

Personality Traits as Predictors of Guidance Counsellors' Job Performance in Bayelsa State, Nigeria

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Abstract. The study is centered on personality traits as predictors of guidance counsellors' job performance in Bayelsa State. The study was guided by six research questions and six hypotheses. The correlational research design was adopted. A sample of 226 guidance counsellors in government owned secondary schools was drawn from the population, using simple random sampling. Two instruments: "The big five personality Assessment Scale" (BFPAS)" and "Counsellor Job Performance Scale (CJPS) were used for data collection. Multiple regression and ANOVA were used to answer the research questions and analyze the hypotheses. The study found out that Big Five personality traits jointly predicts counsellors' job performance. It also found out that neuroticism does not significantly predict counsellor job performance in Bayelsa State. From the findings, the researchers recommended that counsellors should strive to positively channel their personality dispositions towards greater job performance. Also, school administrators should take cognizance of the personality traits of a counsellor before employing and redeploying them.

Keywords: Personality traits, Guidance counsellors, Job Performance, Dispositions, and Bayelsa State.

1. Introduction

It is crucially vital for organizations today to recruit high performing employees in their

establishments. One important question that organized institutions may find difficult to answer is how to separate individuals who will perform well from those who will not. The answer may to some extent relate to the type of personality that a prospective employee exhibits. Discussions that concern personality as a valid predictor of job performance have flourished ever since Barrick and Mount (cited in Andreas, 2012), conducted a substantial meta-analysis on the same topic.

The commercial aspect that comes along with personality testing has been one factor that has contributed to a more specialized focus in the field of personality psychology. However, ever since organizations started to incorporate personality testing in their recruitment processes there has been reasonable doubt in terms of their true usefulness (Giles, Burch & Anderson, 2008). To date, the major objective in most research studies have been to investigate the potential relationship between the famous Five-Factor Model (FFM) and overall job performance. More specifically, researchers have been motivated to discover the factual relationship between broad personality traits and their direct impact on job performance. Moreover, research suggests that personality traits as predictor variables can be generalized across all occupations and work tasks (Barrick & Mount, 1991). If true, it is interesting to further investigate the FFM and its association to job performance in specific occupations. One particularly interesting occupation is counselling

psychology, in the field of education. It may be that some personality traits are more likely associated with successful performance in counselling psychology related occupations-. The value of realizing which personality traits characterize top performers in this field may enable organizations to identify, early in a recruitment process, those individuals who are more likely to achieve success.

This paper seeks to advance and replicate previous work regarding personality and job performance by examining the relationship between personality traits and job performance of guidance counsellors in Bayelsa State. Specifically, the purpose of this paper is to examine the relationship between Neuroticism, Extroversion, Openness to experience, Agreeableness, Conscientiousness, and job performance.

An employee's job performance is an important assessment criterion for employment, productivity, organizational success and growth. It assesses whether a person performs a job well or not. Your ability to perform a job effectively requires that you have and understand a complete/up-to-date job description for your position. It also requires that you understand the standards that you are expected to meet while performing the job. It therefore means that a person's job performance can be defined as the rate at which a person achieves his/her expected level of result. It means the extent to which the practitioners or members of a particular profession achieve the desired results by performing the duties and roles ascribed to them in their place of work.

According to Campbell (2015), "psychological perspective, describes job performance as an individual variable; that is, performance is something a single person does". Thompson (2006) also defined performance as competence; the ability to 'do something well or achieve a desired result.-By this, it implies the degree to which something is done well. In the same view, Ivowi (2008), sees performance as the consequences of certain personality traits or characteristics possessed by the Individual.

Worldwide, students experience social, personal, academic and vocational problems which schools should be able to assist them to resolve through the provision of guidance and counselling. Meeting the needs of the students results in effectiveness and vice versa. The researchers have observed that there are different kinds of guidance counsellors, especially in Bayelsa State with regards to how effective and efficient they do their job.

Through effective and efficient guidance and counselling, the students actually learn to make decisions about issues that seem logical and they become independent through some counselors. Concerns about family, friends and career choice seem to be improved through counselling. With some other counsellors, the students seem to return time after time for help/resolution of the same concerns. They seem to become more dependent on others to make decisions for them and even after many sessions, problems of rejection, choosing careers or pathways to future concerns remain unresolved. Some of the students may even prefer not to go to the guidance counsellor again, and some counsellors will want to change their profession at any slightest opportunity. This shows evidence of ineffectiveness on the part of these counsellors.

Guidance and counselling is a helping profession designed to help individuals to identify their problems and provide solutions to these problems. It also helps individuals to change their undesirable behavioural patterns to desirable behavioural patterns. A lot of definitions have been given to guidance, as well as counselling in the field of education. Iruloh, Ehibudu & Echebe (2001) defined guidance as: *the assistance given by an individual to another so as to facilitate the process of choice making, adjustment and problem solving*" and counselling as *"person-to-person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved"*

They further stated that the helper, in the relationship, is by virtue of his training and experience, a counsellor who attempts to assist the client in becoming an independent person,

capable of resolving his conflict situations. From the foregoing definition, it could be seen that guidance and counselling is concerned with helping individuals to make their lives better. As a helping profession, the researcher believes that it is important that the guidance counsellor understands himself/herself as a person so as to be able to influence the lives of others positively.

The counsellor is a trained personnel who listens to students' problems, conceptualizes them, clarifies issues and assists them to understand their potentials with a view to resolving their educational, vocational and socio-personal problems (Unachukwu, 2010). Counsellors therefore, hold important positions that affect many lives throughout the course of their career. The role of guidance counsellors in the educational institutions cannot be over emphasized. Based on this, the Federal Republic of Nigeria (2004), in her National Policy on Education under section 10 stated that; "In view of the apparent ignorance of many young people about career prospects and in view of the negative attitude among school children towards their studies and towards school attendance, career officers and counselors will be posted to post primary institutions. Since qualified personnel in this category are scarce, government will continue to make provisions for the training of interested teachers in Guidance and Counselling. Guidance and Counselling will also feature in teacher education programme".

In the views of Umezulike & Eneasator (2010) the guidance counsellors are professionals who are specially trained to provide counselling services to individuals or groups of people to understand their situation, clarify values and make informed decisions for which they assume responsibility. The overall role of a school professional guidance counsellor is to assess and ascertain the counselling needs of his/her students and draw up programmes aimed at meeting these needs (Okeke, 2003). However, the researchers are of the view that apart from training and certification, many more requirements are needed to be an effective counsellor which may include personality traits.

There are several definitions of personality. Nwankwo (2011) defines personality as an individual's unique and relatively consistent patterns of thinking, feeling and behaving. Colman (2003) also sees personality as the sum total of the behavioural and mental characteristics that are distinctive of an individual. By this definition, Colman sees personality as the totality of behavioural and psychological characteristics an individual possesses and such characteristics are unique and peculiar to the individual. That is to say that human beings possess some physical and psychological characteristics that are peculiar to them which make them who they are. From the foregoing, personality is the specifically distinctive characteristics that make you who you are.

Trait can be defined as habitual patterns of behaviour, thought and emotion (Wikipedia in Ivowi, 2008). According to this perspective, traits are relatively stable over time, differ across individuals and influence behaviour. For instance, some people are outgoing where as others are shy. Personality traits, according to Oliver, Guerin & Coffman (2009) are stable features at the behaviour of the individual recurring in different situations. Personality traits therefore are those distinguishing qualities or characteristics that are the embodiment of an individual (Wikipedia in Ivowi, 2008). They are one's habitual patterns of behaviour, temperament and emotion. They refer to those enduring characteristics in an individual which makes him/her unique and are not subject to change in varying situations and with passage of time. These traits may be positive, negative or often in between, depending on the situation. Positive personal character traits lead to achievement of goals and success. Negative personal character traits can lead to failure or frustration.

As stated earlier, the personality traits to be discussed in this study, in relation to counsellor's job performance are the "Big Five" personality traits or the (FFM) Five Factor Model of personality McCrae and Costa, (2006). Neuroticism is one major personality trait as identified by McCrae and Costa. To them,

Neuroticism describes an individual who has the tendency to experience negative emotions such as anger, anxiety, depression etc. It is also a relatively unstable emotional display even when such show of emotions may be unnecessary. People who score high on neuroticism often lack the ability to control their emotions.

Extraversion is another identified trait that could as well influence job performance of counsellors. Extraversion is characterized by positive emotions, urgency and the tendency for an individual to seek outdoor activities, stimulation as well as company of others. People who score high in extraversion as identified by Dickson (2009) are always outgoing, event loving as well as love of exerting influence on others.

Openness to experience is also another personality trait identified by Costa and McCrae that could influence people's attitude in their work place. Openness to experience involves a general appreciation for art, emotions, adventure, unusual ideas, imagination, curiosity and variety of experience. People who score high in this trait usually love doing things differently, trying out new things as well as loving innovation.

On the other hand, Agreeableness involves the tendency to be compassionate and cooperative rather than being rivalry towards others. Agreeable persons can be easily forgiving, emotional and kind towards people. This could form a major base while people may or may not be satisfied on current work as noted by Ebong (2012).

Finally, McCrae and Costa noted that Conscientiousness as one of the personality traits determines an individual's behaviour. Conscientious persons show high sense of discipline, orderliness, dutiful and aim for achievement of goals. People who measure high in this trait are plan oriented and may not act outside their target, goals or plans.

According to John (2000), this dimension of personality as outlined by McCrae and Costa can determine an individual's behaviour or reactions towards something. This implies that, people

who for instance are fun loving and outgoing (Extraversion) may not: derive much happiness in rendering services that are secretive in nature and this could as well predict how well they perform their job. Also Ike (2008) noted that each of these personality traits is unique and influences the possessor either positively or negatively.

The Big Five personality factors can be summarised as follows:

Neuroticism: A tendency to easily experience unpleasant emotions such as anger, anxiety, depression, vulnerability, hostility and impulsiveness.

Extraversion: Energy, urgency and the tendency to seek stimulation and the company of others. Conscientiousness: A tendency to show self-discipline, act dutifully and aim for achievement.

Agreeableness: A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

Openness to experience: Appreciation for art, emotion, adventure, unusual idea, imagination and curiosity (Kolawole, 2013).

In the light of these, the researchers' interests were spurred to investigate personality traits as predictors of guidance counsellor's job performance in Bayelsa State, Nigeria.

2. Statement of the Problem

The differences in job performance of counsellors are numerous and have been linked to lots of factors. One of such factors includes the personality of the individual. The rate of kidnapping, truancy, adolescence misbehavior, crime and criminal activities, etc. in Nigeria and Bayelsa in particular has increased. In the school setting, the level of enthusiasm expressed by counsellors has also reduced. As a result, students have become truants, bullies, late comers as well as regular absentees.

The school system is gradually losing the 'in loco parentis' responsibility on the students in producing responsible and well behaved citizens from our secondary schools. The cases of teenage pregnancy among our students are no

longer new. The level of expulsion has also risen coupled with an increase in voluntary dropout. The society as a whole has witnessed increase in anti-social behaviours. Teenagers have become drug addicts, prostitutes, armed robbers as well as thugs.

The society on the other hand can no longer boast of citizens with a sense of civic responsibility. Most often, school counsellors show no commitment at all in the course of discharging their duties, some often make discouraging statements like: “there’s nothing I can do”, “it’s none of my business”, “I don’t care”, “the students cannot change”, “they are useless and cultists, I don’t want them to beat me”, etc. This, however translate into how they perceive their job, their personality traits, as well as the level of satisfaction they derive in carrying out their duties as guidance counsellors in our educational institutions. Therefore, in the light of the above, the problem of the study is to investigate if personality traits predict job performance of counsellors in Bayelsa State.

3. Research Questions

The study was guided by the following research questions:

- To what extent do the personality traits of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness jointly predict counsellors’ job performance?
- To what extent does personality trait of neuroticism predict counsellors’ job performance?
- To what extent does personality trait of extraversion predict counsellors’ job performance?
- To what extent does personality trait of openness to experience predict counsellors’ job performance?
- To what extent does personality trait of agreeableness predict counsellors’ job performance?
- To what extent does personality trait of conscientiousness predict counsellors’ job performance?

4. Hypotheses

The following null hypotheses were tested at 0.05 level of significance to guide the study.

- The personality traits of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness do not significantly predict counsellors’ job performance.
- The personality trait of neuroticism does not significantly predict counsellors’ job performance.
- The personality trait of extraversion does not significantly predict counsellors’ job performance.
- The personality trait of openness to experience does not significantly predict counsellors’ job performance.
- The personality trait of agreeableness does not significantly predict counsellors’ job performance.
- The personality trait of conscientiousness does not significantly predict counsellors’ job performance.

5. Methodology

The design adopted for this study was correlational. The present study is correlational because the researchers gathered two sets of data (scores) from the respondents. The two respectively came from the personality traits and job performance of the sample.

The population for the study was made up of all the guidance counsellors in Bayelsa State, Nigeria. There are eight Local Government Areas in Bayelsa State. With a total of 564 practicing guidance counselors.

A sample of 226 respondents were selected for the study. Simple random sampling technique was used in selecting the guidance counsellors in the selected secondary schools in Bayelsa State. The rationale behind the use of guidance counselors was to ensure that the guidance counsellors are assessing themselves. This should guarantee an objective assessment of the personality traits of the counselors in relation to their job performance. Thus, they are in a better

position to respond to the instruments in regard to their job performance in the 188 public schools in Bayelsa State which has 564 guidance counsellors. The researchers purposively used 40% of the population = 225.6, this is approximately 226. To enable every member of the population have a known and equal chance of being selected to form the sample, 226 guidance counsellors were selected from the 8 Local Government Areas using simple random sampling.

Two instruments were used for the study. The first is the "Big Five" Personality Assessment Scale (BFPAS). It was used to assess the personality traits of counsellors. It composed of the following personality traits, Neuroticism, Extraversion, Openness to experiences, Agreeableness and Conscientiousness. It is divided into five sections (A, B, C, D and E) of nine items in each section which gives a total of (45) items. Twenty six items are positively keyed and nineteen items were negatively keyed. The positively keyed items were scored 4 points, 3 points, 2 points and 1 point respectively for Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). The reverse was the case for the negatively keyed items i.e. Strongly Agree- (SA)-1 point, Agree (A) 2 points, Disagree (D)- 3 points and Strongly Disagree (SD) 4 points.

The second instrument, the Counsellors' Job Performance Scale (CJPS) was developed by the researchers through the logical approach to measure the dependent variable. It has only one section made up of 21 items, covering three areas of information, educational, socio personal and vocational. It was also, designed along the 4 point modified Likert scales which are strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). They were also weighted as SA = 4, A = 3, D = 2 and SD = 1 respectively. Respondents were required to tick (✓) in the box for each item as an indication of their extent of agreement or disagreement of the item statement of each of the instruments (BFPAS and CJPS). Hence each section of the (BFPAS) has a maximum score of thirty six (36) marks and a minimum score of nine (9). The

(CJPS) has a maximum score of 80 marks and a minimum score of 20 marks.

The face and content validity of the instruments was determined. The Big Five Personality Assessment Scale (BFPAS) is a standardized instrument. It is an instrument that is existing already. It is only adapted and modified in terms of response format to suit the respondents. It was also presented to two experts in measurement and evaluation field of educational psychology. They studied it and confirmed that it appeared to measure what it purports to measure. After thorough reading, the experts confirmed that the instrument (BFPAS) is a true measure of the personality traits.

The Counsellor Job Performance Scale (CJPS) was also presented two other experts in Measurement and Evaluation to assess its face validity. After thorough reading, the experts then made some modifications which was incorporated into the final design of the instrument by the researchers and presented again to the experts who confirmed that the instrument was valid. The instruments therefore have face and content validity.

The Big Five Personality Assessment Scale (BFPAS) is a standardized Instrument whose reliability had already been determined and put at 0.84 for Neuroticism, 0.88 for Extraversion, 0.81 for Openness, 0.79 for Agreeableness and 0.82 for conscientiousness, as well as 0.83 for the mean reliability coefficient.

To determine the reliability coefficient of the instrument (BFPAS) as it applies to the respondents in the study area, the items were administered to 20 counsellors who were not part of the sample size for the study. The scores obtained was subjected to coefficient alpha by Cronbach as a measure of the internal consistency of the various personality traits. The efficient values that were obtained were Neuroticism 0.69, Extraversion 0.74, Openness to experience 0.70, Agreeableness 0.78, and Conscientiousness 0.83, hence the mean reliability of the study is 0.75.

The reliability of Counsellors Job Performance Scale (CJPS) instrument was also determined through test retest reliability test. The researches selected 20 guidance counsellors outside the 226 that the instrument was administered to, administer the instrument to these 20 and test the consistence of the result with the aid of Pearson Product Moment Correlation technique. The consistency of the items in the instrument was established to be 0.73. This coefficient value was considered high.

The instruments for data collection were directly given to the respondents by the researchers with

the help of a research assistant. Apart from the instruction contained in the instruments, the researcher also explained to the respondents how to fill the instruments and also assured them that all the pieces of information supplied in the questionnaire was strictly for academic purposes and will be handled with utmost confidentiality. The instruments were collected on the spot after the respondents had duly responded to them.

Multiple regression was used to answer the research questions. One way ANOVA and t-test associated with multiple regression were used in testing the null hypothesis.

6. Presentation and Analysis of Results

Research Question One: To what extent does the personality traits of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness predicts counsellors' job performance?

Hypothesis One: The personality traits of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness do not significantly predict counsellors' job performance.

Table 1: Multiple regression Analysis showing neuroticism, extraversion Openness to experience, agreeableness and conscientiousness as predictors of counsellors' job performance

Model	R	R ²	Adjusted R ²	SE	
	0.811	0.658	0.650	3.12218	
Analysis of Variance					
	Sum of square	Df	Mean square	F	Sig
Regression	4126.004	5	825.201	84.653	.000
Residual	2144.562	220	9.748		
Total	6270.566	225			

Table 1 showed multiple regression analysis of the joint value of neuroticism, extraversion, openness to experience, agreeableness, conscientiousness and counsellors' job performance.

The multiple regression coefficient obtained is 0.811 while the R² is 0.658 this means that the five personality traits jointly had a high predictive value with counsellors' job performance. Based on the R² value of 0.658, it indicates that the joint predictor variables will only explain ' 65.6% of the variations in counsellors' job performance.

To determine if the relationship is significant or not, analysis of variance (ANOVA) associated with the multiple regression was employed. The calculated F-value of 84.653 was significant at 0.000 level which is less than the chosen level of probability of 0.05. Hence, the null hypothesis is rejected. This implies

that the joint personality traits of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness do significantly predict counsellors' job performance.

Research Question Two: To what extent does personality trait of neuroticism predicts counsellors' job performance?

Research Hypothesis 2: The personality trait of neuroticism does not significantly predict counsellors' job performance.

Table 2: Showing multiple regression, ANOVA and t-test analysis of the predictive values and extent to which neuroticism predicts counsellors' job performance.

Variables	N	X	St.d	R(Beta)	R ²	F	t Sig	Result
Counsellors' job performance	226	24.509	5.0024	0.082	0.007	1.506	1.227 .221	Not Significant
Neuroticism	226	15.323	3.1407					

Table 2 shows that counsellors job performance has a mean of 24.509 and a standard deviation of 5.0024. Neuroticism has a mean of 15.323 and standard deviation of 3.1407. A correlation value of 0.082. An R² value of 0.007 was also realised indicating that neuroticism predicts about 7% to the criterion variable. From the analysis of variance (ANOVA) table, an F-value of 1.506. Hence R = 0.082, R² = 0.007, F = 1.506, P (0.221) > 0.05 at 0.05 Alpha level and 224 degrees of freedom. Therefore, since the P-value is greater than the chosen alpha level the null hypothesis was accepted indicating that personality trait of neuroticism does not significantly predict counsellors' job performance. Also, to answer the research question, using the R² value, neuroticism predict 7% which is a low prediction to the criterion variable.

Research Question Three: To what extent does personality trait of Extraversion predict counsellors' job performance?

Hypothesis 3: Personality trait of Extraversion does not significantly predict counsellors' job performance.

Table 3: Showing multiple regression, ANOVA and t-test analysis of predictive value of extraversion on counsellors' job performance.

Variables	N	X	St.d	R(Beta)	R ²	F	T	Sig	α level	Df	Result
Counsellors' Performance	226	24.509	5.0024	.178	.032	0.007		13.17	.000		Not significant
Extraversion	226	17.646	3.8307					2.705	.007	224	

Table 3 reveals a mean of 17.6460 and a standard deviation of 3.8307 respectively for the personality trait of extraversion. A correlation value of .178 and a R² value of 0.032 was also realised indicating that extraversion predict about 0.32% to the criterion variable. From the ANOVA table an F-value of 0.007 was realised. Hence, R = .178, R² = 0.032, F = 7.314, P= (0.007) > 0.05 at 0.05 alpha level and 224

degrees of freedom. Therefore, since the P value is greater than the chosen alpha, the null hypothesis is accepted indicating that personality trait of extraversion does not significantly predict counsellors' job performance. It also shows that extraversion predicts only 0.32% which was insignificant or to a low extent.

Research Question Four: To what extent does personality trait of openness to experience predict counsellors' job performance?

Hypothesis 4: The personality trait of openness to experience does not significantly predict counsellors' job performance.

Table 4: Showing multiple regression, ANOVA and t-test analysis of predictive values of openness to experience on counsellors' job performance. 780/620

Variables	N	X	SD	R (Beta)	R ²	F	t	Sig	α level	Df	Result
Openness To experience	226	9.266	4.59	.287	.083	20.16	4.490	.000	0.05	224	significant
Counsellors' job Performance	226	24.51	24.51				13.37	.000			

Table 4 shows a mean and standard deviation of 9.266 and 4.59 respectively for openness to experience. A correlation value of 0.152 0.287 and a R² value of 0.083 was also realised indicating that openness to experience predicts about 83% of the criterion variable. The ANOVA table reveals an F-value of 20.16. Hence R= 0.287, R² = 0.083, F=20.16, P= (0.000) < 0.05 at 0.05 alpha level and 224 degree of freedom. Therefore, since the p value is less the chosen alpha level, the null hypothesis is rejected indicating that openness to experience does significantly predict job performance of counsellors. However, it was 83% indicating a very high extent.

Research Question Five: To what extent does the personality trait of Agreeableness predict counsellors' job performance?

Hypothesis 5: The personality trait of Agreeableness does not significantly predict counsellors' job performance.

Table 5: showing multiple regression, ANOVA and t-test analysis of predictive values of Agreeableness on counsellors' job performance.

Variables	N	X	SD	R (Beta)	R ²	F	T	Sig	α level	df	Result
Counsellors, job Guidance	226	24.51	50.51	.251	.063	15.022	14.29	.000	0.05	224	Significant
Agreeableness	226	19.93	4.89				3.876	.000			

Table 5 indicates a mean and standard deviation values of 19.93 and 4.89 respectively for the personality trait of Agreeableness. A correlation (Beta) value of 0.251 was realised. An R value of 0.63 was also realised indicating that the predictor variable contributed 63% to the criterion variable. F-value = 15.022,

$t = 3.876$, $p(0.000) < \text{Alpha level of } 0.05$ at 224 degrees of freedom. Hence, since $p(0.00) < 0.05$ at 224 degrees of freedom, the null hypothesis was rejected meaning that the personality trait of Agreeableness does significantly predict job performance of counsellors. However, it predicts 63% indicating a relatively high extent.

Research Question Six: To what extent does personality trait of conscientiousness predict counsellors' job performance?

Hypothesis 6: The personality trait of conscientiousness does not significantly predict counsellors' job performance.

Table 6: Showing multiple regression, ANOVA and t-test analysis of predictive values of conscientiousness on counsellors' job performance

Variables	N	X	SD	R (Beta)	R ²	F	T	Sig	df	Result
Counsellors,	226	24.51	5.0	.235	.055	13.079	12.52	.000	0.05	224 Significant
job Performance										
Conscientiousness	226	20.31	4.4				3.617	.000		

Table 6 shows a mean and standard deviation values of 20.31 and 4.4 respectively for the personality trait of conscientiousness. A correlation value of 0.235 was realised and an R value of 0.055 was realised indicating that the predictor variable contributed 0.55% to the criterion variable. An F-value of 0.13.079 and t-3.617 was realised, $p = 0.000$. Hence, since $P(0.000) < \text{the chosen alpha level of } 0.05$ at 224 degree of freedom, the null hypothesis is rejected meaning that the personality trait of conscientiousness does significantly predict job performance among counsellors. However, it was 55% indicating a high extent.

7. Discussion of Findings

Personality traits of Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness and Counsellors' job performance.

The findings from research question one and its corresponding hypothesis reveal that all the five Personality trait of Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness jointly significantly predict counsellors' job performance. Also based in the R² value of 0.658, this means that all of them

jointly contributed only about 65.8% to the prediction of counsellors' job performance.

This result however is not surprising because, the researcher believes that since a single trait can predict, influence or relate to counsellors' job performance based on past findings, a combination of all of them should to a reasonable extent predict counsellors' job performance. The study conducted by Windy and Sandey in Agbakuru (2000) revealed that there was a significant relationship between the personality trait inventory and counsellor job efficiency scale. In the same vein, the findings of Anastasi (2009) who investigated the productivity in Awka also revealed that personality traits significantly predict counsellors' productivity.

On the contrary, this finding is not in line with that conducted by Gyers in Iwovi (2008) who reported that there was no significant relationship between the personality traits as outlined by Eysenk and staffs job performance. Also, Nnebe (2015), reported that the personality traits of counsellors in Enugu does not significantly predict their job performance.

Personality trait of Neuroticism and counsellor's job performance

The findings as revealed in table two shows that the personality trait of neuroticism with a R value of 0.007 and P-value of 0.082 does not significantly predicts job performance of counsellors. This result means that whether a counsellor has the ability of emotional stability, or not, it does not determine how he or she performs her job. This result is not surprising to the researcher because the researcher usually believes that if a counsellor is neurotic, i.e. is not emotionally stable, it will certainly affect his performance. Also, if a counsellor measures very low in neuroticism i.e. is not sensitive to issues or emotions, it will equally affect his or her level of performance. However, this result may be that counsellors have learnt to differentiate their emotions or are able to control their emotions without it interfering with their job. It may also come as a result of the level of maturity of the counsellor as well as the government determination to employ only highly qualified counsellors in schools.

The result of this findings is in line with that reported by Robin in Daminabo (2008) personality traits and counsellors' effectiveness in Abia state. He reported that the personality trait of neuroticism does not relate or predict job effectiveness of counsellors in Abia state, Nigeria.

Contrary to this findings, many other researchers have hdd varied result from the present one. For instance, the work of Gesinde (2009) on personality types and undergraduates voluntary counselling behaviour revealed that neuroticism related with counsellor effectiveness which determines the extent to which undergraduates can go for voluntary counselling. The work of Dokubo (2009) cited earlier on relationship between the Big Five Personality and Teachers Effectiveness in Rivers State, he found out that among other variables, neuroticism relates with teacher's job performance in Rivers state.

Personality trait of Extraversion and Counsellors' job performance

Significantly predict counsellors' job performance.

The findings from research question 3 reveals that the personality trait of extraversion with R' value of 0.032 and a P value of 0.007 does not significantly predict job performance of counsellors. This result means that counsellors that are out going, talkative or love expressing themselves cannot influence or be used to predict how well they can perform. This result however is not surprising to the researcher because they think that clients may either be secretive or open up depending on how they see the counsellor. If the client sees the counsellor as talking too much for instance, they may be afraid to confide in them.

The result of this finding is in contradiction with that reported by Windy and Sandy in Agbakuru (2000). They carried out a study on personality traits as correlates of counsellor job effectiveness in Delta State. The findings revealed that extraversion among other traits have a relationship with counsellors job effectiveness. Also, the result of Anyawu (2009) when investigating influence of personality traits on counsellors productivity, it revealed in support for the present one that extraversion and conscientiousness did not influence counsellor productivity.

Personality traits of Openness to Experience and Counsellors job Performance

From the findings concerning research question four, openness to experience with R^2 value of 0.083 and P value of 0.000 was found to predict significantly the criterion variable, being counsellors job performance. This result means that counsellors' that are open minded who love doing things differently, trying out new ways of doing things, may perform better or poorly in their job subsequently. The result of this findings however is not very surprising because the researcher knows that of a counsellor who likes trying new things out certainly will make impact either positively or negatively. This finding may also come as a result of counselees love for counsellors who seek new ways of dealing with problems.

Furthermore, the result of this finding is in line with that reported by Onyema (2012) when he studied the relationship between personality trait and work efficiency of secondary school teachers in Abia. The findings revealed that all the personality traits except neuroticism have a relationship with teachers' work efficiency. In a similar study carried out by Ike (2008) she reported findings to support the present one when she noted that counsellors that were open to experience, innovation and seeking different ways of doing things perform consistently better than others. The works of Oladayo (2009) also reported findings in support of the present one, also based on the R^2 value, it was seen that openness to experience contributed only about 83% in predicting job performance of counsellors.

Personality trait of Agreeableness and Counsellors' job performance.

The findings from research question five reveals that agreeableness with Revalue of 0.063 and p value of 0.00 which was 6.3% contributed towards the prediction of counsellors' job performance. This result means that the relationship between the predictor variable of agreeableness is 6.3%. Also, the significant value denotes that the level of relationship or ability to predict the criterion variable was 6.3%. The result is very surprising because one's level of agreeableness to issues should contribute to high productivity. Other researchers like Oladayo (2009) and Anastasi (2009) reported findings against the present one. In the case of Anastasi, there was a very high level of relationship between the personality trait of agreeableness and counsellor's productivity. This result may also come from the fact that most counsellors have learnt to be more emotionally stable and have learnt not to allow their personality influence their job.

Personality trait of Conscientiousness and Counsellors' job performance

The findings from research question 6 and its corresponding hypothesis revealed that the personality trait of conscientiousness significantly predicts counsellors' job

performance. This result means that counsellors with strict routines, goals and plans do predict how well they can perform. It might also be that clients that identify such counsellors may likely relate with them. This result is however not surprising to the researcher because a conscientiousness person always have plans, goals and must make sure he pursues goals till he accomplishes them. The researcher thought that with such personality, counsellors may perform absolutely well in the course of performing their job.

This result is not in support with the findings as reported by Gordon & Yocke (2009) who studied the relationship between personality characteristics and observable teaching effectiveness of selected beginning career and technical education teachers. They found out that teachers who were high in neuroticism performed below average than those who had other traits. Similarly, the findings of Ebong (2012) further confirmed that of Gordon et al (2009) that personality traits of conscientiousness as well as does not relate to job performance of counsellors.

8. Conclusion

From the findings of the study, it can be seen that the various personality traits play significant roles in job performance of counsellors.

9. Recommendations

Based on the findings of the study, it is recommended that:

- Counsellors should try as much as possible to channel their personality dispositions positively towards greater job performance.
- School administrators, despite the outcome of the findings should take note of the personality of the individual counsellors before offering them employment.
- Personality checks should be done before employing counsellors and more counsellors who are open minded should be hired.

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