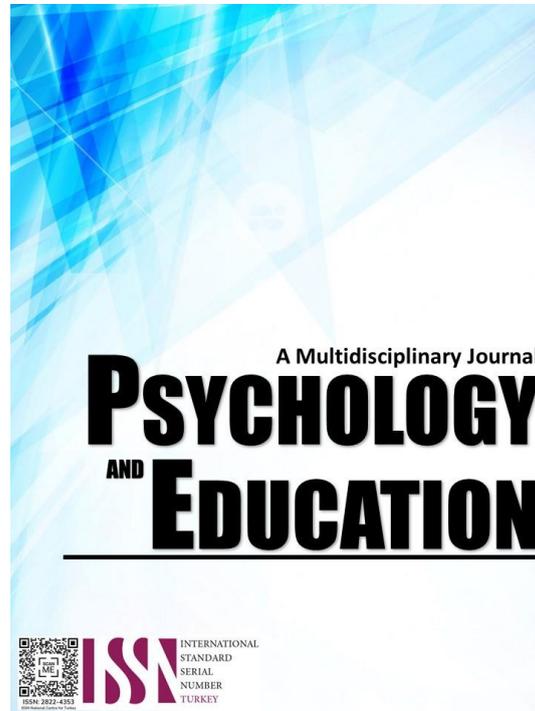


EXTRAVERSION, NEUROTICISM AND JOB PERFORMANCE OF COLLEGE INSTRUCTORS



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Extraversion, Neuroticism and Job Performance of College Instructors

Marjorie P. Alibo*

For affiliations and correspondence, see the last page.

Abstract

The essential personality traits of extraversion and neuroticism have a big influence on an instructor's career path. The study determined the level of extraversion, neuroticism and job performance of the instructors of Bohol Island State University. The study utilized the quantitative method, involving a descriptive survey and documentary analysis. Two hundred forty-seven (247) respondents were selected through purposive sampling. In gathering the data, the Neo-Pi-R personality assessment was used to measure instructors' extraversions and neuroticism. Moreover, the Individual Performance Commitment and Review ratings from February -2021-January 2022 were utilized to measure job performance which was collected from the Human Resources Management Offices. Results revealed that instructors were average with extraversion and neuroticism. As to their job performance level, instructors were very satisfactory in carrying out their professional tasks and responsibilities, and their performance exceeded the set standards. There was a significant relationship between extraversion, and job performance - however, no significant relationship was found between neuroticism and job performance.

Keywords: *extraversion, neuroticism, job performance*

Introduction

An educational system's effectiveness is determined by the teaching staff, which directs and conducts the majority of academic tasks and activities. Teachers play a crucial role in society as future builders. The way a person reacts to, perceives, and considers inputs influences how they act or behave in relation to their environment. In order to perform at a high level at work, a person must go through this process (Gupta & Gupta, 2020). It is crucial to focus on the personality traits of the teachers as this could identify the factors influencing their performance to help achieve educational goals. The study of personality in the workplace has a significant impact on the quality of human resources, which play a crucial part in the organization's performance (Mehmood, 2016).

Extraversion has a positive impact on performance in jobs that require social interaction, according to research by Dewi and Dewi (2018). Extroverts also tend to live in groups, are assertive, and are easy to get along with. People who are extraverted are kind, cheerful, talkative, willing to participate, and enjoy life. On the other hand, individuals with Low E scores are more likely to be reserved, quiet participants, passive, and unable to express strong emotion (Fiest, 2018).

People with low neuroticism and high neuroticism are more likely to experience a variety of common mental health issues, such as anxiety and depressive disorders. The way a person behaves in relationships, at work, and even with regard to their physical health may be

impacted by this trait (Zavala, 2021).

One of the most crucial areas of focus for organizations is job performance. Knowledge, skills, abilities, and motivation focused on behavior dictated by roles, such as formal job responsibilities, determine how well a job is performed. To maintain an environment that is challenging for teaching, it is essential to thoroughly understand the many factors that can affect human resource performance. Specifically, it sought to answer the question:

- Is there a significant degree of relationship between extraversion and neuroticism level of college instructors and level of job performance?

Literature Review

The character or attitude of a person in specific situations is frequently considered to be a sign of personality. Also confirmed was the idea that a person's personality determines how they interact with and respond to other people. A person's personality is influenced by both environmental and genetic factors. Environmental factors include things like family, class, culture, situations, and peers, while genetic factors have to do with the individual's distinctive characteristics. It is measured using a number of traits that set people apart from one another, including neuroticism, extraversion, conscientiousness, and openness to new experiences (Yuniawan, 2020).

The term "extraversion" describes a person's enjoyment of interpersonal interaction. People who are

very extroverted are more likely to be seen as approachable and outgoing. Nowadays, introverts are less reserved and prefer to be alone.

The ability to handle stress and recognize the constancy of positive emotions, as shown by calm, security, and passion, is referred to as neuroticism.

Job Performance. Behavior is performance. In its ideal state, it is a behavior that is both observed and practiced by individuals. Of course, in many jobs, "the behavior" is thinking, planning, or problem-solving and cannot be seen; rather, it can only be described with the assistance of the specific employee. Performance in the workplace only refers to actions or behaviors that are pertinent to the organization's goals and that can be gauged by each person's level of proficiency. Performance is the reason an employer hires a candidate in the first place.

Campbell created a hierarchical model for job performance. Declarative knowledge, procedural knowledge, and motivation were his three proposed direct job performance determinants. He also proposed eight performance concepts, such as the following:

Job-specific task proficiency: An individual's capacity to perform the core substantive or technical tasks central to the job.

Non-job-specific task proficiency: An individual's capacity to perform tasks or organizational performance behaviors that are not specific to their certain job.

Written and oral communication task proficiency: An individual's ability to speak and write, regardless of whether or not the subject matter is correct.

Demonstrating Effort: the consistency of an individual's effort; the frequency with which people will go above and beyond when necessary; and the willingness to work under difficult circumstances.

Maintaining personal discipline: the extent to which an individual avoids negative behavior such as alcohol or substance abuse, excessive absenteeism, and law or rules infractions.

Facilitating peer and team performance: the extent to which an individual assists peers with problems, assists a workgroup in staying on track, and serves as a role model for peers and the workgroup.

Supervision/ leadership: ability to influence

subordinates' performance through face-to-face interpersonal interaction and influence.

Management/ administration: behavior aimed at articulating for the unit, organizing people and resources, monitoring progress, assisting in the resolution of problems that may prevent goal achievement, controlling expenses, obtaining additional resources, and dealing with other units (Conte & Landy, 2019).

Through a performance appraisal, job performance will be evaluated. According to (Aadmodt, 2016), performance evaluation aims to improve employees' overall performance by providing feedback on what staff members are doing right and wrong. During the semi-annual comprehensive performance assessment evaluation, staff members can discuss their strengths and weaknesses, but more importantly, it's time to decide how weaknesses can be fixed. Employee feedback and training, incentive and pay decisions, decision-making regarding promotions and termination, and personnel research are all based on performance evaluations.

Personality Traits and Job Performance. The majority of the country's priorities center on education. The personalities of those who are directly involved in education have not, however, received any attention. Numerous conferences, seminars, and workshops have discussed the need to advance the teaching profession, underscoring the crucial part teachers play in advancing educational objectives. Focusing on a teacher's personality traits is crucial because it may spur efforts to pinpoint variables that affect how well they support students in achieving their educational goals (Chimezie, 2020).

The personalities of the teacher and their effectiveness as a teacher are thought to be related by many authors. It demonstrated how a teacher's personality influences their teaching effectiveness. To pinpoint the specific personality that influences a teacher's teaching performance, it is crucial to understand the connection between the teacher's personality and the effectiveness of their instruction in other students. (Chimezie, 2020).

This relationship, which results in effective teaching, can be seen in the correlation between personality and job performance. According to some studies, conscientious personality traits are positively correlated with job performance. The other personality traits that are linked to job performance are agreeableness and openness. It is also noted that there are strong relationships between personality

characteristics and both work attitudes and dispositions. Teacher personality traits affect student performance, and it was further stated that personality affected teaching methods and efficacy (Chimezie, 2020).

Personality Development. The impact on the students is the most significant factor when it comes to a teacher's personality, so it's crucial to manage the teaching and learning process. Personality also has an impact on your career. It must be considered because personality is a significant factor in this. As a result, personality is defined as the dynamic and well-organized collection of traits an individual possesses that affect their cognitions, motivations, and behaviors in a variety of contexts. Personality is typically used to describe a coherent picture of a person or human nature in terms of the similarities and differences of another person. When the personality is implicit in the teaching profession, it is used as a teacher personality or teaching personality (Gowri & Vasimaliaraja, 2019). It is typically determined by the number of measurable traits/traits a person exhibits during exposure to events.

Personality development is the process of creating patterned behaviors and human attitudes that set a person apart from others. The ongoing interaction between people and their environment results in personality development.

All members of the teaching profession—teachers, professors, lecturers, and others—are regarded as trailblazers who have a significant impact on how students interact with them to acquire knowledge and develop positive character. We can all agree that while we learned different things from our teachers as children and that the knowledge, we acquired has continued to be useful today, we can also agree that not all teachers have attractive personalities or are well-behaved in real life.

Due consideration should be given to teachers' personal growth as they are in charge of shaping students' personalities and will be interacting with parents to update them on their performance, attendance, and areas that need improvement (Gopal, 2019). As a result, students should strive to develop positive personalities.

Personality development is essential to personality improvement because it enables one to adopt a positive outlook and appreciate the better things in life.

Personality development plays a crucial role in the workplace as it determines how a person interacts with

their peers and reacts to different situations. The way a person behaves in the workplace depends on personality development helping to polish and prepare people and them to make better and more efficient resources for the organization.

Personality development also reduces stress levels and teaches a person to face even the worst of situations with a smile. Personality reflects how an employee behaves in a professional environment. An employee is expected not to bring personal problems to work. He or she knows how to separate life from his professional life.

Different opinions and points of view often lead to conflicts and arguments between employees. Employees with different attitudes and mindsets find it extremely difficult to adjust to one another and to work together. Personal development sessions encourage positive thinking and ultimately reduce stress in the workplace. Individuals tend to behave maturely as a result of personal development. They make the organization a much better place to work. Personal development is essential to change a person's attitudes, thinking, behavior, and way of thinking. It also strengthens the relationship between employees.

Workplace personality development courses bring out the best in people and encourage them to do their best. Stress sometimes makes the employees forget about themselves. Sometimes people even forget to smile after a hard day's work. It encourages employees to give their best and strive to exceed expectations. Remember, the organization pays for its hard work. They need to prove themselves and perform well if they want to quickly climb the ladder of success. Personality development encourages people to use their abilities and skills to the fullest. An employee with a pleasant personality is loved and respected by everyone.

It pays to exude confidence and a positive attitude in the workplace. Employees should never overload their minds with negative thoughts. If so, they will get frustrated and lose interest in the job. They are expected to take on challenges with a smile. They never underestimate anyone. They do not do deceit, criticism, and dishonesty are all negative traits that make them undesirable members of the organization.

Personal development, in simpler terms, makes you a good person. Personality development teaches an employee to keep calm and serenity even in stressful situations. Never overreact and avoid criticizing others. They learn to be a little flexible and open-minded. Personality development sets one apart from



others who come to the office, argue with colleagues, are often under stress and find work monotonous (Juneja, 2021).

Methodology

Design

The study used a quantitative approach that included document analysis and descriptive survey research. Data from the guidance center and the human resource management office were retrieved, and a researcher-made questionnaire was distributed and collected as part of the data collection process.

Respondents

Purposive sampling was used in the study, which included instructors who have been in the service for at least two years, to recruit 247 respondents. The university's Human Resource Management Office programs were also known to instructors, and they may have even helped to implement them. Non-compliant participants were not allowed to participate.

Environment

The location of this was the six (6) Bohol Island State University campuses in the Province of Bohol. The six (6) campuses are the Bohol Island State University-Main Campus located in Tagbilaran City, Bohol Island State University - Balilihan Campus, Bohol Island State University - Bilar Campus, Bohol Island State University - Calape Campus, Bohol Island State University - Candijay Campus, and Bohol Island State University - Clarin Campus.

Instruments

The research study gathered the required data using the following common tools. The Neo- Pi- R, created by Paul T. Costar and Robert R. McCrae, Ph.D., was used in the study to assess the personality traits of college instructors. Ph.D. It was a standardized personality test. Regarding the instructor's job performance, the Civil Services Commission Memorandum Circular No. 06, series of 2012—which lays out the rules for the creation and implementation of the Strategic Performance Management System (SPMS) in all government agencies—was used as the basis for the rating scale. Between February 2021 and July 2021 and August 2021 and January 2022, their job performance level was calculated as the average of the two Individual Performance Commitment and Review

(IPCR) rating periods. Performance Commitment and Review (IPCR) rating periods was used from February 2021- July 2021 to August 2021 - January 2022 as their job performance level.

Ethical Consideration

The study was conducted in strict accordance with the protocol established beforehand. The researcher went through the Research Ethics Committee's review processes and obtained "Clearance to Gather Data" before distributing the questionnaire to make sure the "Do-No-Harm" principle is upheld. The campus directors, deans, and instructors signed an informed consent form that the researcher used to get their permission and confirmation that they were willing to serve as study volunteers.

The researcher made sure that fundamental research guidelines were followed, such as anonymity and confidentiality, and that the data was subjected to an integrity test and citation audit. During the data collection process, strict adherence to health safety protocols was also seen.

Results and Discussion

Relationship between Extraversion and Job Performance. As demonstrated, there is a significant relationship between extraversion and job performance. Being socially inclined influences how instructors carry out their duties and responsibilities in the university.

Relationship between Neuroticism and Job Performance. There is no significant relationship between neuroticism and job performance, as demonstrated. Being anxious, irritable, or emotionally challenged has no bearing on how instructors perform their duties and responsibilities.

Table 1. *Relationship between the variables*

Variables	p-value	Result	Decision
Relationship Between Extraversion and Job Performance	.008	Significant	Reject
Relationship Between Neuroticism and Job Performance	.804	Insignificant	Failed to Reject

Conclusion

The college instructors were extraverted and neurotic in a distinctive way, but they were also excellent at what they did. Extraversion affects how they carry out their obligations and responsibilities in the teaching profession, whereas neuroticism does not affect how well they do their jobs.

Moreover, based on the conclusions of the study, the following were recommended: The administration of Bohol Island State University and the Human Resource Management Office should continue to offer personality-enhancement activities and programs like seminars and workshops on developing emotional balance, self-awareness, professional presence, and interpersonal and communication skills. To uphold job performance standards and value excellence in carrying out duties and responsibilities, it is advised that instructors receive support for capacity building and conduct thorough and frequent performance evaluations.

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Affiliations and Corresponding Information

Marjorie P. Alibo, PhD, RGC
Bohol Island State University – Philippines