FCT, Abuja.

H02: There is no significant relationship between personality traits and interpersonal relationship among male senior secondary school teachers in FCT-Abuja.

Table 5: Relationship between Personality Traits and Interpersonal Relationship among Male Senior Secondary School Teachers in FCT, Abuja

Variables	N	Mean	SD	R	r2	Sig@0.05	Decision
Personality Traits	110	2.70	1.04	0.924	0.855	0.000	Significant
Interpersonal Relationship	110	2.48	1.08				

Result on Table 5 showed that there was significant relationship between personality traits and interpersonal relationship among male senior secondary school teachers in FCT, Abuja ($p=0.000$, which is less than 0.05 level of significance). As a result, the fifth hypothesis was rejected. In other words, there was a very strong positive correlation (0.924) between personality traits and interpersonal relationship among male senior secondary school teachers in FCT, Abuja. The r^2 value of 0.855 shows that only 85.5% of the variance in interpersonal relationship can be explained on the basis of personality traits among male senior secondary school teachers in FCT, Abuja.

H03: There is no significant relationship among personality traits, work environment and interpersonal relationship among senior secondary school teachers in FCT-Abuja.

Table 6: Multiple Regressions Predicting Work Environment and Interpersonal Relationship Based on Personality Traits among Senior Secondary School Teachers in FCT-Abuja

Model	B	t-value	Sig@0.05	R	r2	Decision
Constant	0.471	7.215	0.000	0.926	0.857	Significant
Work Environment	0.557	3.753	0.000			
Interpersonal Relationship	0.349	2.412	0.017			

Table 6 shows a multiple linear regression estimated to predict work environment and interpersonal relationship based on personality traits among senior secondary school teachers in FCT-Abuja. There was a significant relationship between work environment, interpersonal relationship, and personality traits among senior secondary school teachers in FCT-Abuja ($p=0.000$ and $p=0.017$ which are less than

0.05 level of significance). Hence, hypothesis eleven was rejected. The r^2 value of 0.857 shows that only 85.7% of the variance in work environment and interpersonal relationship among senior secondary school teachers in FCT-Abuja can be explained on the basis of different personality traits among the teachers. Personality traits significantly determine work environment among senior secondary school teachers in FCT-Abuja (55.7%). Also, personality traits significantly determine interpersonal relationship among senior secondary school teachers in FCT-Abuja (34.9%).

Discussion of Findings

This study showed that there is existing relationship of personality trait, work environment and interpersonal relationship among senior secondary school students in Federal Capital Territory, Abuja. This aptly confirms the investigation by Smith et al., (2018) that strong positive correlations exist between personality trait and work environments. The relationship suggests that personality traits are associated with higher levels of satisfaction with their work environment.

The study revealed that Personality traits affect interpersonal relationship. This confirms the claim by Johnson et al., (2019) that there is a strong positive correlation indicating that teachers with certain personality traits tend to have better interpersonal relationship. It also agrees with the report of Brown and Thomson (2020) that there are gender differences in the relationship between personality traits and interpersonal relationships among teachers

The study also revealed that there is a significant relationship between personality traits, work environment and interpersonal relationship among senior secondary school teachers in Federal Capital Territory, Abuja. This implies that the three variables are interconnected and influence each other in complex ways. Likewise, the present study revealed that personality traits, work environment and interpersonal relationship interconnected and vary simultaneously. This corroborates Lee and Demion (2021) who found that there is slight variation between urban and rural, in congruency, there is positive correlations in personality traits, work environment and interpersonal relationship. It also confirms the submission of Garcia et al., (2022) that discovered a strong correlation of personality traits, work environment and interpersonal relationship among senior secondary school teachers.

Conclusion

With the outcomes of this study, it has been logically concluded that personality traits, work environment and interpersonal relationships are strongly correlated as one is interconnected to the other and occur simultaneously as seen in senior secondary school teachers in FCT Abuja.

Recommendations

From the study, the following recommendations were made:

The government should periodically organise Professional development programs for senior secondary school teachers in FCT-Abuja to enhance and align their personality traits with the demands of their work environment.

There should be no prejudice in gender-Specific Support programmes based on gender differences, acknowledging the significant positive correlation of personality traits and interpersonal relationships among male and female teachers.

There should be continuous monitoring and evaluation to assess the on-going relationship of personality traits, work environment, and interpersonal relationships among senior secondary school teachers in FCT-Abuja.

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