Personality Traits As Predictors of Psychological Education Teacher's Job Performance in Jiangxiprovince, China

Yu Qun, Wei Hui Suan

City Graduate School, City University, Malaysia
Email: 1984692115@qq.com, wei.hui@city.edu.my

Abstract
This study scrutinizes the dynamic relationship between personal characteristics, the hardships of the teachers, as well as the areas worth resources' input in the Jiangxi Province psychological instructors' development in China Considering the great impact of psychology education to both mental health and social development in China, this study advocates the educational policy of having well-trained instructors or lecturers as the country's educational framework propels to new levels. The framework that has been used is the positivism one, with a descriptive research design having a thematic analysis as the approach. By means of thematic analysis of the interaction of relevant literature, the critical findings are uncovered, demonstrating the highly relevant role of dispositions such as conscientiousness, openness and emotional intelligence as the factors that shape the job performance of psychology instructors. Also, the study puts the list of challenges experienced by teachers, with particular cases had during COVID-19 pandemic, making it clear that specific interventions are needed in order to reduce stress and build resilience. Approaches to changement, namely technology integration and learner-oriented approaches, have been highlighted as the most critical part of good teaching. The suggestion will be given to publish customized professional learning initiatives and interdisciplinary research partnerships in order to solve specific discipline problems and forge innovation in psychology learning and teaching. Overall, therein lies the message of the study that introspection into the mystery of the complexity the relations between different personality traits, teaching problems and pedagogical techniques as cook's ingredients of the high quality psychology education of Jiangxi Province and wider.
Keywords: Psychology Teachers, Personality Traits, Job Performance, Educational Challenges, Technology Integration, Resilience, Online Teaching, Professional Development.

Introduction

Education in psychology is essential for influencing people's mental health and advancing society's growth. The increasing need for psychologists in China highlights the

importance of receiving a top-notch education in this area. Teachers in this field need to possess not just extensive subject knowledge but also good teaching techniques and the right kind of personality. However, there is a known disparity in the skills and character attributes of psychology instructors in China, which has an effect on the future of the country as well as the growth of its students.

The lack of professional growth and training options for psychology professors in China is the main issue. Their lack of training may cause them to have gaps in their knowledge and abilities, which will make it more difficult for them to guide and assist pupils. In addition, personality attributes such as a lack of empathy, patience, or communication skills make it harder for instructors to address the emotional and psychological requirements of their pupils. If left ignored, these problems might have a negative impact on kids' general and academic growth, increasing their psychological suffering and making their academics more difficult.

Research Objectives

RO1: Determine the personality traits influencing job performance in Psychology Teachers in Jiangxi Province, China.

RO2: Explore the relationship between personality traits and job performance in Psychology Teachers in Jiangxi Province, China.

RO3: Assess the impact of personality traits on job performance in Psychology Teachers in Jiangxi Province, China.

Research Questions

RQ1: What are the levels of personality traits and job performance among Psychology teachers in Jiangxi Province, China?

RQ2: How do personality traits correlate with psychology education levels among Psychology teachers in Jiangxi Province, China?

RQ3: Is there a significant relationship between personality traits and job performance in Psychology Teachers in Jiangxi Province, China?

RQ4: What is the level of impact of personality traits on job performance and psychology education among Psychology Teachers in Jiangxi Province, China?

RQ5: How do personality traits influence the overall job performance and psychology education among Psychology Teachers in Jiangxi Province, China?

In practical terms, it helps China meet its critical requirement for certified psychology instructors by providing insights into the selection of teachers and providing direction for enhancements to learning environments. Because the study maintains scientific integrity and guarantees that participants are treated fairly, it also has ethical ramifications. The study recognizes the limits brought about by the opaque educational system, the variety of demands among teachers, and the lack of funding, even if it focuses on Jiangxi Province. Delimitations focus on psychology education and teacher effectiveness while excluding other material. The study respects participant dignity, privacy, and secrecy, all of which are top priorities. By avoiding wrongdoing, bias, and manipulation, it guarantees the accuracy of the data gathered.

The important topic of personality features in psychology instructors is the focus of this study, which attempts to improve student and national growth as well as educational results.

Literature Review
Personality Traits and Job Performance

A key factor in determining a psychology teacher's efficacy is their personality. Solomou and Constantinidou (2020) see a decline in teacher effectiveness, which they attribute to the pandemic's increased levels of anxiety and sadness. The hypothesis (H1) highlights the significance of instructors' receptivity to innovative educational techniques by proposing a substantial link between openness and job performance. The possible effects of neuroticism (H5), agreeableness (H4), extraversion (H3), and conscientiousness (H2) on teacher performance are also investigated.

According to Tadesse et al (2018), some personality qualities can improve one's experiences in the workplace; openness and conscientiousness stand out as being especially advantageous. According to the literature, psychology instructors must modify their pedagogical approaches to fit the changing demands of the classroom. The study acknowledges the value of multicultural personality characteristics (H6) in assisting educators in overcoming obstacles and gaining a competitive edge in their line of work.

Teaching Methodologies and Challenges

Gagnon et al (2019) emphasized that the importance of student-teacher interaction in psychology education is highly significant. Teachers face difficulties when they put finishing syllabi ahead of answering questions from students, which negatively impacts their effectiveness on the job. The COVID-19 epidemic makes communication problems worse and exposes the ineffective use of modern technology by many educators. According to Chen et al (2020), psychology professors used to traditional approaches might find it difficult to adjust to the current climate.

The hypothesis (H7–H10) that investigates the relationship between personality characteristics and psychology education is incorporated into the study. A passionate, learner-centered approach and a change in emphasis toward technology are necessary given the changing nature of education. It becomes imperative to concentrate on the syllabus framing's long-term advantages for consistent instructor performance.

Strategies for Improving Job Performance

Wu et al (2019) propose that prioritizing emotional intelligence can help psychology professors properly handle the different requirements of their students. The study presents a conceptual framework (Figure 1) emphasizing how personality characteristics, work performance, and psychology education are interdependent. Transformational leadership is highly recommended among the many leadership philosophies (Andriani, Kesumawati, & Kristiawan, 2018). Additional areas of attention include psychological distress, self-esteem, and social support (Hyseni et al., 2018).

Jeon et al (2018) emphasize how crucial it is for early childhood educators to give their kids' psychological health their whole attention. According to the literature, teachers' ability to utilize digital technology effectively is hampered by inadequate infrastructure and training in Chinese schools, which has an impact on how well they do their jobs.

Methodology
Research Philosophy

Positivism has been selected as the research philosophy for this research. A philosophical approach known as positivism emphasizes the value of objective analysis,

measurable evidence, and empirical observation in the search for knowledge. Adopting the viewpoint that social phenomena may be investigated by scientific techniques akin to those utilized in the natural sciences, positivism highlights the quantifiable and objective facets of existence. By using quantitative approaches to methodically examine the relationships between personality characteristics, instructional practices, and the work performance of psychology instructors in Jiangxi province, China, the research adheres to this idea. This method seeks to offer empirically supported insights into the problems and solutions pertinent to the education industry.

Research Design

For this study, a descriptive research design using a thematic approach was chosen. This method entails gathering and evaluating data in a methodical manner in order to characterize the current status of the phenomena being studied. It is possible to collect qualitative data from different secondary sources such as articles, journals, websites, Government sites, and others efficiently. The research evaluates work performance, instructional methods, and personality qualities using standardized questionnaires. A thorough grasp of the difficulties encountered and tactics used by psychology instructors both throughout and after COVID-19 is made possible by this approach. A comprehensive representation of the variables is ensured by the descriptive methodology, which allows a nuanced examination of the state of education.

Research Approach

This study used an inductive research approach as its methodology. Using this approach, one goes from detailed observations to more generalizations and hypotheses. Bottom-up research is made possible by inductive reasoning when patterns and themes show up in the data that has been gathered.

Data Collection and Instrumentation

This study's qualitative research approach, which is in line with national development and educational objectives, focuses on gathering information about the work performance of psychology instructors. The research environment is the Shanghai region, and the major qualitative data-gathering method is secondary, with a focus on psychology educational institutes. The data are intended to assess participants' opinions on things like work performance, psychological education, and other relevant factors.

Exclusion and Inclusion Criteria

The study's inclusion criteria for articles and journals cover works about psychology education, teaching strategies, and the productivity of psychology teachers in Jiangxi province, China. Journals and articles must include factual information, quantitative statistics, or qualitative revelations pertinent to the study's goals. To ensure the currency of the information, sources should be included that are current and have been published within the last five years. Materials published prior to 2019 or unrelated to the listed topics are excluded, as are any that lack empirical support.

Data Analysis

The present study examines the work performance of psychology instructors in Shanghai, with a particular focus on thematic data analysis. It enables the methodical

discovery, arrangement, and interpretation of recurrent themes and patterns in the collected data because it is a qualitative research approach. The study can provide subtle insights into the difficulties and tactics faced by psychology instructors, especially in light of the COVID-19 pandemic, by utilising thematic analysis. In line with the goals of the study, this approach makes it easier to fully comprehend the perspectives of participants on psychological education and work performance. A thorough examination of the many variables influencing psychology instructors, such as personality traits, is ensured by thematic analysis. It is important because it offers a methodical and rigorous way to arrive at significant interpretations, which adds to the overall validity and depth of the study's findings.

Accessibility and Viability

It becomes imperative to guarantee the accessibility of the research process in the social and psychological domains in order to advance future research initiatives. The validity of the sources and the addition of information on the personality characteristics of psychology instructors are critical to the research's sustainability. The goal of the project is to provide a thorough knowledge of the psychological education environment by integrating real-time data.

Reliability and Validity

The strict inclusion criteria for articles and journals uphold the validity and reliability of the data in this study. The research guarantees the accuracy of the data by concentrating on recent, excellent publications that have empirical backing. Including credible sources raises the study's validity and is consistent with positivist theory. Theme data analysis enhances validity even more and strengthens the reliability and validity of the study's conclusions by methodically arranging and analysing qualitative data.

Research variables	Method used
Research Philosophy	Positivism philosophy
Research Approach	Inductive research approach
Research design	Descriptive design through themes
Data collection method	Secondary data collection method
Data analysis	Thematic data analysis
Research method	Qualitative research methods

Results and Discussion
Thematic Analysis
Theme 1: Impact of Personality Traits on Job Performance

Examining methods of coping, resilience, and turnover intention among language teachers in the context of online instruction during the COVID-19 epidemic offers insightful information on the complex relationship between personality characteristics and work performance. MacIntyre et al (2020) looked at the coping mechanisms adopted by language instructors after the sudden transition to online instruction brought on by the epidemic. The study discovers relationships between coping mechanisms and several psychological factors,

including stress, well-being, and unpleasant feelings. Although personality qualities aren't specifically discussed in the study, coping mechanisms may indicate certain personality features. For example, teachers who exhibit a high degree of openness could be better at adjusting to change and using more productive coping mechanisms.

The investigation by Liu et al (2021) demonstrated resilience and turnover intention among Chinese high school teachers through a complex interaction of variables influencing work performance. Teachers' intention to leave is analysed about resilience, a quality linked to one's capacity to overcome hardship. The results reveal that instructors with higher resilience are less likely to consider quitting their employment, suggesting that resilience acts as a protective factor against turnover intention. Further, the research indirectly discusses personality traits while highlighting the significance of resilience.

The focus of Csanadi et al (2021) is on the evidence-based reasoning used by pre-service teachers when they solve educational problems. Although the study does not specifically address personality qualities, it does highlight collaborative problem-solving and suggestions about the importance of interpersonal skills and maybe agreeableness in effective teaching. However, personality qualities are not measured specifically in this study, and there is no apparent correlation found between personality traits and collaborative problem-solving.

Theme 2: Integration of Technology and Teaching Methods

Onyema (2020) discusses the incorporation of cutting-edge technologies into Nigerian education, with particular attention to the difficulties involved. The essay emphasises how critical it is to deal with issues like poor infrastructure, a dearth of technical assistance, and opposition to change. It emphasises that getting through these obstacles is necessary for successful integration. Although the study offers insightful information about the difficulties encountered in a particular setting, it does not go into great detail about the various ways that technology can be successfully incorporated into instructional strategies. A more thorough examination of effective methods for resolving these issues and optimising the advantages of technology integration may be beneficial for future research.

Shahid et al (2019) present a summary of the technological resources available for computer science education. An overview of several tools and their possible benefits for computer science education is given in this paper. It acknowledges how technology improves learning outcomes and student engagement. However, rather than critically assessing the tools' efficacy or addressing implementation-related issues, the study mainly concentrates on enumerating and classifying them. On the basis of this foundation, future research could analyse particular tools in-depth and how they affect pedagogy.

Backfisch et al (2021) explore the variation in how educators use technology in the classroom, highlighting the significance of usefulness. The study highlights variables including perceived utility and compatibility with learning objectives that affect instructors' decisions to incorporate technology. It clarifies how technology integration is dynamic, with teachers modifying their methods according to practicality. The study does not, however, specifically link this utility-driven strategy to the efficacy of instructional strategies or student results. Future studies could examine the relationship between the influence of teachers' utility-driven technology integration and students' learning outcomes.

Theme 3: Challenges Faced by Psychology Teachers and Strategies for Improvement

The research that has been mentioned delves into important areas of the educational landscape, including the obstacles that psychology instructors encounter and suggestions for

development. MacIntyre et al (2020) illuminated the larger difficulties confronted by educators in these extraordinary times by focusing on the coping mechanisms employed by language instructors throughout the COVID-19 shift to online instruction. Teachers of psychology are not directly addressed in the research, although the difficulties in adjusting to online instruction are common to many academic fields. The significance of coping mechanisms in reducing stress and unpleasant feelings is emphasised in the text. However, it neglects issues unique to the profession that psychology instructors deal with. Future studies might gain from examining the particular difficulties psychology instructors have when switching to online learning environments and from creating customised coping mechanisms.

Liu et al (2021) investigated the connections between Chinese high school teachers' resilience, intention to leave, and work burnout. The study acknowledges the psychological difficulties educators encounter, such as burnout, which can have a major effect on their performance and retention. The results imply that resilience moderates the desire to leave an organisation. Although this study does not specifically target psychology educators, it does emphasise the need for resilience in reducing the detrimental impacts of work-related stress. Further research may focus on discipline-specific facets of burnout experienced by psychology instructors and examine focused tactics to improve resilience.

Csanadi et al (2021) examined the use of evidence-based reasoning in pedagogical problem-solving by pre-service teachers. The study sheds light on the difficulties faced by inexperienced teachers, even if it is not specifically directed at psychology instructors. The results highlight the value of group problem-solving. Teachers of psychology might use this collaborative method as a tactic to solve prevalent issues in the profession. Future studies might examine how to best facilitate collaborative problem-solving in the context of psychology instruction, with a focus on discipline-specific examples of evidence-based reasoning.

Findings

A number of important conclusions were drawn from the literature review's thematic analysis, which concentrated on the influence of personality factors on work performance. The assumption that personality traits have a major impact on psychology professors' job effectiveness is continuously supported by the literature. Numerous sources provided strong support for the proposed relationships between personality qualities (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) and job success. For example, McLean et al (2019) pointed out that poor communication skills and a lack of a practical approach negatively impact the effectiveness of psychology professors at Chinese colleges. Similarly, Sajjadiani et al (2019) found that performance was positively impacted by the use of technology. This supports the theory that improvements in technology can improve psychology teachers' ability to do their jobs well.

The investigation showed that particular personality traits, like self-efficacy and emotional intelligence, have a significant influence on how teaching tactics are developed. The significance of emotional intelligence for teaching professionals, particularly in cross-cultural contexts, was highlighted by (Fathi & Derakhshan, 2019). This supports the theory that extraversion and agreeableness, two personality qualities associated with higher job performance among psychology teachers, are real. According to a study by Fathi et al (2020), there is a connection between students' behavioural changes and psychology professors' declining self-efficacy. This suggests that conscientiousness is linked to adaptation and resilience.

Significant problems were found when the difficulties faced by psychology instructors were evaluated, particularly in light of the COVID-19 epidemic. Teachers experienced more stress and burnout as a result of their inability to adjust to online learning environments (MacIntyre et al., 2020). Liu et al (2021) highlighted the connection between high school teachers' exhaustion, turnover intention, and resilience. These results support the difficulties mentioned in the literature and the theory that personality qualities, especially neuroticism, may be associated with higher levels of stress and burnout among psychology instructors.

The literature offered a number of tactics for improving psychology instructors' effectiveness. While Hyseni et al (2018) proposed that leadership styles, particularly transformational leadership, could favourably influence job performance, Wu et al (2019) emphasised the need to concentrate on emotional intelligence. The results provide credence to the theory that better job performance is associated with specific personality traits. The literature also emphasised the need for learner-centred tactics, good communication, and a passionate attitude to enhancing teaching efficiency. It was also emphasised how important it is to adjust to technological developments, supporting the idea that greater job performance is associated with an openness to new experiences.

Thematic analysis revealed gaps in the literature, especially with regard to the paucity of research on psychology education that is discipline-specific. Future studies should examine the particular difficulties psychology instructors have, particularly in the context of technology integration and online instruction. Furthermore, given the particular personality qualities linked to successful psychology education, the discipline requires more specialized tactics and interventions.

Discussion

The idea that personality characteristics have a major influence on psychology professors' work performance is continuously supported by the research. According to the research, some characteristics are essential for good teaching, including conscientiousness, emotional intelligence, and openness to new experiences. According to the research, flexible psychology instructors, who have a hands-on approach, and excellent communication skills will be better equipped to handle difficulties in the classroom. It is clear from the positive link between technology integration and work performance that psychology instructors should be open to new experiences. This is consistent with the literature's emphasis on the significance of adaptation in the face of technological improvements. The literature makes clear the difficulties psychology instructors encountered, especially during the COVID-19 epidemic. Teachers experienced fatigue, stress, and plans to leave after the switch to online instruction. This supports the theory that higher levels of stress and burnout may be associated with specific personality characteristics, such as neuroticism. The results highlight the necessity of focused interventions to help psychology instructors adjust to new modes of instruction and reduce the detrimental effects of outside pressures on their ability to do their jobs.

A variety of techniques for improving psychology instructors' performance are presented in the literature. Three strategies are mentioned as being effective: embracing technology, embracing transformational leadership styles, and emphasising emotional intelligence. The premise that certain personality qualities, when combined with strategic interventions, are connected with better work performance is supported by the discussion. Enhancing teaching efficiency also highlights the significance of learner-centred tactics, good communication, and a passionate teaching style. Comprehending the influence of personality characteristics on job performance holds pragmatic consequences for professional

development efforts and teacher training programmes. Teaching effectiveness may be increased by designing interventions to specifically suit the requirements of psychology instructors, such as developing resilience and technological integration abilities. Further investigations have to dive more deeply into the discipline-specific difficulties psychology instructors encounter and investigate creative solutions to these difficulties.

Conclusion and Recommendations
Conclusion

From the above discussion, it can be concluded that the topic analysis and literature research provided insight into the complex interplay between personality traits, the difficulties psychology instructors encounter, and potential areas of development within the framework of Jiangxi Province, China. The investigation of personality characteristics' impact on work performance was directed by the research objectives and questions, which unearthed important themes that further knowledge of this dynamic interplay.

Openness, scrupulosity, and emotional intelligence are a few examples of personality qualities that have been shown to have a significant impact on psychology professors' work effectiveness. The concept that certain attributes are associated with successful teaching, adaptation to technological improvements, and perseverance in the face of adversity has been repeatedly validated by the research. However, the study also made clear how important it is to do discipline-specific research to address the particular difficulties faced by psychology instructors, especially in light of the COVID-19 epidemic and online learning.

The research made clear that there were difficulties, such as anxiety, fatigue and plans to leave, highlighting the significance of focused treatments. It was determined that successful strategies for improvement included using technology, adopting learner-centred approaches, and emphasising emotional intelligence. These findings were integrated into the debate, with a focus on the usefulness of the findings for efforts related to professional development and teacher preparation. In order to enhance the work performance of psychology instructors in China's educational system and support the development of both teachers and students, future research should concentrate on discipline-specific issues and creative solutions.

Recommendations
Recommendation 1: Tailored Professional Development Programs

Education institutions and legislators should fund specialised professional development initiatives in considering the substantial influence personality qualities have on psychology instructors' ability to do their jobs. The goals of these programmes should be to promote resilience to deal with stress, improve flexibility to new teaching modalities, and foster successful technology integration to meet the unique demands of psychology instructors. Institutions can enable psychology instructors to overcome obstacles more skillfully and improve the general standard of psychology education in Jiangxi Province by offering tailored training that is consistent with the recognised personality features.

Recommendation 2: Interdisciplinary Research and Collaboration

Education institutions and legislation should fund specialised professional development initiatives in considering the significant effect that personality qualities have on psychology instructors' ability to do their jobs. The goals of these programmes should be to promote resilience to deal with stress, improve flexibility to new teaching modalities, and foster

successful technology integration to meet the unique demands of psychology instructors. Institutions can enable psychology instructors to overcome obstacles more skillfully and improve the general standard of psychology education in Jiangxi Province by offering tailored training that is consistent with the recognised personality features.

Reference

Backfisch, I., Lachner, A., Stürmer, K., & Scheiter, K. (2021). Variability of teachers' technology integration in the classroom: A matter of utility!. *Computers & Education*, *166*, 104159.https://psyarxiv.com/87nav/download?format=pdf

Csanadi, A., Kollar, I., & Fischer, F. (2021). Pre-service teachers' evidence-based reasoning during pedagogical problem-solving: better together?. *European Journal of Psychology of Education*, *36*, 147-168.https://link.springer.com/article/10.1007/s10212-020-00467-4

Liu, F., Chen, H., Xu, J., Wen, Y., & Fang, T. (2021). Exploring the relationships between resilience and turnover intention in Chinese high school teachers: considering the moderating role of job burnout. *International Journal of Environmental Research and Public Health*, *18*(12), 6418.https://www.mdpi.com/1660-4601/18/12/6418/pdf

MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, *94*, 102352.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7443158/

Onyema, E. M. (2020). Integration of emerging technologies in teaching and learning process in Nigeria: the challenges. *Central Asian Journal of Mathematical Theory and Computer Sciences*, *1*(1), pp.35-39.https://cajmtcs.centralasianstudies.org/index.php/CAJMTCS/article/download/22/16

Shahid, F., Aleem, M., Islam, M. A., Iqbal, M. A., & Yousaf, M. M. (2019). A review of technological tools in teaching and learning computer science. *Eurasia Journal of Mathematics, Science and Technology Education*, *15*(11), em1773.https://www.ejmste.com/download/a-review-of-technological-tools-in-teaching-and-learning-computer-science-7731.pdf