

# Personality Traits As Predictors Of Work Productivity Of Teachers In Delta Central Senatorial District

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**Abstract:** *The study investigated the relationship between personality traits as predictors of teachers' work productivity in Delta Central Senatorial District. The study was anchored on three research questions and three hypotheses. A correlational research design was adopted, with a population of 5,134 teachers drawn from the eight Local Government Areas in Delta Central Senatorial District of Delta State. Proportionate stratified sampling and simple random sampling techniques were used to select 513 teachers (12 male and 15 female from both urban and rural schools). A questionnaire titled Personality Trait and Teachers' Work Productivity Rating Scale (PTPS) was used for data collection. The internal consistency of the instrument was estimated using Cronbach's Alpha, which yielded reliability coefficients of 0.88 and 0.81 for personality traits and teachers' work productivity scales, respectively. Data obtained were analyzed using Pearson's Product Moment Correlation Coefficient and Multiple Regression at a 0.05 level of significance in SPSS version 23. The findings revealed, among others, that there was a positive and significant relationship between personality traits and teachers' work productivity in Delta Central Senatorial District. Based on these findings, the study recommended, among others, that government interventions should be tailored to teachers' personality traits in order to create a work culture that enhances their natural strengths, and that the Post Primary Education Board should foster a positive work environment that prioritizes emotional support, collaboration, and professional growth.*

**Keywords:** Personality Trait, Work Productivity, Teacher, gender and Location

## INTRODUCTION

The emphasis on teachers in a school system can never be enough. It is impossible to talk about the function of teachers as workers in the school system without focusing on them as one of the key players. Therefore, the success of the organizational (school) system depends on the work productivity of teachers (Igbokwe-Ibeto *et al* 2015). This assertion is in line with Sheena and Melca (2020) who observed that the attainment and failure of school activities depend highly on the work productivity of teachers in executing, promoting professional growth and engagement. Hwang (2017) opined that work productivity of teachers could be measured through personality traits, work environment and social experiences. Hwang (2017) opined that work productivity of teachers could be measured through commitment, feelings of job challenges, job meaningfulness and job responsibilities.

Teachers' work productivity can be regarded as the actions performed by teachers in schools in order to achieve educational goals. In other words, any duty performed by teachers at a particular period in the school system in achieving educational goals is known as teachers' job performance. Teachers' work productivity can be considered in terms of communication skills, teaching skills, management skills, discipline and regularity skills. Good performance of students depends on the effective teaching of their teachers and the teachers' ability to integrate all academic and non-academic activities in carrying out their work within and outside the classroom (Bassey *et al*, 2011). Despite the skills in ensuring work productivities among teachers, teachers do not possess these skills. Uguchukwu (2022) stated that primary school teacher work productivity is low and not encouraging. This low work productivity among teachers could be as a result of poor salary payment, neglect, nonpayment of promotion arrears among others. In Delta State particularly in Delta Central, the researcher has observed high teacher absenteeism rates in schools, lateness to duties, professional misconduct, sexual abuse, examination fraud, and unethical behavior are widespread in urban and rural schools, leading to the discipline of numerous teachers each year. A similar situation unfolds in where teacher morale and commitment to their teaching duties have been dwindling, resulting in ineffective classroom management and poor student discipline which may have affected their work productivity. The above teacher-related factors have been identified by Adane (2018) as having significant influence on work productivity of teachers.

Adane (2018) further stated that teacher factors such as incidence of lateness to school and absenteeism, inability to complete the syllabus and inadequate homework assigned to students contributed to the low productivity of teachers. The role of the teacher in achieving academic excellence is very important, so lateness to school on the part of the teacher affect the teacher's performance. Nakpodia (2011) stated that lack of interest and teacher's lateness to school reduces their work productivity. This is because teachers can only contribute meaningful to the achievement of organizational (school) objectives when he/she makes himself/herself available and committed for work to improve productivity. These noticeable phenomena could have contributed to the decline in teachers' work productivity which may be attributed to certain factors as personality traits, school location and gender.

Personality trait encompasses employees' stable feelings, thoughts, and behavioral patterns relative to other employees. We all have a unique personality that distinguishes us from other people. Good knowledge of employees' personalities gives HRM (Human Resource Management) indications about how that employee is likely to act and feel in a variety of situations and whether he/she will be best suited for a particular role in an organization. Personality according to Personality, according to Srivastava and

Mishra (2016), refers to the enduring pattern of thoughts, feelings, social adjustments, and behaviors consistently displayed over time, which significantly shapes an individual's expectations, self-perceptions, values, and attitudes. Personality plays a crucial role in determining how individuals interact with their environment and respond to work-related demands. In the school setting, teachers' personalities influence not only their teaching styles but also their classroom management, communication with students, and collaboration with colleagues. For instance, a teacher with an extroverted and open personality may create a more engaging and participatory learning environment, while a teacher with a conscientious personality may exhibit high levels of organization and commitment to professional responsibilities. These personality traits directly affect teachers' productivity, as they determine the quality of instruction delivered, the relationships built with students, and the overall contribution to the school's goals and objectives. It also predicts human reactions to other people, problems, and stress. Several empirical and conceptual classifications of personality traits have been reviewed within the last three decades. However, the Big five personality trait is one of the most widely accepted of these traits that tend to affect work productivity of teachers (Pappas, 2013).

The Big five personality traits model (openness to experience, conscientiousness, extraversion, agreeableness and neuroticism) identify the broad five personality types which are very useful in predicting different kinds of work related attitudes and behaviors. The model depict that personality consists of five relatively independent dimensions that altogether provide a meaningful taxonomy for the study of individual differences. Costa and McCrae (2017) assert that personality traits such as conscientiousness, emotional stability, and openness to experience are positively associated with enhanced work productivity. Teachers with high conscientiousness tend to be more organized, diligent, and goal-oriented, which directly impacts their ability to plan and execute lessons effectively (Poropat, 2021). Emotional stability, which is a key component of the Big Five personality traits, helps teachers manage classroom dynamics and stress, thus leading to greater productivity (Malouff et al., 2020). Additionally, openness to experience is associated with a teacher's willingness to adopt innovative teaching methods, which can increase their effectiveness in the classroom (Gosling et al., 2015).

Gender is an important variable that can influence teachers' work productivity. It encompasses a range of characteristics associated with femininity and masculinity, serving as a key differentiating factor between them (WHO, 2017). Beyond biological distinctions, gender is often viewed as a social construct that reflects roles, behaviors, expressions, and identities of women, men, girls, boys, and gender-diverse individuals. It shapes how people perceive themselves and others, influences social interactions, and affects the distribution of power and resources within society. Gender identity is neither fixed nor limited to a binary classification (male or female); rather, it exists along a continuum and may evolve over time. Individuals and groups express and experience gender in diverse ways, through the roles they assume, the expectations imposed upon them, and the broader institutional structures that reinforce gender norms. In education, female teachers are often perceived as more approachable than their male counterparts, which could positively influence enhance their work productivity.

School location is another variable that might cause a drop in work productivity of teachers. School location according to Wikipedia (2022) refers to the place in which a school is situated which could be either urban or rural area. Rural area is a geographic area that is located outside towns and cities. It has fewer people, fewer houses and sparsely populated. Urban area is a developed town, city or suburbs that are densely populated with highly economic and social activities. Most teachers live in the urban cities and may not want to be deployed to schools in rural areas. They may tend to lobby to be posted or transferred to schools in the urban areas. Cases where they are unable to get schools in the cities, they may grudgingly resume work in the rural area and due to the distance, may not come to school every day. Most times, due to the distance, they may come to school late and leave on time. Some teachers may even be attacked by robbers on the road hence, some might not show up at all. All these might have a toll on the work productivity of teachers.

### **Statement of the Problem**

Work productivity in Nigeria faces challenges due to personality traits, gender and school location and these could had led to lack of motivation, poor time management, communication challenges, procrastination, and conflicts in team dynamics. Deficiency working in a team can contribute to inefficiency; a disorganized workspace can impede workflow and hinder overall efficiency. It is not categorically known if the problem of low work productivity of teachers is due to personality traits, within an organization. Teachers' inability to understand their personality traits necessitated the study to determine personality traits, as predictors of work productivity in Delta Central Senatorial District. However, there are visible few studies in the existing literature that study personality trait, as predictors of work productivity of teachers leaving a void in Delta Central Senatorial Districts. The problem of this study is therefore: Do personality traits predict work productivity of teachers in Delta Central Senatorial District?

### **Research Questions**

The following research questions were formulated to guide this study:

1. What is the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District?

2. What is the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender?
3. What is the moderating impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District?

### Hypotheses

The following null hypotheses were tested in this study:

1. There is no significant relationship between personality traits and work productivity of teachers in Delta Central Senatorial District
2. There is no significant relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender
3. There is no significant impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District

### Significance of the Study

Teachers would have an understanding of their strength and weaknesses in order to enhance work satisfaction and improve performance through personalized development strategies. It will serve as a wake-up call to teachers on the importance interpersonal connections, professional success and personality enhancement while dealing with coworkers. The study would help the government tailor policies to support and increase teacher efficiency, reduce turnover, and enhance innovation by leveraging insights into productivity and personality traits among teachers. Through this study Researchers will have advancement of knowledge in organizational psychology, sociology, and related fields. This study would help researchers contributes to the development of new theories, strategies, and best practices, advancing knowledge and providing a foundation for future research. Counselors and psychologists can benefit from this study by helping clients improve their interpersonal skills and enhance their relationships with colleagues and supervisors. By identifying any social barriers that may be impacting productivity, through this study, counselors can assist clients in developing effective communication skills, conflict resolution strategies, and building positive relationships in the workplace.

### Methods

This study adopted a correlational research design to explain the relationship among variables. The method was considered appropriate as it enabled the examination of the predictive influence of personality traits on teachers' work productivity in Delta Central Senatorial District. The population comprised all public secondary school teachers in the district, totaling 5,134 across 187 schools in eight local government areas. A sample of 513 teachers, representing 10% of the population, was drawn using proportionate stratified sampling based on school location (urban and rural). From this, 9 urban schools (10% of 87) and 10 rural schools (10% of 100) were selected, giving a total of 19 schools. Finally, simple random sampling was used to select 27 teachers (12 male and 15 female) from the sampled schools to constitute the study sample of 513.

The study employed a questionnaire titled *Personality Trait and Teachers' Work Productivity Rating Scale Questionnaire* (PTPSRSQ) for data collection. The instrument comprised two sections. Section A captured respondents' personal information such as gender and location, while Section B contained the *Personality Trait Rating Scale* (PTRS) and the *Teachers' Work Productivity Rating Scale* (TWPRS). The PTRS consisted of 10 items adapted and modified from Petrides (2009). Statements that appeared ambiguous were restructured to enhance clarity and ensure accurate responses. The TWPRS comprised 15 items adapted, with minor modifications, from the Teachers' Job Performance Self-Rating Questionnaire by Adanah (2017). The original instrument contained 32 items, which were reduced to 15 items and structured on a four-point rating scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

A reliability test of the questionnaire was conducted using the internal consistency method. The instrument was administered to 50 senior secondary school teachers in Delta North Senatorial District, and the results were used to compute its reliability. Cronbach's Alpha was employed to determine the reliability coefficients of the two subscales. The internal consistency coefficients obtained were 0.88 for the Personality Traits Scale and 0.81 for the Teachers' Work Productivity Scale. An overall reliability coefficient of 0.91 was also recorded for the entire instrument, indicating that it was highly reliable for data collection. The questionnaire was administered directly to the respondents by the researchers with the assistance of three trained research assistants who were briefed on the objectives and nature of the study. A 100% retrieval rate of the questionnaire was achieved. Data analysis involved the use of Pearson's Product Moment Correlation Coefficient to address the research questions, while multiple regression analysis was employed to test the hypotheses at the 0.05 level of significance.

### RESULTS

**Research Question 1:** What is the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District?

**Table 1:** Pearson’s correlation analysis of the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District

| Variables                     | N   | r    | r <sup>2</sup> | r <sup>2</sup> % | Decision              |
|-------------------------------|-----|------|----------------|------------------|-----------------------|
| Personality Traits            |     |      |                |                  |                       |
| Work Productivity of Teachers | 513 | 0.62 | 0.38           | 38               | Positive Relationship |

Table 1 presents the Pearson’s correlation coefficient used to determine the relationship between personality traits and work productivity of teachers. The results indicate that  $r = 0.62$ , with an  $r^2 = 0.38$ , and  $r^2 \% = 38$  suggesting a positive relationship between the variables. What this simply means is that personality traits accounted for 38% of the variance in work productivity of teachers.

**Research Question 2:** What is the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender?

**Table 2:** Multiple correlation analysis of the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender

| Gender | Variables                     | N   | r    | r <sup>2</sup> | r <sup>2</sup> % | Decision     |
|--------|-------------------------------|-----|------|----------------|------------------|--------------|
| Male   | Personality Traits            |     |      |                |                  | Positive     |
|        | Work Productivity of Teachers | 228 | 0.61 | 0.37           | 37               | Relationship |
| Female | Personality Traits            |     |      |                |                  | Positive     |
|        | Work Productivity of Teachers | 285 | 0.65 | 0.42           | 42               | Relationship |

Table 4.4 shows a multiple correlation coefficient, which was used to determine the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender. The result revealed a positive relationship between personality traits and work productivity of teachers among male teachers in Delta Central Senatorial District with  $r = 0.61$ , with an  $r^2 = 0.37$ , and  $r^2 \% = 37$  while the result also revealed a positive relationship between personality traits and work productivity of teachers among female teachers in Delta Central Senatorial District with  $r = 0.65$ , with an  $r^2 = 0.42$ , and  $r^2 \% = 42$ . The result further showed that male and female teachers contributed 37% and 42% to the variance of work productivity on the relationship with personality traits. Thus, it can be concluded that personality traits has a strong and positive impact on work productivity for both male and female teachers in Delta Central Senatorial District with a slight stronger effect observed among female teachers

**Research Question 3:** What is the moderating impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District?

**Table 3:** Multiple correlation analysis of the relationship between work environment and work productivity of teachers in Delta Central Senatorial District based on gender

| Location | Variables                     | R    | r <sup>2</sup> | r <sup>2</sup> % | Decision     |
|----------|-------------------------------|------|----------------|------------------|--------------|
| Urban    | Personality Trait             |      |                |                  | Positive     |
|          | Work Productivity of Teachers | 0.65 | 0.42           | 42               | Relationship |
| Rural    | Personality Trait             |      |                |                  | Positive     |
|          | Work Productivity of Teachers | 0.66 | 0.44           | 44               | Relationship |

Table 3 shows a multiple correlation coefficient, which was used to determine moderating impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District. The result revealed a positive relationship between personality traits and work productivity of teachers among urban teachers in Delta Central Senatorial District with  $r = 0.65$ , with an  $r^2 = 0.42$ , and  $r^2 \% = 42$  while the result also revealed a positive relationship between personality traits and work productivity of teachers among rural teachers in Delta Central Senatorial District with  $r = 0.66$ , with an  $r^2 = 0.44$ , and  $r^2 \% = 44$ . The result further showed that urban and rural teachers contributed 2% and 36% to the variance of work productivity on the relationship with personality traits. Thus, it can be concluded that personality traits has a positive impact on work productivity for both urban and rural teachers in Delta Central Senatorial District with a slight effect observed among rural teachers

**Hypothesis 1:** There is no significant relationship between personality traits and work productivity of teachers in Delta Central Senatorial District

**Table 4:** Regression analysis of the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 8980.98        | 1   | 8980.98     | 325.27 | .000 <sup>b</sup> |
|       | Residual   | 14109.26       | 511 | 27.61       |        |                   |
|       | Total      | 23090.24       | 512 |             |        |                   |

alpha =0.05; R =0.62; R<sup>2</sup> =0.38; R% =38, unstandardized coefficient(B)=1.27 standardized coefficient (Beta) = 0.62, t =18.03

Table 4 shows a regression, which was used to run the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District. Result showed that personality traits can predict work productivity of teachers. It explain that 38% of the variance in work productivity of teachers, R<sup>2</sup> =0.38, F (1, 513) = 325.3, P < 0.05 level of significance. Hence, the null hypothesis is declined, indicating a significant relationship between work environment and work productivity of teachers in Delta Central Senatorial District. The unstandardized coefficient for predicting work productivity of teachers from personality is 1.27 while the standardized coefficient (Beta) = 0.62, t =18.03

**Hypothesis 2:** There is no significant relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender

**Table 5:** Summary of Multiple Regression analysis of personality traits and work productivity of teachers in Delta Central Senatorial District based on gender

| Model              | B     | SeB   | Beta  | t      | Sig  |
|--------------------|-------|-------|-------|--------|------|
| Constants values   | 6.58  | 2.355 |       | 2.79   | .005 |
| Personality Traits | 1.27  | .070  | .626  | 18.051 | .000 |
| Gender             | -.418 | .468  | -.031 | -.893  | .372 |

DP: Work Productivity of Teachers

Table 5 shows result of multiple regression statistics which was used to estimate the relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender. From the result, personality trait had a beta weight of 1.27, t= 18.05 while gender had a beta weight of -0.42, t= -0.89. The results showed that personality trait is significant at alpha level of 0.05 while gender is not. Therefore, the null hypothesis is accepted which implies that there no significant relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender

**Hypothesis 3:** There is no significant impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District

**Table 6:** Summary of Multiple Regression analysis impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District

| Model             | B      | SeB  | Beta  | t      | Sig  |
|-------------------|--------|------|-------|--------|------|
| Constant          | 8.18   | 2.39 |       | 3.43   | .001 |
| Personality Trait | 1.262  | .070 | .622  | 18.118 | .000 |
| Location          | -1.340 | .462 | -.100 | -2.903 | .004 |

DP: Work Productivity of Teachers

Table 4.9.8 shows result of multiple regression statistics which was used to estimate the impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District. From the result, personality trait had a beta weight of 1.26, t= 18.12 while location had a beta weight of -1.340, t= -2.903. The results showed that personality trait and location are significant at alpha level of 0.05. Therefore, the null hypothesis is rejected which implies that there is a significant impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District

## DISCUSSION OF RESULTS

Data relating to the first research question and its corresponding hypothesis revealed a positive and significant relationship between personality and teachers' work productivity in Delta Central Senatorial District. This suggests that teachers with high levels of conscientiousness, extraversion, and openness to experience tend to be more organized, responsible, and diligent. Such traits enable them to manage their workload efficiently, plan lessons effectively, and complete tasks on time. Consequently, their productivity increases as they maintain a structured approach to their professional duties. This finding is consistent with the study of Nicolas (2022), who examined the relationship between personality traits and workers' productivity and reported a strong association between personality, productivity, and the willingness to work from home post-pandemic. Similarly, the study by Arlen and Tantiado (2024) on personality traits and work stress tolerance among teachers in three secondary schools in the West also confirmed that personality traits significantly influence teachers' ability to tolerate work stress.

Data relating to second research question and its corresponding hypothesis showed a positive relationship between personality traits and work productivity among male and female and no significant relationship between personality traits and work productivity of teachers in Delta Central Senatorial District based on gender. This result suggested that a teachers' work productivity is unaffected by a person's gender, whether they are male or female. The way a teacher communicates and applies instructional technique may have an impact on how well they do their jobs. This study disalign with the study of Maina et al (2020) who investigated the influence of gender on job productivity among public secondary school teachers found that gender had a statistically significant influence on teacher satisfaction, with the male teachers recording a higher satisfaction than their female counterparts.

Data relating to third research question and its corresponding hypothesis showed that personality traits has a positive impact on work productivity for both urban and rural teachers with a slight effect observed among rural teachers and a significant impact of location between personality trait and work productivity of teachers in Delta Central Senatorial District. Hence, it follows that location decrease a teacher's work productivity. This finding agreed with the study of Agberomode (2019), who stated that village teachers cannot compare favorably with their colleagues in the town this is because the village setting does not support advancement in learning as there are no refresh courses, no retaining, no seminars, no libraries and other social amenities that help teachers to feel well psychologically.

## Conclusion

Based on the findings generated from the study, it was concluded that personality traits, has a positive relationship with work productivity teachers. However, factors such as location and gender do function in relation with personality traits to affect teachers work productivity.

## Recommendations

In light of the findings and conclusion of this study, the following recommendations are hereby presented:

1. Government should tailor interventions to individual teachers' personality traits to create a work culture that suits their natural strengths
2. Post Primary Education Board should foster a positive work environment that prioritizes emotional support, collaboration, and professional growth
3. The Post Primary Education Board should organize workshop and seminar on emotional and social intelligence for teachers as this will help in bringing a value re-orientation to teachers on their job.

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