

Influence of Teachers' Personality Traits on Classroom Management in Public Secondary Schools in Taraba North Senatorial Zone, Nigeria

BY

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Abstract

This study investigated the influence of teachers' personality traits on classroom management in public secondary schools in Taraba North Senatorial Zone, Nigeria. The research focused specifically on three traits from the Big Five Factor Model: openness to experience, conscientiousness, and agreeableness. A causal-comparative (ex-post facto) research design was adopted. The population comprised 3,912 teachers, from which a sample of 362 was selected using a multi-stage sampling technique. Data were collected using a validated and reliable 27-item questionnaire adapted from the Big Five Inventory. Descriptive statistics (mean and standard deviation) and inferential statistics (Chi-square test of independence) were used for data analysis. The findings revealed that teachers' openness to experience, conscientiousness, and agreeableness had significant positive influence on classroom management. The study concludes that certain personality traits, particularly conscientiousness and openness, are critical variables for effective classroom management. It is recommended that the Taraba State government implement continuous teacher training programs and that school administrators consider personality attributes alongside qualifications during recruitment to enhance classroom management and overall educational outcomes.

Keywords: Teacher Personality, Classroom Management, Big Five Personality Traits, Openness to Experience, Conscientiousness, Agreeableness

Introduction

The best teacher is one who is like an orchestra conductor, who gives clear instructions for students to follow (Stobbs, 2008). Luthans (2005) says, "Personality is the whole person and is concerned with external appearance and traits. He further puts forward the argument that personality

development consists of a continuous process and in a sequence which is based largely on the learning opportunities available in the socialization process. This means personalities are distinctive. Each individual behaves according to certain distinctive patterns throughout a variety of situations. Students interact with teachers according to his/her personality. Students are always searching for

loopholes to make fun of teachers. If they find a teacher with a strong personality, they tend to get something from him/her in an informative way, but if they find him/her with a weak personality, they tend to run away from the teaching process though they are in the classroom.

Education is an activity that aids new generations to obtain necessary information, ability, attitude and understanding to develop their character while preparing them for communal life (Karsli, 2007). A vital component of education is instruction otherwise known as teaching. Karsli (2007) defines teaching as the process in which the individual develops talents obtained during the education phase in proportion to their capacity. A teacher is a person working in educational institutions who enables students to reach cognitive, sensory and behavioral altimal to gain the range determined by the educational system (Gundogdu and Silman, 2007).

Personality according to Farrant (2004), is the product of many characteristics or traits. It encompasses the stability of the psychological made up of the individual. It is the sum total of the general characteristics which distinguishes an individual from every other person. Since it has to do with a collection of different aspects of a person's behaviour (profile), it is said to include the traits of ability, beliefs, attitudes, values, motivations, motives and habitual mode of adjustment (Anwana, 2004). A critical assessment of the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. This means that it is not the quality of the students, the involvement of the parents, or the administration that make the highest impact, but the teacher's personality.

The first attempt to categorize over 4500 personality into 16 categories was first done by Michael in Lebowitz (2016). Furthermore, researchers found five factors which were replicable and reoccurred through their studies. The sixteen categories were later reduced to five categories viz: extroversion, openness, neuroticism, conscientiousness, and agreeableness; and the author further created the Big Five Inventory (BFI) to adequately measure the five factors. This model is not meant to reduce personality to just five factors, but to use these factors to describe the broadest

levels of personality with the traits that make up those factors differentiating one person from another. Lewis Goldberg may be the most prominent researcher in the field of personality psychology. His groundbreaking work whittled down Raymond Cattell's 16 "fundamental factors" of personality into five primary factors, similar to the five factors found by fellow psychology researchers in the 1960s.

Goldberg identified five factors as primary components of personality therefore this study dwelled on only three which include:(i). Openness to experience, (ii). Conscientiousness, and (iii). Agreeableness. Each of the factors has traits associated with it that may describe each person's personality (Michael in Lebowitz, 2016).

Openness to Experience has been found to contribute to likelihood of obtaining a leadership position, likely due to the ability to entertain new ideas and think outside the box (Lebowitz, 2016). Openness is also connected to universalism values, which include promoting peace and tolerance and seeing all people as equally deserving justice and equality (Douglas *et al.*, 2016). Further, research has linked openness to experience to broad intellectual skills and knowledge, and may tend to increase with age (Schretlen *et al.*, 2010). This indicates that openness to experience leads to gains in knowledge and skills, and naturally increases as a person ages and has more experiences to learn from. Not only has openness been linked to knowledge and skills, it was also found to correlate with creativity, originality, and a tendency to explore their inner selves with a therapist or psychiatrist, and negatively related to conservative political attitudes (Lebowitz, 2016).

Conscientiousness factor has been linked to achievement, conformity, and seeking out security, as well as relating negatively to placing a premium on stimulation and excitement (Courtney, 2017). Those high in conscientiousness are also likely to value order, duty, achievement, and self-discipline, and consciously practice deliberation and work towards increased competence (Courtney, 2017). In light of these correlations, it's not surprising that conscientiousness is also strongly related to post-training learning (Woods *et al.*, 2016), effective job performance (Lebowitz, 2016), and intrinsic and extrinsic

career success. The long-term study by Soldz and Vaillant in Courtney (2017) found that conscientiousness was positively correlated with adjustment to life's challenges and the maturity of one's defensive responses, indicating that those high in conscientiousness are often well-prepared to tackle any obstacles that come their way. This factor is also negatively correlated with depression, smoking, substance abuse, and engagement in psychiatric treatment.

Agreeableness may be motivated by the desire to fulfill social obligations or follow established norms, or it may spring from a genuine concern for the welfare of others. Whatever the motivation, it is rarely accompanied by cruelty, ruthlessness, or selfishness (Roccas *et al.*, 2002). When analyzed in relation to the other Big Five factors, extroversion correlated weakly and negatively with neuroticism and weakly positively related to openness to experience (Lebowitz, 2016). Agreeable individuals tend to value benevolence, tradition, and conformity, while avoiding placing too much importance on power, achievement, or the pursuit of selfish pleasures (Courtney, 2017). Those high in agreeableness are also more likely to have positive peer and family relationships, model gratitude and forgiveness, attain desired jobs, live long lives, experience relationship satisfaction, and volunteer in their community (Ozer and Benet-Martinez, 2006). Agreeableness affects so many life outcomes because it influences any arena in which interactions with others are important – this includes almost everything. In the long-term, high agreeableness is related to strong social support and healthy midlife adjustment, but slightly negatively related to creativity (Courtney, 2017).

Classroom management is one of the biggest challenges facing teachers. Zane (2012) explains effective classroom management as ensuring your classroom lessons run smoothly, establishing rules, motivating students to participate, maintaining discipline, and creating a safe learning environment in which students can succeed, are all factor that contribute to effective classroom management. According to Linse and Nunan in Mehrak and Fatemeh (2015), ineffective management leads to serious conditions of indiscipline causing damage to the conductive climate for learning. The poor performance of students cannot be completely dissociated from the classroom management and teachers personality in Taraba State. Hence, this study

investigated the influence of teachers' personality on classroom management in secondary schools in Taraba North Education Zone.

Statement of the Problem

Many people including academia and artisans have consistently complained about the quality of students produced by educational institutions most especially the secondary schools which is seen as intermediary to adulthood. Various postulations have been put in place as to the out datedness of secondary school curriculum, unqualified and un-certificated teachers, un-licensing of teachers and integration of instructional technology to teaching and learning. Other areas of focus are outlaw of corporal punishment in primary and secondary schools as well as emphasizing practicality over theoretical teaching and learning. The researcher observed that classroom management is being greatly neglected in the secondary schools, this is more so in public schools in Taraba State which has led to poor performance of students.

The problem today includes inequality of opportunity in the classroom, improper upliftment of rights of students, improper school rules and inconsistency of the classroom teachers, and poor level of preparedness on the part of the teacher to adequately pass on instructions and so on, which are all elements of teachers' personality traits. Today, the situation in the secondary schools seem worst, because as a teacher, the researcher has come to realize that during lesson periods, many classes, if not all, may not be recognized, there may be no form of discipline in these classrooms, no form of motivation from the teachers to the students. Motivation could be in the form of good conduct, presenting him/her as a mirror of excellence so as to enable these students to learn. All these show persistence failure and set-back in secondary schools system and the set pace for the study to identify the gap in teachers' personality which have major influences on class management styles adopted by the teachers in Taraba North Senatorial zone.

Despite the various works done in the area of personality, there still lingers the issue of whether or not the teachers' personality traits influence class management and students' academic achievement. This study therefore investigated the influence of teachers' personality on classroom

management in public secondary schools in Taraba State.

Purpose of the Study

The main purpose of the study was to investigate the influence of teacher's personality on classroom management in public secondary schools in Taraba State. Specifically, the study sought to:

1. determine the influence of openness to experience on classroom management in public secondary schools in Taraba North Senatorial Zone;
2. investigate the influence of conscientiousness on classroom management in public secondary schools in Taraba North Senatorial Zone;
3. ascertain the influence of teachers' agreeableness on classroom management in public secondary school in Taraba North Senatorial zone.

Research Questions

The following research questions were raised to guide the study:

1. What is the influence of teachers' openness to experience on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone?
2. What is the influence of teachers' conscientiousness on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone?
3. What is the influence of teachers' agreeableness on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone?

Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance.

1. Teachers' openness to experience does not significantly influence classroom management in the administration of public secondary schools in Taraba North Senatorial Zone.
2. Teachers' conscientiousness does not significantly influence classroom management in the administration of public secondary schools in Taraba North Senatorial Zone.
3. Teachers' agreeableness does not significantly

influence classroom management in the administration of public secondary school in Taraba North Senatorial Zone.

Literature Review

The Concept of Teacher Personality and Its Impact on Classroom Management

Teacher personality is conceptualized as the unique constellation of an individual's enduring psychological traits, encompassing their emotional, social, and cognitive patterns of behaviour (Mangal, 2014). It represents the dynamic organization of psycho-physical systems that determine one's unique adjustment to their environment, including character, temperament, intellect, and physique. Originating from the Latin *personae*, meaning mask, the term underscores the outward manifestation of these internal attributes, which include thoughts, perceptions, values, attitudes, and motivations (Binti, 2014). In the educational context, a teacher's personality is not a peripheral concern but a central determinant of classroom effectiveness. As Raina (2010) profoundly notes, no other personality exerts a more profound influence on society than that of a teacher, with students deeply affected by their teacher's love, character, competence, and moral commitment. A teacher's physical appearance, intelligence, and, crucially, their discipline and temperament are direct manifestations of their personality that set the tone for the classroom environment. A disciplined, respectful, and consistent teacher, as outlined by Raina (2010), models positive behaviour and uses strategies that protect student dignity, thereby fostering a climate of mutual respect. Conversely, a highly temperamental teacher—characterized by impatience, pessimism, irritability, and oversensitivity—undermines trust, creates instability, and provokes more frequent misbehaviour, eroding the foundations of effective management (Linsin, 2011).

The Five Factor Model (FFM) provides a robust hierarchical framework for understanding these personality traits, organizing them into five broad dimensions: extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience (Gouri & Zubin, 2013). This model offers a comprehensive lens through which to analyze how specific, measurable personality dispositions influence a teacher's

managerial approach. For instance, **extroversion** relates to assertiveness and enthusiasm, **agreeableness** to trust and cooperativeness, **conscientiousness** to organization and reliability, **neuroticism** to anxiety and emotional instability, and **openness** to creativity and curiosity. The effectiveness of classroom management is therefore not merely a function of learned techniques but is deeply intertwined with the innate and stable personality characteristics that the teacher brings into the classroom, influencing everything from rule-setting and daily routines to the quality of interpersonal relationships with students.

The Multifaceted Concept of Classroom Management

Classroom management extends far beyond the narrow scope of discipline and compliance. It is more accurately defined as the comprehensive set of skills and techniques teachers employ to create and maintain an organized, orderly, and focused environment where students are attentive, on task, and academically productive (Walker, 2009). Effective management minimizes behaviours that impede learning while maximizing those that enhance it. It is a critical variable that supports curriculum execution, fosters a conducive learning atmosphere, and ensures smooth lesson progression. As Marzano et al. (in Farhad & Chiayee, 2018) argue, effective teaching rests on a triad of classroom management, instructional strategies, and curriculum design, with deficiencies in one area negatively impacting the others.

A modern interpretation of classroom management encompasses several key domains. Firstly, it involves behavioural factors, such as the teacher's positive attitude, respectful treatment of students, and use of encouragement. Secondly, it includes the physical and environmental design of the classroom—its layout, organization, and learning materials—which should be intentionally arranged to support specific learning activities and minimize distractions (Cini, 2016). Thirdly, it entails the establishment of clear expectations and rules, often developed collaboratively with students to promote ownership and accountability. Finally, it involves the design of engaging instructional activities that captivate students' interests and curiosity. Ultimately, strong classroom management creates consistency, saves crucial

instructional time by establishing clear routines, and provides students with the boundaries and sense of security necessary for learning. It is the essential precondition that allows the pedagogical process to flourish, making the teacher's role not just to teach content, but, as Walker (2009, p. 122) states, to "teach people."

The Influence of Specific Personality Traits

Openness to Experience, associated with creativity, curiosity, and a preference for novelty, influences management indirectly. Open teachers are likely to thrive in complex environments, design innovative and engaging lessons, and demonstrate adaptability (Ehsan & Nabiallah, 2017). They are adept at skill acquisition and may facilitate experimentation in the classroom. However, this trait may be less predictive of overall performance than others and can sometimes be a disadvantage in settings requiring strict adherence to routine curricula. Its positive impact is most evident in fostering a dynamic and intellectually stimulating classroom climate.

In stark contrast, **Conscientiousness** is the most consistent and significant personality predictor of overall job and academic performance across contexts (Hosseini, 2003; Foster, 2013). A conscientious teacher is competent, organized, disciplined, and goal-oriented. This trait directly translates into effective classroom management through meticulous planning, reliable execution of routines, consistent application of rules, and high expectations for both themselves and their students. It facilitates effort regulation, persistence, and self-discipline, which are fundamental to maintaining an orderly and productive learning environment.

Agreeableness, reflecting a pro-social and cooperative orientation, predicts performance in interpersonal-oriented roles. An agreeable teacher is trusting, empathetic, kind, and patient (John et al., 2008). This fosters a caring classroom community, builds strong rapport, and facilitates conflict resolution. While highly agreeable individuals may sometimes struggle with assertiveness in discipline, their ability to maintain positive, respectful, and supportive relationships with students is a powerful management tool that promotes a positive climate and encourages student cooperation (Adu & Olatundun, 2007).

Methodology

The study adopted a causal-comparative (ex-post facto) research design which allowed the researcher to examine the relationship between teachers’ personality traits and classroom management without manipulating variables. The study was conducted in Taraba North Education Zone, Taraba State, Nigeria, which consists of six local government areas and 245 secondary schools with a teacher population of 3,912. A sample size of 362 teachers was determined using Taro Yamane’s formula and selected through a multi-stage sampling technique involving purposive, simple random, and proportionate stratified sampling. The instrument used for data collection was a researcher-developed questionnaire titled *Teachers’ Personality on Classroom Management Questionnaire*, adapted from McCrae and Costa’s (1999) Big Five Personality Model, with a total of 44 items covering openness, conscientiousness, extroversion, agreeableness, and neuroticism, arranged on a 4-point modified Likert scale.

To ensure validity, the instrument was subjected to face and content validation by three experts in Educational Administration and Planning as well as Test Measurement and Evaluation. Reliability was established using the test-retest method with a correlation coefficient of 0.89. Data collection was facilitated by three trained research assistants through direct delivery and retrieval of the questionnaire, ensuring completeness and confidentiality. Data were analyzed using descriptive statistics (mean and standard deviation) to answer research questions, with a benchmark of 2.50 for positive responses, while Chi-square tests of independence were employed to test hypotheses and determine significant differences between groups across personality traits.

Research Question 1: What is the influence of teacher’s openness to experience on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone?

Table 1: Mean and Standard Deviation of Responses on the Influence of Teachers’ Openness to Experience on Classroom Management

S/N	Items	N	MEAN	S.D	DECISION
1	Teachers’ ability to be original and come up with new ideas positively influence classroom management	362	3.18	0.92	Agree
2	Teachers ‘curiosity about many different things positively influence classroom management	362	3.19	1.28	Agree
3	Teachers’ ingenious and deep thinking ability positively influence classroom management	362	2.72	0.69	Agree
4	Teachers’ ability to imagine concepts actively positively influence my classroom management	362	3.36	0.79	Agree
5	Teachers’ inventive nature positively influence classroom management	362	3.23	0.76	Agree
6	Teachers’ aesthetic experiences and values artistic positively influence classroom management	362	3.52	0.71	Agree
7	Teachers’ preference for routine work negatively influence classroom management	362	3.26	0.67	Agree
8	Teachers’ ability to reflect and play with ideas positively influence classroom management	362	3.18	1.03	Agree
9	Teachers ‘inability to tap into artistic values negatively influence classroom management	362	3.21	0.75	Agree
10	Teachers’ sophisticated nature in arts, music or literature positively influence classroom management.	362	3.36	0.48	Agree
Cluster Mean/SD			3.22	0.81	Agree

Table 1 shows the means and standard deviations of the respondents on the influence of teacher’s openness to

experience on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone. From the table, all the respondents agreed on all the items with respective means of 3.18, 3.19, 2.72, 3.36, 3.23, 3.52, 3.26, 3.18, 3.21 and 3.36, with a cluster mean of 3.22 and SD of 0.81. This shows that the respondents agreed that teachers' openness to experience has influence on classroom

management in the administration of public secondary schools in Taraba North Senatorial Zone.

Research Question 2: What is the influence of teachers' conscientiousness on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone?

Table 2: Mean and Standard Deviation of the Respondents on the Influence of Teachers' Conscientiousness on Classroom Management

S/N	Items	N	MEAN	S.D	DECISION
1	Teachers' ability to do a thorough job positively influences classroom management	362	3.47	0.69	Agree
2	Teachers' carelessness somewhat negatively influences classroom management	362	3.61	0.59	Agree
3	Teachers' ability to work reliably positively influences classroom management	362	3.63	0.48	Agree
4	Teachers' unorganized nature negatively influences classroom management	362	3.18	0.47	Agree
5	Teachers' laziness to work negatively influences classroom management	362	3.47	0.66	Agree
6	Teachers' ability to persevere until the task is finished positively influences classroom management	362	3.42	0.59	Agree
7	Teachers' ability to do things efficiently positively influence classroom management	362	3.60	0.49	Agree
8	Teachers' ability to make a plan and follow through with them positively influence classroom management	362	3.19	1.02	Agree
9	Teachers' ability to remain focused and stay distracted negatively influence classroom management	362	3.19	0.69	Agree
Cluster Mean/SD			3.01	0.63	Agree

Table 2 shows the means and standard deviations of the responses of respondents based on the influence of teachers' conscientiousness on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone. From the table, it can be seen that

respondents agree on all the items with respective means of 3.47, 3.61, 3.63, 3.18, 3.47, 3.42, 3.60, 3.19 and 3.19, with a cluster mean of 3.01 and SD of 0.63. This shows that the respondents agreed that teachers' conscientiousness has influence on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone

Research Question 3: What is the influence of teachers' agreeableness on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone?

Table 3: Mean and Standard Deviation of the Respondents on the Influence of Teachers' Agreeableness on Classroom Management

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S/N	Items	N	MEAN	S.D	DECISION
1	Teachers' fault finding nature negatively influence classroom management	362	3.04	0.90	Agree
2	Teachers' helpful and unselfish personality positively influence classroom management	362	3.43	0.49	Agree

3	Teachers' quarrelling nature negatively influence classroom management	362	3.46	0.49	Agree
4	Teachers' forgiving nature positively influence classroom management	362	3.36	0.82	Agree
5	Teachers' trustworthy nature positively influence classroom management	362	3.21	0.74	Agree
6	Teachers' cold and aloof nature negatively influence classroom management	362	3.03	0.82	Agree
7	Teachers' ability to be considerate in showing kindness to almost everyone positively influence classroom management	362	3.50	0.50	Agree
8	Teachers' rude nature negatively influence classroom management	362	3.43	0.49	Agree
9	Teachers' corporate nature positively influence classroom management	362	3.46	0.49	Agree
Cluster Mean/SD			3.32	0.64	Agree

Table 3 shows the means and standard deviations of the responses of respondents based on the influence of teachers' agreeableness on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone. From the table, it can be seen that respondents agree on all the items with respective means of 3.04, 3.43, 3.46, 3.36, 3.21, 3.03, 3.50, 3.43 and 3.46 with a cluster mean of 3.32 and SD of 0.64. This shows that the

respondents agreed that teachers' agreeableness has influence on classroom management in the administration of public secondary schools in Taraba North Senatorial Zone.

Hypothesis One: Teachers' openness to experience does not significantly influence classroom management in the administration of public secondary schools in Taraba North Senatorial Zone.

Table 4: Chi-Square Test of Responses Based on the Influence of Teachers' Openness to Experience on Classroom Management

	Df	χ_c^2	χ_a^2	Sig.
Chi-square	4	18.24	9.12	0.041
No of Valid Cases		362		

Table 4 shows that $\chi_c^2 = 18.24$ and $\chi_a^2 = 9.12$ at Df = 4; Hence the significant value (p-value) which is 0.041 is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that teacher's openness to experience significantly influences classroom

management in the administration of public secondary schools in Taraba North Senatorial Zone.

Hypothesis Two: Teachers' conscientiousness does not significantly influence classroom management in the administration of public secondary schools in Taraba North Senatorial Zone.

Table 5: Chi-Square Test of Responses Based on the Influence of Teachers' Conscientiousness on Classroom Management

	df	χ_c^2	χ_a^2	Sig.
Chi-square	4	22.51	11.26	0.001
No of Valid Cases		362		

Table 5 shows that $\chi_c^2 = 22.51$ and $\chi_a^2 = 11.26$ at Df = 4; Hence the significant value (p-value) which is 0.001 is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that

teachers' conscientiousness significantly influences classroom management in the administration of public secondary schools in Taraba North Senatorial Zone.

Hypothesis Three: Teachers' agreeableness does not

significantly influence classroom management in the administration of public secondary school in Taraba North

Senatorial Zone.

Table 6: Chi-Square Test of Responses Based on the Influence of Teachers' Agreeableness on Classroom Management

	Df	χ^2_c	χ^2_α	Sig.
Chi-square	4	38.18	19.09	0.00
No of Valid Cases		362		

Table 6 shows that $\chi^2_c = 38.18$ and $\chi^2_\alpha = 19.09$ at Df = 4; Hence the significant value (p-value) which is 0.00 is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that teachers' agreeableness does not significantly influence classroom management in the administration of public secondary school teachers in Taraba North Senatorial Zone.

Discussion of Findings

The findings of the study revealed that teachers' openness to experience significantly influences classroom management in the administration of public secondary schools in Taraba North Senatorial Zone. This finding is in line with that of Man (2014) who investigated the impact of teachers' personality in student learning and found that personality is a dynamic organization of behaviors and characteristics in which an individual interacts and also determines the person's unique adjustment to his/her environment. The study also established that teachers' teaching and their behaviors are different and these differences can be geared and directed towards better classroom management practices. This begins from the teachers' being open to communicate their differences, strengths and weaknesses to each other.

The findings of the study revealed that teachers' conscientiousness significantly influences classroom management in the administration of public secondary schools in Taraba North Senatorial Zone. This finding is in line with that of Eyong, David and Umoh (2014) who carried out a research on the influence of personality traits on academic achievements of secondary school students in Cross River State. The findings showed that significant difference was found between the achievements of students with high level of conscientiousness. The finding is also in agreement with that of Adeniyi (2014) who

investigated personality traits and administrative effectiveness of secondary school principals in southwestern Nigeria and found that 65.8% of teachers indicated that principals were very effective and that the most exhibited personality trait by principals is conscientiousness and that there existed a significant relationship between personality trait and administrative effectiveness.

The findings of the study revealed that teachers' agreeableness does not significantly influence classroom management in the administration of public secondary school teachers in Taraba North Senatorial Zone. This finding corroborates that of Ogochi (2003) who studied the impact of teachers' personality on classroom management in secondary schools in Delta state and found that there is a positive relationship between teacher personality and learning. Teachers' personality does not affect classroom discipline but does affect teacher-student relationship. Therefore the study recommended that Teacher's personality should be one of the criteria in the employment of teachers by employers of such labour apart from educational qualification and Personality influences.

Conclusion

Personality traits are the basis of a person's actions. These traits differ from one person to the other and a careful study leading to the understanding of a person's personality traits will allow for strengthening n and improvement. From the foregoing therefore, it can be concluded that teachers' personality traits are very important variables in the management of the classroom and the adoption of the four vital personality traits centered upon by this study will not only lead to better classroom management but also lead to an improvement in the overall achievement of the students and prepare them for self-sustenance wherever they find themselves.

Recommendations

Based on findings, the researcher therefore recommends the following:

1. Taraba State government should ensure constant training and retraining of teachers at secondary school level of education so as to enable the teachers' at this level gain more experience to enable them to effectively manage their respective classes.
2. Government should provide teachers' with adequate incentive to commensurate their efforts so as to help keep teachers' abreast with constant energy and innovative ideas to help them to keep their class organized at all times towards meeting the schools organizational goals and objectives.
3. The behaviour of the teacher should be checked constantly in diverse ways, such as interaction with students, teaching methods, and learning experience chosen.

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