

# Personality Types and Social Adjustment of Secondary School Teachers in Akwa Ibom North East Senatorial District, Nigeria

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## Abstract

## Original Research Article

The study investigated the extent to which personality types predict social adjustment of secondary school teachers in Akwa Ibom North East Senatorial District. Six research questions and six corresponding null hypotheses guided the conduct of the study. A correlational research design was adopted for the study. The population of the study consisted of 3,904 teachers in 89 public secondary schools in Akwa North East Senatorial District. A sample of 425 teachers in public secondary schools in the research area was selected for the study using multi-stage sampling procedure. One researcher-made instrument titled “Personality Types and Social Adjustment Questionnaire for Teachers” (PTSAQT) was used for data collection. The instrument was subjected to face validation by three experts. The internal consistency reliability of the instrument was determined and a reliability coefficient of 0.74 was obtained. Data were analysed using simple linear regression statistics. The findings of the study were that artistic, social and enterprising personality types significantly predicted social adjustment of secondary school teachers while realistic, investigative and conventional personality types did not. The study concluded that not all personality types are reliable predictors of social adjustment among secondary school teachers. Overall, the study underscores the importance of understanding personality differences in shaping teachers’ social adjustment. Based on the findings, six appropriate recommendations were made among which is that teacher development programmes in Akwa Ibom North East Senatorial District should integrate personality-based training to help teachers with realistic, investigative and conventional personality types improve their social adjustment skills, particularly in areas of collaboration, conflict resolution, and teamwork.

**Keywords:** Personality, types, social adjustment, secondary school, teachers.

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## Introduction

Recent observations by the present researchers indicate that a considerable number of secondary school teachers in Akwa Ibom East Senatorial District could be facing challenges related to social maladjustment. This is reflected in

behaviours such as reluctance to engage in team-based activities, frequent conflicts with colleagues, resistance to directives from school authorities, and a noticeable detachment from professional responsibilities. Such tendencies may disrupt the harmony of the school environment and



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significantly undermine the quality of teaching, learning, and staff collaboration.

The importance of social adjustment for secondary school teachers cannot be overstated as their role inherently demands continuous interaction with diverse individuals across varying social and professional settings. Teachers who are socially adjusted tend to demonstrate tolerance, effective communication, openness to collaboration, and a positive attitude towards institutional reforms. Such teachers create emotionally safe learning environments, work harmoniously with their peers, and contribute constructively to school development. Conversely, a teacher who is poorly adjusted socially is likely to engage in counterproductive behaviour, misinterpret students' actions, resist guidance from administrators, and contribute to workplace hostility. These negative behaviours may not only affect the well-being of the teacher but also disrupt the social fabric of the school. According to Akinboye (2021), social adjustment refers to the psychological process through which individuals harmonize their behaviours and attitudes with the demands and expectations of their social environment. In the school system, social adjustment may take the form of teacher collaboration, classroom emotional regulation, conflict resolution, openness to feedback, and respectful engagement with parents and other stakeholders. Each of these forms is vital for maintaining stability and professional integrity in schools.

The social adaptability of teachers may be positively or negatively influenced by their personality types, which shape how individuals perceive, interpret, and respond to social situations. Personality types can determine behavioural tendencies, emotional reactions, and levels of openness to interpersonal exchanges. According to Holland (1997) cited in Ukaegbu (2022), personality types are enduring personal characteristics that reflect consistent patterns in preferences, motivations, and behaviours across situations. Holland's typological theory identified six major personality types namely realistic, investigative, artistic, social, enterprising, and

conventional. Each of the personality types is associated with specific traits that influence vocational choices and interpersonal behaviour. Understanding the interaction between these personality types and teachers' social adjustment may provide a deeper understanding of the causes of social maladjustment and offer targeted strategies for professional support and growth.

The realistic personality type is characterized by practical-mindedness, physical strength, mechanical ability, and a preference for concrete tasks. Individuals with this trait tend to avoid extensive social interactions and prefer working with tools, machinery, or clearly defined tasks. According to Nauta (2016), realistic individuals are more task-focused and may shy away from emotionally complex environments. For teachers, a realistic personality may translate into a focus on structured instructional routines and minimal engagement in emotionally demanding staff interactions. While such teachers may excel in implementing discipline, handling technical subjects, or maintaining order, they may struggle with flexibility, empathy, and collaboration unless given social support or relational skills training. Despite these limitations, the realistic personality type also brings notable benefits to the school system. Their strong sense of duty, preference for order, and commitment to rules can foster a stable and organized learning environment, which contributes positively to the overall social structure of the school.

The investigative personality type is marked by analytical thinking, intellectual curiosity, and a preference for theoretical problem-solving over emotional involvement. Swanson and Fouad (2020) noted that investigative individuals usually excel in independent tasks and scientific exploration, showing less interest in group activities or emotionally charged interactions. Teachers with this personality may prefer tasks such as curriculum research, data-driven assessment, or academic competitions, where independent thought is rewarded. However, without strong interpersonal skills, they may appear detached, aloof, or

unresponsive to emotional cues, thereby hindering their social adjustment.

The artistic personality type displays a strong preference for self-expression, imagination, and nonconformity. These individuals may resist rigid structures and are sensitive to emotions, aesthetics, and creative possibilities. Reardon *et al.* (2018) stated that artistic types thrive in flexible environments that allow them to explore innovative teaching methods, use visual or performance-based instruction, and build affective bonds with students. Teachers with this personality type may be emotionally intuitive and able to sense subtle classroom dynamics, making them effective in promoting inclusion and empathy. However, their resistance to structure and susceptibility to mood changes may interfere with school regulations or professional expectations. Artistic personalities are often characterized by creativity, imagination, and a heightened sensitivity to emotions, which allow them to perceive and respond to the affective needs of students and colleagues in unique ways.

Social personality types are defined by empathy, cooperation, and a genuine desire to help others. As emphasised by Ukaegbu (2022), social individuals are communicative, generous, and value interpersonal harmony. Teachers with this personality type may become natural mentors, team leaders, and facilitators of school-based welfare programmes. They excel in parent-teacher relationships, mediation roles, and collaborative decision-making. Social teachers can be naturally inclined towards positive social adjustment because they are motivated by relational success rather than personal recognition. Their presence in a school may strengthen community ties, reduce workplace conflict, and improve staff morale. However, their tendency to prioritize others' needs may expose them to emotional burnout if not supported through institutional balance and peer collaboration.

Enterprising personality types are characterized by ambition, assertiveness, and persuasion. These individuals may enjoy leading others, initiating projects, and promoting strategic goals. According to Ukaegbu (2022), enterprising individuals are often drawn to positions of influence

and are verbally skilled. In the teaching profession, enterprising teachers may be well-suited for administrative roles, event planning, and committee leadership. They may spearhead innovations in curriculum delivery or staff engagement but may also dominate interactions or overlook dissenting views if unchecked. When emotional intelligence complements these leadership tendencies, enterprising teachers are better able to balance assertiveness with empathy. They learn to listen actively, respect diverse perspectives, and manage conflicts constructively, thereby reducing the risk of authoritarianism or dominance in staff relationships. This blend of confidence and relational awareness enhances their ability to build trust, foster collaboration, and sustain positive professional networks within the school.

The conventional personality type values order, precision, and rule-following. These individuals prefer predictable environments with clearly defined roles and expectations. Savickas (2018) explained that conventional types usually excel in administrative and record-keeping tasks, making them valuable in managing school procedures and maintaining institutional compliance. Teachers with this personality type may be methodical in lesson planning, punctual in responsibilities, and supportive of institutional hierarchy. However, they may resist change or avoid unstructured social interactions, which can limit their social integration in more dynamic settings. Thus, their reliability and adherence to norms may contribute significantly to the social stability and professional discipline of the school.

The need to conduct this study in Akwa Ibom North East Senatorial District is further underscored by concerns over teachers' maladjustment in public secondary schools across the senatorial district. Despite various in-service training initiatives, many teachers continue to experience interpersonal tension, low morale, and emotional disconnection from their colleagues and other stakeholders in the school environment. These issues suggest a deeper psychological dimension that may not be addressed solely through external policy or academic training. Investigating the extent

to which personality types predict social adjustment provides a clearer picture of the internal dispositions that support or hinder social behaviour of secondary school teachers.

### Statement of the Problem

The school environment is a social system that requires continuous interaction, cooperation, and emotional balance among staff to ensure effective teaching and learning. Teachers, as central figures within this system, are expected to maintain healthy interpersonal relationships, collaborate with colleagues, adapt to school rules and regulations, and respond sensitively to the needs of students. However, observations by the present researcher within secondary schools in Akwa Ibom North East Senatorial District reveal a growing concern over the inability of many teachers to adjust effectively to the social demands of their profession. Manifestations of this social maladjustment include persistent conflicts with colleagues, reluctance to participate in staff meetings, resistance to authority, and emotional disengagement from teaching responsibilities. These behavioural patterns can create tension in the school environment, lower staff morale, and negatively impact students' outcomes.

Despite efforts by school administrators to promote teamwork and improve communication, many teachers continue to display behaviours that suggest underlying personal difficulties in coping with the social aspects of their roles. This raises critical questions about the role individual characteristics such as personality types may play in shaping social behaviour of teachers.

Based on the foregoing therefore, it became very necessary to investigate the extent to which personality types predict social adjustment of secondary school teachers in Akwa Ibom North East Senatorial District. Addressing this problem is vital so as to foster professional harmony, promote emotional well-being of teachers as well as improve the overall quality of education in the senatorial district.

### Purpose of the Study

The purpose of the study was to determine the extent to which personality types predict social adjustment of secondary school teachers in Akwa Ibom North East Senatorial District. Specifically, the objective of the study was to determine the extent to which each of realistic, investigative, artistic, social, enterprising and conventional personality type predicts social adjustment of secondary school teachers.

### Research Questions

The following research questions guided the conduct of the study:

1. To what extent does realistic personality type predict social adjustment of secondary school teachers?
2. To what extent does investigative personality type predict social adjustment of secondary school teachers?
3. To what extent does artistic personality type predict social adjustment of secondary school teachers?
4. To what extent does social personality type predict social adjustment of secondary school teachers?
5. To what extent does enterprising personality type predict social adjustment of secondary school teachers?
6. To what extent does conventional personality type predict social adjustment of secondary school teachers?

### Null Hypotheses

The following null hypotheses guided the conduct of the study at .05 level of significance:

1. Realistic personality type does not significantly predict social adjustment of secondary school teachers.

2. Investigative personality type does not significantly predict social adjustment of secondary school teachers.
3. Artistic personality type does not significantly predict social adjustment of secondary school teachers.
4. Social personality type does not significantly predict social adjustment of secondary school teachers.
5. Enterprising personality type does not significantly predict social adjustment of secondary school teachers.
6. Conventional personality type does not significantly predict social adjustment of secondary school teachers.

### Scope of the Study

This study was delimited to examining the extent to which personality types predict social adjustment of secondary school teachers in Akwa Ibom North East Senatorial District, Nigeria. While personality types, namely realistic, investigative, artistic, social, enterprising and conventional types were investigated as the independent variables of the study, social adjustment of secondary school teachers served as the dependent variable. Only teachers in public secondary schools participated in the study.

### Theoretical Framework

#### Theory of Vocational Personalities and Work Environments by John Holland (1997)

Holland's Theory of Vocational Personalities and Work Environments was proposed by John L. Holland in 1997 to explain the relationship between personality traits and career choice. The theory is based on the assumption that vocational interests are an expression of an individual's personality and that people actively seek out work environments that allow them to express their dominant traits, values, and abilities. In this view, career choice is not random but a meaningful reflection of who

individuals are and how they prefer to interact with their surroundings.

Holland identified six major personality types, commonly referred to by the acronym RIASEC: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Individuals with a Realistic personality prefer practical, hands-on activities and often gravitate toward occupations involving tools, machines, or physical tasks. Investigative individuals are analytical, curious, and inclined toward problem-solving, research, and intellectual activities. Artistic personalities value creativity and self-expression and prefer unstructured environments that allow originality. Social individuals are people-oriented and derive satisfaction from helping, teaching, or supporting others. Enterprising personalities are persuasive, ambitious, and leadership-oriented, often thriving in roles involving decision-making, management, or sales. Conventional individuals prefer structured tasks, organization, and detail-oriented activities, and they are comfortable in orderly and rule-governed environments.

The theory further explains that work environments can also be classified according to these same six types, each reinforcing particular behaviours and values. When individuals work in environments that are congruent with their personality types, they are more likely to experience job satisfaction, stability, and effective adjustment. Such congruence promotes positive attitudes toward work, better performance, and longer job tenure. Conversely, incongruence between personality and work environment may lead to dissatisfaction, stress, poor adjustment, and eventual withdrawal from the occupation.

This theory is relevant to the present study as it provides the framework for classifying secondary school teachers' personality types and predicting how these types may influence their social adjustment within school settings. Teachers with personalities that align well with the relational demands of their roles are more likely to display positive social behaviours such as teamwork, effective communication, and emotional regulation. Conversely, personality-environment mismatches

may result in interpersonal conflict, withdrawal, or professional dissatisfaction, all of which are indicators of poor social adjustment.

### **Interpersonal Theory of Psychiatry by Harry Stack Sullivan (1953)**

The Interpersonal Theory of Psychiatry was proposed by Harry Stack Sullivan in 1953. The theory emphasizes that personality and adjustment are fundamentally shaped by interpersonal relationships and social interactions, rather than being solely the result of internal drives or inherited traits. Sullivan argued that human beings are inherently social and that personality develops through repeated patterns of interaction with significant others across the lifespan. In this sense, personality is not fixed but evolves in response to the quality of relationships one maintains within their social environment.

Central to the theory is the idea that an individual's sense of self emerges from their perceptions of how others view and respond to them. Self-esteem, security, and confidence are nurtured through supportive relationships, while rejection, neglect, or hostility from others can generate insecurity, anxiety, and maladjustment. Sullivan also noted that interpersonal anxiety plays a crucial role in shaping behaviour; when individuals feel threatened or misunderstood in relationships, they may adopt defensive patterns such as withdrawal, hostility, or overdependence.

Social maladjustment, therefore, arises from difficulties in handling interpersonal situations, mismanaging anxiety, or failing to sustain meaningful social bonds. In the context of teaching, this means that teachers who struggle to maintain positive relationships with colleagues, students, or administrators may experience heightened stress, reduced job satisfaction, and impaired social adjustment. Conversely, those who establish supportive networks and develop effective interpersonal skills are more likely to adjust successfully in their professional and personal lives.

This theory is particularly relevant to the study of personality types and social adjustment of

teachers because it underscores the importance of interpersonal competencies in professional effectiveness. Teachers with personality types that favour openness, empathy, and collaboration may find it easier to maintain harmonious relationships and thus achieve better social adjustment. On the other hand, teachers whose personality traits incline them toward rigidity, withdrawal, or authoritarianism may require deliberate interventions such as counselling or professional development in communication and relational skills to foster improved adjustment.

### **Empirical Studies**

A study conducted by Oboegbulem and Ogbonna (2017) investigated the influence of realistic personality traits on teachers' interpersonal relationships in secondary schools in Nigeria. The researchers adopted a descriptive survey design with a sample of 372 teachers selected through stratified random sampling from 18 public secondary schools. Data were collected using the "Teachers' Personality Profile Inventory (TPPI)" and the "Interpersonal Relationship Adjustment Scale (IRAS)," with reliability coefficients of 0.81 and 0.76 respectively. Multiple regression analysis was used to analyse the data. The findings revealed that realistic personality traits did not significantly influence teachers' interpersonal relationships, as social competencies were found to be more strongly shaped by professional training and organizational climate than by personality predispositions. The study recommended that school administrators should focus on enhancing collaborative training programmes rather than relying solely on personality characteristics to improve teachers' social adjustment. Similarly, a study conducted by Mbatha *et al.* (2016) examined the relationship between realistic personality traits and adjustment among technical school teachers in South Africa. The researchers employed a correlational research design involving 298 teachers selected through purposive sampling from 12 technical secondary schools. Data were gathered using the "Holland Personality Assessment Questionnaire (HPAQ)" and the "Teacher Adjustment Inventory (TAI),"

with reliability indices of 0.83 and 0.79 respectively. Pearson Product Moment Correlation and multiple regression were used for data analysis. The results indicated a significant positive relationship between realistic personality traits and teacher adjustment, suggesting that the structured and practical orientation of realistic individuals enhanced their adaptability within disciplined and procedure-driven school environments. The researchers recommended that personality profiling be considered in teacher deployment in technical institutions.

Chukwuma (2018) investigated the predictive influence of investigative personality traits on teachers' group integration in Enugu State secondary schools. The study adopted a descriptive survey design with a sample of 410 teachers selected through multistage sampling. Data were collected using the "Investigative Personality Trait Scale (IPTS)" and the "Group Integration Assessment Scale (GIAS)," with reliability coefficients of 0.80 and 0.74 respectively. Multiple regression analysis was used to test the hypotheses. The findings showed that investigative traits had no significant predictive power on teachers' group integration, indicating that cooperative attitudes and emotional engagement were more critical for social adjustment in school environments than analytical orientation. The study recommended capacity-building workshops focusing on teamwork and communication skills. Mensah and Boateng (2016) examined the influence of investigative personality traits on adaptability among Ghanaian university lecturers. The researchers utilized a correlational design with 265 lecturers selected through simple random sampling from three public universities. Data were collected using the "Personality Disposition Inventory (PDI)" and the "Professional Adaptability Scale (PAS)," with reliability indices of 0.82 and 0.77 respectively. Regression analysis revealed a significant positive relationship between investigative personality traits and adaptability. The study concluded that the critical thinking and reflective orientation of investigative individuals enhanced their ability to navigate diverse academic and professional interactions. It recommended

integrating reflective training strategies in staff development programmes.

A study conducted by Adepoju (2018) examined the predictive relationship between artistic personality orientation and teachers' social integration in Oyo State secondary schools. The study employed a descriptive survey design with a sample of 386 teachers selected through stratified sampling. Data were collected using the "Artistic Personality Scale (APS)" and the "Social Integration Inventory (SII)," with reliability coefficients of 0.79 and 0.75 respectively. Multiple regression analysis showed that artistic orientation significantly predicted teachers' social integration. Teachers with imaginative and expressive traits demonstrated stronger workplace relationships and collaborative engagement. The study recommended encouraging creative expression and flexible teaching approaches to foster social adjustment. In their own study, Okorie and Nwachukwu (2016) investigated the relationship between artistic personality traits and social adjustment among secondary school teachers in Imo State. Using a descriptive correlational design, 350 teachers were selected through simple random sampling. The instruments used were the "Personality Orientation Questionnaire (POQ)" and the "Teacher Social Adjustment Scale (TSAS)," with reliability coefficients of 0.77 and 0.72 respectively. Pearson correlation analysis indicated no significant relationship between artistic personality traits and social adjustment. The study concluded that structural and organizational constraints often overshadowed personality dispositions in influencing teachers' adjustment. It recommended improving school climate to enhance social functioning.

Nwosu and Ekong (2017) examined the influence of social personality traits on teachers' interpersonal relationships in southeastern Nigeria. The researchers adopted a descriptive survey design with 420 teachers selected through cluster sampling. Data were collected using the "Social Personality Trait Inventory (SPTI)" and the "Interpersonal Adjustment Questionnaire (IAQ)," with reliability coefficients of 0.84 and 0.78 respectively. Multiple

regression analysis revealed that social personality traits significantly influenced teachers' interpersonal relationships. The study emphasized that people-oriented teachers were better adjusted to teamwork and collaborative demands. It recommended incorporating social skill training into teacher professional development. Another study conducted by Olatunji and Adebayo (2016) investigated the relationship between social personality traits and adjustment among teachers in southwestern Nigeria. The study utilized a correlational design with a sample of 332 teachers selected through stratified sampling. Data were gathered using the "Teacher Personality Assessment Scale (TPAS)" and the "Workplace Adjustment Inventory (WAI)," with reliability coefficients of 0.76 and 0.74 respectively. The findings revealed no significant relationship between social personality traits and teacher adjustment. The researchers attributed this to systemic challenges such as heavy workload and inadequate facilities, recommending policy reforms to improve school conditions.

A study conducted by Okafor (2018) explored the predictive influence of enterprising personality orientation on teachers' group integration in Anambra State secondary schools. The descriptive survey design was adopted, with 398 teachers selected through multistage sampling. Data were collected using the "Enterprising Personality Trait Scale (EPTS)" and the "Group Cohesion Inventory (GCI)," with reliability indices of 0.82 and 0.79 respectively. Regression analysis showed that enterprising orientation significantly predicted teachers' group integration. Assertive and leadership-driven teachers demonstrated stronger social networks and workplace adaptability. The study recommended leadership skill enhancement programmes for teachers. Njoroge and Wambui (2019) examined the relationship between enterprising personality traits and adaptability among Kenyan secondary school teachers. Using a correlational design, 305 teachers were selected through simple random sampling. Data were gathered using the "Teacher Personality Inventory (TPI)" and the "Adaptability and Teamwork Scale (ATS)," with reliability coefficients of 0.80 and 0.77 respectively. The findings indicated that

enterprising personality traits significantly predicted higher adaptability and teamwork. The study concluded that social boldness and initiative were critical in fostering cooperation in schools.

A study conducted by Musa and Abubakar (2016) investigated the relationship between enterprising personality traits and social adjustment among teachers in northern Nigeria. The study adopted a descriptive survey design with 360 teachers selected through cluster sampling. Data were collected using the "Personality Orientation Inventory (POI)" and the "Social Adjustment Scale (SAS)," with reliability indices of 0.75 and 0.73 respectively. Regression analysis revealed no significant relationship between enterprising traits and social adjustment. The study concluded that institutional policies and administrative structures were stronger determinants of adjustment than individual personality traits. Adeyemi (2019) examined the relationship between conventional personality tendencies and social integration among teachers in Osun State. The study employed a descriptive correlational design with 340 teachers selected through stratified random sampling. Data were collected using the "Conventional Personality Trait Questionnaire (CPTQ)" and the "Teacher Social Integration Scale (TSIS)," with reliability coefficients of 0.78 and 0.76 respectively. The findings showed that teachers with strong conventional tendencies demonstrated lower levels of social integration. The study concluded that routine-driven individuals often struggled with interpersonal flexibility. It recommended training on adaptive communication strategies. In a related study, Ochieng and Omondi (2018) investigated the influence of conventional personality traits on teacher adjustment in Kenyan secondary schools. The researchers adopted a correlational research design with a sample of 290 teachers selected through simple random sampling. Data were gathered using the "Holland Personality Type Inventory (HPTI)" and the "Teacher Adjustment Measure (TAM)," with reliability indices of 0.81 and 0.79 respectively. The results indicated that conventional personality traits significantly predicted teacher adjustment, suggesting that structured and disciplined individuals maintained

orderly and stable relationships within school environments. The study recommended leveraging organizational strengths of conventional teachers in administrative roles.

Despite the growing body of research on adjustment, there remains a noticeable gap in empirical studies examining the extent to which personality traits predict the social adjustment of secondary school teachers, particularly in Akwa Ibom North East Senatorial District, Nigeria. Existing studies have largely focused on general workplace adjustment or student populations, with limited attention given to teachers' personality dispositions and their implications for interpersonal adaptation within the school environment. Consequently, this present study was undertaken to bridge this gap by examining the extent to which personality traits, namely realistic, investigative, artistic, social, enterprising, and conventional personality types, predict the social adjustment of secondary school teachers in Akwa Ibom North East Senatorial District, Nigeria.

## Methodology

The study adopted a correlational research design. According to Wali (2004), a correlational research design is applied in any study that is directly aimed at prediction of criterion variables on the basis of known value of predictor variables. This design is suitable for this study since the researcher was interested in determining the extent to which personality types namely realistic, investigative, artistic, social, enterprising and conventional types predict social adjustment of secondary school teachers in Akwa Ibom North East Senatorial District.

The population of the study consisted of 3,904 teachers in 89 public secondary schools in Akwa North East Senatorial District (State Secondary Education Board, Uyo, 2025). Akwa North East Senatorial District comprises nine Local Government Areas namely Uyo, Etinan, Ibesikpo/Asutan, Ibiono Ibom, Itu, Nsit Atai, Nsit Ibom, Nsit Ubium, and Uruan.

A sample of 425 teachers in public secondary schools in Akwa North East Senatorial District was selected for the study using multi-stage sampling procedure. First, the 9 LGAs served as strata. Secondly, simple random sampling procedure (cap and draw) was used to select 5 Local Government Areas out of the nine existing LGAs in Akwa North East Senatorial District. Thirdly, 4 schools were selected from each of the four LGAs using simple random sampling technique. Finally, proportionate sampling technique was used to select teachers from each of the sampled 5 LGAs in proportion to its population of teachers in public secondary schools in Akwa North East Senatorial District.

One researcher-made instrument entitled "Personality Types and "Social Adjustment Questionnaire for Teachers" (PTSAQT) was used for data collection. PTSAQT was divided into two sections. Section A consisted of 36 items. Six items were used to measure each of personality types such as realistic, investigative, artistic, social, enterprising and conventional personality types. Section B consisted of 15 items measured the social adjustment of secondary school teachers. The items were responded to on a four point rating scale namely Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The instrument was subjected to face validation by three experts. Two experts were selected from the Department of Guidance and Counselling and one expert from Measurement and Evaluation, Department of Psychological Foundations, University of Uyo, Uyo. The purpose of the study, the research questions and the research hypotheses were made available to the experts at the time of validation. The experts' suggestions and comments were incorporated in the final version of the instrument before they are administered on secondary school teachers in Akwa Ibom North East Senatorial District selected for the study. In order to determine the internal consistency of the instrument, the researcher randomly selected 30 secondary school teachers in Akwa Ibom North East Senatorial District who were part of the

population, but not part of the sample of the study to respond to the items in the instrument. Cronbach Alpha statistics was used to determine the reliability coefficient of the instrument and a reliability coefficient of 0.74 was obtained implying that the instrument is reliable.

Data were analysed using simple linear regression statistics. The R values of simple linear regression statistics was used to answer all the research questions. The null hypotheses were tested using significant value at .05 alpha level of significance. All data were subjected to analysis using statistical package for social science. The

following decision rule guided the answering of all the research questions:

0.80 - 1.00 Very high extent

0.60 - 0.79 High extent

0.40 - 0.59 Moderate extent

0.20 - 0.39 Low extent

0.0 - 0.19 Very low extent

However, if the p-value is less than .05 level of significance, the null hypothesis was rejected but if the p-value is greater than .05 level of significance, the null hypothesis was accepted.

## Results

**Table 1: Simple regression analysis on the extent to which realistic personality type predict social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Model	R	R Square	Adj. R Square	Std. Error of Estimate	Remarks
1	.013	.000	-.002	7.15148	Very Low Extent

Table 1 presents the simple regression analysis on the extent to which realistic personality type predicts social adjustment of secondary school teachers. The coefficient of determination ( $R^2$ ) is 0.000, which implies that realistic personality type accounts for 0.0% of the variation in social adjustment of secondary school teachers.

**Table 2: Simple regression analysis on the extent to which investigative personality type predict social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Model	R	R Square	Adj. R Square	Std. Error of Estimate	Remarks
1	.003	.000	-.002	7.15203	Very Low Extent

Table 2 presents the simple regression analysis on the extent to which investigative personality type predicts social adjustment of secondary school teachers. The coefficient of determination ( $R^2$ ) is 0.000, which implies that investigative personality type accounts for 0.0% of the variation in social adjustment of secondary school teachers.

**Table 3: Simple regression analysis on the extent to which artistic personality type predict social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Model	R	R Square	Adj. R Square	Std. Error of	Remarks
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				Estimate	
1	.641	.410	.405	7.14609	Moderate Extent

Table 3 presents the simple regression analysis on the extent to which artistic personality type predicts social adjustment of secondary school teachers. The coefficient of determination ( $R^2$ ) is 0.410, which implies that artistic personality type accounts for 41.0% of the variation in social adjustment of secondary school teachers.

**Table 4: Simple regression analysis on the extent to which social personality type predict social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Model	R	R Square	Adj. R Square	Std. Error of Estimate	Remarks
1	.673	.452	.412	7.15143	Moderate Extent

Table 4 presents the simple regression analysis on the extent to which social personality type predicts social adjustment of secondary school teachers. The coefficient of determination ( $R^2$ ) is 0.452, which implies that social personality type accounts for 45.2% of the variation in social adjustment among the respondents.

**Table 5: Simple regression analysis on the extent to which enterprising personality type predict social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Model	R	R Square	Adj. R Square	Std. Error of Estimate	Remarks
1	.639	.408	.402	7.14609	Moderate Extent

Table 5 presents the simple regression analysis on the extent to which enterprising personality type predicts social adjustment of secondary school teachers. The coefficient of determination ( $R^2$ ) is 0.408, which implies that enterprising personality type accounts for 40.8% of the variation in social of secondary school teachers.

**Table 6: Simple regression analysis on the extent to which conventional personality type predict social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Model	R	R Square	Adj. R Square	Std. Error of Estimate	Remarks
1	.009	.000	-.002	7.11517	Very Low Extent

Table 6 presents the simple regression analysis on the extent to which conventional personality type predicts social adjustment of secondary school teachers. The coefficient of determination ( $R^2$ ) is 0.000, which implies that conventional personality type accounts for 0.0% of the variation in social adjustment of secondary school teachers.

**Table 7: Summary of t-test associated with simple regression coefficient on the extent to which realistic personality type predicts social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Predictor	B	SE B	Beta	t	p	Decision
(Constant)	34.630	2.196	-	15.767		
Realistic Personality	-.029	.110	-.013	-.261	.194	NS.

The simple regression analysis in Table 7 shows that realistic personality type does not significantly predict social adjustment of secondary school teachers. This implies that variations in realistic personality traits are not associated with changes in the social adjustment of secondary school teachers in the study area.

**Table 8: Summary of t-test associated with simple regression coefficient on the extent to which investigative personality type predicts social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Predictor	B	SE B	Beta	t	p	Decision
(Constant)	33.937	2.162	-	15.694		
Investigative Personality	.007	.108	-.003	.061	.952	NS.

The simple regression analysis in Table 8 shows that investigative personality type does not significantly predict social adjustment of secondary school teachers. This implies that variations in investigative personality traits are not associated with changes in the social adjustment of secondary school teachers in the study area.

**Table 9: Summary of t-test associated with simple regression coefficient on the extent to which artistic personality type predicts social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Predictor	B	SE B	Beta	t	p	Decision
(Constant)	35.878	2.134	-	16.426		
Artistic Personality	3.092	.310	2.004	3.841	.003	Sig.

The simple regression analysis in Table 9 shows that artistic personality type significantly predicts social adjustment of secondary school teachers. This implies that an increase in artistic personality traits is associated with a corresponding improvement in the social adjustment of secondary school teachers in the study area.

**Table 10: Summary of t-test associated with simple regression coefficient on the extent to which social personality type predicts social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Predictor	B	SE B	Beta	t	p	Decision
(Constant)	33.469	2.195	-	15.244		
Social Personality	5.030	.338	.213	4.274	.001	Sig.

The simple regression analysis in Table 10 shows that social personality type significantly predicts social adjustment of secondary school teachers. This implies that an increase in social personality traits is associated with a corresponding improvement in the social adjustment of secondary school teachers in the study area.

**Table 11: Summary of t-test associated with simple regression analysis on the extent to which enterprising personality type predicts social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Predictor	B	SE B	Beta	t	p	Decision
(Constant)	35.859	2.162	-	16.583		
Enterprising Personality	2.091	.109	2.041	2.841	.001	Sig.

The simple regression analysis in Table 4.11 shows that enterprising personality type significantly predicts social adjustment of secondary school teachers. This implies that an increase in enterprising personality traits is associated with a corresponding improvement in the social adjustment of secondary school teachers in the study area.

**Table 12: Summary of t-test associated with simple regression analysis on the extent to which conventional personality type predicts social adjustment of secondary school teachers in Akwa Ibom North East (n = 425)**

Predictor	B	SE B	Beta	t	p	Decision
(Constant)	34.480	2.181	-	16.583		
Conventional Personality	-.021	.109	-.009	-.193	.847	NS.

The simple regression analysis in Table 12 shows that conventional personality type does not significantly predict social adjustment of secondary school teachers. This implies that variations in conventional personality traits are not associated with changes in the social adjustment of secondary school teachers in the study area.

## Discussion of Findings

Analysis of data on research question one revealed that realistic personality type contributes very low to social adjustment of secondary school teachers. Furthermore, test of corresponding null hypothesis one indicated that realistic personality type does not significantly predict social adjustment of secondary school teachers suggesting that possessing traits such as practicality, preference for structured tasks, and focus on tangible outcomes may not necessarily translate into improved interpersonal adaptability in the school environment. One reason for this finding could be that the realistic personality type emphasizes independence and a preference for working with things rather than people, which may limit the development of strong social connections within the workplace. This finding is consistent with previous studies. For instance, Oboegbulem and Ogbonna (2017) found that realistic personality traits did not significantly influence teachers' interpersonal relationships in secondary schools in Nigeria, highlighting that social competencies were shaped more by training and organizational climate than by personality predispositions. However, the present finding contradicts the report of Mbatha *et al.* (2016), who found a significant relationship between realistic personality traits and adjustment among South African technical school teachers. They argued that the structured and practical orientation of realistic individuals enhanced their ability to navigate the demands of school systems that valued discipline and procedural order.

Analysis of data on research question two revealed that investigative personality type contributes very low to social adjustment of secondary school teachers. Furthermore, test of corresponding null hypothesis two indicated that investigative personality type does not significantly predict social adjustment of secondary school teachers suggests that possessing traits such as analytical thinking, curiosity, and problem-solving orientation may not necessarily translate into improved interpersonal adaptability in the school setting. One reason for this finding could be that

investigative teachers may prioritize cognitive and analytical tasks over social engagement, which limits their ability to form meaningful interpersonal relationships. This finding is consistent with previous studies. For instance, Chukwuma (2018) reported that investigative traits had no significant predictive power on teachers' group integration in Enugu State, noting that social dynamics in schools relied more on cooperative attitudes than on intellectual tendencies. However, the present finding contradicts the report of Mensah and Boateng (2016), who found that investigative personality traits significantly predicted adaptability among Ghanaian university lecturers. They argued that the critical thinking and reflective orientation of investigative individuals enhanced their capacity to navigate diverse social and professional interactions in higher education environments.

Analysis of data on research question three revealed that artistic personality type contributes moderately to social adjustment of secondary school teachers. Furthermore, test of corresponding null hypothesis three indicated that artistic personality type significantly predicts social adjustment of secondary school teachers implying that individuals who exhibit creativity, expressiveness, and openness to new experiences are more likely to adapt effectively in their social and professional environments. One reason for this finding could be that artistic individuals are generally more open-minded and empathetic, qualities that foster strong interpersonal bonds. This finding is consistent with previous studies. For instance, Adepoju (2018) reported that artistic orientation positively predicted teachers' social integration in Oyo State, noting that imaginative and expressive teachers were more successful at fostering harmonious workplace relationships. However, the present finding contradicts the report of Okorie and Nwachukwu (2016), who found no significant relationship between artistic personality traits and social adjustment among secondary school teachers in Imo State, arguing that structural and organizational constraints often overshadowed the benefits of artistic dispositions.

Analysis of data on research question four showed that social personality type contributes moderately to social adjustment of secondary school teachers. Furthermore, test of corresponding null hypothesis four revealed that social personality type significantly predicts social adjustment of secondary school teachers suggesting that individuals who are cooperative, empathetic, and people-oriented are more likely to adapt successfully within their professional and interpersonal environments. One reason for this finding could be that socially oriented individuals naturally value collaboration and mutual understanding, which strengthens workplace cohesion. Another possible reason is that their empathy and sensitivity make them more adept at recognizing the needs of others, thereby promoting smoother social integration and adaptability.

This finding is consistent with previous studies. For instance, Nwosu and Ekong (2017) found that social personality traits significantly influenced teachers' interpersonal relationships in secondary schools in southeastern Nigeria, emphasizing that people-oriented teachers were better adjusted to the demands of teamwork. However, the present finding contradicts the report of Olatunji and Adebayo (2016), who found no significant relationship between social personality traits and adjustment among teachers in southwestern Nigeria, arguing that systemic challenges such as workload and inadequate facilities often undermined the influence of personality factors on adjustment.

Analysis of data on research question five showed that enterprising personality type contributes moderately to social adjustment of secondary school teachers. Furthermore, test of corresponding null hypothesis five revealed that enterprising personality type significantly predicts social adjustment of secondary school teachers suggests that individuals who are assertive, persuasive, and socially confident are more likely to adapt effectively in their professional and interpersonal relationships. One reason for this finding could be that enterprising individuals naturally seek opportunities to influence and engage with people, thereby fostering strong interpersonal

connections. Another possible reason is that their confidence and initiative enable them to manage social demands and workplace challenges more effectively, which strengthens their overall adjustment. This finding is consistent with previous studies. For instance, Okafor (2018) reported that enterprising orientation positively predicted teachers' group integration in Anambra State, noting that assertive and leadership-driven teachers had stronger social networks. In another study, Njoroge and Wambui (2019) observed that Kenyan teachers with enterprising traits demonstrated higher adaptability and teamwork, concluding that social boldness and initiative were critical for fostering cooperation in schools. However, the present finding contradicts the report of Musa and Abubakar (2016), who found no significant relationship between enterprising personality traits and social adjustment among teachers in northern Nigeria, arguing that institutional factors and administrative policies were stronger determinants of adjustment than individual personality dispositions.

Analysis of data on research question six showed that conventional personality type contributes very low to social adjustment of secondary school teachers. Furthermore, test of corresponding null hypothesis six revealed that conventional personality type does not significantly predict social adjustment of secondary school teachers suggests that individuals who are characterized by orderliness, routine, and adherence to established structures may not necessarily translate these traits into improved social functioning within the school environment. One reason for this finding could be that a rigid preference for routines may reduce opportunities for spontaneous social interaction. This finding aligns with some prior studies. For instance, Adeyemi (2019) reported that teachers with conventional personality tendencies in Osun State showed lower levels of social integration compared to those with more flexible traits, emphasizing that routine-driven individuals often struggle with interpersonal dynamics. In contrast, however, Ochieng and Omondi (2018) in Kenya reported that conventional personality traits positively predicted teacher

adjustment, suggesting that structured and disciplined individuals maintained orderly relationships in school settings.

## Conclusion

The findings of the study underscore the importance of understanding personality differences in shaping teachers' social adjustment. This implies that teacher development programmes and professional support structures should be tailored to leverage the strengths of personality types that enhance social adjustment, while also providing interventions that help those with less socially adaptive traits to improve their interpersonal functioning in the workplace.

## Implications for Guidance and Counselling

The findings of this study have important implications for counselling practice, particularly in educational settings. Firstly, school counsellors can use the knowledge of personality types to design tailored interventions that promote better social adjustment among teachers. Since artistic, social, and enterprising personality types significantly predict social adjustment of secondary school teachers, counsellors should build on these strengths by providing opportunities for creative expression, interpersonal collaboration, leadership development, and structured engagement in school activities.

Secondly, counsellors can support teachers with realistic, investigative and conventional personality types who may struggle with social adjustment by offering individual counselling sessions, group therapy, and social skills training. These interventions can help them develop greater interpersonal awareness and adaptability in their professional relationships.

Thirdly, the findings suggest that personality assessment should be incorporated into counselling programmes for secondary school teachers. By identifying personality dispositions early, counsellors can provide proactive guidance on how to maximize strengths and overcome social

limitations, thus fostering healthier workplace interactions.

Fourthly, counselling services can extend to stress management and conflict resolution training, helping teachers with less socially adaptive traits cope with professional demands. This will not only improve social adjustment but also contribute to job satisfaction and retention. Finally, the study underscores the role of counsellors in advocating for teacher well-being policies that consider individual differences in personality. Counsellors can work with school administrators to design mentoring and peer-support systems that enhance teacher relationships and improve the overall psychosocial climate of schools.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teacher development programmes in Akwa Ibom East Senatorial District should integrate personality-based training to help teachers with realistic, investigative and conventional personality types improve their social adjustment skills, particularly in areas of collaboration, conflict resolution, and teamwork.
2. School administrators should encourage creativity and innovation among teachers with artistic personality traits, as this enhances their ability to adapt socially and contribute positively to school cohesion and interpersonal relationships.
3. Government should design policies to strengthen interpersonal engagement among teachers with social personality traits, ensuring that their natural orientation toward collaboration and empathy is fully harnessed in promoting social stability in schools.
4. Teachers with enterprising personality traits should be provided with leadership and mentoring opportunities, as their drive and initiative can be effectively channelled to foster cooperation, peer support, and professional growth among colleagues.
5. Professional support structures should be established to guide teachers with conventional

personality traits, ensuring that their preference for structure and routine is positively aligned with adaptive social interactions and institutional objectives.

6. Teacher education curricula should include modules on personality awareness and social adjustment, equipping pre-service and in-service teachers with knowledge of how their personality types can influence workplace relationships while offering strategies to build resilience and adaptability across all personality types.

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**QUESTIONNAIRE**

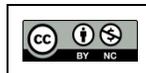
**PERSONALITY TYPES AND SOCIAL ADJUSTMENT QUESTIONNAIRE FOR TEACHERS (PTSAQT)**

**Instruction:** Please, indicate your level of agreement or disagreement with each of the items by ticking ( ✓ ) against any of the response options below.

- SA = Strongly Agree
- A = Agree
- D = Disagree
- SD = Strongly Disagree

**Section A: Personality Types**

S/N	Reality Personality Type I:	SA	A	D	SD
1.	prefer teaching methods that involve hands-on activities.				
2.	enjoy engaging students in practical experiments.				
3.	feel most effective when teaching vocational subjects.				
4.	am more comfortable in a structured classroom environment with clear routines.				
5.	often encourage students to learn by doing rather than just by listening.				
6.	often incorporate real-world examples in my lesson plans.				
	<b>Investigative Personality Type I:</b>				
7.	enjoy guiding students through scientific inquiry.				
8.	prefer teaching that involves analyzing data.				
9.	encourage students to ask questions.				
10.	enjoy exploring new discoveries.				
11.	feel most comfortable teaching subjects that require deep thought.				
12.	often assign research-based projects to stimulate students' intellectual curiosity.				
	<b>Artistic Personality Type I:</b>				
13.	enjoy using creative methods like storytelling in my				



	teaching.				
14.	encourage students to express themselves through art.				
15.	I integrate creative displays into my lessons.				
16.	usually modify my teaching style to suit the unique personality of each class.				
17.	believe that imagination is a powerful tool for learning.				
18.	am comfortable taking creative risks to engage my students.				
	<b>Social Personality Type I:</b>				
19.	enjoy building personal relationships with my students.				
20.	feel fulfilled when I help students overcome challenges.				
21.	encourage peer collaboration in the classroom.				
22.	prioritize creating an inclusive classroom environment.				
23.	am naturally empathetic to students' needs.				
24.	prefer teaching through interpersonal interaction.				
	<b>Enterprising Personality Type I:</b>				
25.	enjoy motivating students to set ambitious goals.				
26.	usually encourage students to become confident leaders.				
27.	like to challenge students to think boldly.				
28.	promote competitive academic activities to build student drive.				
29.	enjoy being in leadership roles within the school community.				
30.	often encourage students to develop leadership skills.				
	<b>Conventional Personality Type I:</b>				
31.	enjoy keeping things in order.				
32.	prefer tasks that have clear instructions.				
33.	usually create lists to help me stay focused.				
34.	feel satisfied when I complete tasks accurately.				
35.	prefer working in environments that are structured.				
36.	pay close attention to all aspects of my work.				

**Section B: Social Adjustment**

S/N	I:	SA	A	D	SD
1.	maintain cordial relationships with my colleagues at work.				
2.	find it easy to adapt to new school policies.				
3.	participate actively in staff meetings.				
4.	feel accepted by my fellow teachers.				
5.	have close friends among my colleagues.				
6.	relate well with students from different backgrounds.				

7.	express my opinions without fear of rejection during staff meetings.				
8.	am often invited to social events by my colleagues.				
9.	enjoy collaborating on group tasks with colleagues.				
10.	easily adjust to shared responsibilities in school.				
11.	feel confident interacting with colleagues in school.				
12.	feel a sense of belonging at my workplace.				
13.	adapt well to working with teachers of different personality types.				
14.	feel comfortable sharing teaching ideas with others.				
15.	respect others' opinions, even when I disagree with them.				