SOCIO-EMOTIONAL COMPETENCE AND PERSONALITY TRAITS AS DETERMINANTS OF JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN ABIA STATE

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ABSTRACT

This study examined the influence of socio-emotional competence and Personality traits as determinant of job performance among secondary school teachers in Abia State. Correlational study was adopted. Two research questions and two corresponding null hypotheses were stated. A sample of 878 teachers was drawn using proportionate stratified random sampling.Three self-developed instruments were made through extensive review of literature namely: Personality Traits Assessment Questionnaire (PTAQ), Socio-emotional Competence Questionnaire (SECQ) and Job Performance Questionnaire (JPQ) and used for data collection.The data generated for this study were analyzed using Pearson Product Moment Correlation Analysis (PPMC). The extent or strength of relationship of the variables was interpreted using Creswell (2008) correlation coefficient scale. Scheffe test was also done for a step-wise comparison of the means research questions/hypotheses one and two to determine the direction of the relationship. The following were some of the findings: Teachers' social skills to a high positive extent determine their job performance. Self-management to a moderate positive extent determines job performance among secondary school teachers in Abia State. Based on the findings of the study, it was recommended that teachers should endeavour to manifest only the personality traits that relate positively with teaching and job effectiveness so as to produce effective students. Employers of labour should consider only teachers who have good personality traits and socio-emotional competence variables necessary for effective teaching and learning to ensure improved productivity in our schools.

Keywords: Socio-emotional competence, Personality Traits, Job Performance

INTRODUCTION

Job performance assesses whether a person performs a job well or not. The job performance of an individual is a function of the personal features of that person and the environment in which the individual finds his/herself. Crossman and Harris (2016)regarded job performance as the overall effectiveness and efficiency of getting things done. This may be professional efforts put up by a person in other to ensure that organizational task is accomplished. They stated that job performance as the output resulting from a given resources input at a given time. This deals with adequate utilization of available resources in discharging job demands by an individual.

Job performance of teachers can be seen as the level of efficient approach and techniques adopted by teachers with the aim of getting their teaching duties done. Individual job performance such as teaching performance of teachers is suspected to be of high relevance to educational organization. Dinham, Woods and Wessmer(2014) suggested that for a teacher to improve his/her productivity, he/she must possess a natural ability and the will-power to be involved in productive ventures. And these ventures should be evidence in the students, because students' academic achievement seems to be mostly determined by the job performance of teachers. In other words, job performance of teachers may be measured in terms of the quality of their students. This performance may be high or low depending on the teachers input. Teachers' job performance may also be measured through evaluation of teachers' techniques and methods of teaching, effective skills, lesson presentation which ranges from introduction of lesson to teacher's mastery of subject, class participation, class control, supervision, effective leadership, motivation, and morale among others (Putman, 2012).

Efforts have been made by the government, organizations and individuals to improve performance of secondary school teachers, and such includes: provision of good teaching and learning environment, professionalization of teaching job, special financial aids to some teachers through covid-19 survival fund, increasing work force by employing more teachers through N-Power scheme, federal teaching programme and provision of teaching aids, especially the use of technology in teaching and learning (Federal Ministry of Education, 2016, Universal Basic

Education Commission, 2020). The researcher observed that enforcing the use of technology in teaching job is yet to be fully embraced by most public and private schools. Even with these efforts made by the government and organizations towards improving job performance of secondary school teachers, there seem to be lapses in the job performance of secondary school teachers in Abia State as a result of low consideration of socio-emotional competence and personality traits of most secondary school teachers before employing them into teaching fields.

Socio-emotional competence (SEC) is a person's ability to initiate, cultivate and respond to others and to form relationships with others (igi-global, 2021). It also encompasses the interactions with both familiar and unfamiliar people, communication management, coping with stress, trauma or adversity. The concept of SEC integrates all the following: Emotional knowledge (awareness), Emotional regulation/management, appropriation of expressed emotion and temperance, self-management and responsible decision-making (Kristina, 2014).

In defining the prerequisites that allow people to succeed in socio-emotional situations more precisely, different theoretical perspectives, including the fields of emotional intelligence socio-emotional learning and social competence research largely agree (Mayer &Salovey, 2017). These strands of research mention awareness of one's own emotions and emotion regulation skills on the one hand, and the awareness of other people's emotions and relationship management skills on the other hand. Thereby, a hierarchical order of these skills is assumed where awareness of one's own and other people's emotions are considered precursors of the most advanced skills of emotion regulation and relationship management (Joseph & Newman, 2020). Also, Jennings and Greenberg (2017) posited that socially and emotionally competent teachers set the tone for strong and supportive relationships between teachers and students. These facts are basic issues for the healthy development of students in schools and are also associated with students' academic performance, achievements, social functioning, school engagement and learning motivation, and on the other hand, associated with behavioral problems, such as personality maladjustment and dropping from school (Berstein&Noarm, 2017; Murray &Zroch, 2018).

Moreover, Erdheim Wang and Zicker (2016) asserted that personality traits play a very significant role in developing job performance which results in increased output. Consequently, to succeed in the complex social and emotional demands of the teaching job and other

profession, personality traits should also be examined. Originally, the word personality is derived from the Latin word persona which means a cover or mask used by actors in the play to represent their character and personality. Uzoka (2018) was of the opinion that just as masks distinguished one character from another in the ancient Greek and Roman plays, so is one's personality distinguishes one from other people. In other words people are different basically from their personality dispositions.

According to Bukoye and Rasaq (2018), they suggested that personality involves things or qualities that are possessed by all of us and part of us. Uzoka, (2018), defined personality as the totality traits in man that differentiates him/her from others and affords him/her the perception of the world and subsequent survival strategies to adjust in his/her environment as the need arises. Personality traits imply consistency and stability. The concepts stand in the idea that people differ from one another in terms of where they stand in a set of basic traits dimensions that persist over time and across situation. Personalitytrait was also defined assumtotalofthetypicalandenduringwaysofacting,thinkingand feelingthatmakesapersonuniquewhicharerelatively consistentacrosssituations(Lahey,2013). Thus, the researchers see personality as an enduring patternsofbehaviourthatarerelativelyconsistent acrosssituations and over time.

Fivefactormodelsofpersonalitytraitswere initiallyproposedbyCostaandMcCraeinLahey(2013) whichoftendescribetherelationsbetweenanindividual'spersonalityandvariousbehaviours.Thefollowingfivepersonalitytraitswererecognizedby CostaandMcCrae in Lahey,2013).*Neuroticism:*Neuroticismisaconditioninwhichindividuals are prone tonegativethoughtssuch asanger,envy, anxiety,guilt and so on.Suchindividualsareofteninastateofdepressionanddonotknowhowtomanagelife.They may be looking at thenegative sidesof life andfind it extremely difficult tocope upwith stress.Five types of personality include:

*Opennesstoexperience:*Individualswithopennesstoexperienceareg enerallyveryactive,have atremendous inclinationtowardscreativityandaestheticsandlistentotheirhearts.Thatis,theyfollowtheirinnerfeelings.

Suchindividualsaregenerallyopentonewlearning,skillsetsandexperiences.Peoplewhoscorehighon opennessarequitebroadmindedandmodernintheiroutlookascomparedtoindividualswhoscorelowon the same parameter.Such individuals areconservative, reluctantto changesandhave a traditional approach in life.

*Extraversion:*Extraversionreferstoastatewhereindividualsshowmoreconcerntowardswhati shappening outside.Suchindividualsloveinteractingwithpeoplearoundandaregenerallytalkative.Theydonotlike spendingtimealonebutlovebeingthecentreofattractionofpartiesandsocialgatherings.Suchindividua lslove goingout,partying,meetingpeopleandoftengetboredwhentheyareallbythemselves.Theyadmirethe companyof othersandhatestaying alone.

*Introversion:*Introversion,ontheotherhandreferstoastatewhenanindividual isconcernedonlywithhisown lifeandnothingelse.Such individualsdonotbotheraboutothersandareseldominterestedinwhatishappening around.Theypreferstayingbackathomerather thangoingoutandspendingtimewithfriends.Suchindividualsspeaklessandenjoytheirowncompany.I t wouldneverfindtheminmeetings,clubs,partiesorsocial gathering. Theygenerallydonot havemany friendsandtendto relyon fewtrusted ones.

*Conscientiousness:*Asthenamesuggests,individualswithaconscientiouspersonalitytraitliste ntotheir conscienceandactaccordingly.Suchindividualsareextremelycautiousandself-disciplined.Theynever performanytaskinhaste,butthinktwicebeforeacting.Peoplewiththispersonalitytraitaregenerally methodicalandtendtobecomeperfectionistsinthelongrun.Peoplewhoscorehighonconscientiousness scale areproactive,goalorientedandself-disciplined.Theystrivehardtoaccomplishgoalsandobjectiveswithinthe stipulatedtimeframe.Individualswhoscorelessonconscientiousnessscalearelittlelaidback andarenotmuch goal oriented.

Agreeableness:Agreeableness is a personality traitwhichhelps individuals to adjust in almost all situations they findthemselves.Suchindividualsareoriginalintheirattitudesanddeeds.Theydonotcrib.Theyface

challengeswithasmile.Theyaccommodatethemselvestoallsituationsandarefriendlyandkind-hearted.

Peoplewhoscorehighonagreeablenessarereadytohelpothersandusuallysmilewheneveraproblemarises.

Conversely,individualswhoscorelowonagreeablenessfinditdifficulttoadjustforthesakeofothersandare little unfriendly. However, the researcher in the cause of this seminar anchored on three out of the five personality traits listed above namely: Conscientiousness,Agreeableness and Openness toExperience

Studieshavebeenconductedontherelationshipbetweenpersonalitytraitsandworkefficiency. Anasi (2019)investigatedtherelationshipbetween thebigfivepersonalitytraitsandcounsellors'productivityinAwkausingasampleof50counsellors.Inthisstudy,itwasfoundthatagreeablenesscorrelatedhighlywith counsellors'productivity.Anyadiegwu(2020)carriedoutastudyonpersonalitytraitsandcounsellor effectivenessinAbiaState,usingasampleof100counsellorsselectedbytheuseofclusterandproportional stratifiedrandomsampling technique andfoundthatneuroticismdidnot relatetojobeffectivenessof counsellors

inAbiaState.InastudyconductedbyEbong(2019)onpersonalitytraits,motivationandjobperformance of counsellorsinAkwa-Ibom,datawerecollectedfrom48counsellors.Analysisofthedatayieldedtheresult whichindicatedthatpersonalitytraitofconscientiousness,aswellneuroticismdidnotrelatetojobperformance

ofcounsellors.Woko(2014)conductedastudyonthepredictionofjobsatisfactionfrompersonalitytraits and

someselectedvariablesofcounsellorsinRiversStateusingasampleof763professionalcounsellors.Thefindingsofthestudyrevealedthatpersonalitytraitshadasignificantjointrelationshipwithcounsellors'job

satisfactionandthatextraversion,agreeableness,opennesstoexperienceandconscientiousnesshadpositive

relationshipwithcounsellors'jobsatisfactionwhileneuroticismhadnegativerelationshipwithcounsellors'job satisfaction.Thefindingsofthestudyalsoshowedthattheinvestigatedsocio-

demographicvariableshada significant joint relationshipwithcounsellors'jobsatisfaction. All the effort and contributions of the researchers listed above seem not to solve the problem of performance of students which is sometime attributed to poor job performance by the teachers in the study. Hence the need the researcher investigated on influence of socio-emotional competence (Emotion knowledge, Social skills and Self-management) and personality traits (conscientiousness,agreeableness and openness toexperience) determine the job performance of secondary school teachers in Abia State.

Researchquestions

Based on the purpose of this study, the following research questions were posed to guide the researcher in the effective collection of the data:

1. Whatistherelationshipbetweensocio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers?

2. Whatistherelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers in?

Hypotheses

1.Thereisnosignificantrelationshipbetweensocio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers.

2.Thereisnosignificantrelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers.

Method

Fromapopulationof982registeredteachersin Abia State (DatafromStatisticsUnit, Secondary Education Management Board,Abia, 2019).Asampleof 878teacherswas drawn usingproportionalstratifiedrandomsamplingtechnique.ThreeinstrumentsincludingPersonalityTraits AssessmentQuestionnaire (PTAQ), Socio-emotional Competence Questionnaire (SECQ)andJob PerformanceQuestionnaire (JPQ)wereusedfordatacollection.ThePersonalityTraits AssessmentQuestionnaire (PTAQ)hadtwosections.SectionAwasdesigned tomeasurethe demographicvariablesof the respondent teachers,whilesection Bwasdesignedtomeasure the personalitytraitsoftheteachers.SectionBhassubsectionsi,ii,iii,ivandvwhichmeasuredthepersonality

traitsoftherespondentsinneurotism, extraversion,opennesstoexperience,agreeablenessandconscientiousnessrespectively.Eachofthesub sectionshas5itemsgivingatotalof30items.Theitemswereof4-pointlikert responseformatofstronglyagree,agree,disagreeandstronglydisagree.So,theminimumandmaximum pointsobtainablebyarespondentforeachofthesubsectionswere10and40respectively.Socio-emotional Competence Questionnaire (SECQ)wasdesignedtomeasurethe teacher's effectiveness.Itcontains25itemsof4-pointLikertresponseformatofalwaysimplemented,sometimesimplemented,rarelyimplementedand never implemented.Theminimumpointobtainablebyarespondentis10andthemaximumpointobtainableby a respondent is 30.Job PerformanceQuestionnaire (JPQ)was design to measure teacher's performance. Itcontains 15itemsof4-pointLikertresponseformatof4-point response options of Strongly Agree (SA) (4 points); Agree (A) (3 points); Disagree (D) (2 points) and Strongly Disagree (SD) (1 point). The negative items of the instrument were reversely scored.

The instrumentswereresearcher-made through extensive review of related literature,butwerevalidatedbythreeexpertsintheDepartmentofPsychology, Counselling and Measurement and Evaluation all from Michael Okpara University of Agriculture, Umudike.Thereliabilitycoefficientsoftheinstrumentsasobtained throughtestre-testmethodandPearson Product Moment coefficientindices was0.78forPersonalityTraits AssessmentQuestionnaire (PTAQ),0.83forSocio-emotional Competence Questionnaire (SECQ) and 0.73 for Job PerformanceQuestionnaire (JPQ). The data generated for this study were analyzed using Pearson product moment correlation analysis. The extent or strength of relationship of the variables was interpreted using Creswell (2008) correlation coefficient scale. Scheffe test was also done for a step-wise comparison of the means research questions/hypotheses one and two to determine the direction of the relationship.

RESULTS

The results of this study were presented in line with the research questions and hypotheses that guided the study.

Research Question One

Whatistherelationshipbetweensocio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers?

Data for answering research question 1 are presented in Table 1.

Table 1: Correlation Matrix of Socio-Emotional Competence (Emotion Knowledge, Social Skills and Self-Management) and Job Performance among Secondary School Teachers

		EK	SS	SM
EK	Pearson Correlation	1	.723	.723*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
SS	Pearson Correlation	.784	1	.784*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
SM	Pearson Correlation	.524	.524*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

EK = Emotion knowledge, SS = Social skills, SM = Self-management *. Correlation is significant at the 0.05 level (2-tailed)

Data in Table 1 indicate a correlation coefficient (r) of .72 which is positive and within the coefficient limit of ±0.61 - 0.80. This indicates that emotion knowledge to a high positive extent determine job performance among secondary school teachers. The table also indicates a correlation coefficient (r) of .78 which is positive and within the coefficient limit of± 0.61-0.80. This indicates that Social skills to a high positive extent determine job performance among secondary school teachers. Data in Table 1 further show a correlation coefficient (r) of .524 which is positive and within the coefficient limit of ±0.41-0.60. This indicates that self-management to a moderate positive extent determine job performance among secondary school teachers.

Hypothesis One

Thereisnosignificantrelationshipbetweensocio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers.

Data for testing hypothesis 1 are presented in Table 2

Table 2: Multiple Regression Analysis of Socio-Emotional Competence (Emotion Knowledge, Social Skills and Self-Management) and Job Performance among Secondary School Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	216.532	3	72.177	248.031	.000[b]
Residual	255.582	877	.291		
Total	472.114	878			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 2 show that the calculated F-value of 248.031 has a probability value of .000 which is less than the alpha value of .05. This means that there is a significant relationship among socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers. Therefore, the hypothesis of no significant relationship among socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers was rejected.

To determine the relative contribution of socio-emotional competence (emotion knowledge, social skills and self-management), a Scheffe test was carried out and the predictive index of socio-emotional competence (emotion knowledge, social skills and self-management) is presented as shown in Table 2 below.

Table 3: Scheffe Test on Relative Contribution of Socio-Emotional Competence (Emotion Knowledge, Social Skills and Self-Management) and Job Performance among Secondary School Teachers

		EK	SS	SM
EK	Pearson Correlation	1	.723	.723*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
SS	Pearson Correlation	.784	1	.784*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
SM	Pearson Correlation	.524	.524*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

EK = Emotion knowledge, SS = Social skills, SM = Self-management *. Correlation is significant at the 0.05 level (2-tailed)

Table 3 shows that the predictive indices of socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers are .723, .784 and .524, respectively. The data suggest that socio-emotional competence (emotion knowledge, social skills and self-management) had predictive indices of .723, .784 and .524, respectively, in determining job performance. From the data on Tables 1 and 2, one can observe that emotion knowledge had the highest percentage contribution of .784 (which is 38.6%); followed by social skills with .723 (which is 35.6%) and lastly self-management which predicted .524 (which is 25.8%) in determining job performance.

Research Question 2

Whatistherelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers?

Data for answering research question 2 are presented in Table 4.

Table 4: Correlation Matrix of PersonalityTraits(Conscientiousness,Agreeableness, a n d Openness toExperience) and Job Performance among Secondary School Teachers

		CS	AS	OE
CS	Pearson Correlation	1	.622	.622*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
AS	Pearson Correlation	.854	1	.854*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
OE	Pearson Correlation	.614	.614*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

CS = Conscientiousness, A S = Agreeableness, O E Openness toExperience.
*. Correlation is significant at the 0.05 level (2-tailed)

Data in Table 4 indicate a correlation coefficient (r) of .62 which is positive and within the coefficient limit of ±0.61 - 0.80. This indicates that conscientiousnesswas positive to a high extent in determining job performance among secondary school teachers. The table also indicates a correlation coefficient (r) of .854 which is positive and within the coefficient limit of± 0.81- 1.00. This indicates that agreeableness to a very high positive extent determining job performance among secondary school teachers. Data in Table

further shows a correlation coefficient (r) of .614 which is positive and within the coefficient limit of ±0.61-0.80. This indicates that opennesstoexperience to a high positive extent determinejob performance among secondary school teachers.

Hypothesis 2

Thereisnosignificantrelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers.

Data for testing hypothesis 2 are presented in Table 5.

Table 5: Multiple Regression Analysis of PersonalityTraits(Conscientiousness,Agreeableness and Openness toExperience) and Job Performance among Secondary School Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	243.332	3	81.111	267.693	.000[b]
Residual	265.682	877	.303		
Total	509.014	878			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 5 show that the calculated F-value of 267.693 has a probability value of .000 which is less than the alpha value of .05. This means that there is a significantrelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers. Therefore, the hypothesis of no significantrelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers was rejected.

To determine the relative contribution of personalitytraits(conscientiousness,agreeableness and openness toexperience), a Scheffe test was carried out and the predictive index of personalitytraits(conscientiousness,agreeableness and openness toexperience) is presented as shown in Table 6 below.

Table 6: Scheffe Test on Relative Contribution of PersonalityTraits(Conscientiousness,Agreeableness and Openness toExperience) and Job Performance among Secondary School Teachers

		CS	AS	OE
CS	Pearson Correlation	1	.622	.622*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
AS	Pearson Correlation	.854	1	.854*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
OE	Pearson Correlation	.614	.614*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

CS = Conscientiousness, A S = Agreeableness, O E Openness toExperience.
*. Correlation is significant at the 0.05 level (2-tailed)

Table 6 shows that the predictive indices of personalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers are .622, .854 and .614, respectively. The data suggest that (conscientiousness,agreeableness and openness toexperience) had predictive indices of .622, .854 and .614, respectively, in job performance of school teachers. From the above presentation, one can observe that agreeableness had the highest percentage contribution of .854 (which is 40.86%); followed by teachers with .622 (which is 29.76%) and lastly openness toexperience which predicted .614 (which is 29.38%) of in job performance of school teachers.

Major Findings of the Study

It was found from the study that:

1. There is a significant relationship among socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers. It was observed that emotion knowledge had the highest percentage contribution of .784 (which is 38.6%); followed by social skills with .723 (which is 35.6%) and lastly self-management which predicted .524 (which is 25.8%) in determining job performance.
2. There is a significantrelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers. It was

observed that agreeableness had the highest percentage contribution of .854 (which is 40.86%); followed by teachers with .622 (which is 29.76%) and lastly openness toexperience which predicted .614 (which is 29.38%) of in job performance of school teachers.

DiscussionofFindings

Itwasfoundthatsocio-emotional competence (emotional knowledge, social skills and self-management) haspositivejointrelationshipwithjob performance among secondary school teachers.Thisfindingisinlinewiththefindingofthe studyconductedbyWoko(2014)whofoundthatsocio-emotional competence variableshadasignificantjoint relationshipwithcounsellors'jobsatisfaction.Thefindingofthepresentstudythatsocio-emotional competence (emotion knowledge, social skills and self-management) havepositivejointrelationshipwithjob performance among secondary school teacherscanbeexplainedfromthefactthatyearsof qualification, experience andskillall contributetomake agoodteacher.

Itwasfoundthattherewasapositiverelationshipbetweenpersonalitytraits(conscientiousness,agreeableness and openness toexperience) and job performance among secondary school teachers.Thisfindingisinlinewiththefindingsof Woko(2014)whofoundthatpersonality traitshadsignificantjointrelationshipwithjob performance among secondary school teachers.Thefindingthatpersonalitytraits (opennessstoexperience,conscientiousnessandagreeableness)hadapositivejoint relationshipwithjob performance among secondary school teachers canbeexplainedfromthefactthat,openessto experience,conscientiousnessandagreeablenessareregardedasgoodpersonalitytraitsontheirownand any single teacherwhorates highin them willmost likely have asignificant job performance.

Conclusion

Basedonthefindingsofthisstudy,thefollowingconclusionsweremade.Socio-emotional competence (emotional knowledge, social skills and self-management) and job performance among secondary school teachers. It was observed that emotion knowledge had the highest

percentage contribution of .784 (which is 38.6%); followed by social skills with .723 (which is 35.6%) and lastly self-management which predicted .524 (which is 25.8%) in determining job performance. Also, personalitytraitshadapositiverelationshipwithjob performance among secondary school teachers.It was observed that agreeableness had the highest percentage contribution of .854 (which is 40.86%); followed by teachers with .622 (which is 29.76%) and lastly openness toexperience which predicted .614 (which is 29.38%) of in job performance of school teachers.

Recommendation

Basedonthefindingsofthestudy,itwasrecommendedthatforeffectiveteachers' performance,the teachersshouldendeavourtomanifestonlythepersonalitytraitsthatrelatepositivelywithteaching and job effectivenesssoastoproduceeffectivestudents.Employersoflabourshouldconsideronlyteacherswho havegoodpersonalitytraitsandsocio-emotional competence variablesnecessaryofeffectiveteaching and learningtoensure improvedproductivity in our schools.

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