Lecturers’ Personality Traits, Motivation And Their Job Performance In Public Tertiary Institutions In Rivers State

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ABSTRACT
The study investigated lecturers’ personality, traits, motivation and their job performance in public tertiary institutions in Rivers State, Nigeria. Two research questions and two corresponding null hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all the 2,450 lecturers in the public tertiary institutions in the state. A sample of 1,287 lecturers was drawn through a multistage sampling approach with the help of cluster, simple random and purposive sampling technique. Two instruments titled “Lecturers Personality Traits and Motivation Scale (LPTMS) and “Job Performance Scale” (JPS) were used for data collection. Face and content validity of the instruments were ensured by experts. The reliability coefficients were determined using Cronbach’s Alpha reliability estimate. The reliability coefficient of the Lecturers Personality Traits and Motivation Scale was 0.73, while, the Job Performance Scale was 0.74. Pearson Product Moment Statistical Technique was used to answer the research questions while z-ratio statistics was used to test the null hypotheses at 0.05 alpha level. It was found that, there is a significant high positive relationship between lecturers’ personality traits and their job performance in public tertiary in institutions in Rivers State. Moreso there is a significant high positive relationship between lectures’ motivation and their job performance in public tertiary institutions in Rivers State. It was recommended among others that, lecturers should always develop good internal mechanism to manage factors within them that may affect their daily functioning in tertiary institutions.

Keywords: Lecturers’ Personality Traits, Motivation and Job Performance

INTRODUCIÓN
Education involves the acquisition of appropriate skills, development of mental, physical abilities, social abilities and competencies as an instrument for the individual to live and contribute to the development of the society. Tertiary education is the education given in the institutions of higher learning such as Universities, College of Education, Polytechnics and Monotechnics (Federal Republic of Nigeria, FRN 2013). Tertiary institution serves as a training ground of high level manpower development for the various sectors of the economy and also engaging systematic discourse and research venues aimed at ensuring proper human interaction and development (Oyekan, 2014). The strategic position occupied by tertiary institutions all-over the world in national development is beyond doubt. It contributes to the social, political, economic and technological development of a nation.
Ugwuamaka (2011) stressed that, tertiary institutions especially, the universities helps in training and retraining of manpower for effective functioning in workplace, for personal consumption, healthy and harmonious living in the society. Anele (2011) and Ojo (2012) explained that for tertiary institutions to achieve the goal of contributing to national development through high level manpower training as stated in National Policy on Education; high job performance is required for its success. This indicates the need for efficient and effective teaching and learning process in higher institutions, high commitment to duty
and regular self-evaluation in one’s daily activities for optimal performance. On the other hand, in Nigeria, positive job performance is highly required in order to drive its educational system to a competitive favourably acceptable global standard.

It is interesting to note, that in every institutional settings, there are goals and objectives to be achieved and such goals could be measured through the performance of employees. Motowidelo (2003) explained that job performance is the total expected value to the organization of discrete behavioural episode that an individual carries out over a standard period of time. It is the employee’s proficiency in generating products or services or outcome that could directly or indirectly contribute to the growth of the organization (Mark, 2006). In tertiary institution, job performance include all the activities of academic and non-academic staff that could lead to effective actualization of the goals of an institution in terms of manpower production and other services for enhancing national growth and development. Roe and Kanfer cited in Wama (2009) claimed that, in order to define job performance, one should know how to distinguish it into two different aspects which are the behavioural aspect and also the outcome aspect. Both of these aspects are somehow related but they are not fully similar. The outcome aspect of job performance according them represents the consequence or result generated by the employee’s behaviour. Job performance in terms of outcome aspects is based on factors other than employee’s behaviour. That means job performance is viewed as result of a series of behaviours.

Meanwhile job performance of lecturers in tertiary institutions could be affected negatively or positively by their personality traits and motivation. Effiong (2011) and Nkwocha (2014) saw personal factors as those innate inabilities, competencies and activities within an individual that drives him to perform or deterred him to underperform in a particular task. They are forces resident in an individual that could influence his or her performance in an organization either positively or negatively.

Personality traits are those special qualities, abilities or characteristics that distinguished an individual from another. It is the potentials that differentiate one person from another (Mark, 2006). This personality traits leads to difference in individuals’ performance of a task even when given the same environment. Personality traits reflect people’s characteristic patterns of thoughts, feeling and behaviours. Personality traits imply consistency and stability on a specific trait. Thus, trait psychologists rests on the fact that people differ from one another in terms of where they stand on a set of basic dimensions that persist over time and across situations.

Denga cited in Robert-Okah (2014) explained motivation as that force that ignites, propels, pokes, spurs or energizes, direct and sustains behaviour towards goals achievement. Motivation is an essential part of our life and almost anything can be achieved with positive motivation. It is a term that refers to the process by which positive behaviour is elicited, controlled and sustained especially, in a workplace. When an individual is well motivated either intrinsically or extrinsically, performance becomes a sure process in an organization or workplace. Ojinma(2008) saw motivation as a “drive or force responsible for the initiation, persistence, direction and vigor of goal directed behaviour.

Ojo (2012) and Olimah (2012) stated in his studies that personal factors could affect job performance either positively or negatively.

It is against this background that the researcher intends to investigate lecturers’ personal factors job performance in tertiary institutions in Rivers State, Nigeria.

**Statement of the Problem**

In any formal institution, the personal contribution from the employees is one of the key factors that helps in the achievement of the goal of an institution. The employees’ improved performance to a large extent projects the good image and growth of an institution. In tertiary institutions in Nigeria, especially, in Rivers State, while some lecturers are managing their personal factors to prevent its influence on their daily activities, many others play lukewarm attitude towards it.

The inability of a lecturer to display a good personality disposition in workplace, have positive perception of one’s self, set and pursue a desirable goal in teaching, which is supported by a constant Mechanism of job motivation and involve in regular development programmes could contribute to his/her job performance in an institution. This also indicated that employees’ personal factors could lead to inefficient and ineffective performance in workplace and total collapse of an institution at any time.
If Nigeria tertiary institutions must achieve its goal of education for effective individual and national growth and development, then the personal factors of lecturers must be properly addressed. The problem of this study therefore, is to examine the lecturers’ personal factors and their job performance in tertiary institutions in Rivers State.

**Aim and Objectives of the Study**

The aim of this study was to investigate lecturers’ personality traits, motivation and their job performance in tertiary institutions in Rivers State. The objectives include to:

1. determine the relationship between lecturers’ personality traits and their job performances in public tertiary institutions in Rivers State.
2. examine the relationship between lecturers’ motivation and their job performance in public tertiary institutions in Rivers State.

**Research Questions**

The following research questions guided the study.

1. What is the relationship between lecturers’ personality traits and their job performance in public tertiary institutions in Rivers State?
2. What is the relationship between lecturers’ motivation and their job performance in public tertiary institutions in Rivers State?

**Hypotheses**

The following null hypotheses, which were tested at 0.05 alpha level of significance, were formulated to guide this study.

1. There is no significant relationship between lecturers’ personality traits and their job performance in public tertiary institutions in Rivers State.
2. There is no significant relationship between lecturers’ motivation and their job performance in public tertiary institutions in Rivers State.

**METHODOLOGY**

This study adopted the correlation survey research design. The population of the study consists of all the 2,450 lecturers (450 RSU, 1444 UPH and 556 IUOE). The sample size of this study comprised all the 1,287 lecturers from 13 faculties and 77 departments. The multistage sampling approach using cluster sampling, simple random and purposive sampling technique was used to arrive at the sample size. Lecturers from the various universities were clustered according to their faculties and departments. The simple random sampling technique using 50% of the faculties gave 6 faculties for UPH with 37 departments and 700 lecturers, 3 faculties from IUOE with 16 departments and 339 lecturers and finally 4 faculties from RSU with 4 faculties, 24 departments and 248 lecturers respectively. The purposive sampling technique was used to arrive at 1287 lecturers from 13 faculties with 77 departments. Two self-designed instruments were used for data collection. The instruments were titled “Lecturers’ Personal Factors Scale” (LPFS) and “Lecturers’ Job Performance Scale” (LJPS). The instruments contain sections A and B. Section A of the two instruments consists of the demographic information of the respondents while section B of LPFS contains 16 items to measure personality trait and motivation. The LJPS has 10 items. The instruments were structured after the modified Likert four points rating options of Strongly Agree (SA)-4 points, Agree (A)-3points, Disagree (D)-2points, and Strongly Disagree (SD)-1point respectively. The instruments were face and content validated by two experts. They vetted the items in terms of clarity and appropriateness based on the research questions for the study under investigation. There comments and suggestions were utilized to structure the final questionnaire that was used for the study. The Cronbach alpha reliability statistics method was used to establish internal consistency coefficients of the instruments. The reliability of the Lecturers’ Personal Factors Scale (LPFS) was 0.73. The Lecturers’ Job Performance Scale (LJPS) was 0.74 respectively. The Cronbach alpha is suitable because the instrument is structured using interval scale of measurement, is one time administered and measures inter-item correlation. The data analysis was done with the use of Pearson Product Moment Statistics. The r value which is the relationship was used to answer the research
questions while the significant probability value was subjected to critical probability value of 0.05 level of significance.

RESULTS
Research Question 1: What is the relationship between lecturers’ personality traits and their job performance in public universities in Rivers State, Nigeria?
Hypothesis 1: There is no significant relationship between lecturers’ personality traits and their job performance in public universities in Rivers State, Nigeria.

Table 1: Pearson Product Moment calculation on the relationship between lecturers’ personality traits and their job performance in public universities in Rivers State, Nigeria

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>R</th>
<th>z-ratio</th>
<th>z-crit.</th>
<th>Sig.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers’ personality traits</td>
<td>1287</td>
<td>0.896</td>
<td>29.67</td>
<td>1.96</td>
<td>0.005</td>
<td>Significant</td>
</tr>
<tr>
<td>Job performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 revealed that the r value is 0.896 which depicts a high positive relationship between lecturers’ personality traits and their job performance in public universities in Rivers State, Nigeria. In order to test the null hypothesis, significant probability value of 0.000 is subjected to the critical probability value of 0.05. Since the significant probability value is less than the critical probability value of 0.05, the null hypothesis is rejected. By implication, there is a statistical significant relationship between lecturers’ personality traits and their job performance in public universities in Rivers State, Nigeria.

Research Question 2: What is the relationship between lecturers’ motivation and their job performance in public tertiary institutions in Rivers State, Nigeria?
Hypothesis 2: There is no significant relationship between lecturers’ motivation and their job performance in public universities in Rivers State, Nigeria.

Table 2: Pearson Product Moment calculation on the relationship between lecturers’ motivation and their job performance in public universities in Rivers State, Nigeria

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>R</th>
<th>z-ratio</th>
<th>z-crit.</th>
<th>Sig.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers’ motivation</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job performance</td>
<td>1287</td>
<td>0.751</td>
<td>25.00</td>
<td>1.96</td>
<td>0.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Table 2 revealed that the r value is 0.751 which depicts a high positive relationship between social factors and level of productivity of lecturers in public tertiary institutions in Rivers State, Nigeria. In order to test the null hypothesis, significant probability value of 0.000 is subjected to the critical probability value of 0.05. Since the significant probability value is less than the critical probability value of 0.05, the null hypothesis is rejected. By implication, there is a statistical significant relationship between lecturers’ motivation and their job performance in public tertiary institutions in Rivers State, Nigeria.
Summary of the Findings
The findings of this study were summarized as follows:
1. There is a significant high positive relationship between lecturers’ personality traits and their job performance in public tertiary institutions in Rivers State.
2. There is a significant high positive relationship between lecturers’ motivation and their job performance in public tertiary institutions in Rivers State.

DISCUSSION OF FINDINGS
The findings of the study are discussed as follows:-

Lecturers’ Personality Traits and Job Performance
The findings of the study revealed that, there is a high significant relationship between lecturers’ personality traits and their job performance in tertiary institutions in Rivers State. This means that, the personal characteristic of an individual lecturer contributes greatly in his performance. This finding is in agreement with that of Igbohkwe and Amaechi (2009) who also found a significant relationship between personality traits of workers and their job performance. This buttressed the fact, that personality trait of an individual is a major factor in determining job performance. However, this finding is not in agreement with the findings of Ekenma (2012) who found in his study that there is no significant relationship between personality traits and job performance. This according to him, only personality traits cannot determine the effectiveness of a worker in an organization. This deviation in this finding could be as a result of difference in the sample sized used and, area of the study.

Lecturers’ Motivation and Job Performance
The findings of the study revealed that there is a high significant positive relationship between lecturers’ motivation and their job performance in tertiary institution in Rivers State. This means that, intrinsic and extrinsic motivation is necessary for lecturers’ successful daily activities. This finding is in agreement with that of Shaka (2011) who also found that there is a significant relationship between motivation and job performance of teachers. Teachers’ motivation enhanced their job performance positively. In contrary, this finding is not in agreement with that of Omoniyi (2013) who found that, there is no significant relationship between motivation and job performance. This indicates that, other factors are required for efficient performance of an individual in an organization.

CONCLUSION
Based on the findings of this study, it was concluded that, lecturers’ personality traits and motivation independently have high positive relationship with their job performance. Therefore, lecturers’ personal factors play a vital role in their job performance in tertiary institutions.

RECOMMENDATIONS
The following recommendations were made based on the findings of the study,
(1) Government should set up a functional guidance and counselling units in various public tertiary institutions and encourage the academic staff to regularly visit the units as this will help them to address their personal challenges.
(2) Government should practically and financially support academic staff development programmes such as conferences and seminars etc. This will encourage the involvement of academic staff across tertiary institutions in development programmes and also enhance their personal academic department.
(3) Lecturers should always develop good internal mechanism to manage factors within them that may affect their daily functioning in tertiary institutions.

REFERENCES


