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PRINCIPALS' EXTRAVERSION AND AGREEABLENESS AS PREDICTORS OF TEACHERS' JOB ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

Principals and teachers are expected to work in synergy to facilitate a productive system for increased performances and efficiency in school administration. Thus, this study examined principals' extraversion and agreeableness as predictors of teachers' job engagement in public secondary schools in Anambra State. The study was guided by two research questions and two hypotheses tested at 0.05 significance level. Correlational research design was adopted for the study. The population of the study consisted of 8,103 teachers in the 267 public secondary schools in Anambra State. Multi-stage random sampling technique was used to select 10% of the population, totaling a sample size of 810 teachers representing the entire population. Principals' Extraversion Questionnaire (PEQ), Principals' Agreeableness Questionnaire (PAQ) and Teachers Job Engagement Questionnaire (TJEQ), were the instruments for data collection. The instruments were validated by three experts in the Faculty of Education, Nnamdi Azikiwe University Awka and the reliability to ascertain the consistency of the instrument was established using Cronbach alpha reliability index which yielded coefficients of 0.83, 0.81 and 0.77 respectively which were considered fit for the study. The administration of the instrument was done through the direct method approach with the help of five research assistants. Standardized Beta Coefficients and Simple Regressions Statistics were utilized for data analysis. The p-value was used to determine the predictive value at 0.05 level of significance for the hypotheses. Based on the findings, the study revealed that principals' extraversion and agreeableness significantly predicted teachers' job engagement in public secondary schools in Anambra State. The study concluded that principals' extraversion and agreeableness have high positive predictive value on teachers' job engagement in public secondary schools in Anambra State. The study amongst others recommended that the government and stakeholders should encourage the principals to maintain harmony, collaboration, empathetic and cooperation with the teachers in the school

administrative system, have clear understanding of personal strengths and weaknesses so as to manage their emotions and feelings in the education administrative system to increase teachers' job engagement in public secondary schools in Anambra State.

Keywords: Agreeableness, Extraversion, Job Engagement, Principals, Teachers.

Introduction

Education is universally recognized as an instrument for social, political, scientific and technological development. Education changes lives and is a fundamental human right for all (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021]. The Nigerian educational system is systematically structured into pre-primary schools, primary schools, secondary schools and tertiary education. Secondary school education refers to post-primary formal education offered to students who have successfully completed their primary school education (FRN, 2014).

Secondary school education is not only designed to produce sound and responsible secondary school graduates for low level employment but also to deposit in students, quality education potentials needed to succeed upon graduation, if they cannot afford tertiary education. In Nigeria, secondary school education is divided into junior secondary school and senior secondary school. Secondary education plays a pivotal role in laying the foundation for the further education of students. Secondary school education in Nigeria as stated in the National Policy of Education (FRN, 2014) aims to prepare the individual child for useful living in the society and for higher education. Instructively, secondary schools are managed by principals.

Principals are important stakeholders in secondary education who administer schools, influence the learning climate, as well as teachers' commitment to their statutory duties. They are expected to provide leadership to the teachers, students and parents in their learning community in an effective manner. Autocratic leadership, lack of empathy, favouritism and the like can create a toxic work environment which may likely decrease job engagement. In an ideal sense, effective administration finds expression in the principal's capacity and ability to exude passion about the process of teaching and learning in the school. Effective administration further enables the principal to have an unambiguous vision on how their schools can promote high levels of achievement for all students; equitably delegate duties to teachers in order to allow them, have control over their job and ensure a sense of direction in the workplace so as to evade role conflict (Mokwe and Obi, 2023). Thus, the effectiveness or ineffectiveness of school principals could contribute to their teachers' job engagement.

Teachers' job engagement refers to a teacher's unwavering commitment and dedication to their statutory duties with a view to achieving institutional goals and objectives. Khan (2016) defined teachers' job engagement as dedication to the job in various dimensions for both persons and institutional outcomes. Dedication means

being intensely committed to work with a feeling of motivation and eagerness. Teachers' job engagement is teachers' gratifying attitude to work, enthusiasm as well as their dedication to work (Carmona-Halty, Schaufeli and Salanova, 2019). Teachers who are properly engaged in their jobs have an emotional connection with their jobs and are focused on achieving results. They can work with undeniable levels of physical and mental stamina while exuding creativity even in the face of daunting challenges in the school system. Principals who excessively show power and authority by excessively monitoring and controlling teachers' work can create a culture of mistrust which is likely to undermine job engagement. It is believed that when teachers are properly engaged in their jobs, they will work with a great sense of passion in lesson preparation, lesson attendance, lesson delivery, examination invigilation, assessment of students and provision of feedback to students. However, personal observations show that teachers in some public secondary schools in Anambra state feel reluctant to be committed to their jobs resulting in low job engagement. Okeke and Okaforcha (2024) observed that there is poor teacher job engagement especially in the areas of involvement and commitment in public secondary schools in Anambra State. Danlami and Auwalu (2020) stressed that principals like every other individual have different interests, abilities and special personality characteristics which could be a factor in the performance of their set duties.

Personality traits of principals could have a way of contributing to their decision-making in the school and assessment of their performance in line with set out goals and objectives of the school. In sociology of education, it is apparent that schools exist for problem-solving and decision making besides their stewardship to the society (Ekannem, Ukpong, Mbon, Ukpabio, Ofem, Okoi, Omini, Inah, and Amalu, 2023). Thus, it is expected that principals bring their personality traits to bear in taking far-reaching decisions that will proffer solutions to teething problems of the schools so as to make room for the proper job engagement of their teachers. The five personality models by Gouveia, Carvalho, Araújo, Oliveira, Gonçalves (2021) captured the behaviour dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. However, this study focused on extraversion and agreeableness to ascertain its predictive value on teachers' job engagement.

Extraversion refers to one's ability to adapt to social situations. Extroverted individuals seek connection with the environment while exuding warmth and energy (Komarraju, Karau, and Schmeck, 2019). Highly extraverted principals enjoy socializing with their subordinates, are comfortable expressing themselves in group situations, and frequently exude excitement. On one hand, introverted principals can be said to be socially reserved and rarely associate with their subordinates. On the other hand, their role of dominance on some issues seems to be unclear. Thus, extraversion can be said to be associated with adjective traits as sociable, bold and dominant. Ogbo, Oshia and Nwafor (2021) noted that school principals with extraversion traits tend to build and maintain a relationship without others in secondary

schools in Anambra State. Extraverts seem to be socially oriented (gregarious and going) as well as surgent (dominant and ambitious) and energetic, adventurous and assertive Rostyslav and Vsevolod (2024). Social orientation can be seen as a benefit in the majority of work contexts. In public secondary schools, principals who are given to extraversion socialize well with their teachers and are poised to motivate their teachers towards optimum performance. Checking on teachers who have difficulty in handling a difficult class and offering them some kind of support and resources can help to increase job engagement. More so celebrating teachers' success and recognizing their contributions to the school community also help to increase job engagement. Operationally, principals' extraversion can be those personality traits of the principals characterized by social interaction and expressing oneself confidently to inspire and motivate others. Another personality trait some principals exhibit is Agreeableness.

Agreeableness is a personality trait that predisposes a person to be kind, sympathetic, co-operative and considerate. Gadisa (2020) referred to agreeableness as the basic emotional style of a person, who may be easygoing and friendly (at the high end of the scale) or grumpy and hard to get along with (at the low end). In other words, principals with such personality traits display a high sense of courtesy in their dealings with their subordinates. Animba (2020) pointed out that people with high agreeable traits are naturally trusting and empathetic. They are co-operative which makes them able to accommodate members of staff in their decision-making process. Principals who score high on agreeableness are willing to help their staff as and when a problem arises (Adeniyi and Anuodo, 2018). In contrast, principals who score low on agreeableness find it difficult to accommodate others and are usually discourteous. This attitude can make teachers feel discouraged from being engaged in their job. Teachers desire a workplace scenario that can give them an opportunity to feel part of the system and the school structure for greater productivity. This can foster a positivity for mutual cooperation and proper engagement to the job. In this context, agreeableness can be referred to as those principals' characteristics evidenced in cooperation, compassion and consideration to foster teachers' job engagement.

School principals who possess positive personality traits of extraversion and agreeableness may foster a supportive and motivating environment, potentially enhancing teachers' engagement but principals who have negative personality traits extraversion and agreeableness may contribute to a disengaged and demotivated workforce negatively affecting the quality of teaching and learning in school. Therefore, the study investigated principals' extraversion and agreeableness as predictors of teachers' job engagement in public secondary schools in Anambra State.

Purpose of the Study

The study examined principals' extraversion and agreeableness as predictors of teachers' job engagement in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' extraversion on teachers' job engagement in public secondary schools in Anambra State?
2. What is the predictive value of principals' agreeableness on teachers' job engagement in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Principals' extraversion is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.
2. Principals' agreeableness is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.

Methods

Correlation research design was adopted for the study. The population of the study consisted of 8,103 teachers in the 267 Public Secondary Schools in Anambra State, comprised of six Education Zones; Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. Multistage random sampling technique was used to draw 10% from the entire population, made up of 810 teachers, representing sample size of the study. The instruments for data collection were Principals' Extraversion Questionnaire (PEQ), Principals' Agreeableness Questionnaire (PAQ) and Teachers Job Engagement Questionnaire (TJEQ). The questionnaire was structured with each item assigned a four-point scale of: Strongly Agree (SA); Agree (A); Disagree (D), Strongly Disagree (SD), and corresponding values of 4, 3, 2 and 1 respectively. The instrument was subjected to content and face validation by three experts in the Faculty of Education Nnamdi Azikiwe University, Awka. The internal consistency of the items was obtained using Cronbach alpha which yielded a reliability coefficient of 83, .81 and .77 respectively. 0.85. The researcher administered the copies of the instrument directly to the respondents involving five research assistants. All the 810 copies of the instrument were administered, subsequently retrieved and used for data analysis. Standardized beta coefficients was used to answer the research questions, the coefficient (r) between 0.0 - 0.40 yielded a low predictive value, between 0.41 - 0.60 yielded a moderate predictive value, between 0.61 - 0.80 yielded a high predictive value and between 0.81 - 1.00 yielded a very high substantial predictive value. Regression analysis for significance of (r) was used for hypothesis testing at 0.05 level of significance. The decision rules that the p-value greater than or equal to the significance value of 0.05 the null hypothesis was not rejected. On the other hand, the p-value less than the significance value of 0.05, the null hypothesis was rejected.

Results

Research Question 1. What is the predictive value of principals' extraversion on teachers' job engagement in public secondary schools in Anambra State?

Table 1. Beta (β) coefficient analysis of the predictive value of principals' extraversion on teachers' job engagement in public secondary schools in Anambra State.

Variables	N	Principals' Extraversion	Teachers' Job Engagement	Remarks
Principals' Extraversion	810	1.00	0.773	High Predictive Value
Teachers' Job Engagement	810	0.773	1.00	

Results in Table 1 showed that β coefficient (r) of 0.773 was obtained. With reference to the interpretation guide by Okoye (2015) as indicated in the method of data analysis, (r) 0.773 is between 0.61 and 0.80 showing a high predictive value. This means that there is a high positive predictive value of principals' Extraversion on teachers' job engagement in public secondary schools in Anambra State.

Research Question 2. What is the predictive value of principals' agreeableness on teachers' job engagement in public secondary schools in Anambra State?

Table 2. Beta (β) coefficient analysis of the predictive value of principals' agreeableness on teachers' job engagement in public secondary schools in Anambra State.

Variables	N	Principals' Agreeableness	Teachers' Job Engagement	Remarks
Principals' Agreeableness	810	1.00	0.735	High Predictive Value
Teachers' Job Engagement	810	0.735	1.00	

Results in Table 2 showed that β coefficient (r) of 0.735 was obtained. This coefficient is between 0.61 and 0.80 showing a high predictive value. This means that there is a high positive predictive value of principals' agreeableness on teachers' job engagement in public secondary schools in Anambra State.

Hypothesis 1: Principals' extraversion is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.

Table 3: Test of Significance of Beta Coefficient Analysis on the predictive value of principals' extraversion on teachers' job engagement.

Variables	R	R^2	Adjusted R^2	P-value	Remarks
Predictor: Principals' Extraversion					
	0.773	0.5975	0.607	0.01	Significant
Dependent: Teachers' Job Engagement					

In table 3, test of hypothesis one indicates that the p-value 0.01 was less than 0.05 level of significance (0.01 < 0.05). Therefore, the null hypothesis which states that principals' extraversion is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State was rejected. This indicates that principals' extraversion significantly predicts teachers' job engagement. More so, the regression coefficient R = 0.773 with R^2 value of 0.5975 shows that principals extraversion has 59.75% validity to significantly predict teachers' job engagement in public secondary schools in Anambra State.

Hypothesis 2. Principals' agreeableness is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.

Table 4: Test of Significance of Beta Coefficient Analysis on the predictive value of principals' agreeableness on teachers' job engagement.

Variables	R	R^2	Adjusted R^2	P-value	Remark
Predictor: Principals' Agreeableness					
	0.735	0.5402	0.540	0.02	Significant
Dependent: Teachers' Job Engagement					

In table 4, test of hypothesis two indicates that the p-value 0.02 was less than 0.05 level of significance (0.02 < 0.05). Therefore, the null hypothesis which states that principals' agreeableness is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State was rejected. This indicated that principals' agreeableness significantly predicts teachers' job engagement. Also, the regression coefficient R = 0.735 with R^2 value of 0.5402 shows that principals' agreeableness has 54.02% validity to significantly predict teachers' job engagement in public secondary schools in Anambra.

Discussion of Findings

In the first finding of the study, principals' extraversion has a high positive predictive value on teachers' job engagement. The testing of the related hypothesis revealed that principals' extraversion significantly predicted teachers' job engagement in public secondary schools in Anambra State.

This shows that an increase in principals' extraversion will strongly improve teachers' job engagement. This shows that the use of extraversion skills by the principals highly improves teachers' job engagement when effectively applied in the administrative process. Thoughtfully, it becomes important for principals to be more concerned about openness with broad-mind, polite, supportive, open to new skills and experiences to accommodate the teachers. More so, principals' extraversion helps to create a safe and welcoming school environment for the principals and teachers to work cordially for effective utilization and engagement in the job. This is in line with Ogbo, Oshia and Nwafor (2021) who noted that school principals with extraversion traits tend to build and maintain cordial relationships with others.

Further findings of the study also showed that principals' extraversion predicted teachers' job engagement. Therefore, a school administrative structural activities involving social interactions, positive energy, optimism and mutual cooperations will enhance teachers' job involvement. This concurred with Animba (2020) who noted that principals' extraversion traits are characterized by traits of sociability, energy, optimism, friendliness and self-confidence for improved job performances. The finding revealed that principals' extraversion facilitates teachers' job engagement when effectively applied in administration.

In the second finding, the study revealed that principals' agreeableness has a high predictive value on teachers' job engagement in public secondary schools in Anambra State. This finding is very essential as it concerns harmony, collaboration, empathetic and cooperation in the system. This clearly indicates that in a school administrative system where the principal effectively applies agreeableness strategies in managerial processes, teachers' job engagement will be highly improved. Therefore, the positive predictive value between the two variables; principals' agreeableness and teachers' job engagement show that a unit increase in agreeableness by the principal predicts a unit increase on teachers' job engagement in public secondary schools in Anambra. Thus, principals ought to embrace thoughtful opinions, meaningful contributions and constructive ideas from the teachers. When teachers realize that their opinions and contributions are considered and integrated into administrative ideas, they will not feel sidelined. Adeniyi and Anuodo, (2018) concurred that principals who score high on agreeableness are ready to help their staff and usually embrace the subordinates' meaningful ideas. Thus, teachers will be happy being part of the school system and feel impressed to contribute more. In such a scenario, they will be keenly engaged in the job. A positive approach can be drawn from Animba (2020) who pointed out that principals with the high agreeable trait are helpful, trusting, sympathetic and empathetic. They are cooperative which

makes them easily get along with members of staff.

Further findings of the study also indicated that principals' agreeableness significantly predicted teachers' job engagement in public secondary schools in Anambra State. This means that principals' agreeableness is a vital tool in school administration. Based on the findings, principals' agreeableness can be quite essential in minimizing feelings of indifference and promoting sense of belonging. This is in line with the study of Mokwe and Obi (2023) who opined that a strong positive relationship between principals' openness and agreeableness enhances administrative effectiveness. Principals with agreeable traits are cooperative, caring and courteous. These traits facilitate willingness to be engaged effectively in the job by the teachers. These imply that considering thoughtful opinions and meaningful supportive ideas from the teachers to enhance agreeableness in the school system will greatly improve teachers' job engagement in public secondary schools in Anambra State.

Conclusion

Based on the findings, it was concluded that principals' personality traits of extraversion and agreeableness have high positive predictive value and significantly predicted teachers' job engagement in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should encourage the principals to practice extraversion in their administration to ensure openness of heart, broad-mind, embracing new skills to accommodate the teachers in the school system.
2. Government and stakeholders should also encourage the principals to maintain harmony, collaboration, empathetic and cooperation with the teachers in the school administrative system. This will help the teachers to be actively engaged in the job.

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APPENDIX

Principals' Extraversion Questionnaire (PEQ) and Principals' Agreeableness Questionnaire (PAQ)

SECTION A

Respondents' Background Information

Instruction: Please Tick (□) inside the column that describes your position

Name of School: _____

Education Zone:

Aguata ( )
Awka ( )
Nnewi ( )
Onitsha ( )
Ogidi ( )
Otuocha ( )

SECTION B

Instruction: Here are a number of characteristics that may or may not apply to you. Please tick the statement below to indicate the extent to which you agree or disagree with that statement using the following key codes:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD

S/N	As a principal in my school, I;				
	EXTRAVERSION				
1	am a talkative				
2	am reserved				
3	am full of energy				
4	enjoy celebrating milestones				
5	am inventive				
6	am sometimes rude				
7	tends to find fault in others				
8	am optimistic				
9	am unselfish with others				
10	quarrel with others				
11	tend to be disorganized at times				
12	have an assertive personality				
13	am outgoing, sociable				
	AGREEABLENESS				
14	remain calm in tension situation				
15	trust others to do the right thing				
16	am original, come up with new ideas				
17	am willing to adjust my plans to accommodate others				
18	am willing to learn from others				
19	am emotionally stable, not easily upset				
20	am empathetic				
21	like to cooperate with my staff				
22	am considerate to almost everyone				
23	try to understand others perspectives				

Teachers Job Engagement Questionnaire (TJEQ),

S/N	**As a Principal, My teachers;**				
	PHYSICAL ENGAGEMENT				
1.	work with intensity on their jobs.				
2.	exert full effort on their jobs.				
3.	are punctual to school				
4.	are committed to meeting up with their teaching periods				
5.	strive very hard to complete their jobs.				
6.	regularly participate in professional development opportunities to improve their teaching skills				
	EMOTIONAL ENGAGEMENT				
7.	are enthusiastic about their jobs.				
8.	feel energetic about their jobs.				
9.	are interested in their jobs.				
10.	are proud of their jobs.				
11.	feel positive about their jobs.				
12.	are excited about their jobs.				
	COGNITIVE ENGAGEMENT				
13.	are focused on their jobs.				
14.	pay a lot of attention to their jobs.				
15.	concentrate on their jobs.				
16.	often think about ways to improve their teaching methods				
17.	are absorbed in their jobs.				
18.	follow up on students to ensure mastery learning				