



Personality, teacher-student relatedness and occupational wellbeing of secondary school teachers in Ile-Ife, Osun State, Nigeria

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Abstract

Occupational wellbeing of teachers is critical for the actualization of teaching and learning objectives. This study investigated the relationship between personality, teacher-student relatedness and occupational wellbeing of secondary school teachers in Osun state, Nigeria. The study utilized descriptive survey research design. The target population for this study comprised public secondary school teachers in Ife central local government area of the state. A sample of 240 teachers was selected from nine schools (females = 85%; married = 84%; age range 20–60 years) using convenience sampling technique. Data were collected using three adapted instruments: Occupational Wellbeing Scale ($\alpha = 0.82$) Eysenck Personality Inventory ($\alpha = 0.82$) and Student-Teacher Relatedness Scale ($\alpha = 0.78$). The Data were analysed using both descriptive and inferential statistics. Results revealed that there was a significant relationship between personality, teacher-student relationship and teachers' occupational wellbeing. Furthermore, a significant joint relationship was found among the three variables. Based on these findings, it is recommended that school administrators prioritize extracurricular activities that enhance stronger connections between students and teacher across diverse personality types as such initiatives can significantly enhance teachers' professional happiness and overall wellbeing.

Keywords: Personality, teacher-student relatedness, occupational wellbeing, secondary school

Introduction

Teaching is a highly demanding profession with unique challenges that impair teacher's occupational wellbeing. Teachers face multiple pressures, including managing heavy workloads, addressing classroom dynamics, fulfilling administrative responsibilities, and supporting adolescents through critical developmental phases (Pöysä, 2020) [25]. Teachers in Nigeria contend with financial constraints, unconducive work environment, (Obimakinde *et al.*, 2022) [23] and now insecurity. These demands and situations significantly influence teachers' occupational wellbeing, which directly impacts their instructional effectiveness, job satisfaction, and career longevity (Klusmann *et al.*, 2008) [20]. Occupational wellbeing refers to the overall quality of teachers' professional lives, encompassing psychological, emotional, social, and physical dimensions of health and functioning in the work context (Van Horn *et al.*, 2004). This multifaceted construct extends beyond the mere absence of negative states (such as burnout or stress) to include positive aspects of professional thriving, satisfaction, and effectiveness (Aelterman *et al.*, 2007) [2]. These dimensions collectively contribute to a holistic understanding of how teachers experience and function within their professional role. The relative importance of different dimensions may vary across individuals and contexts, reflecting the personal and situated nature of wellbeing experiences (Collie *et al.*, 2015) [8]. Teacher's occupational wellbeing holds significance beyond individual experience to influencing instructional quality, student outcomes, and school functioning. Research has demonstrated that teachers with higher levels of

occupational wellbeing tend to demonstrate greater effectiveness in classroom practices, stronger student relationships, and more supportive learning environments (Jennings & Greenberg, 2009; Roffey, 2012) [15, 31]. On the other hand, low wellbeing can lead to reduced teaching effectiveness, increased absenteeism, and higher rates of attrition from the profession (Skaalvik & Skaalvik, 2017) [36]. Multiple theoretical frameworks have been applied to understand teacher's wellbeing. The job demands-resources model posits that wellbeing results from the balance between professional challenges and available supports (Bakker & Demerouti, 2017) [5]. The global prevalence of teacher burnout, stress, and turnover underscores the need to explore factors enhancing occupational wellbeing (Skaalvik & Skaalvik, 2016) [35]. This study therefore examines the dynamic relationship between personality characteristics, relationships and teachers' professional wellbeing. Personality is defined as the characteristic patterns of thoughts, feelings, and behaviors that make an individual's unique and consistent across situation and time (Funder, 2015) [13]. In the context of teaching, Rushton *et al.*, (2007) [33] view personality as a significant factor influencing teaching styles, classroom management approaches, interpersonal relationships, and adaptation to professional challenges. In another similar perspective, Personality is being referred to as a consistent set of traits shaping behavior across contexts, significantly affecting how teachers manage their professional duties, engage with students, and handle workplace stress (Kokkinos, 2007) [2]. Drawing on Carl Jung's personality theory (Jung, 1976) [17], this study explores how teachers' psychological traits of

introversion and extraversion, influence their professional experiences and wellbeing. Jung's approach offers unique insights into the fundamental attitudinal preferences that shape teachers' enthusiasm, interaction styles, and responses to their professional environment. Jung described introversion and extroversion as fundamental psychological attitudes that represent opposing orientations of consciousness and energy flow (Jung, 1971) ^[16].

According to Jung (1971) ^[16], extroversion represents an orientation toward the external world of objects, people, and activities. Extroverted individuals direct their psychological energy (libido) primarily outward, finding stimulation and reward in external environments and social interactions. On the other hand, introversion represents an orientation toward the internal world of thoughts, ideas, and Introverted individuals direct their energy inward, preferring contemplation, analysis, and deeper engagement with fewer stimuli (Tohver, 2021) ^[38]. Psychological assessments tracking long-term subjective well-being consistently reveal variations in how introverts and extraverts experience and regulate emotions. Extroverts generally report higher baseline scores of subjective happiness and positive affect. Extraverts have a higher fixed baseline for positive emotional reactivity, making them highly receptive to pleasant environmental triggers while introverts tend to turn their emotional processing inward. According to Walker (2021) ^[40], studies have shown that introverts are statistically more prone to internalizing tendencies (such as overthinking or social anxiety) when navigating highly stressful or unsupportive social environments. Rushton *et al.*, (2007) ^[33] described an extroverted Teacher as the one who thrive in dynamic, interactive classroom environments, deriving energy from student interactions and collaborative activities. They prefer active, discussion-based teaching methods and Excel in spontaneous classroom management and real-time problem-solving, deriving satisfaction from deep, meaningful student connections but introverts require quiet time for reflection and professional development, thriving in smaller group or individual instruction settings. They overthink and exhibit social anxiety when stressed. (Walker, 2021) ^[40]

Teachers' personality characteristics orientation has been reviewed as it affects various aspects of their professional experience, including instructional effectiveness (Klassen & Tze, 2014), stress management (Kokkinos, 2007) ^[18, 21], and career satisfaction (Pishghadam & Sahebjam, 2012) ^[27]. The relevance of personality orientation in teaching stems from the inherently interpersonal nature of the teaching profession, which requires continuous adaptation to diverse student needs and educational challenges (Duckworth *et al.*, 2009) ^[10]. This study specifically adopts Carl Jung's conceptualization of introversion and extroversion as its theoretical framework for understanding personality orientation.

This study also assumed that teacher- student relationship could affect teachers' occupational wellbeing. The quality of interactions between teachers and students is fundamental to teaching experience (Spilt *et al.*, 2011) ^[37]. Student-teacher relatedness encompasses emotional bonds, mutual respect, and effective communication, which can either enhance professional fulfillment or exacerbate stress. (Klassen *et al.*, 2012) ^[19]. Teacher -Student relatedness refers to the quality of interpersonal interactions between teachers and their students, characterized by mutual respect,

emotional support, effective communication, and positive interaction patterns (Pianta *et al.*, 2012) ^[26]. This relational dimension is expected to influencing both student outcomes and teacher experiences in educational process. In secondary school contexts, teacher –student relatedness takes on distinctive characteristics as most of the secondary school students are in their adolescence stage and their developmental needs and tasks can influence their pattern of relationship (Eccles & Roeser, 2011) ^[11].

Furthermore, overwhelming number of students that teachers interact with could create challenges for relationship development. Secondary school teachers relate with their students on the basis of a class teacher or a subject teacher. Davis (2003) ^[9] opined that teacher–students' relationship dynamics could be shaped by subject specialization as a subject teacher and academic identities. Research has established the importance of positive student-teacher relationships for adolescent development and academic success. Quality relationships with teachers have been found to predict improved motivation, engagement, achievement, and behavioral outcomes among secondary students (Roorda *et al.*, 2011; Quin, 2017) ^[29, 32]. Supportive teacher relationships are linked to resilience and school connection (Sabol & Pianta, 2012) ^[34]. The effect of teacher-student relationship is positively rewarding to the students, therefore there is need to also investigate the effect of this relationship on the teacher's occupational wellbeing as Spilt *et al.* (2011) ^[37] argued that teachers' need for relatedness with students represents a core aspect of their professional identity and experience. Klassen *et al.*, (2012) ^[19] highlighted that positive relationships with students can provide teachers with a sense of meaning, effectiveness, and emotional reward that contributes to job satisfaction and professional fulfillment while, negative or disengaged relationships can constitute significant stress and emotional exhaustion (Chang, 2009) ^[7].

Teacher's well-being has caught the attention of researchers across the globe. Klassen *et al.* (2012) ^[19] investigated the role of relatedness with students in teachers' work engagement and job satisfaction across multiple cultural contexts (Canada, Australia, China, Indonesia, and Oman). Their findings revealed that relatedness with students significantly predicted work engagement and job satisfaction across all cultural settings, suggesting a universal importance of positive student relationships for teacher wellbeing. In another study, Aldrup *et al.* (2018) ^[4] found a bidirectional relationship wherein poor student relationships and increased emotional exhaustion over time and found higher exhaustion predicting more negative perceptions of student relationships. Similarly, Olaitan *et al.* (2018) ^[24] findings indicated that difficulties managing student behavior and poor relationship quality with students significantly predicted emotional exhaustion and reduced accomplishment.

Factors that affect teacher's wellbeing has being reviewed in the literature, Fokkens-Bruinsma and Canrinus (2014) ^[14] investigated how personality traits (Big Five model) related to teacher-student relationships and teaching satisfaction among 135 Dutch secondary teachers. Their findings revealed that extraversion and agreeableness positively predicted teacher-reported relationship quality with students. Adegoke (2014) ^[1] also examined factors influencing job satisfaction among 275 secondary school teachers in Oyo State, the study found that self-reported

interpersonal skills and relationship quality with students significantly predicted job satisfaction beyond the effects of demographic variables and working conditions. In another study, Akindele and Adewoye (2016) ^[3] found a higher job satisfaction among extraverted teachers compared to introverted teachers, with extraverted-sensing-thinking-judging (ESTJ) types reporting the highest satisfaction levels. Similarly, Zee *et al.* (2013) ^[41] examined associations between teacher personality traits, self-efficacy in student relationships, and emotional exhaustion among 463 Dutch teachers and reported that neuroticism negatively predicted relationship self-efficacy, while extraversion and agreeableness showed positive associations and more recently, Chan *et al.* (2024) ^[6] found a relationship between teacher–student interactions and teachers’ work-related stress in lower secondary schools in Finland.

While the literature establishes clear connections between student-teacher relationships and wellbeing outcomes, several limitations warrant attention as few studies have examined potential individual differences in how teachers experience and respond to relationship dynamics, particularly regarding personality characteristics. Additionally, indigenous research exploring these relationships remains limited. This study addresses these gaps by investigating the relationship between personality types, student-teacher relatedness and occupational wellbeing of secondary school teachers in Ile-Ife, Nigeria

Statement of the Problem

Teachers operate in a high-demand occupational environment in Nigeria where teachers routinely experience intense financial constraints, unconducive work environment, large class sizes and emotional turmoils while interacting with students (Obimakinde *et al.*, 2022) ^[23] and increase insecurity. These challenges often result in elevated stress levels that contribute to burnout and ultimately could compromise their occupational wellbeing. Despite growing recognition of teachers' wellbeing as critical for effective instruction and student engagement, recent study reported that up to 40% of secondary school teachers experience significant symptoms of emotional exhaustion, alarming rates of burnout, job dissatisfaction, and attrition (Olaitan *et al.*, 2018) ^[24]. These report calls for more research on factors that affect teachers’ occupational wellbeing

This study assumes that personality traits of the teachers could influence their reaction to the work place stressors that affect their occupational wellbeing, supporting Kokkinos, (2007) ^[2] submission that personality characteristics fundamentally shape how individuals navigate professional challenges and form relationships. Also the effect of inevitable relationship between teachers and students could also impact their occupational well-being. A few prior research studies suggested that teachers’ well-being may contribute to the quality of teacher–student interactions (Jennings, 2015; Penttinen *et al.*, 2020; Virtanen *et al.*, 2018) ^[25, 30, 39]. Existing related studies have separately identified that personal capabilities and socio-emotional competence influence wellbeing, and that personality traits correlate with burnout (Nwoko, 2023) ^[22] leaving a gap in understanding how specific personality orientations moderate or amplify the impact of this relationship quality on occupational wellbeing. Consequently, this study seeks to investigate the effect of personality types and teacher-student relationships on

teachers' occupational wellbeing to inform evidence-based interventions.

Purpose of the Study

This study aims to explore the relationship between personality types of extraversion and introversion teacher-student relatedness and occupational wellbeing of secondary school teachers in Ile-Ife, Osun State, Nigeria. The specific purposes were to:

1. examine the level of occupational wellbeing of secondary school teachers in ile-ife, osun state, Nigeria;
2. determine the relationship between personality types and occupational wellbeing of secondary school teachers in the study area;
3. investigate the relationship between teacher-student relatedness and occupational wellbeing of secondary school teachers; and
4. examine the combined relationship between personality type, teacher-student relatedness and teachers’ occupational well-being.

Research question

A research question was raised and answered

What is the level of occupational wellbeing of secondary school teachers in Ile-Ife?

Research Hypotheses

The following null hypotheses were raised and tested:

- a. There is no significant relationship between personality types and teachers' occupational wellbeing.
- b. There is no significant relationship between teacher-student relatedness and teachers' occupational wellbeing.
- c. There is no combined significant relationship between personality type teacher-student relatedness and teachers’ occupational well-being.

Methodology

The study adopted survey research design using a correlational approach. The population of the study comprised all public secondary school teachers Ile-Ife in Osun State, Nigeria with a total population of 1,266 teachers. The sample for the study was selected using a multi-stage sampling procedure. At stage one, two local government areas that cover Ile-Ife metropolis were purposively selected out of the four local government areas in Ile-Ife. At stage two, ten (10) schools were randomly selected from each of the local government making 20 schools in total. At stage three, 12 teachers were selected from each of the selected schools in the local government areas using convenience sampling technique. A sample of 240 teachers was selected for the study.

Questionnaire on Personality Types, Teacher-Student Relatedness and Teachers' Occupational Wellbeing (QPTTSRTOW) was used to elicit data for the study. The questionnaire consisted of three sections, section A measure the demographic variables of the respondents asking questions such as sex, age, and year in service. Section B comprised the Occupational Wellbeing Scale (OWS), Eysenck Personality Inventory (EPI) and Student-Teacher Relatedness Scale (STRS). The OWS was adapted from Renshaw *et al.* (2015) ^[30], study which assesses teachers’ professional engagement, job satisfaction, and emotional balance, having 10 items measured on a 5-point Likert scale

(1 = Strongly Agree 4 = Strongly Disagree to). The EPI was adapted from Ajala (2012) study for assessing personality types based on Carl Jung's theory of psychological traits of extraversion-introversion dimension.

The STRS was adapted from Pianta (2001) study for measuring the quality of relationships between teachers and their students from the teacher's perspective. The instrument was validated using Cronbach Alpha method and yielded reliability coefficients of 0.82, 0.82 and 0.78 for Occupational Wellbeing Scale, Eysenck Personality Inventory and Student-Teacher Relatedness Scale respectively

Results

Research Question 1: What is the level of occupational wellbeing of secondary school teachers in Ile-Ife?

To answer this research question, the responses of teachers on OWS were described and categorized into low, moderate and high levels, and the result is presented in **table 1** and 2.

Table 1: Descriptive statistics showing level of teachers' Occupational wellbeing

Number of respondents	240
Mean	37.56
Standard Deviation	4.62
Minimum	10
Maximum	40

From Table 1, the minimum obtained score is 10; the maximum obtained score is 40 while the mean and standard deviation scores were 37.57 and 4.62 respectively. The computed scores were further categorized as 10 - 20 "low", 21-30 "Moderate" while 31-40 "High level of occupational well-being. The categorizations were subjected to frequency counts and percentages and presented in Table 2.

Table 2: Descriptive statistics showing level of teachers' occupational wellbeing

Level of teacher's occupational well-being	Frequency	%
Low level	45	18.5
Moderate level	117	49.0
High level	78	32.5

The result in Table 2 shows the level of teachers' occupational wellbeing. From the result, majority of the teachers 49.0 (117) have moderate level of occupational wellbeing, 32.5% (73) have high level of occupational wellbeing while 18.5% (45) respondents have low level of occupational wellbeing respectively.

Hypothesis One: There is no significant relationship between teachers' personality types and their occupational wellbeing.

To test this research hypothesis, the computed scores of EPIS were grouped into extraversion and introversion. The result is presented in table 3 below.

Table 3: Descriptive statistics of Teachers personality on extraversion continuum

Personality type	Frequency	%
Introvert	95	39.5
Extrovert	145	60.5
Total	240	100

The result in table 3 shows that majority (60.5%) of the secondary school teachers are extroverts while (39.5%) are introvert. A further analysis was carried out to determine the relationship between the categories of personality and occupational wellbeing of teachers. The result is presented in table 4 below

Table 4: Chi-square Test of Personality Types and Teachers Occupational Well-Being.

Personality type	Low occupational Well-being	Moderate Occupational Well-being	high occupational Well-being	Total	Df	X ²	p
Introvert	2.7%	22.3%	10.1 %	35.1 %	2	33.178	<0.05
Extrovert	12.9%	30.5%	21.5%	64.9 %			
Total	15.6%	52.8%	31.6%	100 %			

*significant at 0.05 level

Table 4 shows chi square value of 33.178 which is significant at 0.05 level and majority (30.5%) exhibited moderate occupational well-being. Thus, the hypothesis is rejected since there is a significant relationship between teachers' personality types and teacher's occupational well-being.

Hypothesis Two: There is no significant relationship between teacher-student relatedness and teachers' occupational wellbeing

To test this research hypothesis, the computed scores of OWS and STRS were subjected to Pearson Product Moment Correlation analysis. The result is presented in table 5 below.

Table 5: Pearson Product Moment Correlation Coefficient of Teacher-Student Relatedness and Teachers Occupational Well-Being.

S/N	Items	N	R	P
1	OWS	240	0.794**	< 0.05
2	STRS	240		

*significant at 0.05 level

Table 5 shows r value of 0.794 which is significant at 0.05 level ($r = 0.794$; $p < 0.05$). Thus, the hypothesis is rejected since there is a significant relationship between Teacher-Student Relatedness and Teachers Occupational Well-Being.

Hypothesis Three: There is no combined significant relationship between personality type teacher-student relatedness and teachers' occupational well-being

To test this research hypothesis, the computed scores of OWS, EPI and STRS were subjected to using linear multiple regression analysis. The result is presented in table 6 below

Table 6: Multiple Regression Analysis of the Combined Relationship between Personality Type, Teacher-Student Relatedness and Teachers' Occupational Wellbeing

R= 0.232 R²= 0.060 Adj. R²= 0.054 F= 32.263*	Unstandardised Coefficients		Standardised Coefficients	t	P
	B	Std. Error	Beta		
(Constant)	30.764	1.225		25.114	0.001
Personality Type	0.133	0.020	0.175	6.765	0.001
Teacher-Student Relatedness	0.063	0.017	0.096	3.744	0.001

Dependent Variable: Teachers' Occupational Wellbeing

Predictors: (Constant), Personality Type, Teacher-Student Relatedness

* $p < .05$ ($p = 0.001$)

Table 6 shows that the combined relationship between personality type, teacher-student relatedness and teachers' occupational wellbeing yield a coefficient of multiple correlation (R) of 0.232 and a multiple correlation square (R^2) of 0.060. These values are statistically significant at 0.05 probability level. This implies that the combination of personality type, teacher-student relatedness and significantly correlated with teachers' occupational well-being.

Discussion of Findings

The result revealed that the occupational well-being of teachers in Ile-Ife is moderate. A plausible explanation for this result could be the improvement in the salary structure of teachers especially in Osun state. Also, in the process of interaction with student; teachers might derive happiness that reduces stress and improve their occupational well-being. Another finding showed that majority of the teachers are extroverts and there exist a significant relationship between the personality types and occupational well-being of the teachers. This finding corroborates Adeyemi and Omotoso (2024) ^[6] study which found a high correlation between personality styles and psychological well-being of teachers in Benin metropolis in Nigeria. Similarly, Arshad and Rafique (2016) ^[3] also reported that increase extraversion among teachers can enhance their psychological well-being.

Another result revealed a significant relationship between teacher-student relatedness and teachers' occupational wellbeing, supporting Olaitan *et al.* (2018) ^[24] findings which indicated that poor management of student behavior and relationship significantly predicted emotional exhaustion and reduced accomplishment. In the same vein, Klassen *et al.* (2012) ^[19] reported that relatedness with students significantly predicted work engagement and job satisfaction. In Yoruba land such as Ile-Ife, interpersonal relationship such as teacher-student relatedness is highly valued and inevitable which could in part explain the reason for it correlation with teachers' occupational well-being couple with the fact that most of this teachers are extrovert that derive energy from student interactions and collaborative activities (Rushton *et al.*, (2007) ^[33])

Furthermore, the finding revealed a combined significant relationship between personality type, teacher-student relatedness and teachers' occupational well-being. This aligns with the findings of Adegoke (2014) ^[1] study which found that self-reported interpersonal skills and relationship quality with students significantly predicted job satisfaction among teachers in Oyo state. Therefore, one could say that, secondary school teachers' personality types and their

relationship with their students as class teachers or subject teachers determine the teachers' occupational well-being.

Conclusion

Based on the findings, it can be concluded that study indicated a positive significant relationship between personality types, Teacher- student's relatedness and teachers' occupational wellbeing. Also, majority of the teachers are extroverts and majority experience moderate occupational wellbeing.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Schools should implement extracurricular activities focused on fostering positive student-teacher relationships and organize workshops on effective communication, conflict resolution, and culturally responsive teaching that can enhance relatedness, thereby supporting teachers' occupational wellbeing
2. Teacher training and support programs should consider personality differences, particularly introversion-extroversion. For example, introverted teachers may benefit from strategies for managing classroom interactions, while extroverted teachers could leverage collaborative teaching approaches to enhance engagement.
3. Schools should introduce targeted interventions, such as peer mentoring and stress management workshops, to address variability in teacher's occupational wellbeing. Programs should focus on low-scoring wellbeing domains to support teachers experiencing challenges.

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