

POSTSECONDARY INSTRUCTOR PERSONALITY TRAITS AND INSTRUCTION UNDERTAKING AFFECTS

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ABSTRACT

The research focuses on the hiring practices of instructors Southern California community colleges should follow to reduce the human resources (HR) costs associated with turnover. Personality traits that contribute to the retention of both full-time tenured and part-time adjunct instructors are analyzed. The study used a quantitative nonexperimental survey approach using linear regression statistical procedures to expose correlations. The survey tool included 58 Likert-type measurable questions; each with possible responses. A total of 230 participants from five Southern California community colleges participated in the study. The data showed full-time instructors encompassed personalities with high subordinate levels of neuroticism, moderately high subordinate levels of openness/intellect, and weak extraversion, agreeableness, and conscientiousness. Part-time instructors had a moderately low correlation with extraversion and conscientiousness, and a weak correlation with agreeableness, neuroticism, and openness/intellect. Results of the current research indicated a higher correlation of neuroticism and openness/intellect with instructor success and retention. Further research into how personality traits are obtained and how these traits are affected when an instructor goes from being a part-time adjunct instructor to full-time tenured status is recommended. It is also suggested that the current study is replicated across a larger scope to better comprehend how personality traits affect hiring and training practices. Further study is also needed from an HR perspective to ascertain whether there is a significant advantage to hiring instructors as adjuncts before offering full-time status.

KEYWORDS: *Adjunct, Extrinsic Values, Hiring Catalog, Instructor, Intrinsic Values, Motivation, Personality Traits, Retention, Tenure, Traditional Instructional Format*