

PERSONALITY FACTORS AS DETERMINANTS OF TURNOVER INTENTION AMONG LECTURERS IN NIGERIAN UNIVERSITIES: THE MEDIATING ROLE OF AFFECTIVE COMMITMENT

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ABSTRACT

This study was carried out mainly on personality factors as determinants of turnover intention among lecturers in Nigerian Universities: the mediating role of affective commitment. Descriptive research design of survey type was adopted for this study and the sample was selected using multistage sampling procedure. Simple random sampling technique was used to select 3,000 participants across the selected Federal and State Universities. Stratified random sampling technique was used to select lecturers from faculties and colleges. Researcher-structured Turnover Intention Scale ($r = 0.76$), an adapted Personality Factors Scale ($r = 0.71$), and Affective Commitment Scale ($r = 0.74$) were used for data collection. Data collected were analysed using Pearson Product Moment Correlation Coefficient for hypotheses 1 and 2, regression was used to test the hypotheses 3 while PROCESS-macro with BC Bootstrap with regression estimates were used for mediation effects of the variables on the established relationships at 0.05 alpha level. A negative relationship was found between extraversion ($r = -.046$; $p < 0.05$), neuroticism ($r = -.051$; $p < 0.05$) and openness to experience ($r = -.032$; $p < 0.05$) and turnover intention while positive relationship was established between agreeableness ($r = .228$; $p < 0.05$) and conscientiousness ($r = .189$; $p < 0.05$) and turnover intention. A negative significant relationship was found between personality factors and affective commitment ($r = -.046$; $p < 0.05$). The study further revealed that personality factors highly contribute ($\beta = .050$) to turnover intention among lecturers. Further, affective commitment partially mediates between personality factors and turnover intention ($F\text{-ratio} = 2625.8682$, $p = .0000$, $R^2 = .5623$). The study concluded majorly that personality factors significantly relate with turnover intention and affective commitment of lecturers in Nigeria universities and that personality factors have significant relative influence on turnover intention of lecturers in Nigeria universities but affective commitment is a partial mediator between personality factors and turnover intention in this study. It is recommended that due to the important roles being played by the younger and more experienced lecturers, public universities owners should provide attractive facilities and make the universities' environments more conducive for them in order to discourage turnover intention.

Keywords: *Personality Factors, Turnover Intention, Affective Commitment.*

INTRODUCTION

People engage in a variety of jobs, activities, and join different organisations to make a living. However, due to diverse factors, the amount of time spent on several tasks and in different organisations cannot be calculated. People will change or leave their jobs and organisations to the extent that it is convenient for them. The extent to which workers are willing to change or leave their works or organisations is referred to as turnover intention. Intending to leave an organisation or change one's work is a decision that emanates from the experiences of the individuals working in an organisation. When an applicant is seeking for job, he has particular reasons for making the choice of the organisation of his employment. A person might not think of leaving his organisation



at the initial stage of his appointment but as time goes on, certain organisational factors as well as some personality factors can lead to the intention of leaving the organisation.

In the field of human resource management, turnover is a critical issue, when considering its goals; it is one of the most critical issues that must be addressed at work and in any business. The impact of intention to leave has gotten a lot of attention from senior management or executives' management, human resource professionals, and other industrial psychologists, and it has been confirmed as one of the most expensive and difficult human resource challenges faced by different organisations around the world (Tran & Vo, 2020).

The focus of this study is mainly on the turnover intention of university lecturers. In the world of academics, stability of the universities teachers is of great advantage to their institutions but certain reasons may call for the academic staff's intention to leave their institutions, some of such reasons are hereby discussed. Universities globally, have the principal responsibilities of imparting knowledge through teaching, research, and community services. To effectively deliver on these responsibilities therefore, qualified and competent academic staff are employed. Effective job performance by the academic staff can lead to the realization of the broad objectives for which universities are established. Blanchard and Olney (2017) stated that good performance in higher education will lead to positive growth. For example, effective knowledge delivery will facilitate skill acquisition and entrepreneurship development which will bring about poverty reduction especially in developing countries, one of which is Nigeria. Abundant research output will expand the frontiers of knowledge and accelerate social, economic, artistic, scientific, and technological development in every society.

Personality factors are considered to immensely contribute to turnover intention of the university lecturers. Under consideration is Five-Factor Model or Big Five personality traits, which include extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. The Latin word *persona*, which meaning mask, is where the word "personality" first appeared (Shamshiev, 2022). According to Roberts (2018), personality is defined as a person's persistent pattern of thoughts, feelings, social adjustments, and behaviors throughout time that have a significant impact on their expectations, self-perceptions, values, and attitudes. It also forecasts how people will respond to stress, other people, and situations. A personality trait is a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations. Over the past thirty years, a number of conceptual and empirical classifications of personality traits have been examined (Ellemers, Van Der Toorn, Paunov & Van Leeuwen, 2019). Among these qualities, the Big Five Personality is one of the most generally recognized (Kerr, Kerr & Xu, 2018).

Personality factors are related to different life outcomes such as psychopathology, school and work performance, health and longevity or marital success (Widiger, Sellbom, Chmielewski, Clark, DeYoung, Kotov & Wright, 2019). At the same time, most of the researches on personality traits have been carried out under the Five-Factor Model (FFM), which has become a consensus model that offers a useful descriptive taxonomy according to many personality psychologists (Abood, 2019). The FFM or Big Five proposes the broad traits of openness to experience, extraversion, agreeableness, conscientiousness, and neuroticism. Openness represents individual differences in curiosity, fantasy, appreciation of art and beauty, and social attitudes. Extraversion reflects individual differences in sociability, social ascendancy, activity, excitement seeking, and positive emotionality. Agreeableness reveals individual differences in compliance, empathy, collaboration, and altruism. Conscientiousness represents individual differences in being methodical, planning, impulse control, and to respect and abide conventional social norms and rules; and neuroticism refers to individual differences in the tendency to experience frequently and intensively negative



emotions such as anxiety, fear, depression, irritability and to have low self-esteem (Nnaebue & Nwankwo, 2022).

The quantity of goals that a person is focused on is another measure of conscientiousness (Kumar, Bakhshi & Rani, 2019). It has to do with consistency and willpower, and common behaviours linked to it include diligence, perseverance, achievement orientation, caution, and responsibility (Disabato, Goodman & Kashdan, 2019). Conscientiousness scorer typically has a high degree of self-discipline. Instead of acting on whims, these people would rather stick to a schedule. Their meticulous preparation and tenacity typically translate into great success in their chosen fields. Being conscientious is about managing, directing, and reining in one's inclinations. On a professional test, people who score highly on conscientiousness are adept at setting long-term objectives, organizing and planning the steps necessary to get there, and working persistently through any short-term setbacks they may experience (Njoku, Ebeh, & Mbaeri, 2017).

The degree of ease with which a person can handle sensory stimulus is referred to as extraversion. According to Disabato, et al, (2019), the behavioural traits of being talkative, assertive, and gregarious are utilized to quantify this component. A personality test extravert with a high score is the life of the party. When taking a job test, those who score highly on extraversion typically gravitate for other people's company and stimulation. It gives them pleasure to interact with the outside world (Akinwale & Oluwafemi, 2022). These are energetic, driven folks who love a good challenge. When in a group, they enjoy being the center of attention. Extraverted individuals—also known as introverts—are less gregarious and prefer to work or be alone themselves. They tend to be quiet and alone, and they participate in less social activities. Unlike extraverts, introverts do not need outside stimulation (Njoku et al., 2017).

Agreeableness refers to the number of sources from which one takes one's norms for right behaviour (Kumar, et al, 2019). The behavioural tendencies typically associated with this factor include being courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted, and tolerant (Disabato, et al, 2019). Individuals with high levels of agreeableness tend to show more warmth, friendliness, and tactfulness. The more agreeable someone is, the more likely they are to be trusting, helpful and compassionate. Disagreeable people are cold and suspicious of others, and they are less likely to cooperate (Raimi & Jongman-Sereno, 2020).

Neuroticism refers to the number and strength of stimuli required to elicit negative emotions in a person (Kumar, et al, 2019). This dimension has to do with the level of negative emotions and emotional stability of an individual. Anxious, depressed, angry, humiliated, emotional, worried, and insecure people are typically high on this dimension (Disabato, et al, 2019). To distinguish neuroticism from the term "neurotic" in a professional test, some psychologists prefer to refer to it as emotional stability. These people may not necessarily feel a lot of happy emotions just because they are free from negative emotions (Disabato, et al, 2019).

Openness to experience is the quantity of interests one is drawn to and the intensity with which those interests are followed. Individuals that are open to experiencing new things and learning new things tend to have high openness scores. It shows one's degree of open-mindedness. In a personality test, a person who scores highly on openness to experience is one who relishes experiencing new things. They have a creative, inquiring, and receptive mindset. People with low levels of experience aversion would prefer not to attempt new things (Ronnie & Philip, 2021). They like routines, are literal, and have narrow minds. A high degree of openness is characterized by a general appreciation for unconventional concepts and works of art, imaginative thinking as opposed to practicality, creativity, openness to new and different ideas, and emotional awareness (Price & Hooven, 2018).



People with low openness scores on professional tests tend to be more analytical, closed off, and reluctant to change. A person with low openness on a career test may perform well in mundane tasks that don't call for innovation. High levels of openness are crucial for tasks requiring flexible attitudes and innovative thinking. Professions like research, advertising, and other creative fields all profit from a high degree of openness. Being innovative, cultural, curious, original, broad-minded, and intellectual are among the behavioral tendencies commonly linked to being open to experience (Porter & Schumann, 2018). Other traits include a craving for diversity, aesthetic sensitivity, and unconventional values (Silvia & Christensen, 2020).

The mediating factor to be considered in this study is affective commitment. Affective commitment is one of the most critical factors that decide whether an organisation succeeds or fails. As a result, organisations need a level of commitment as one of the requirements for employment (Ahmad, 2018). Committed personnel, according to Loan (2020) will boost the output of the organisation. Furthermore, affective commitment to employees can improve teamwork (Martono, Khoiruddin, Wijayanto, Ridloah, Wulansari and Udin, 2020), performance, learning organisation capability, job satisfaction and organisational citizenship behaviour (OCB) (Saoula, Johari & Fareed, 2018). Conversely, employees with low organisational commitment have a negative tendency towards the organisation and a tendency to resign (Meyer, Paunonen, Gellatly, Goffin & Jackson, 2019).

Affective commitment refers to how emotionally tied a person is to the organisation where he or she works, and it might influence employee turnover intentions (Alkhateri, Abuelhassan, Khalifa, Nusari & Ameen, 2018). Employee engagement is one of the important variables in studies on actual turnover or intention to leave. Affective commitment is sometimes defined as a bond or identity with one's body (Essien & Ogunola, 2020). Person-organisation fit was concerned with the compatibility of individuals and the organisation as a whole. Employee turnover intentions may be affected by perceived alternative employment possibilities, which refers to a person's view of the availability of alternative jobs in the organisation's surroundings and is a result of labour market conditions (Alkhateri, et al, 2018).

Employees' emotional attachment to, identification with, and involvement in the organisation is referred to as affective commitment (Ribeiro, Gomes, & Kurian, 2018). This refers to how emotionally committed and involved individuals are with their organisations. Affective commitment refers to an employee's positive feelings and thoughts about their work, which are generated as a result of a combination of personal characteristics, perceptions, and year of work experience (Astuty & Udin, 2020). Affective commitment happens when an employee recognizes himself as a member of a company and is proud to be a part of it. As a result, he wants to intensify his efforts and contributions to the organisation. According to Astuty, et al. (2020), affective commitment is the commitment which results from an employee willingness to work for his or her current organisation.

Affective commitment, according to Astuty, et al (2020), is primarily influenced by positive year of work experiences and employee perceptions of organisational support. A strong belief in and acceptance of an organisation's goals and principles, the willingness to put in significant effort toward an organisation, and the strong desire to maintain membership in an organisation are all characteristics of affective commitment, according to Ahmad (2018). Affective commitment occurs when an employee strongly identifies with an organisation's aims and wishes to stay a part of it. Perceived job traits, organisational dependability, and perceived participative management are all antecedents of affective commitment (Hayat, Ju, Akram, Hasnat, Akram & Bilal, 2019).



Based on the aforementioned, this present study aimed at investigating personality factors as determinant of turnover intention among lecturers in Nigerian universities with the mediating role of affective commitment.

Statement of the Problem

In an ideal world, academic personnel in higher education institutions, particularly universities, are committed to their academic duties with optimum goal of producing effective and intellectual graduates who would contribute to national development. University lecturers require serene and supportive environment to achieve their job objectives. Availability of resources, prompt payment of salaries, un-interrupted academic calendars among others are major motivating factors for lecturers on the job. In essence, where the contracts of lecturers are well respected and honoured, none of them will be willing to quit their desired responsibilities. The detrimental effect of the continuous turnover intention of lecturers if not addressed at the moment could result to unending loss of the best and highly professional university educators, inadequate teaching staff in the university, brain-drain, poor academic training, graduating of half-baked or unqualified university graduates among others. The affective commitment of lecturers in the university to their job and organisation which is seemingly dwindling makes it imperative to engage in this study.

Hypotheses

The following hypotheses were tested in this study:

- Ho1: Personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) do not significantly relate with turnover intention of lecturers in Nigerian Universities.
- Ho2: Personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) do not significantly relate with affective commitment of lecturers in Nigerian Universities.
- Ho3: Personality factors do not have significant relative influence on turnover intention of lecturers in Nigerian Universities.
- Ho4: Affective commitment does not significantly mediate the relationship between personality factors and turnover intentions among lecturers in Nigerian Universities.

METHODOLOGY

This study adopted the descriptive survey research design. The target population comprised lecturers working as full time staff in all the public universities in Southwestern, Nigeria. The sample size of the study comprised of 3,000 lecturers from public universities in Southwestern, Nigeria. Multi-stage sampling technique was used in arriving at the sample of the study from selected public universities in Southwestern, Nigeria.

Research Instruments

For this study, three instruments which cover three major variables of the study were used for collecting data in the study, these include: personality factors scale, turnover intention scale and affective commitment scale.

Personality Factors Scale (PFS): Personality factors scale comprised of a 50-item personality factors questionnaire developed by Goldberg (2022) was adapted and used in measuring lecturers' personality variables. The personality factors scale has five variables which include

extroversion (10 items), agreeableness (10 items), conscientiousness (10 items), neuroticism (10 items) and openness to experience (10 items). This scale was developed on a four-point scale ranging of very inaccurate (1), moderately inaccurate (2), moderately accurate (3) and very accurate (4). The original reliability coefficient of the scale was 0.71.

Turnover Intention Scale (TIS): A researcher-structured turnover intention scale comprised of 5 items was used in measuring lecturers' turnover intention with reliability coefficient of 0.76.

Affective Commitment Scale (ACS): Affective commitment scale comprises of an 18-item affective commitment questionnaire developed by Allen, and Meyer (2020) was adapted and used in measuring lecturers' affective commitment on the job. The original reliability coefficient of the scale was 0.74.

The instruments which comprise a set of questionnaire that was used for collection of data in this study were subjected to face and construct validation by experts in the field of Counselling Psychology and Evaluation.

Methods of Data Analysis

Data collected from the questionnaire administration was properly computed in Statistical Package of Social Science (SPSS) and analysed using Pearson Product Moment Correlation, Multiple regression and PROCESS-macro with BC Bootstrap with regression estimates was in testing for the mediation effects of the variables on the established relationships at 0.05 alpha level of significance.

RESULTS

Hypothesis 1: Personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) do not significantly relate with affective commitment of lecturers in Nigerian Universities.

Table: 1: Pearson Correlation showing the relationship between personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) and turnover intention of lecturers in Nigerian Universities.

Variables	1	2	3	4	5	6
1 Extraversion	1					
2 Agreeableness	.132	1				
3 Conscientiousness	.526	.166	1			
4 Neuroticism	-.079	-.070	.138	1		
5 Openness to Experience	.186	.087	.282	.120	1	
6 Turnover Intention	-.046*	.228	.189	-.051*	-.032	1

*Correlation is significant at the 0.05 level (2-tailed).

A negative relationship was found between extraversion ($r = -.046$; $p < 0.05$), neuroticism ($r = -.051$; $p < 0.05$) and openness to experience ($r = -.032$; $p < 0.05$) and turnover intention while positive relationship was established between agreeableness ($r = .228$; $p < 0.05$), conscientiousness ($r = .189$; $p < 0.05$) and turnover intention. However, personality factors and turnover intention are established to be significant. Thus, null hypothesis 1 was not upheld. Hence, personality factors significantly correlate with turnover intention of lecturers in Nigerian Universities.

Hypothesis 2: Personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) do not significantly relate with affective commitment of lecturers in Nigerian Universities.

Table 2: Pearson Correlation showing the relationship among personality factors and affective commitment of lecturers in Nigerian Universities.

Variables	1	2
1 Personality Factors (PF)	1	
2 Affective Commitment (AC)	-.046*	1

*Correlation is significant at the 0.05 level (2-tailed).

A negative relationship was found between personality factors ($r = -.046$; $p < 0.05$) and affective commitment. However, personality factors and affective commitment are established to be significant. Thus, null hypothesis 2 was not upheld. Hence, personality factors significantly relate with affective commitment of lecturers in Nigerian Universities.

Hypothesis 3: Personality factors do not have significant relative influence on turnover intention of lecturers in Nigerian Universities.

Table 3: Regression analysis showing the relative influence of personality factors on turnover intention of lecturers in Nigerian Universities.

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	10.643	.837		12.716	.000
Personality Factors	.010	.005	.050	2.251	.025

a. Dependent Variable: Turnover Intention

Table 3 shows the relative influence of personality factors on turnover intention of lecturers in Nigerian Universities. The table shows that personality factors ($\beta = .050$) contribute to turnover intention of lecturers in Nigerian Universities ($p < 0.05$). Hence, hypothesis one is therefore rejected. Therefore, personality factors have significant relative influence on turnover intention of lecturers in Nigerian Universities.

Hypothesis 4: Affective commitment does not significantly mediate the relationship between personality factors and turnover intentions among lecturers in Nigerian Universities.

Table 4: Mediation analysis of affective commitment on the relationship between personality factors and turnover intention of lecturers in Nigerian Universities.

Effect	Point Estimate (β)	SE	P	95% CI	
				Lower	Upper
Total	.3995	.0155	.0000	.5815	.5116
Direct	.3653	.0303	.0000	.4036	.4693
Indirect	.0342	.0182	.0000	-.0074	.0427

R = .7633 R²= .5623 MSE = 29.1720 F = 2625.8682 df1 = 3.0000
df2 = 128.0000 p = .0000

Results of table 3 present the direct and indirect mediating role of affective commitment on personality factors and turnover intention among lecturers in Nigerian Universities. The table reveals the total effect ($\beta = .3995$; SE = .0155; $p < .05$), the direct effect ($\beta = .3653$; SE = .0303; $p < .05$) and the indirect effect ($\beta = .0342$; SE = .0182; $p < .05$) of level of affective commitment which are significant. Since the direct effect of level of affective commitment is significant, this implies that affective commitment plays a partial mediation role on the relationship between personality factors and turnover intention. More importantly, when affective commitment is added to the model with personality factors altogether, the relationship between personality factors and turnover intention drops from .3356 to .2494, implying a partial mediation effect, F-ratio = 2625.8682, $p = .0000$, $R^2 = .5623$. This effect is statistically significant (Preacher & Hayes, 2018). These results indicate that affective commitment is a partial mediator between personality factors and turnover intention in this study.

DISCUSSION OF FINDINGS

A negative relationship was found between extraversion ($r = -.046$; $p < 0.05$), neuroticism ($r = -.051$; $p < 0.05$) and openness to experience ($r = -.032$; $p < 0.05$) and turnover intention while positive relationship was established between agreeableness ($r = .228$; $p < 0.05$) and conscientiousness ($r = .189$; $p < 0.05$) and turnover intention. However, personality factors and turnover intention are established to be significant. Thus, null hypothesis 1 was not upheld. Hence, personality factors significantly correlate with turnover intention of lecturers in Nigerian Universities.

A negative relationship was found between extraversion ($r = -.046$; $p < 0.05$), neuroticism ($r = -.051$; $p < 0.05$) and openness to experience ($r = -.032$; $p < 0.05$) and turnover intention while positive relationship was established between agreeableness ($r = .228$; $p < 0.05$), conscientiousness ($r = .189$; $p < 0.05$) and turnover intention. However, personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) and turnover intention are established to be significant. A lecturer who is extraverted in nature will take pleasure in his job; this was established by Akinwale et al, (2022), who opined that such individuals will be able to interact with their world. But on the contrary (Njoku et al., 2017) emphasized that extraverted individuals—also known as introverts—are less gregarious and prefer to work or be alone themselves. They tend to be quiet and alone, and they participate in less social activities. In other words, the extraverts do not need outside motivation; therefore leaving their institution may not be the best option. Due to the nature of agreeable lecturers, they tend to create an enabling environment for themselves which allows them to work effectively with their colleagues in their institutions. This is noted in the words of Disabato, et al, (2019) that



agreeable someone is associated with being courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted, and tolerant. Contrarily, a disagreeable person is cold and suspicious of others, and they are less likely to cooperate (Raimi et al, 2020).

Furthermore, lecturers with conscientiousness are observed for their meticulous preparation and tenacity which typically translate into great success in their chosen fields. Njoku et al, (2017) corroborate this in their opinion that such lecturers are skillful at setting long-term objectives, organizing and planning the steps necessary to get there, and working persistently through any short-term setbacks they may experience. This quality allows them to stick to their institutions unless their aspirations could not be fulfilled. On the other hand, lecturers with neuroticism elicit negative emotions that have to do with being anxious, depressed, angry, humiliated, emotional, worried, and insecure (Disabato, et al, 2019). The lecturers with openness to experience are open-minded and will prefer to learn new things which make them to possess creative, inquiring, and receptive mindset. According to Porter et al, (2018), their being innovative, cultural, curious, original, broad-minded and intellectual are among the behavioural tendencies commonly linked to being open to experience. Lecturers with high level of openness to experience will likely leave their institutions in search of more experience while the ones with low openness to experience will prefer to stay.

A negative relationship was established between personality factors ($r = -.046$; $p < 0.05$) and affective commitment. However, the relationship among personality factors (extraversion, conscientiousness, agreeableness, neuroticism and openness to experience) and affective commitment are established to be significant. This implies that both personality traits of individual lecturers and their affective commitment are interrelated and cannot be separated. Although Roberts (2018) defined personality as a person's persistent pattern of thoughts, feelings, social adjustments, and behaviors throughout time that have a significant impact on their expectations, self-perceptions, values, and attitudes, in the same vein, Essien, et al (2020) established that affective commitment is a bond or identity with one's body. This reiterates that lecturers would need to consider both personality factors as well as their affective commitment to their institutions before taking the decision to leave or stay in their various institutions.

It was also established that personality factors ($\beta = .050$) have significant relative influence on turnover intention of lecturers in Nigerian Universities. As a matter of fact, the decision to leave or stay in an institution by any lecturer will emanate from his/her personal thoughts and feelings about the institution. This also varies based on the personality traits of the individual which could be extraversion, agreeableness, conscientiousness, neuroticism and openness to experience or some of these combined. For instance, Nnaebue, et al (2022) asserted that openness represents individual differences in curiosity, fantasy, and social attitudes. Extraversion reflects individual differences in sociability, social ascendancy, and positive emotionality. Agreeableness reveals individual differences in compliance, empathy, and altruism. Conscientiousness represents individual differences in being methodical, planning, abide conventional social norms and rules; and neuroticism refers to individual differences in the tendency to experience frequently and intensively negative emotions such as anxiety, fear, and to have low self-esteem. This shows that personality traits of the lecturers will definitely influence their turnover intention.

The result of the mediating role of affective commitment on personality factors and turnover intention among lecturers in Nigerian Universities reveals that affective commitment is a partial mediator between personality factors and turnover intention in this study. This indicates that affective commitment does not fully mediate between personality factors and turnover intention of lecturers. However, this might occur as a result of the fact that the personality of the individual lecturer determines their decision of leaving or staying in an institution. This finding is however different from the results obtained from previous studies. For instance, Winter (2019) reported that conscientiousness and extraversion had a significant negative impact on intention to leave.



Also in testing the effect of personality characteristics on turnover intentions, Urbaniak (2023) showed that none of the Big Five factors had a significant direct effect on the intention to leave. Considerably, university lecturers are opened to many opportunities in other institutions both at home and abroad which could have led them to leaving their institutions but their decision to stay emanates from personal commitment to the betterment of their institutions.

Conclusion and Recommendation

The study concluded majorly that personality factors significantly relate with affective commitment of lecturers in Nigeria universities and that personality factors have significant relative influence on turnover intention of lecturers in Nigeria universities but affective commitment is a partial mediator between personality factors and turnover intention in this study. It is recommended that since affective commitment contributes to the turnover intention of lecturers, government should develop better means of increasing the level of affective commitment of the lecturers by prompt payment of salaries and allowances, creating serene and conducive environment and establishing an enabling organisational culture that will enhance the practice of their profession.



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