



PERSONALITY FACTORS AND UTILIZATION OF EDUCATIONAL MEDIA RESOURCES BY SECONDARY SCHOOL TEACHERS IN OGUN STATE, NIGERIA

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ABSTRACT: *This study investigated personality factors and the utilisation of educational media resources by secondary school teachers in Ogun State, Nigeria. It sought to identify personality traits influencing media use, determine the type and frequency of media resources utilised, and establish the relationship between teachers' personality factors and media utilisation. A descriptive correlational research design was adopted. The study population comprised 4,225 teachers in public junior secondary schools. Using a multi-stage sampling technique, 1,170 teachers were selected from 28 schools in Ogun State. Data were collected with a structured questionnaire and analysed using descriptive and inferential statistics. Findings revealed that teachers exhibited high levels of openness, conscientiousness, extraversion, and agreeableness, with low neuroticism, suggesting positive personality profiles. The study also found a high level of utilisation of educational media resources, particularly audio materials, realia, and computer-assisted tools, while visual and audio-visual media were less frequently used. A significant positive correlation ($r = .598, p < .05$) was found between teachers' personality factors and the utilisation of educational media resources, implying that teachers with strong positive personality traits are more likely to effectively adopt and use educational media in their instructional practices. The study concluded that teachers' personality characteristics play a critical role in their willingness and ability to integrate instructional media for effective teaching and learning. It recommended regular training to enhance teachers' creativity and media-handling skills; improved access to instructional resources; and the inclusion of personality development courses in teacher education programmes to foster positive traits that support effective media utilisation.*

KEYWORDS: Personality Traits, Instructional Media, Media Resources, Educational Technology, Secondary Education.



INTRODUCTION

The utilisation of educational media resources is an integral aspect of effective teaching and learning in secondary schools. These resources, ranging from audio, visual, audio-visual, and realia to computer-assisted media, stimulate multiple senses and enhance learners' engagement, comprehension, and retention of knowledge. According to Ogunjobi and Oyewusi (2016), educational media resources hold learners' attention, clarify abstract concepts, and promote permanent learning experiences. When appropriately utilised, they bridge the gap between theory and practice, making lessons more interactive and meaningful. Despite the significant benefits and government efforts toward improving access to and use of educational media resources in Ogun State, many secondary school teachers still underutilise these instructional tools (Nwosu et al., 2017; Okueso et al., 2018). This underutilisation has been linked to several psychological factors, one of which is personality factors.

Personality has been defined as an individual's biological and cultural blueprinting, a unique combination of heredity and environment. It entails the unique traits or disposition that makes one to think, act, feel and react in a particular manner (Bello, 2021). Personality deals with the distinctiveness of individuals. It involves an individual's psychological characteristics which subsequently reflect in the behavioural pattern of the individual. According to Bello (2021), "personality is a distinctive pattern of actions of a person, which is composed of problem-solving, mental skills, interests, attitudes, disposition, cognition, feelings, values, and behaviour as well as moral and interpersonal relationships." Furthermore, it is exhibited by a person's distinctive thoughts, feelings, or behavioural pattern. The investigation and study of personality in psychology often make use of the five major dimensions known as the "Big Five". These elements have been measured and used to further understand individual personality characteristics since the late 20th century. The abbreviation "OCEAN" is frequently used to recall these five traits, which stand for openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

The Big Five Personality Model, comprising openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, has been widely recognised for explaining individual differences in behaviour (Dwan & Ownsworth, 2017). Teachers with high openness are often innovative and receptive to new instructional technologies; conscientious teachers demonstrate diligence in lesson planning and resource integration; extraverted teachers readily engage in interactive, technology-based teaching; agreeable teachers are cooperative and supportive of collaborative innovations, while those high in neuroticism may display anxiety or resistance toward adopting new educational media. Therefore, understanding how these personality traits influence the use of educational media resources among secondary school teachers is critical to improving classroom practices and student outcomes.

Despite the growing importance of educational technology in enhancing teaching effectiveness, studies (Tella et al., 2007; Ogunniyi et al., 2018) have shown that the utilisation level of educational media resources in Ogun State secondary schools remains low. The gap persists despite governmental initiatives such as the "Teach Right" training programme aimed at strengthening teachers' digital competencies. This suggests that beyond infrastructural and policy provisions, teachers' personality dispositions, particularly their openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, may significantly determine their extent of educational media utilisation. Therefore, this study investigates the influence of



personality factors on the utilisation of educational media resources by secondary school teachers in Ogun State, Nigeria.

Statement of the Problem

The utilisation of educational media resources enhances teaching effectiveness and improves students' academic performance. However, studies have revealed persistently low usage of these resources among secondary school teachers in Ogun State, despite government interventions such as the "Teach Right: Developing Educators' Professional Competencies" training programme organised by the Ogun State Teaching Service Commission in 2016. This underutilisation has contributed to poor teaching effectiveness and low academic achievement among students. While previous studies have examined infrastructural and policy-related challenges, limited attention has been given to the personality factors influencing teachers' use of educational media resources. Consequently, a critical question emerges: Do low levels of openness to experience, conscientiousness, extraversion, and agreeableness, coupled with high neuroticism, significantly contribute to the poor utilization of educational media resources among these teachers? To provide an answer to the aforementioned question, this study seeks to investigate how personality traits influence the utilisation of educational media resources by secondary school teachers in Ogun State, Nigeria.

Objectives of the Study

The main objective of the study is to investigate personality factors and utilisation of educational media resources by secondary school teachers in Ogun State, Nigeria. Specifically, the study seeks to:

1. identify the personality factors that can affect the use of educational media resources by secondary school teachers in Ogun State, Nigeria;
2. establish the type and frequency of educational media resources utilised by teachers in secondary schools in Ogun State, Nigeria; and to
3. find out the relationship between the Ogun State teachers' personality factors and their utilisation of educational media resources.

Research Questions

The following research questions were answered in the study:

1. What are the personality factors that can affect the use of educational media resources by secondary school teachers in Ogun State, Nigeria?
2. What are the type and frequency of educational media resources utilised by teachers in secondary schools in Ogun State, Nigeria?
3. What is the relationship between the Ogun State teachers' personality factors and their utilisation of educational media resources?



LITERATURE REVIEW

The literature reviewed in this study was organized in line with the research questions guiding the investigation.

Personality Factors Affecting the Use of Educational Media Resources by Secondary School Teachers

Personality factors play a significant role in shaping teachers' attitudes, motivation, and willingness to adopt educational innovations such as media resources in classroom instruction. McCrae and Costa (1986) proposed the Big Five personality model, which identifies openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism as core traits influencing human behaviour. These dimensions have been widely applied to understand variations in technology adoption and instructional strategies among teachers. Teachers high in openness to experience are curious, creative, and willing to explore new ideas, which makes them more receptive to adopting and experimenting with educational media tools. Conversely, those low in openness tend to avoid new or unfamiliar technologies, preferring traditional teaching methods. Littunen (2000) and Afhami and Mohammadi-Zarghan (2018) emphasized that individuals' life experiences and exposure to novel situations can shape their openness levels, suggesting that continuous professional development may enhance teachers' openness toward technological innovations in education.

Conscientiousness, another key personality trait, has been identified as a strong predictor of teachers' diligence, reliability, and commitment to instructional quality. Conscientious teachers are usually organised and goal-orientated, ensuring that lesson preparation includes appropriate educational media tools to support learning (Vafaenejad et al., 2018). In contrast, teachers with low conscientiousness scores tend to be less systematic and may fail to incorporate media resources effectively due to poor planning or motivation. According to Yu (2021), teachers' conscientiousness significantly correlates with their ability to integrate educational technologies, as such individuals are more inclined to master complex media tools to enhance student engagement. Similarly, Ejionueme et al. (2009) observed that conscientious employees tend to perform better due to their intrinsic motivation and sense of responsibility, a quality essential for teachers striving to improve classroom instruction through media integration.

Extraversion and agreeableness are also crucial personality factors influencing the use of educational media resources. Extroverted teachers are sociable and enjoy engaging with colleagues, making them more likely to exchange ideas and collaborate in adopting new technologies (Corr, 2016). In contrast, introverted teachers may be hesitant to seek assistance or explore new media tools independently. Agreeable teachers, characterised by cooperation, empathy, and interpersonal warmth, are more open to collaboration with media specialists and colleagues to design effective instructional materials. According to Donnellan and Lucas (2008), agreeableness tends to increase with age and experience, which may explain why older teachers often excel in team-based media integration projects. A teacher with a high agreeableness trait is also more likely to persuade students to engage actively with educational media tools, thereby enhancing the learning experience.

Neuroticism, on the other hand, often exerts a negative influence on teachers' use of educational media. Teachers who score high on neuroticism are more prone to anxiety and self-doubt, which may hinder their confidence in handling new technologies (Farrugia et al., 2015). Ayllón et al. (2019) found that emotionally unstable teachers tend to perceive themselves as



less capable of using digital instructional materials effectively. In contrast, emotionally stable teachers exhibit higher self-efficacy and persistence when confronted with technological challenges. McCrae and Costa's (1986) framework highlights that low neuroticism is associated with emotional balance and resilience, traits that support sustained engagement with educational media despite initial frustrations or technical difficulties.

Empirical evidence further supports the influence of personality on technology adoption in education. Buabeng-Andoh (2012) asserted that teachers' psychological dispositions, particularly their personality traits, significantly affect the adoption and integration of information and communication technologies (ICTs) in schools. Teachers who are open, conscientious, and emotionally stable demonstrate higher levels of technology acceptance and pedagogical innovation. Similarly, studies by Kim et al. (2018) and Badamas (2021) confirmed that personality traits strongly predict teachers' use of educational media resources and classroom effectiveness. Overall, the literature suggests that teachers' personality factors not only determine their readiness to integrate educational media but also shape their teaching attitudes, collaboration patterns, and ability to adapt to evolving instructional technologies.

Type and Frequency of Educational Media Resources Utilised by Secondary Schools Teachers

Educational media resources encompass a broad range of materials that aid teaching and learning by appealing to the senses of sight, hearing, and touch to foster behavioural and intellectual development. Nwosu (2017) asserted that educational media resources are instructional tools designed to engage learners through multi-sensory experiences that promote desired behavioural changes and learning outcomes. These resources include both traditional and digital materials such as textbooks, charts, maps, laboratory equipment, and modern devices like projectors, computers, videos, and interactive whiteboards. The integration of these resources in teaching helps to bridge the gap between theoretical knowledge and practical understanding, encouraging learners' participation and motivation. Öztürk and Talas (2019) further emphasised that educational media tools support teachers' instructional processes, improve evaluation methods, and enhance students' blended learning experiences. They noted that multimedia resources such as simulations, animations, and educational games foster interactive learning environments that extend beyond classroom walls.

In contemporary classrooms, teachers utilise a variety of educational media resources depending on their accessibility, subject requirements, and familiarity. Traditional media such as maps, posters, real objects, and printed texts remain commonly used in many secondary schools, particularly in developing contexts where digital infrastructure is limited. However, with the advancement of technology, there has been a gradual shift toward digital resources, including PowerPoint presentations, projectors, and online materials. Studies by Ogunwuyi and Omoike (2018) revealed that video and audio resources are among the most frequently utilised tools for enhancing students' communication skills and engagement. Their research indicated that the consistent use of such media promotes active learning and better comprehension, especially in social science and language subjects. Teachers' increasing reliance on multimedia presentations highlights the recognition of visual and auditory tools as effective means of reinforcing lesson content and maintaining students' attention during instruction.



The frequency of educational media usage varies according to the availability of resources and teachers' digital literacy. Teachers who are familiar with modern instructional technologies tend to integrate them more frequently into classroom practice. Conversely, those with limited exposure to or training in digital media rely more on traditional materials. Findings from Tolorunleke as cited in Nwosu (2017) demonstrated that teachers' ability to utilise educational media is directly influenced by accessibility and institutional support. In many secondary schools, inadequate funding, lack of electricity, and insufficient training limit the regular use of advanced media tools. As a result, teachers often use available low-cost resources such as posters and charts, which, though effective to a degree, do not fully exploit the interactive potential of digital learning environments.

Despite these challenges, several studies have shown that digital media are increasingly being adopted by secondary school teachers in various subjects. Simulations, animations, and online videos are commonly employed in science and vocational education because of their capacity to illustrate abstract concepts (Sarac & Tarham, 2017). Similarly, in language and social studies classes, teachers use movies, projectors, and PowerPoint slides to produce dynamic and engaging teaching. The utilization of these materials not only aids comprehension but also improves students' information retention and overall academic achievement (Ibrahim, 2018). This shift towards digital integration reflects the growing recognition of technology's transformative role in improving instructional delivery.

Moreover, the frequency of use is often tied to institutional encouragement and availability of support structures. Schools that provide teachers with operable projectors, computer labs, and internet access have higher levels of media resource utilization. As asserted by Thaqi and Atanasoska (2025), teachers who incorporate multimedia into their lessons on a regular basis see considerable increases in student participation and motivation. However, in contexts where resources are scarce or maintenance is poor, educational media are used irregularly or only for introductory lessons. This irregularity reduces the pedagogical impact of media tools and diminishes opportunities for interactive learning experiences.

However, it is worth noting that the types and frequency of educational media resources utilised by secondary school teachers depend largely on accessibility, teacher competence, and institutional support. Traditional resources such as charts, maps, and printed texts remain foundational, while digital media, videos, PowerPoint slides, and online materials are increasingly prominent in schools with adequate facilities. Studies by Tolorunleke in Nwosu (2017); Sarac and Tarham (2017); Ibrahim (2018); Thaqi and Atanasoska (2025); Öztürk and Talas (2019), and Ogunwuyi and Omoike (2018) collectively underscore that consistent and creative use of educational media improves teaching effectiveness, enhances students' understanding, and sustains their interest in learning. Therefore, promoting the frequent and diversified use of both traditional and digital educational media remains essential for achieving effective instructional delivery in secondary schools.

Personality Factors and the Use of Educational Media Resources by Teachers in Secondary Schools

Personality factors play a significant role in shaping teachers' attitudes, preferences, and practices toward using educational media resources. The use of educational media, whether visual, audio, or audio-visual, has become indispensable in modern teaching, as it enhances interactivity, improves students' engagement, and facilitates meaningful learning. According



to Genc et al. (2017), teachers' psychological and personality characteristics influence how they perceive and integrate media tools in instructional delivery. Teachers who exhibit high levels of openness and conscientiousness are often more innovative and methodical in applying media tools to achieve instructional goals.

Aturu-Aghedo (2017) affirmed that individuals' personality traits determine their likelihood to engage in specific behaviours, including the use of educational media resources. Similarly, Kim et al. (2018) found that personality traits significantly predict teachers' integration of instructional media in classrooms. Teachers with a strong achievement drive, internal locus of control, and willingness to take risks are more likely to explore diverse educational technologies (Kerr et al., 2017). Sarre and Whyte (2017) added that teachers tend to be moderate risk-takers who value achievement and are motivated to enhance their instructional practices through innovative tools. This is in line with Badamas (2021), who noted that effective classroom management and the attainment of educational objectives depend largely on the teacher's personality, which influences their creativity and enthusiasm toward teaching aids. Consequently, the psychological makeup of teachers determines their readiness to embrace digital and non-digital media resources for improved teaching and learning.

Also, traits associated with the 'Big Three' such as risk-taking and internal locus of control, frequently overlap with the Big Five traits of openness and high conscientiousness as backed up by evidence from Mwaniki and Maket (2017) and Royo et al. (2015) who reinforced the idea that the personality attributes of achievement orientation, locus of control, and risk-taking propensity, often termed the "Big Three", are pivotal in determining teachers' technological adoption behaviour. These traits influence how teachers respond to innovations, including the integration of educational media. Pourmazaherian et al. (2017), though focusing on a different context, demonstrated that personality dimensions such as conscientiousness and agreeableness are associated with effective performance outcomes. Applying this to education implies that conscientious teachers are likely to exhibit diligence and discipline in sourcing, preparing, and utilising instructional media effectively. Tomik (2018) also found that conscientiousness positively correlates with academic performance, suggesting that teachers who embody this trait may apply the same diligence to using educational media for enhancing students' achievement.

Kan and Murat (2018) examined the relationship between personality traits and teachers' use of educational technologies among secondary school educators. Their findings revealed that teachers with higher openness to experience and extraversion were more likely to integrate media tools such as projectors, interactive boards, and multimedia resources into their lessons. In contrast, teachers with higher neurotic tendencies were less confident in adopting technological innovations. The study concluded that personality traits significantly shape teachers' attitudes toward educational media, implying that professional development programmes should consider individual personality differences when designing technology integration training. This underscores the need for teacher training institutions to foster adaptability, self-efficacy, and positive attitudes toward technology-enhanced teaching.

Saviour (2018) provided complementary evidence through his qualitative study in the West Mamprusi District of Ghana, investigating how teachers use educational media resources in teaching social studies. The findings indicated that despite recognising the benefits of media resources, many teachers seldom used them due to factors such as inadequate training, high cost, time constraints, and lack of institutional support. This neglect was attributed not only to



external challenges but also to internal factors like teachers' attitudes and personalities. Teachers with positive attitudes, openness to change, and intrinsic motivation were more likely to use media creatively, even when resources were limited. Saviour recommended that continuous professional development programmes, workshops, and seminars should be designed to strengthen teachers' awareness and confidence in using educational media.

Extant literature consistently reveals that personality factors play a central role in determining teachers' utilisation of educational media resources in secondary schools. Traits such as conscientiousness, openness to experience, and risk-taking propensity encourage teachers to integrate media resources effectively, while traits like neuroticism and low extraversion may hinder their adoption. The studies of Aturu-Aghedo (2017), Kim et al. (2018), and Kan and Murat (2018) collectively emphasise that personality is a strong psychological predictor of media use. Meanwhile, Saviour's (2018) findings highlight the interplay between personality, motivation, and contextual challenges in shaping actual classroom practices. Therefore, fostering teacher personality development and psychological readiness is vital for maximising the pedagogical potential of educational media resources in secondary school instruction.

METHODOLOGY

The descriptive research design of correlational type was adopted for the study. The population of the study includes all the teachers and students in junior secondary schools in Ogun State. The total population of teachers in junior secondary schools in Ogun State is 4,225. The study adopted a multi-stage sampling technique. Ogun State was stratified into four ethnopolitical regions: Remo, Ijebu, Yewa, and Egba. Two local government areas were randomly selected from each, making eight LGAs. From these, 30% of public junior secondary schools (28 schools) were chosen. Using probability proportionate to size, 28% of teachers (1,170) participated. The Taro Yamane formula guided teacher selection, ensuring the sample accurately represented the target population for valid generalisation. The questionnaire was the instrument used for data collection. 1,170 copies of the questionnaires were administered and only 1,082 copies were returned and found usable giving 92 response rate. The data collected for the study were analysed using descriptive statistics such as percentages, mean, and standard deviations for research questions 1-2, while Pearson's product-moment correlation at a 0.05 level of significance was used for research question 3.



FINDINGS

The findings of this study are presented according to the research questions.

Research Question One: What are the personality factors that can affect the use of educational media resources by secondary school teachers in Ogun State, Nigeria?

Table 1: Personality factors of secondary school teachers in Ogun State

S/N		VLoM		LoM		SLoM		NLoM		X	S.D
Openness to experience		F	%	F	%	F	%	F	%		
1.	I have creative and imaginative abilities to improvise new teaching strategies	490	45.3	383	35.4	176	16.3	33	3.0	3.22	0.82
2.	Using works of art to teach is simple for me	490	45.3	383	35.4	163	15.1	46	4.3	3.21	0.85
3.	I enjoy participating in the happenings in my school environment	429	39.6	475	43.9	142	13.1	36	3.3	3.19	0.78
4.	The infusion of innovation into teaching is always exciting	417	38.5	387	35.8	218	20.1	60	5.5	3.07	0.89
5.	Events in my school environment hardly passed me unnoticed	512	47.3	276	25.5	147	13.6	147	13.6	3.06	1.07
6.	I find it hard to devise unconventional means to achieve teaching goals and aims	333	30.8	374	34.6	198	18.3	177	16.4	2.79	1.05
	Weighted mean									3.09	
Conscientiousness											
1.	Discharging my teaching duties is often challenging	383	35.4	258	23.8	215	19.9	226	20.9	2.73	1.14
2.	I do not take chances in the course of my duties	338	31.2	286	26.4	291	26.9	167	15.4	2.73	1.06
3.	I do not waste time thinking over issues before responding in my teaching	357	33	282	26.1	218	20.1	225	20.8	2.71	1.13
4.	I do not mind giving up teaching for other activities sometimes	356	32.9	213	19.7	226	20.9	287	26.5	2.58	1.20
5.	I rarely give attention to details	307	28.4	222	20.5	271	25	282	26.1	2.51	1.15
6.	I often forget to get all I need ready before each lesson.	254	23.5	308	28.5	223	20.6	297	27.4	2.49	1.12
	Weighted Mean									2.62	
Extraversion											
1.	My teaching could still improve	366	33.8	294	27.2	266	24.6	156	14.4	2.8	1.06
2.	I do not consider trying new ideas when my	252	27.3	383	35.4	225	20.8	222	20.5	2.61	1.06



	teaching method is working						
3.	I do not find it enjoyable to relate with everyone in my school.	333 30.8	234 21.6	257 23.8	258 23.8	2.59	1.16
4.	Teaching could be somehow boring.	313 28.9	241 22.3	279 25.8	249 23	2.57	1.13
5.	I enjoy being alone	284 26.2	261 24.1	278 25.7	259 23.9	2.52	1.12
6.	My students think I am too tough	215 19.9	317 29.3	251 23.2	299 27.6	2.41	1.09
	Weighted mean					2.58	
Agreeableness							
1.	I do not tolerate indiscipline when teaching	338 31.2	405 37.4	210 19.4	129 11.9	2.87	0.98
2.	I cannot hide the fact that I am better than my colleagues.	367 33.9	311 28.7	274 25.3	130 12	2.84	1.02
3.	I rarely feel touched by what happens to others	372 34.4	328 30.3	222 20.5	160 14.8	2.84	1.05
4.	My students and colleagues often flock around me	391 36.1	254 23.5	249 23	188 17.4	2.78	1.11
5.	I love being diplomatic	317 29.3	384 35.5	244 22.6	137 12.7	2.78	0.99
6.	I find it hard to forgive people easily	412 38.1	204 18.9	228 21.1	239 22	2.73	1.18
	Weighted mean					2.81	
Neuroticism							
1.	I am always tense during teaching activities	312 28.8	249 23	234 21.6	287 26.5	2.54	1.16
2.	I prefer other jobs to teaching.	260 24	276 25.5	265 24.5	295 27.3	2.48	1.14
3.	I think many of my colleagues are better than I am	295 27.3	263 24.3	170 15.7	354 32.7	2.46	1.2
4.	I avoid my students because they could be irritating	265 24.5	280 25.9	219 20.2	318 29.4	2.45	1.15
5.	I often feel that the students are talking about me	252 23.3	270 25	265 24.5	295 27.3	2.44	1.12
6.	Teaching is irritable to me	209 19.3	324 29.9	203 18.8	346 32	2.36	1.12
	Weighted mean					2.45	
	Overall weighted mean					2.73	
	Criterion mean					2.50	

Results from Table 1 on the "Openness to Experience" of teachers generated a weighted mean of ($\bar{x} = 3.09$) which indicates that the teachers' Openness to Experience is high. The majority of the teachers stated that they are always conversant with the happenings in their school environment (VLoM = 47.3%) and they can creatively and imaginatively improvise new



teaching technologies and use works of art to teach (VLoM = 45.3%, respectively). Therefore, the weighted mean score of 3.09 higher than 2.50, shows that the majority of the teachers possess high personality as far as openness to experience is concerned.

The second factor of the five personality factors measured in this study is conscientiousness. This factor determines how painstaking the teachers can be in the delivery of their teaching assignments. Based on the results obtained in Table 1, conscientiousness (2.62) was also a major personality trait of teachers in the study. A larger percentage of the teachers stated that it is challenging in discharging their teaching duties (VLoM = 35%); they do not waste time thinking over issues before responding to teaching issues (VLoM = 33 and would not give up teaching for other activities (VLoM = 32%). However, the weighted mean score of 2.62 on the scale indicated that the teachers' conscientiousness is high as against the criterion mean score of 2.50. This is an indication that the teachers are painstaking in their teaching activities such as going the extra mile to develop alternative teaching aids in the absence of the ones that are supposed to be provided by the government.

Equally, results from Table 1 showed that the teachers' extraversion is equally high. The judgement is based on the weighted mean calculated for the scale (weighted mean = 2.58). However, the majority of the respondents stated that it is likely for them to not try a new idea for teaching since their current teaching style is working for them (LoM = 35%), though they accepted the fact that their teaching method still requires improvement (VLoM = 33%) and also found it not enjoyable relating with everyone in their school (VLoM = 30). The extraversion personality of the teachers is high.

The fourth construct for measuring the personality factor of the teachers in this study is agreeableness. This means that the teachers' temperamental disposition is agreeable to relating with colleagues to improve teaching activities. The weighted mean generated for this scale is 2.81, which means the teachers' agreeableness personality is high. There is the majority of the teachers who stated that it is very likely for them not to forgive people easily (VLoM = 38%) and the majority who are not comfortable with people around them; my students and colleagues often flock around me (VLoM = 36%). Teachers' agreeableness personality also indicates that the majority of the teachers rarely feel touched by what happens to others around them (VLoM = 34%), and they cannot hide the fact that they are better than their colleagues (VLoM = 33.9%). Therefore, teachers' agreeableness personality is high.

Neuroticism of secondary school teachers is the final and fifth measure of personality factors of the Five-Factor Model of Personality of McCrae and Costa (1986). The result generated from Table 1 showed that the teachers do not have irritation with the teaching profession (NLoM = 32%) and do believe they are not inferior to their colleagues (NLoM = 32%). Thus, based on the weighted mean score of 2.45, the neuroticism of the teachers is low, meaning mental or personality disturbance is not attributable to any known neurological or organic dysfunction of the teachers.

Overall, the personality of the teachers based on the Five-Factor Model of Personality of McCrae and Costa, (1986) is high as the overall mean score of the teachers generated an overall mean of 2.73. The personality factors among Ogun State secondary schools' teachers which can enhance the utilisation of educational media resources are "openness to experience" (\bar{x} = 3.09) was the main personality trait of teachers in the study and was followed by



"agreeableness" (\bar{x} =3.82), "conscientiousness" (\bar{x} =2.63), "extraversion" (\bar{x} =2.59), and lastly, "neuroticism" (\bar{x} =2.45), respectively.

Research Question 2: What is the type and frequency of educational media resources utilised by teachers in secondary schools in Ogun State, Nigeria?

Table 2: Types and frequency of educational media resources being utilised by secondary school teachers

S/N	Educational media resources	Daily	Weekly	Monthly	Never	X	SD
Audio resources							
1	Radio	557	183	106	236	2.98	1.21
2.	Public Address Systems	395	320	204	163	2.87	1.06
3.	Audio Tapes and Players,	382	330	134	236	2.79	1.14
4.	Audio educational media resources in MP3 formats usable through handsets, PDAs, and computers	396	277	205	204	2.79	1.12
5.	Audio Compact Discs and Players,	395	279	177	231	2.77	1.15
	Weighted mean					2.84	
Visual resources							
1.	Photographs	416	264	216	186	2.84	1.11
2.	Projectors	360	331	170	221	2.76	1.11
3.	Flipcharts	346	350	173	213	2.76	1.1
4.	Pictorial and Graphic Boards	369	279	198	236	2.72	1.14
5.	Banners	307	354	207	214	2.69	1.08
6.	Educational Films	338	302	177	265	2.65	1.15
7.	Optical Aids	296	361	173	252	2.64	1.11
	Weighted Mean					2.72	
Audio-visual resources							
1.	Marker and Electronic Boards	388	287	154	253	2.74	1.17



2.	Audio-Visual Animated Simulations for teaching complex concepts	355	289	203	235	2.71	1.13
3.	Television	343	306	169	264	2.67	1.16
4.	Video Compact Discs and Players	356	265	204	257	2.66	1.16
5.	Audio-Visual Projectors	331	303	182	266	2.64	1.15
	Weighted mean					2.68	
Realia							
1.	Real Objects	484	230	162	206	2.91	1.16
2.	Specimens	456	257	163	206	2.89	1.15
3.	Globes	428	254	149	251	2.79	1.19
4.	Maps	349	345	184	204	2.77	1.09
5.	Models	354	266	206	256	2.66	1.16
	Weighted mean					2.8	
Computer-assisted instructional educational media resources							
1.	Internet Facilities	510	268	166	138	3.06	1.06
2.	Social Media	459	262	178	183	2.92	1.12
3.	Computers and Mobile Phones	355	405	175	147	2.89	1.01
4.	Simulation Programmes and Games	336	391	201	154	2.84	1.02
5.	Computer-Aided Instructional Software	344	378	201	159	2.83	1.03
6.	Laptop/iPad	385	308	176	213	2.79	1.12
7.	Electronic Interactive Board	314	352	153	236	2.63	1.13
8.	Multi-media Projector	335	314	223	210	2.09	1.1
	Weighted mean					2.75	
	Overall mean					2.75	
	Criterion Mean					2.50	

Results in Table 2 showed that all the resources were highly used. Based on the weighted mean generated for these scales, audio resources (weighted mean = 2.84) are the most used, followed by realia (weighted mean = 2.8) and then computer-packed educational media resources (weighted mean = 2.75). The visual and audio-visual instructional educational media resources (weighted mean = 2.72 and 2.68, respectively) were the least used. The most sought-after educational media resources by teacher in secondary schools in Ogun State are “Audio



resources” ($\bar{x} = 2.84$) and “Realia” ($\bar{x} = 2.8$), and was followed by “Computer-packed instructional educational media resources” ($\bar{x} = 2.75$), “Visual resources” ($\bar{x} = 2.72$), and lastly by “Audio-visual resources” ($\bar{x} = 2.68$) respectively. The overall weighted mean for all the five constructs also suggests that the use of educational media resources by secondary school teachers is high, and all the five types identified in this study, audio, visual, audio-visual, realia and computer-assisted educational media resources, were used. Although the findings suggested that multi-media projector in the computer-assisted educational media resources was rarely used with ($\bar{x} = 2.09$) representing low usage. Generally, the percentage frequency of use of educational media resources across all five types indicates that teachers make frequent use of these resources. Therefore, the frequency of use of educational media resources among teachers in secondary schools in Ogun State can be described as often.

Research Question 3: What is the relationship between Ogun State teachers’ personality factors and their utilisation of educational media resources?

Table 3: Pearson product moment correlation showing the relationship between the Ogun State teachers’ personality factors and the utilisation of educational media resources.

Variables	Mean	Std. Dev.	N	R	p-value	Remark
Personality factors	88.6364	35.1724	1082	.598*	.000	Sig.
Educational media resources utilisation	79.0909	22.3371				

*Sig at .05 level

Table 3 presents the correlation between the teachers’ personality factors and the utilisation of educational media resources by teachers in Ogun State, Nigeria. To establish the relationship, a Pearson product-moment correlation was conducted. The result showed that there was a positive significant relationship between teachers’ personality factors and the utilisation of educational media resources by teachers in Ogun State, Nigeria ($r = .598^*$, $n = 1082$, $p < .05$). In this study, any P value that is less than 0.05, which is the significance level, indicated that the stated null hypothesis will be rejected. Hence, from the study, improvement in the teachers’ personality factors in Ogun State, Nigeria, results in better educational media resource utilisation. Therefore, the null hypothesis stating that there is no significant relationship between the Ogun State teachers’ personality factors and the utilisation of educational media resources is rejected.



DISCUSSION OF THE FINDINGS

Findings from the analysis of research question one indicated that teachers' openness to experience is high. Therefore, this study established that teachers possess high personalities as far as openness to experience are concerned. The study also found that the teachers' conscientiousness is regarded as high. This is an indication that the teachers were painstaking in their teaching activities such as going the extra mile to develop alternative teaching aids in the absence of the ones that are supposed to be provided by the government. The study equally found that extraversion, which is an extroverted disposition of the teachers, is equally high. It was also established that the teachers' agreeableness, which means how the teachers' temperamental dispositions are agreeable to relating with colleagues to improve teaching activities, is high. Equally, the neuroticism of the teachers, which is their mental or personality disturbance not attributable to any known neurological or organic dysfunction, is low. Overall, the personality of the teachers based on the Five-Factor Model of Personality of McCrae and Costa (1986) is high.

The results of this study lend support to the study of Yu (2021), who focused on how to better use online learning platforms by lecturers in the Covid-19 era. The conclusion of the findings showed that personality traits have an impact on the results of online learning. It led to a rise in the use of online learning strategies that highlighted positive personality qualities like conscientiousness, agreeableness, and openness to new experiences over those that highlighted extraversion and neuroticism, which underperformed. As a consequence of the investigation, it was discovered that the respondents' personality elements were strong.

However, the findings contradicted the research conducted by Buabeng-Ando (2012), who examined the factors that influence teachers' decisions to adopt and incorporate educational information and communication technology into their classes in Ghanaian secondary schools. The study identified, among other things, the lack of confidence among teachers as a deterrent to the successful uptake and utilisation of ICTs in the classroom. The high neuroticism level of "lack of confidence" had a substantial impact on how little educational media technology was used by teachers.

Also, the findings of the analysis of research question two revealed that all categories of educational media resources were highly utilised by secondary school teachers in Ogun State, with audio resources and realia being the most frequently used, followed closely by computer-packed instructional resources, while visual and audiovisual resources were the least used. The overall high weighted mean suggests that teachers integrate educational media resources into their teaching on a daily basis, thereby reflecting strong engagement with both traditional and digital instructional tools. The results of this study lend ends support to the study of Yu (2021), who focused on how to better use online learning platforms by lecturers in the Covid-19 era. The conclusion of the findings showed that personality traits have an impact on the results of online learning. It led to a rise in the use of online learning strategies that highlighted positive personality qualities like conscientiousness, agreeableness, and openness to new experiences over those that highlighted extraversion and neuroticism, which underperformed. As a consequence of the investigation, it was discovered that the respondents' personality elements were strong.

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Findings from the analysis of research question three revealed a positive significant relationship between teachers' personality factors and the utilisation of educational media resources by teachers in Ogun State, Nigeria. Therefore, improvement in the teachers' personality factors in Ogun State, Nigeria, results in better educational media resource utilisation and vice versa. This finding is an extension of earlier studies like Saviour (2018), who found that teachers' personalities were responsible for non-usage as they did not use instructional resources in the teaching of social studies during the interviews conducted.

CONCLUSION

This study demonstrate that secondary school teachers in Ogun State possess strong and positive personality traits based on the Five-Factor Model by McCrae and Costa (1986), particularly in openness to experience, conscientiousness, extraversion, and agreeableness, with low neuroticism. These personality attributes suggest that teachers are innovative, diligent, collaborative, and emotionally stable, which enhances their teaching effectiveness. The study further established that teachers make extensive use of educational media resources, especially audio materials and realia, to enrich classroom instruction and promote active learning. Despite infrastructural limitations affecting the use of visual and audio-visual media, the overall high level of utilisation demonstrates teachers' adaptability and commitment to improving learning outcomes through available instructional aids. Moreover, the study confirmed a significant positive relationship between teachers' personality factors and the utilisation of educational media resources, indicating that teachers with strong positive personality traits are more likely to effectively integrate instructional materials into their teaching. This underscores the importance of developing teachers' personality competencies alongside technological skills to foster effective media utilisation.

RECOMMENDATIONS

Based on the study's findings, it is recommends that:

1. Regular workshops and training programmes should be organised for secondary school teachers to enhance their knowledge and skills in the effective utilisation of both traditional and digital educational media resources.
2. Government and school administrators should ensure the adequate provision, accessibility, and maintenance of educational media resources such as projectors, computers, audio-visual aids, and realia.
3. Schools should create an enabling environment that supports teachers' creativity and media resource utilisation. This can be achieved through incentives, recognition, and



support systems that motivate teachers to adopt innovative teaching methods and utilise available media resources consistently.

4. Teacher education programmes should integrate personality development courses that focus on emotional intelligence, self-efficacy, and interpersonal skills. Strengthening these personality factors will not only enhance teachers' confidence but also promote the consistent and effective use of educational media resources in teaching and learning.

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