



**IMPACT OF CONSCIENTIOUSNESS
AND EXTRAVERSION ON JOB SATISFACTION
AMONG ACADEMIC STAFF IN SOUTH-WESTERN
NIGERIAN TERTIARY INSTITUTIONS:
A CROSS-INSTITUTIONAL ANALYSIS**

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Abstract

Background. Amidst growing demands on academic staff such as increasing student populations, research pressures, and limited resources, it is expedient to address a critical gap in understanding personality dynamics within a unique non-Western academic context to inform recruitment and workplace enhancement strategies.

Purpose. This study aimed to investigate the relationship between personality traits (specifically conscientiousness and extraversion) and job satisfaction among academic staff in South-Western Nigerian tertiary institutions, addressing a significant research gap in understanding these dynamics within this specific context.

Materials and methods. Using a descriptive survey design, data were collected from 384 academic staff across six selected tertiary institutions in South-Western Nigeria through purposive sampling and a structured questionnaire.

Results. Key findings revealed a significant positive relationship between conscientiousness and job satisfaction ($R^2 = 0.331$, $F(4,379) = 46.173$, $p < 0.05$), indicating that conscientiousness accounts for 33.1% of the variance in job satisfaction. Extraversion demonstrated an even stronger effect on job satisfaction ($R^2 = 0.562$, $F(5,378) = 96.911$, $p < 0.05$), explaining 56.2% of the variance. These results contribute to the Traits Theory of Personality by

providing empirical support for its applicability in non-Western academic settings. The study also offers practical implications for recruitment, professional development, and retention strategies in tertiary institutions. The strong influence of extraversion on job satisfaction suggests the potential benefits of fostering more socially engaging and collaborative work environments.

The **novelty of this research** lies in its focus on South-Western Nigerian tertiary institutions, offering context-specific insights that can inform targeted interventions to enhance job satisfaction in this particular academic setting. By examining these relationships in a non-Western context, the study contributes to a more globally comprehensive understanding of personality traits and job satisfaction in academia.

Keywords: personality traits; job satisfaction; academic staff; Nigerian tertiary institutions; conscientiousness; extraversion

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Научная статья | Общая психология, психология личности, история психологии

ВЛИЯНИЕ ДОБРОСОВЕСТНОСТИ И ЭКСТРАВЕРСИИ НА УДОВЛЕТВОРЕННОСТЬ РАБОТОЙ СРЕДИ ПРЕПО- ДАВАТЕЛЬСКОГО СОСТАВА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ ЮГО-ЗАПАДНОЙ НИГЕРИИ: МЕЖВЕ- ДОМСТВЕННЫЙ АНАЛИЗ

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Аннотация

Обоснование. В условиях растущих требований к профессорско-преподавательскому составу, таких как увеличение числа студентов,

исследовательская нагрузка и ограниченные ресурсы, целесообразно устранить критический пробел в понимании динамики личности в уникальном незападном академическом контексте, чтобы обосновать стратегии подбора персонала и улучшения рабочих мест.

Целью данного исследования было изучение взаимосвязи между чертами личности (в частности, добросовестностью и экстраверсией) и удовлетворенностью работой среди преподавателей высших учебных заведений Юго-Западной Нигерии, что позволило устранить существенный пробел в исследованиях в понимании этой динамики в этом конкретном контексте.

Материалы и методы. Используя описательный дизайн опроса, были собраны данные у 384 преподавателей шести выбранных высших учебных заведений Юго-Западной Нигерии с помощью целенаправленной выборки и структурированного вопросника.

Результаты. Основные результаты выявили значительную положительную взаимосвязь между добросовестностью и удовлетворенностью работой ($R^2 = 0,331$, $F(4, 379) = 46,173$, $p < 0,05$), что указывает на то, что добросовестность составляет 33,1% дисперсии в удовлетворенности работой. Экстраверсия продемонстрировала еще более сильное влияние на удовлетворенность работой ($R^2 = 0,562$, $F(5, 378) = 96,911$, $p < 0,05$), что объясняет 56,2% дисперсии. Эти результаты вносят вклад в теорию черт личности, предоставляя эмпирическую поддержку ее применимости в западных академических условиях. Исследование также предлагает практические выводы для стратегий набора, профессионального развития и удержания в высших учебных заведениях. Сильное влияние экстраверсии на удовлетворенность работой предполагает потенциальные преимущества содействия более социально вовлекающей и совместной рабочей среде.

Новизна этого исследования заключается в его фокусе на юго-западных нигерийских высших учебных заведениях, предлагая контекстно-зависимые идеи, которые могут информировать о целевых вмешательствах для повышения удовлетворенности работой в этой конкретной академической обстановке. Изучая эти отношения в западном контексте, исследование вносит вклад в более глобальное все-

стороннее понимание черт личности и удовлетворенности работой в академических кругах.

Ключевые слова: черты личности; удовлетворенность работой; преподавательский состав; высшие учебные заведения в Нигерии; добросовестность; экстраверсия

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Introduction

The teaching profession plays a pivotal role in shaping future generations and contributing to societal development. However, the effectiveness of educators is intrinsically linked to their job satisfaction and overall well-being. In recent years, there has been a growing interest in understanding the factors that influence job satisfaction among academic staff, particularly within the context of higher education institutions in Nigeria. This focus is crucial, as job satisfaction is a complex construct encompassing various components, including rewards, recognition, positive relationships, and alignment of personal values with institutional objectives [7; 35].

Among the myriad factors influencing job satisfaction, personality traits have emerged as significant predictors across various professions, including teaching. The Five-Factor Model, or “big five,” provides a comprehensive framework for understanding personality, encompassing traits such as conscientiousness, agreeableness, neuroticism, extraversion, and openness to new experiences [20]. The main particular interest are conscientiousness and extraversion, two traits that have garnered considerable attention in organizational research. Conscientiousness, characterized by traits such as organization, responsibility, and attention to detail, has been linked to higher levels of job performance and satisfac-

tion. Similarly, extraversion, which involves traits like sociability, assertiveness, and energy, has been associated with positive work outcomes and job satisfaction [5].

The relationship between personality traits and job satisfaction takes on added significance in the context of Nigeria's higher education system, where institutional, contextual, and cultural elements play crucial roles in shaping the teaching profession. Despite the recognized importance of personality traits in influencing job satisfaction, there is a notable lack of empirical research specifically examining the relationship between conscientiousness and job satisfaction, as well as the effect of extraversion on job satisfaction among academic staff in South-Western Nigeria. This gap in the literature is particularly concerning given the potential impact of academic staff dissatisfaction on educational quality and overall organizational effectiveness in the region.

The COVID-19 pandemic has further highlighted the importance of understanding factors that contribute to job satisfaction and well-being among educators. The rapid shift to online learning and changes in work-related roles and responsibilities have led to increased stress and potential impacts on job satisfaction [29]. This global crisis has underscored the need for research that examines the relationship between personality traits and job satisfaction in the context of contemporary challenges faced by academic staff.

While previous studies have explored job satisfaction among academic staff in Nigerian tertiary institutions [25], there is a dearth of research specifically focusing on the relationship between personality traits and job satisfaction in this context. Additionally, existing studies have primarily concentrated on full-time academic staff, leaving a gap in understanding the experiences of part-time or contract-based educators. This limitation is particularly relevant given the increasing reliance on non-traditional employment arrangements in higher education.

Furthermore, the impact of organizational factors, such as leadership styles and institutional support, on the relationship between personality traits and job satisfaction requires further investigation. Studies have shown that perceived leadership styles can significantly influence job sat-

isfaction among non-teaching employees in Nigerian universities [27]. However, research on how these factors interact with personality traits in shaping job satisfaction among academic staff remains limited. This gap is significant, as understanding the interplay between individual personality traits and organizational factors could provide valuable insights for improving job satisfaction and, consequently, educational outcomes.

In light of these research gaps, this study aims to investigate the relationship between personality traits (specifically conscientiousness and extraversion) and job satisfaction among academic staff in South-Western Nigerian tertiary institutions. By examining these relationships, the research seeks to contribute to the growing body of knowledge on job satisfaction in the teaching profession and provide valuable insights for educational institutions, policymakers, and human resource practitioners in Nigeria.

The objectives of this research are twofold: firstly, to examine the relationship between conscientiousness and job satisfaction among academic staff in South-Western Nigeria, and secondly, to determine the effect of extraversion on job satisfaction within the same population. These objectives are grounded in the understanding that job satisfaction is a multifaceted concept influenced by various factors, including individual personality traits and organizational characteristics [20; 22].

By addressing these objectives, this study seeks to fill a critical gap in the literature and provide a more nuanced understanding of the factors influencing job satisfaction among academic staff in Nigerian tertiary institutions. The findings of this research have the potential to inform strategies for enhancing the work environment, improving teacher retention, and ultimately contributing to the quality of education in Nigerian higher education institutions. Moreover, by focusing on the specific context of South-Western Nigeria, this study acknowledges the importance of considering regional and cultural factors in understanding job satisfaction and its determinants.

This research aims to shed light on the complex relationship between personality traits and job satisfaction among educators in the contemporary educational landscape of South-Western Nigeria. By doing so, it

contributes to the ongoing discourse on improving educational quality and teacher well-being in the region and beyond. The insights gained from this study may prove invaluable in developing targeted interventions and policies to enhance job satisfaction among academic staff, ultimately benefiting both educators and the students they serve.

As a fallout of the stated objectives, the following null hypotheses were tested in the study:

H₀₁ There is no significant relationship between conscientiousness and job satisfaction among academic staff in South-Western Nigeria.

H₀₂ Extraversion has no significant effect on job satisfaction among academic staff in South-Western Nigeria.

Literature review

Personality traits

The concept of personality traits has evolved. The term “trait,” originally from biology, referred to persistent, inherited, and physical traits [32]. Nobel winner James Heckman emphasised permanence and immutability [8]. Several famous authors have called certain traits “natural-born” [9].

Modern study provides a more sophisticated understanding of personality traits. Modern definitions of personality include a consistent but changing set of traits, dispositions, or attributes that underpin an individual’s behaviour over time [16]. This matches [23] definition of personality as a unique and changing self-concept that influences behaviour. The unique combination of acquired behaviours and innate predispositions affects an individual’s cognition, emotions, and actions throughout their life.

Personality characteristics are consistent and permanent patterns of ideas, feelings, and behaviours that represent an individual’s approach to and response to their environment, according to [3]. An individual’s personality is shaped by these features, which affect their outlook on life, relationships, and behaviour. In education, these traits greatly impact interactions between teachers and students and between coworkers [1].

It is crucial to understand that personality traits fluctuate. Modern views are more flexible, acknowledging that major life events can change

these traits [15; 33] argue that personality changes over time, similarly [30] found that varied clinical and non-clinical interventions can actively modify personality.

Extraversion

Extraversion, one of the five dimensions of personality traits established by [9], is characterized by outgoing, self-assured behavior and an attraction to external stimulation [4]. Extraverts are typically gregarious, vivacious, and enjoy social situations, finding energy in the company of others. They are more likely to seek out complex, diverse, and intense stimuli, new experiences, and social connections [22]. In contrast, introverts tend to shy away from unexpected situations and prefer quiet and familiarity.

Extroverts as outgoing, confident, and driven by excitement and action [6], similarly, [17] links extraversion to qualities such as talkativeness, gregariousness, assertiveness, adventure, activity, energy, and ambition. [22] noted that extroverts are more likely to be socially engaged, expressive, comfortable in group environments, and to have a large network of friends.

In the study of [22], it emphasizes that extraversion encompasses traits like talkativeness, gregariousness, assertiveness, and sociability. [31], however, presents an alternative viewpoint, asserting that extraversion is centered on an individual's degree of social inhibition and comfort in interpersonal connections.

Conscientiousness

Conscientiousness involves surpassing employment expectations, such as following rules, not taking breaks, and working longer [26]. Conscientious people as reliable, accountable, diligent, self-disciplined, tenacious, systematic, and structured [19]. Conscientious people value responsibility, competence, achievement-striving, and self-discipline, according to [6; 19] added that highly conscientious people are responsible, detail-oriented, persistent, orderly, prudent, plan ahead, have a strong work ethic, and are achievement-focused.

It was observed that high conscientiousness gives workers a strong sense of duty and commitment, which boosts motivation, job satisfaction,

career success, and performance. [36] as well as [10] highlights organisational traits like efficiency, accuracy, order, and organisation to define conscientiousness while also linking conscientiousness to goal-setting and attention. Conscientious workers are self-starters who need little supervision. Work ethic, devotion, responsibility, and organisation are their strengths. Supervisors at southwestern Nigerian tertiary institutions praise teachers with this trait for their hard work. These people love working in groups when they may choose their teammates. They comprehend their peers' perspectives and help them.

Job satisfaction

Job satisfaction is a crucial component of the educational system, directly impacting both the wellbeing of instructors and the quality of education that students receive. [11] describe job satisfaction as an employee's emotional reaction to their work. According to [24] studies, it defines satisfaction as a worker's overall contentment with their position. These definitions converge on the idea that job satisfaction is a positive emotional response resulting from an individual's evaluation of their work and employment experiences.

In the teaching profession, job satisfaction refers to the general joy, fulfillment, and happiness that educators feel in their roles as teachers. It encompasses various aspects of their professional lives and their perception of how well their job meets their expectations and needs. It reflects how instructors view the fit between their needs and expectations and the actual conditions and circumstances of their teaching careers.

Teachers who are satisfied with their positions are more likely to be motivated and dedicated to realizing the goals of the National Policy on Education for postsecondary education. A high level of job satisfaction can lead to a reduction in complaints, employee turnover, lateness, absenteeism, discord, and disengagement. Conversely, it can encourage punctuality, improve morale, and enhance overall work performance. Furthermore, a satisfied teacher is more likely to feel a sense of obligation to better the society in which they live. On the other hand, an unsatisfied instructor could unintentionally hinder their students' learning ability.

Theoretical review

Traits theory of personality

Traits theory is essential to understanding persisting personality traits and job satisfaction. It is believed that personality traits are constant but vary among individuals, impacting behaviour across settings [23]. Optimism and adaptability may increase job satisfaction, while introversion and criticality may decrease it. The internal causal perspective holds that traits shape behaviour, while the descriptive approach regards traits as summaries of behavior [13; 14]. Cardinal features dominate behaviour, central traits like honesty affect satisfaction, and secondary traits are situation-specific [7; 12].

The features theory helps researchers and organisations understand how an individual's persisting personality features affect workplace satisfaction. These attributes can affect how people view their employment, engage with coworkers, and handle obstacles, affecting job satisfaction.

Empirical review

Several empirical studies have explored the relationship between personality traits and job satisfaction in various educational contexts. These studies provide valuable insights into how different personality traits may influence job satisfaction and teaching effectiveness. [9] examined the relationship between personality traits and job satisfaction among secondary school teachers in River State, Nigeria. Their study, which employed a correlational methodology, focused on educators in the Nigerian Port-Harcourt Metropolis. The results showed that while extraversion had no discernible effect on job satisfaction, agreeableness and conscientiousness positively correlated with it. Based on these findings, the study recommended that the government introduce motivating incentives to increase teacher satisfaction. [23] also investigated the relationship between personality traits and pay satisfaction among employees in the hotel industry in Osogbo, Osun State, Nigeria. Using a survey methodology and questionnaire, they collected data from one hundred employees. Their analysis, conducted through Pearson correlation with SPSS version 21.0, found that extraversion, conscientiousness, and agree-

ableness significantly influenced pay satisfaction, while neuroticism did not. The study concluded that personality factors play a significant role in determining pay satisfaction and recommended that hotel employers consider traits like extraversion, agreeableness, conscientiousness, and openness to experience.

In the context of higher education, [16] examined how personality traits, role ambiguity, and relational competence predict subjective well-being among university teachers. They conducted hierarchical multiple regression analyses on teaching efficacy, school connectedness, and teacher subjective well-being using data from 105 university teachers. Their findings indicate that higher levels of emotionality, extraversion, and conscientiousness are associated with greater teaching efficacy, school connectedness, and subjective well-being. However, traits like honesty-humility, agreeableness, and openness to experience did not predict these variables.

[2] explored the role of teachers' personality types in classroom management, using a descriptive research method among teachers in Lagos State. Data from 180 teachers across 15 schools were collected using two instruments, and quantitative analysis methods were employed. The findings indicated a significant relationship between teachers' personality types and their effectiveness in classroom management.

The study [22] delved into the relationship between teacher personality traits and teaching effectiveness, focusing on their impact on student success. The study defined personality traits, emphasizing the Big Five Model: extraversion, agreeableness, conscientiousness, neuroticism, and openness. It explored teacher effectiveness, highlighting factors contributing to effective teaching. The paper examined how different personality traits influence a teacher's ability to educate effectively. It stressed the importance of teachers recognizing this link and dispelled the notion of fixed personality traits, suggesting that improvement is possible through conscious effort.

Despite these valuable insights, there remains a gap in understanding the interplay between personality traits and job satisfaction specifically in tertiary institutions in southwestern Nigeria. This presents an opportunity

for further research to enhance our understanding of this relationship in this particular context. Such research could provide valuable insights for educational policymakers and administrators in improving teacher satisfaction and, consequently, the quality of education in these institutions.

Conceptual framework

The conceptual model, which illustrates the variables under study, is depicted below

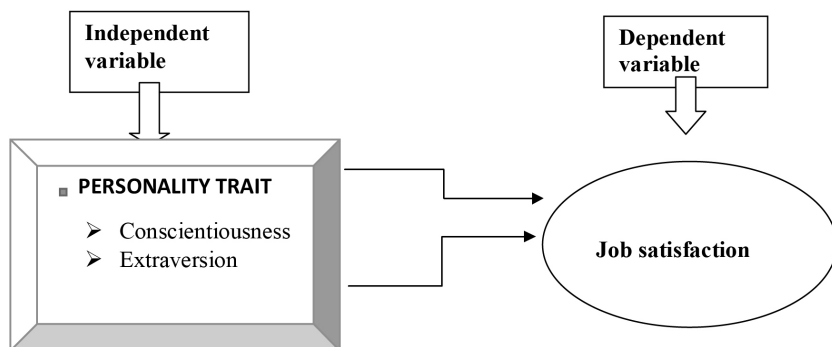


Figure 1. Conceptual model

Source: Author's Computation (2025).

Methodology

Considering the nature of this study, descriptive survey design was adopted. This research was adopted to systematically collect and analyze data to describe characteristics, attitudes, behaviors, or opinions of the respondents under study. The study considered six selected tertiary institutions in south- western Nigeria with emphasis on Osun State University, University of Lagos, Federal University, Abeokuta, University of Ibadan, Ekiti State University and lastly Federal University of Technology, Akure, Ondo State. In this wise, one tertiary institution was picked from each state out of the six south- western states. A sample of 384 academic staff were selected for the study through the use of purposive sampling technique. The instrument for data collection was the use of a structured questions which were distributed randomly among the purposively identified respondents. The questionnaire was scrutinized to be reliable and valid through the use of Cronbach's alpha coefficients

of 0.83 meaning it was reliable by the value of 83%. In the method of data analysis, descriptive and inferential statistics were employed. Descriptive statistics were used to summarize and describe the characteristics of the collected data, while inferential statistics such as the linear regression was employed to make inferences or predictions about a population based on sample data.

Results and discussion

Test of hypothesis one

H_{01} : There is no significant relationship between conscientiousness and job satisfaction among academic staff in South-Western Nigeria.

Table 1.

Summary of simple linear regression analysis of the relationship between conscientiousness and job satisfaction in teaching profession

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.575 ^a	0.331	0.324	3.43492
a. Predictors: (constant), conscientiousness				
b. Dependent variable: job satisfaction in teaching profession				

Source: Author's Computation (2025).

The R2 value in Model 1 Summary Table 1 is (0.331). This demonstrates that factors related to conscientiousness have an effect on academic staff members' work satisfaction in the teaching profession. There is not much of a positive link between the two variables. The results indicate that the models that predict (about 33.1%) job satisfaction of the variance in conscientiousness when all factors are combined improve job satisfaction in the teaching profession. This means that the conscientiousness captured in the models from the chosen tertiary institutions can be used to predict 33% of the variance in the teaching profession.

Table 2 demonstrates that the degree of job satisfaction in the teaching profession was significantly predicted by conscientiousness variables. Given that the value of $F_{tab} > F_{cal}$, the overall goodness of fit of the regression model is highly statistically significant ($F(4, 379) = 46.173, p < 0.05$). Consequently, the null hypothesis is disproved. The study

comes to the conclusion that in south-western Nigeria, conscientiousness has a strong positive association and effect on job satisfaction in the teaching profession.

Table 2.

Simple linear regression analysis showing significance of predictors on job satisfaction in teaching profession

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2179.137	4	544.784	46.173	.000 ^b
	Residual	4400.916	379	11.799		
	Total	6580.053	383			
A. Dependent variable: job satisfaction in teaching profession						
B. Predictors: (constant), conscientiousness						

Source: Author's Computation, 2025.

Table 3.

Contribution of each predictor on job satisfaction in teaching profession variables

Coefficients ^a						
Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.628	0.766		7.347	.000
	Conscientiousness	0.665	0.044	0.616	15.959	.003
a. Dependent variable: job satisfaction in teaching profession						

Source: Author's Computation, 2025.

The contribution conscientiousness is displayed in Table 3. In this instance, the variables produced a t-value of 15.959, a beta value of .616 and a p-value less than .05. The impact on job satisfaction in the teaching profession is statistically significant. Thus, the study finds that among academic staff in South-Western Nigeria, there is a substantial link between conscientiousness and job satisfaction, rejecting the null hypothesis.

Test of hypothesis two

H₀₂: Extraversion has no significant effect on job satisfaction among academic staff in South-Western Nigeria.

Table 4.

A summary of the simple linear regression analysis of the relationship between extraversion and job satisfaction in teaching profession

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.750 ^a	0.562	0.556	2.98845
a. Predictors: (Constant), P1,P2,P3,P4,P5				
b. Dependent Variable: Job Satisfaction in Teaching Profession				

Source: Author's Computation, 2025.

The R2 value in Table 4 is (0.562). This demonstrates that electronic extraversion traits significantly and favorably affect teachers' job satisfaction. This means that 56% of the variance in the teaching profession can be predicted from the extraversion variables included in the study. Consequently, the models predicting 56.2% job satisfaction of the variance in extraversion pooling all factors together enhances job satisfaction in the teaching profession.

Table 5.

Simple linear regression analysis showing significance of predictors on job satisfaction in teaching profession

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4327.488	5	865.498	96.911	.000 ^b
	Residual	3375.863	378	8.931		
	Total	7703.352	383			
a. Dependent variable: job satisfaction in teaching profession						
b. Predictors: (constant), extraversion						

Source: Author's Computation, 2025.

Table 5 demonstrates that the degree of job satisfaction in teaching was significantly influenced by extraversion variables. Given that the value of $F_{tab} > F_{cal}$, the overall goodness of fit of the regression model is highly statistically significant ($F(5,378) = 96.911, p < 0.05$). Consequently, the null hypothesis is disproved. The study comes to the conclusion that among academic employees in South-Western Nigeria, extraversion significantly affects job satisfaction.

Table 6.

Contribution of each predictor on job satisfaction variables

Model		Coefficients ^a				T	Sig.
		Unstandardized coefficients		Standardized coefficients	Beta		
		B	Std. Error				
1	(Constant)	4.426	0.487			9.094	.000
	Extraversion	0.560	0.026	0.744		22.909	.000

a. Dependent variable: job satisfaction in teaching profession

Source: Author's Computation, 2025.

The predictors' contributions are displayed in Table 6. The extraversion variables had a t-value of 22.909, a beta value of 0.744, and a p-value less than .05. In terms of job satisfaction, the contribution is statistically significant. As a result, the study finds that among academic staff in South-Western Nigeria, extraversion significantly influences job satisfaction, rejecting the null hypothesis.

Discussion

This study provides valuable insights into the relationship between personality traits, specifically conscientiousness and extraversion, and job satisfaction among academic staff in South-Western Nigerian tertiary institutions. The findings reveal significant associations between these personality traits and job satisfaction, addressing an important gap in the literature within this specific context.

The study found a positive relationship between conscientiousness and job satisfaction, with conscientiousness accounting for 33.1% of the variance in job satisfaction. This aligns with previous research suggesting that conscientious individuals tend to be more satisfied in their work due to their organized, responsible, and achievement-oriented nature. However, the relatively modest effect size indicates that other factors beyond conscientiousness also play substantial roles in determining job satisfaction. This nuanced finding contributes to a more comprehensive understanding of job satisfaction determinants in the Nigerian academic context.

Extraversion demonstrated an even stronger relationship with job satisfaction, explaining 56.2% of the variance. This robust association sug-

gests that extraverted traits like sociability, assertiveness, and positive emotionality significantly contribute to job satisfaction among academic staff in South-Western Nigeria. This finding is particularly noteworthy given the social nature of teaching and the potential benefits of extraverted traits in navigating academic environments.

By focusing specifically on academic staff in South-Western Nigerian tertiary institutions, this study addresses a significant research gap. Prior studies on personality traits and job satisfaction in Nigeria have predominantly focused on other sectors or geographic regions. This research provides context-specific insights that can inform targeted interventions and policies for improving job satisfaction in this particular academic setting.

The study also contributes to the broader literature on personality traits and job satisfaction by examining these relationships in a non-Western context. This expansion of the research landscape helps to validate or challenge existing theories and models developed primarily in Western settings, enhancing our global understanding of these constructs.

However, it is important to note some limitations and areas for further investigation. The study's reliance on self-reported measures may introduce some bias. Additionally, while the focus on conscientiousness and extraversion provides valuable insights, future research could benefit from examining the full spectrum of Big Five personality traits to offer a more comprehensive picture.

Conclusion

This study makes a significant contribution to filling the research gap on personality traits and job satisfaction among academic staff in South-Western Nigerian tertiary institutions. By providing empirical evidence of the relationships between conscientiousness, extraversion, and job satisfaction, it offers a foundation for developing targeted strategies to enhance job satisfaction in this context. The findings underscore the importance of considering individual differences in personality when addressing job satisfaction in academic settings, while also highlighting the need for a multifaceted approach that considers other contributing

factors. Future research can build on these findings to further refine our understanding and develop more comprehensive models of job satisfaction in diverse academic contexts.

Theoretical implications

This study contributes significantly to the existing body of knowledge on personality traits and job satisfaction, particularly within the context of academic staff in South-Western Nigerian tertiary institutions. The findings provide empirical support for the Traits Theory of Personality in an educational setting, demonstrating that enduring personality characteristics like conscientiousness and extraversion are indeed related to job satisfaction.

The strong relationship found between extraversion and job satisfaction (56.2% variance explained) offers interesting theoretical insights. It suggests that in the academic environment of South-Western Nigeria, traits associated with extraversion may be particularly beneficial. This could lead to further theoretical exploration of why extraverted traits are so strongly linked to satisfaction in this specific context, potentially uncovering cultural or institutional factors that interact with personality traits.

The more modest relationship between conscientiousness and job satisfaction (33.1% variance explained) also has theoretical implications. While confirming a positive relationship, it suggests that the impact of conscientiousness on job satisfaction may be more complex or indirect than previously thought. This finding could prompt a reevaluation of how conscientiousness operates in academic settings, potentially leading to more nuanced theoretical models.

These results also contribute to the cross-cultural validity of personality theories, as they demonstrate the relevance of Western-developed constructs like the Big Five in a non-Western context. However, the specific patterns of relationships found may indicate the need for culturally sensitive refinements to these theories.

Practical implications

The findings of this study have several practical implications for tertiary institutions in South-Western Nigeria and potentially beyond:

Recruitment and Selection: Understanding the relationship between personality traits and job satisfaction could inform hiring processes. Institutions might consider using personality assessments as part of their recruitment strategy, particularly looking for candidates with higher levels of extraversion and conscientiousness.

Professional development: Given the strong link between extraversion and job satisfaction, institutions could develop training programs to help academic staff enhance skills associated with extraversion, such as effective communication, networking, and positive social interactions.

Job design: The significant impact of personality traits on job satisfaction suggests that a one-size-fits-all approach to academic roles may not be optimal. Institutions could explore ways to tailor job responsibilities and work environments to align with individual personality traits, potentially leading to higher job satisfaction.

Retention strategies: By understanding the factors that contribute to job satisfaction, institutions can develop more effective retention strategies. This could include creating opportunities for extraverted individuals to engage in collaborative projects or leadership roles, and providing structured, goal-oriented work environments for conscientious staff.

Institutional Culture: The strong influence of extraversion on job satisfaction might prompt institutions to foster a more socially engaging and collaborative work culture, which could enhance overall job satisfaction among academic staff.

Performance management: The findings could inform the development of more personalized performance management systems that take into account individual personality traits and their relationship to job satisfaction and potentially, job performance.

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