

Relationship between personality traits and academic achievement among secondary school students in North Central Nigeria

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ABSTRACT

The study investigated the relationship between personality traits and academic achievement among senior secondary school students in North Central Nigeria. The population of study is made up of six hundred and sixty three thousand, six hundred and twenty three (663,623) students. A total of three hundred and eighty-four students were randomly selected from senior secondary one students across the Zone for the study. The sample size was determined using the Krejcie and Morgan Table. Descriptive survey research design and Ex-post facto research design were adopted for the study. Two data collection instruments were used to gather data for the study. They are the Personality traits Questionnaire (PTQ) and Proforma for the collection of JSS 3 Academic Achievement grades. Three research questions were answered and two hypotheses were tested. The research questions were analysed using percentages, means and standard deviation. The null hypotheses were analysed using the Pearson's Product Moment Correlation coefficient. Among the major findings made: conscientiousness personality trait was the most common among secondary school students in North Central Nigeria. This was followed by agreeableness; they were less extraverted and not neurotic. Academic achievement of students had a mean of 68.19 which was above average. There was significant relationship between students' personality traits and academic achievement among secondary school students in North Central Nigeria. It was concluded that personality traits influence academic achievement in varying degrees. Among the recommendations made were the following: regular administration of personality traits inventory to enable the students identify their personality traits early in life and help the school counsellor get a firmer grip of students' academic behaviour, improve the outcome of therapy and by so doing improve academic achievement.

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I. INTRODUCTION

In societies all over the world, classrooms in schools are more than ever populated by a great diversity of students with individual personality traits that distinguish one individual from another. For instance, while one student may be honest, dependable, resourceful, ambitious, persistent, optimistic, full of drive and determination with a great capacity to function even under pressure, another may be dishonest, unreliable, pessimistic, nervous, anxious, insecure and lazy with a high sense of inadequacy. These inherent tendencies are common among students and they bring them to bear in the way they attend to academic activities. This confirms the position of Derrick (2017), who stated that in a class of 20 students you will likely have 20 different personalities at 20 different places academically, as one student's strength will be another student's weakness and vice versa. Cherry (2017) explain that the rationale for knowledge of personality traits is that it helps people to understand others, identify their likes and dislikes, allows students to understand what situation allows them to perform best and give a better understanding of their strengths and weaknesses. Knowledge of Personality is therefore inevitable in education.

Personality traits reflect the basic dimensions on which people differ Mathews, Deary and Whiteman (2003). Cherry (2018) has noted that personality may be positive, negative or neutral and these variations affect academic achievement in diverse ways since such differences are sometimes related to the way they attend to studies and may enhance or retard academic achievement. The need to identify personal determinants of academic achievement among secondary school students has remained a crucial issue to be resolved among educators, parents and researchers. Fosse, Buch, Safvenbom and Martinussen (2015), have noted that while cognitive ability and skills individually predict achievement in academic and professional settings, it is less clear how the personality translates into achievement.

The concept of personality is defined as individual differences in characteristic patterns of thinking, feeling and behaving (American Psychological Association (APA,2017),while personality traits are enduring dimensions of personality characteristics which differentiates people from one another (Eyong, David & Umoh, 2014). Goldberg (2018), identified five primary factors of personality. These five broad categories of personality attributes have become known as the Big Five personality dimensions or The Five-Factor Model (FFM) of personality.They are: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.The concept is further elaborated by Cherry (2018) who listed common traits embedded in the five primary factors to include: being imaginative, insightful, original, daring, clever and creative for Openness to experience, being thorough, consistent, reliable, persistent, ambitious, persevering, and planning for Conscientiousness, being sociable, assertive, talkative and outgoing for extraversion. Furthermore, traits under agreeableness include trusting, loyal, modest and tactful. Finally, neuroticism has awkwardness, pessimism, moodiness, fearfulness, jealousy, anxiety, timidity, and nervousness as common traits. In his conclusion, (Boniface,2017) noted that the big five factors are important indices in academic achievement of senior secondary science students with openness, conscientiousness and agreeableness making the most impact. Similarly, Bergold and Steinmayr (2018), have noted that personality, predicted academic achievement above and beyond intelligence Jensen (2015), reported that because the big five traits are stable and easily distinguishable from each other, it has become rather successful to relate/correlate these traits with abilities, behaviors, methods, strategies and achievements.

Academic achievement has long been recognized as one of the important goals of education the world over. This is so because high academic achievement prepares the individual for higher education, boosts self-confidence, a gateway for scholarships, dream jobs, useful living in the society (Olufemi, Adediran and Oyediran (2018). It prepares students to compete with their peers in other climes globally and provides a huge human resource base for the nation . It has been generally observed that individual differences play an important role in academic achievement of students. This is so because learners placed in an identical set of academic situations vary in their academic achievement. While some students excel in academic achievement, others are average, some struggle to pass while some fail. Unfortunately, most students who are unsuccessful are not able to progress in their academic pursuits and are not able to adapt to society. They become frustrated, with high suicidal tendencies, some become miscreants and pose a huge threat to the society.

An assessment of academic achievement of students in Nigeria in the West African Examination Council (WAEC) and the National Examination Council (NECO) between 2009-2013 revealed that there was poor academic achievement of students in both examinations Ogu (2016). Specifically, Yunus (2019) reported that North Central is comparatively disadvantaged in terms of learner's academic achievement. The implication of poor academic achievement is that students may not qualify for university admission as a result may not get enhanced occupational status, high earnings or better standard of living. Indeed, this has negative consequences not only for the individual but for the nation at large. It is against this background that this work is being undertaken to study the personality traits of secondary school students as related to academic achievement of secondary school students in North Central Nigeria.

Previous studies have pointed out that personality traits do have positive relationship on academic achievement of students. (Eyong,David and Umoh ,2014.) Furthermore, Bakar, Abu, Heng and Chew (2018) indicated that the traits of conscientiousness, extraversion agreeableness and neuroticism are related to academic achievement noting that such students are without chronic emotional problems and so tend to gain better academic achievement. According to Fleeson and Gallagher (2009) someone who scored high on a trait will exhibit psychological states related to that trait more often than individuals who score low. Adeniyi (2017) concluded that students who demonstrated neurotic traits had low levels of academic achievement.

Bergold and Sternayr (2018) found a strong association between intelligence and academic achievement when students scored higher on conscientiousness scale and also relationship between neuroticism and academic achievement found a moderating effect of neuroticism(stronger association between intelligence and academic achievement with lower values on the neuroticism scale .Another finding is that of Amadi and Taiwo (2019) who observed significant positive relationship between neuroticism and academic underachievement among secondary school students. Smidt (2015), reported that the Big Five factors have effect on the academic success of college students with higher conscientiousness and found better college GPAs, higher study satisfaction and unexpectedly, neuroticism was not negatively related to study satisfaction. Also, Ahazi, Shazada and Ullah reported low levels of extraversion, neuroticism and openness but high levels of conscientiousness and agreeableness among secondary school students.

There are several submissions from scholars on the issue of gender difference in personality traits which always show conflicting results, De Bolle, Beyer, Cleca and Fruyt (2015). For instance, Coster, Mcrae and Martin (2008) found that young adolescent girls were higher than boys in extraversion and neuroticism. They also found higher levels of agreeableness in boys than girls. According to David, Audrey, Allante, Kirby, Brooke and Seema (2017), boys and girls basic personality traits appear to differ, on average, in several respects, for instance, in characteristics related to negative emotionality (e.g., neuroticism, anxiety, depression..

Women are often found to be more agreeable than men since they are more nurturing, tender minded and altruistic than men Weisberg, DeYoung and Hirsh(2011).

The need to know the personality traits of boys and girls is because traits describe stable patterns of behavior that persists for long periods of time (Caspi, Roberts & Shina,2005). These stable patterns which emerge over time have lifelong implications for boys and girls that can be negative or positive. It is expedient that these patterns be identified early in life so that appropriate intervention measures can be taken to help achieve desired personality development.

Purpose of the Study

This study is intended to:

- determine the personality traits of secondary school students in North Central Nigeria.
- ascertain the academic achievement of secondary school --students in North Central Nigeria.
- determine the relationship between students' personality traits and academic achievement among secondary school students in North Central Nigeria.
- find out the differences between male and female students' personality traits among secondary school students in North Central Nigeria.

Research Questions

Four research questions were formulated to guide the study. The research questions are as follows:

- What are the personality traits of secondary school students in North Central Nigeria?
- What is the academic achievement of secondary school students in North Central Nigeria?
- What are the personality traits of male and female secondary school students in North Central Nigeria?

Hypotheses

The study was further guided by two hypotheses tested at 0.05 level of significance.

Ho1: There is no significant relationship between students' personality traits and academic achievement among secondary school students in North Central Nigeria.

Ho4: There is no significant difference between male and female students' personality traits among secondary school students in North Central Nigeria.

Method

This study adopted both descriptive survey and ex-post facto research design. The descriptive design was considered appropriate as it enabled the researcher to establish the relationship between personality traits and academic achievement . Ex-post facto research design was also suitable for this study because it deals with groups with data on record that already exist. That is the variable under investigation has already occurred or present in the participants prior to the study.

Population of the Study

The population of this study consist of all public Senior Secondary one (SS1) Students in public schools in North Central Nigeria.

The total population of SSS 1 students in public schools in the North Central Zone was Six Hundred and Sixty-Three Thousand, Six Hundred and Twenty-Three (663,623) students. Out of this number, three hundred and fifty-seven, thousand eight hundred and twenty-eight (357,828) were male students while three hundred five thousand seven hundred and ninety-five (305,795) were female students.

The Krejcie and Morgan (1970) table of sample specification was applied to select 384 SSS 1 students out of the total population of 663,623 students. Table 1: Distribution of Respondents according to State

Table 1: Distribution of Respondents according to State

State	Frequency	Percentage (%)
Benue State	54	14.10
Federal Capital Territory	52	13.50
Kogi State	27	7.00
Kwara State	65	16.90
Nasarawa State	47	12.20
Niger State	107	27.90
Plateau State	32	8.30
Total	384	100.00

Two data collection instruments were used for this study namely: The Personality Traits Questionnaire (PTQ) adapted from The Big Five Inventory (BFI) developed by John and Srivastava (1999) and a proforma designed to collect students' academic grades in the junior secondary school certificate examination was used. Academic grades of students in English Language, Mathematics, Basic Science, and social studies were collated for the study.

Validity and Reliability of the Instrument

The face and content validity of the instrument was ascertained by experts. To achieve the content validity, the items in the instruments were examined to ensure that they were formulated and developed to adequately measure the independent and dependent variable of the study.

The reliability of the instruments was determined by the test retest method and a coefficient of 0.79 for the big five was obtained using the Pearson's Product Moment Correlation Coefficient.

The data was analysed using descriptive statistical tools like frequency count, mean score and standard deviation. For the research questions, a criterion measure of 2.50 was used.

The Pearson's Product Moment Correlation Coefficient (PPMC) and t-test were used to test hypotheses at 0.05 level of significance.

Data Analysis

The data was analyzed with the aid of Pearson's Product Moment Correlation Coefficient (PPMC) and t-test .

Demographic Data

The data on respondents' gender is presented in this section.

Table 2: Distribution of Respondents according to Gender

Gender	Frequency	Percentage (%)
Male	188	49.00
Female	196	51.00
Total	384	100.00

Table 2. above reveals that 188 respondents (49.0%) were male students while 196 (51.0%) respondents were female students. This implies that the female students were more than the male students in this study.

Answer to Research Questions

Research Question One: What are the personality traits of secondary school students in North Central Nigeria?

Table 3: Personality Traits of Secondary School Students in North Central Nigeria

Personality Traits	Mean	Std. Dev	Decision
Openness to experience			
1. Comes up with new ideas	3.51	0.77	Agree
2. Appreciates being praised for doing well	3.09	0.87	Agree
3. Is curious to learn new things	3.31	0.80	Agree
4. Does not like being mocked	3.53	0.69	Agree
5. Likes creative writing, music and art	3.25	0.87	Agree
6. Likes stating the facts as they are	2.82	1.03	Agree
Sectional Mean	3.25		
Conscientiousness			
7. Strives for Excellence.	3.69	0.64	Agree
8. Can remain calm even in difficult situation.	3.25	0.87	Agree
9. Is a goal getter	3.56	0.66	Agree
10. Takes my assignment seriously.	3.56	0.67	Agree
11. Is a very organized person.	3.44	0.69	Agree
12. Has a high sense of responsibility.	3.41	0.79	Agree
Sectional Mean	3.49		
Extraversion			
13. Is very friendly with others.	3.66	0.67	Agree
14. Likes being in the company of others.	3.33	0.86	Agree

15	Likes being the Centre of attraction	2.82	1.03	Agree
16	Takes charge of situations.	3.09	0.88	Agree
17	Can convince others to follow my part.	2.99	0.96	Agree
18	Is assertive.	3.09	0.87	Agree
	Sectional Mean	3.16		
	Agreeableness			
19	Is very kind and unselfish to others.	3.51	0.77	Agree
20	Can be trusted.	3.53	0.69	Agree
21	Is often taken for granted.	2.71	0.94	Agree
22	Cannot hurt others.	3.40	0.73	Agree
23	Easily forgives others.	3.46	0.76	Agree
24	Makes a lot of sacrifices for others.	3.31	0.80	Agree
	Sectional Mean	3.32		
	Neuroticism			
25	Is always moody and easily upset.	2.63	1.06	Agree
26	Gets tense easily.	2.76	0.98	Agree
27	Likes staying on my own.	2.54	1.09	Agree
28.	Cannot concentrate on given assignment.	2.04	1.09	Disagree
29	Sometimes lazy.	2.26	1.05	Disagree
30	Always complaining about others.	1.93	1.02	Disagree
	Sectional Mean	2.36		

Table 3. shows the personality traits of secondary school students in North Central Nigeria. The mean for secondary school students with conscientiousness personality trait indicates agreement with all the items and the sectional mean of 3.49 underscores the fact that students manifest attributes of conscientiousness personality trait such as goal getting, striving for excellence as they do take assignment seriously and they are also calm and have a high sense of responsibility.

The students also manifest extraversion personality trait as indicated by the agreement (sectional mean of 3.16). Thus, students tend to be friendly and like being in the company of others, they also like attraction, they own up for themselves and can convince others to follow their path.

The mean score for secondary school students in North central with Agreeableness personality trait indicates agreement with all items with a sectional mean of 3.32 supporting the fact that students with agreeableness personality trait are kind and unselfish individuals, who can be trusted and they make sacrifices for others.

The mean score of secondary school students with Neuroticism personality trait in North Central Nigeria is 2.36 which indicates disagreement with most of the items. This indicate disagreement that they easily get angry and get tensed easily and they disagree that they are lazy and like staying in isolation. The personality traits of students in secondary schools in North Central Nigeria is such that they are more Conscientious followed by Agreeable; less Extraverted and not Neurotic.

Research Question Three: What is the academic achievement of secondary school students in North Central Nigeria?

Table 4: Academic Achievement of Secondary School Students in North Central Nigeria

Subjects	Minimum	Maximum	Mean	Std. Dev.
English Language	40.00	99.00	70.36	16.37
Mathematics	33.00	98.00	66.40	15.02
Basic Science	39.50	95.00	68.38	11.75
Social Studies	40.00	98.00	67.59	13.69
Academic Achievement	41.13	95.75	68.19	11.60

The overall academic achievement of the students, based on the four subjects has a mean of 68.19. Students' academic achievement in North Central Nigeria is therefore above average.

Test of Hypotheses

All the null hypotheses in this section were tested at 0.05 level of significance.

Ho1: There is no significant relationship between students' personality traits and academic achievement of secondary school students in North Central Nigeria.

Table 5: Result of Correlation Test between Students' Personality Traits and Academic Achievement

Variables	N	r.cal	Sig. (2 tailed)	Decision
Openness and Academic Achievement	384	.039	.448	Not Significant
Conscientiousness and Academic Achievement	384	-.001	.988	Not Significant
Extraversion and Academic Achievement	384	.104	.042	Significant
Agreeableness and Academic Achievement	384	.002	.975	Not Significant
Neuroticism and Academic Achievement	384	-.018	.731	Not Significant

From Table 5, the computed correlation coefficients have been reported for the test of significance of relationship between the variables. With the significant values of .448, .988, .975 and .731 (more than .05), in the case of Openness, Conscientiousness, Agreeableness and Neuroticism personality traits respectively, the null hypothesis is accepted. This shows that there is no significant relationship between Openness, Conscientiousness, Agreeableness and Neuroticism personality traits and students' academic achievement in secondary schools in North Central Nigeria. However, the significant value of .042 indicates that there is significant relationship between Extraversion personality trait and students' academic achievement.

The r-cal values are quite low which indicates the low level of correlation between personality traits and students' academic achievement. The relationship is stronger between extraversion and achievement, followed by openness and agreeableness. However, the relationship was negative between conscientious and neurotic personality traits.

Ho2: There is no significant difference between male and female students' personality traits among secondary school students in North Central Nigeria.

Table 6: t-test on Difference between Male and Female Students' Personality Traits in North Central Nigeria

Table 6: t-test on Difference between Male and Female Students' Personality Traits in North Central Nigeria

Personality Traits	Gender	N	Mean	S.D.	t-value	Df	Sig(2-tailed)	Decision
Openness	Male	188	3.29	0.49	-3.14	382	.002	Rejected
	Female	196	3.43	0.42				
Conscientiousness	Male	188	3.45	0.50	-1.61	382	.109	Accepted
	Female	196	3.52	0.44				
Extraversion	Male	188	3.12	0.56	-1.49	382	.136	Accepted
	Female	196	3.21	0.58				
Agreeableness	Male	188	3.28	0.51	-1.84	382	.067	Accepted
	Female	196	3.36	0.40				
Neuroticism	Male	188	2.36	0.73	0.02	382	.987	Accepted
	Female	196	2.36	0.68				

The analysis on Table 6 was carried out to establish whether there is significant difference in personality traits of male and female secondary school students in North Central Nigeria. With a significant value of .002 (less than the 0.05 level of significance), it is established that male and female secondary school students differ in their openness personality traits. This is not the case in all other personality traits as the significant values of .109, .136, .067 and .987 for conscientiousness, extraversion, agreeableness and neuroticism respectively show that there is no significant difference in these personality traits between male and female students.

II. SUMMARY OF FINDINGS

The following findings were made in this study.

- The personality traits of students in secondary schools in North Central Nigeria indicates that they are more conscientious followed by; agreeableness, less extraverted and not neurotic.
- The overall academic achievement of the students, based on the four subjects has a mean of 68.19. Students' academic achievement in North Central Nigeria is therefore above average.

- There is no significant relationship between openness, conscientiousness, agreeableness and neuroticism personality traits and students' academic achievement; however, there is significant relationship between extraversion personality trait and students' academic achievement. The relationship is stronger between extraversion and achievement, followed by openness and agreeableness but negative between conscientious and neurotic personality traits.
- Male and female secondary school students differ in their openness personality traits. However, no gender difference was found for conscientiousness, extraversion, agreeableness and neuroticism.

III. DISCUSSION OF FINDINGS

The results reveal that were more female students than males in this study. This means that the age long inequalities especially in the far north where some Muslim parents are reluctant to send their children to school for religious and cultural reasons which had hitherto hindered female education in the zone may gradually ebb away giving way to educational equality. This surprising development if sustained will augur well for the zone in the sense that educating the girl child reduces birth rate, provides empowerment and therefore improves quality of life for many families.

The result on Table 6 indicates the sectional means for items in respect of the big five personality traits. This implies that the respondents agreed that the stated items reflect the way they identify themselves to be. The highest value for conscientiousness obtained by students indicates that many students in the zone are efficient, organized, thorough, achievement striving, disciplined and deliberate. For neuroticism, the respondents disagreed with the items that described them as lacking ability to concentrate on a given assignment, sometimes lazy, always complaining about others. This means that students see themselves as emotionally stable and able to interact freely with others. This implies that the students in North Central Nigeria are not antisocial and can work harmoniously with others to attain high academic achievement. This finding conforms with the view of Mayer (2007) who concluded that traits are individual tendencies that are stable and tend to affect interpersonal relationships and adjustments.

The study further showed that mean score of academic achievement of secondary school students in North Central Nigeria is above average. This portends good for the zone as it implies that any student, willing to study beyond secondary school level or have post-secondary school job placement may be able to have their dreams actualized. Moreover, it will boost the self-concept of student which may result in high achievement motivation. Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. Moreover, in view of the fact that the population of the girls is more than the boys in this study, above average academic achievement implies that, a high number of girls also did very well. In a situation like this, investing in education will bring high returns in terms of breaking cycles of poverty, delayed child marriage, early pregnancy and empowerment of women both at home and at workplace,

With regards to students' personality traits and academic achievement, the result of the study indicate that there is no significant relationship between Openness, Conscientiousness, Agreeableness and Neuroticism personality traits and academic achievement but there is a significant relationship between extraversion and academic achievement. This points out that high sociability, talkativeness, restlessness may make a student not to concentrate, pay attention to details in class and hinder over all comprehension of instructional materials resulting in poor academic achievement. This finding is in congruence with that of (Eyong, David, Umoh, 2014 & Boniface, 2017) that reported a significant relationship between academic performance of student with high levels of conscientiousness and agreeableness personality traits. It is however at variance with their report on significant negative relationship between neuroticism and academic performance and advised that neurotic tendencies, such as anger, depression, and anxiety should be discouraged. The finding of this study is also consistent with that of Baker, Abu, Heng and Chew (2018) who reported that the traits of conscientiousness, extroversion and neuroticism are related to academic achievement of students noting that such students are without chronic emotional problems and so tend to gain better academic achievement. The study also collaborates the study of Ahazi, Shazada and Ullah (2013) who reported that conscientiousness and agreeableness personality traits were high while extroversion, neuroticism and openness were found low in secondary school students. The result of this study also confirms the assertion by Bergold and Sternayr (2018) that there was stronger association between intelligence and academic achievement when students scored higher on conscientiousness scale and also found a moderating effect of neuroticism (stronger association between intelligence and academic achievement with lower values on the neuroticism scale. Also Amadi and Taiwo (2019) observed that a significant positive relationship exists between neuroticism and academic underachievement among senior secondary school students.

The findings of this study is however, at variance with that of Boniface (2017) who observed that extraversion and neuroticism are not necessary conditions for academic achievement, but in congruence with that of Adeniyi (2017) who concluded that more students demonstrated neurotic trait, consequently, few had high level of academic success.

Data analysed also establish that there is significant difference in personality traits of male and female secondary school students in terms conscientiousness, extraversion, agreeableness and neuroticism traits. However, in terms of openness to experience, there is no significant relationship between male and female academic achievement. Openness to experience measures receptability to new ideas and experiences. Low levels of the trait as observed here will cause people to seek refuge in more familiar surroundings, gaining comfort in the environment that they are accustomed to, adhering to set routines and schedules and familiar traditions. Expectedly, the finding is in consonance with the general Nigerian stereotypical belief of male dominance in the Zone springing forth from various historical and religious practices that have encouraged women to remain passive in social, economic, political and educational spheres. The passive nature of the girl child is also influenced by differential traditional child rearing practices which encourage differential behavior patterns. This is in conformity with the view point of Onyeizugbo (2003) who emphasized that men are expected to be assertive, (even aggressive) ambitious and strong whereas women are expected to be submissive, passive and gentle, thus placing a limit to which girls can express themselves.

IV. CONCLUSION

Major conclusions drawn from the study on relationship between personality traits and academic achievement of secondary school students in North Central Nigeria were that; There was no significant relationship of openness, conscientiousness, agreeableness and neuroticism personality traits on student's academic achievement but that there was significant relationship between extraversion personality traits on students' academic achievement.

That male and female secondary school students experienced significant differences for conscientiousness, extraversion, agreeableness and neuroticism personality traits.

V. RECOMMENDATIONS

In view of the findings of this study, the following recommendations were made:

- Since conscientiousness was observed to be the most dominant personality trait among students, students should be trained and encouraged to develop the trait so as to enhance academic achievement.
- School-based reinforcement programs should be designed by educational administrators to encourage high ability students to maintain and improve their academic achievement as well as monitor cases of poor academic achievement. Policy makers should formulate policies that will facilitate the establishment of counselling units in all the secondary schools in the North Central Zone. This will help to properly guide students' academic behaviors and associated factors so as to accentuate their academic achievement.
- Seminars/workshop should be arranged for students and teachers about personality traits and their impact on students' academic achievement.
- The Federal ministry of Education should establish a specialized department that should ensure regular administration of personality inventories to secondary school students at the point of entry, mid-way as they progress in their studies and perhaps at the point of exit. This will help school counsellors get a firmer grip of students' academic behavior, guide the counselling therapy thereby improve academic achievement.
- Instructors need to de-emphasize gender in the way they apportion responsibilities to students. Assignment of any given task should be based on competence and not gender. Similarly, Parents should also be discouraged from assigning gender specific roles to their children.

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