



## **Concept of Personality Traits and Students' Academic Performance in Rivers State**

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### **ABSTRACT**

The study examined the concept of personality traits and students' academic performance in Rivers State. To achieve the purpose of the study, three (3) objectives, three (3) research questions guided the study and three (3) null hypotheses were formulated and tested at 0.05 level of significance. The descriptive survey design was adopted. The population of the study consists of 9, 787 SS2 students in Public Senior Secondary Schools in Rivers State. The sample size of the study was 384 students. The sampling technique used was simple random sampling and stratified random sampling technique. The instrument tagged "Effect of Personality Trait on Academic performance of Students Questionnaire" was coded using the 4-point scale measurement. The instrument was validated using the researcher's supervisor and two other experts in the Department of Educational Foundations. The reliability of the instrument was achieved using test-retest method to obtain a reliability coefficient value of 0.85. The research questions were answered using mean and standard deviation, while the z-test statistics was used in testing the null hypotheses at 0.05 level of significance. The findings of the study revealed that: extraversion and agreeableness have positive influence on academic performance while neuroticism has negative influence on their performance. The study recommended that, students should be enlightened on the various variables and how they contribute to their academic performance, government through the Senior Secondary Schools Board should organize awareness campaign for the students on the need to embrace openness, hence agreeableness help the students to be well-liked, respected and sensitive to the needs of other.

Key Words: agreeableness, academic performance, extraversion, personality traits, students,

### **INTRODUCTION**

Experts in pedagogy in various educational space have long focused on teaching and learning techniques to address the needs of individual learners. Students differ in their personal values or intellectual content, they receive and process information differently. Understanding individual differences in academic performance is critical to meeting the needs of today's diverse learners' challenges. Knowledge of the factors that influence academic performance has significant implications for education and learning, in terms of tailoring teaching methods to individuals' learning styles and for curricula design (Zins, 2014). Attempts have been made by scholars and Psychologists like Walberg and Greenberg, to unravel the complexities surrounding learners' academic achievement. They have paid attention to extrinsic factors such as teaching techniques, types of school, school location, instructional resources, study habits, teachers certification and experiences, and so on (Prince, 2018). In a bid to overcome the unhappiness and deprivation which follow poor academic performance for the learners, many parents spend lots of their financial resources to secure good schools for their children, and those parents who can afford it even invest on education abroad as they believe this will enhance the academic performance of their children (Schunk, 2012).

It is the desire of all parents that their children climb the ladder of academic ability as high as possible. This desire for high level of performance among students in secondary schools puts a lot of pressure on students, teachers, psychologists, and in general, the education system itself (Allport, 2017).

Academic performance is expressed by the dynamics of the pupil's relations with the system of school demands materialized in a congruent relation between demands and performances. The school curriculum and the learning tasks formulated by the teacher are comparison elements, a kind of reference standard in relation to which one determines the levels of academic performance (high, medium or low) according to the size of the correlation between the demands and the pupil's performances.

Academic Performance is a major issue among students, teachers, parents, school administrators, and the community at large. Attempts have been made by researchers to unravel the complexities surrounding academic performance. Psychologists have put forward a lot of reasons why these disparities in performance exist (Colman, 2013). A lot of attention has been paid on external factors such as type of school, teaching methods, school location, instructional materials, teachers experience, and so on as reasons for disparities in Academic Performance of students.

Personality is innate or inborn. It comes from within and it is the dynamic organization within the individual of those psychological systems that determine students' unique adjustment to their environment. The individual is organized and responsive to the environment. He shows some degree of consistency of a collection of behaviours. It is determined by hereditary factors, environmental factors, situation, physique and so on.

Extraversion is another factor that exerts extremely strong and broad influence on learners' academic achievement. This is a broad trait and, like introversion, exists on a continuum of behaviour and attitudes. Extraverts are relatively outgoing, gregarious, sociable, and openly expressive. It is "characterized by sociability, spontaneity and adventurousness. It is important to understand that agreeableness is a personality trait manifesting itself in individual characteristics that are perceived as kind, sympathetic, cooperative, warm, and considerate. Every student that cooperates with the set standard and is considerate in his/her academic bidding excels in the long run.

Neuroticism is defined as "individual differences in one's disposition towards constructing, perceiving and feeling realities in threatening, disturbing or problematic ways". Due to its nature, neuroticism was negatively associated with academic performance. In line with the earlier studies, Price (2018) opined that neuroticism and academic performance were negatively correlated due to the fact that the stress level that neurotic learners experienced was much higher than the facilitating level. It is good to understand that neuroticism factor, to a large extent, affects both the physical and psychological potentials of an individual.

Conscientiousness is the trait that is associated with diligence, self-discipline, punctuality, and general competence. Conscientiousness is the personality dimension that correlates the strongest, out of all personality dimensions, with overall academic performance. Steel (2017) found that conscientiousness has two attributes: sustained effort and goal-setting which contribute towards academic success. MacCann (2012) argued that conscientious students tend to have high scores.

Agreeableness measures the extent of a person's warmth and kindness. 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. Agreeableness encapsulates constructs of sympathy, cooperativeness, and helpfulness towards others. It is described as the degree to which a person is good natured, warm and co-operative as opposed to irritable, uncooperative, inflexible, unpleasant and disagreeable. Poropat (2014) believed that high agreeableness facilitates learning and therefore enhances academic performance of students. Zins (2014) argued that agreeableness has positive effect on academic performance because it encourages team work. The relationship was later affirmed by Steel (2017) who ascertained a positive relationship between agreeableness and academic performance.

Academic performance refers to completing educational benchmarks such as degrees. Academic performance is often measured through examination or continuous assessments. Academic performance is the extent to which a student or institution has achieved either short or long term education goals. These include grades, honours, awards, competitive results and experiences that demonstrate academic prowess, engagement in students' life, contributions to resilience. This has to do with the outcome of students' personality traits to the students' academic performance.

From the forgoing analysis the researcher explores the influence of personality traits of openness, conscientiousness, extraversion, agreeableness, neuroticism on academic performance of students in public senior secondary schools in Rivers State.

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## Concept of Personality

Personality is so widely studied concept by the psychologists that "personality psychology" is taken as a separate discipline of psychology. Personality psychology is concerned with the analysis of human nature and theories surrounded by the personality must cater the five root ideas that are motivation, unconscious, self, development and maturity. Suppose there are two persons of the same age but have different interests, activities, feelings and thinking, it means there is something different inside them and that "something inside" is said to be personality. Earliest psychologists have defined the personality as development of the individuals' whole psychological system. Allport (2017) presented the same concept of personality in his definition: "The dynamic organization with in the individual of those psychophysical systems that determine his unique adjustments to his environment".

In simple words, personality can be defined as the collection of intrinsic and extrinsic traits that may affect the behaviour of an individual. So to evaluate the personality of a person; traits or characteristics play the primary role (Allport, 2017). In order to classify and present the personality traits that an individual possesses, numerous authors have presented the different trait theories. Work of Gordon Allport, Raymond Cattell, Hans Eysenck, Katherine Brigg and Isabel Brigg is important in this context. From the last many years, a general agreement can be observed among the psychologists on a comprehensive and robust personality model that is known as big five personality model that consists of five universal personality traits named as extraversion, conscientiousness, agreeableness, neuroticism and emotional stability.

Extraversion trait refers to the level of comfort-ability with relationships to others. It represents personality characteristics as active, assertive, talkative, outgoing, social, gregarious, energetic, surgency, and ambitious. These people are good in active communication and with full of positive energy. Agreeableness refers to the degree with which individual differs with others. This Trait represents personality characteristics as cooperative, softhearted, tolerant, forgiving, altruism, emotionally supportive, courteous, good natured, flexible, and self-sacrifice (Barrick & Mount, 2010).

Conscientiousness refers to the degree with which an individual is reliable. It represents different sub traits as organize, dependable, responsible, conformity, orderly, diligent, vigilant, attentive, cautious, logical, risk averter, systematize, thorough, comprehensive, reliable, determined and keep focused towards their goal for achieving success (Digman, 2010). Neuroticism refers to the low level of emotional stability.

Colman (2013) defined Neuroticism in following words “neuroticism signifies variances of individual tendency to experience suffering and is defined as emotionally insecure and uneven. Openness to experience personality trait refers to the degree or level of one’s imagination or fascination. It represents to personality characteristics as curiosity, novelty, cultivated, aesthetic, sensitivity, independent minded, intellectual and creative.

So considering the wide acceptability of big five personality model this study will consider the above given five traits of personality to define personality in context of this study. We all have a natural curiosity about why people behave as they do. Differences in behaviour have always grabbed our attention and have led to many attempts to thought to be consistent have led to a vast accumulation of words representing characteristics, as any dictionary will demonstrate. So psychology does not really own the phenomenon of personality, for example famous writers have been rewarded for their ability to create characters in a psychologically meaningful way. Thinking and theorizing have gone on for a long time and appear to be a natural tendency amongst just about everyone. Consequently, many different approaches have been adopted by both psychologists and non-psychologists, consciously or not, about others. Often, when the word ‘personality’ is used by people, it refers to a global implicit judgment made up of all the impressions and feelings created by someone. When people tend to react to situations in a fairly consistent manner, this will be observed by the typical non psychologist. But any everyday assessment is bound to be subjective and associated ‡ often tend to muddle up different aspects, like affiliation with others and self-confidence. As with intelligence, the ‘pet’ theories people have are called implicit personality theories (Poropat, 2014).

Personality can be defined as the collection of internal characteristics and external traits that may influence the behaviour of an individual. Personality is so widely studied concept by the psychologists. [Revelle \(2013\)](#), define personality as a psychological quality that contributes to an individual’s enduring and distinctive patterns of thinking, feeling and behaving. According to the researchers at the Personality Project, personality is the coherent pattern of affect, cognition, and desires (goals) as they lead to behaviour (Revelle, 2013). Meanwhile, the American Psychological Association (APA, 2017) defined personality as individual differences in characteristic patterns of thinking, feeling, and behaving.

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## Personality Traits and Academic Achievement

**Extroversion:** This variable has two familiar ends of its spectrum: extroversion and introversion. It concerns where individuals draw their energy from and how they interact with others. Extroverts draw energy from interacting with others, while introverts get tired from interacting with others and replenish their energy from solitude. Those high in extroversion are likely to value performance and stimulation, and unlikely to value tradition or conformity. Extroverts are often assertive, active, and sociable, shunning self-denial in favor of excitement and pleasure.

Studies conducted on an Italian sample, revealed negative associations between extroversion and academic performance, whereas a study conducted on an American sample revealed a positive association between the two variables. Most studies, however, do not indicate any degree of association between extroversion and academic performance in students (Nofle & Robins, 2017). Though there are a few studies indicating negative associations. Those who score high in extroversion are likely to make friends easily and enjoy interacting with others, but they may want to pay extra attention to making well-thought-out decisions and considering the needs and sensitivities of others at the expense of their studies.

**Agreeableness:** This trait concerns how well people get along with others. It measures students tendency to be kind, empathetic, trusting, cooperative, and sympathetic. It shows you how well you harmonize with society. Agreeable individuals tend to value benevolence, tradition, and conformity while avoiding placing too much importance on power, achievement, or the pursuit of selfish pleasures. Agreeableness may be motivated by the desire to fulfill social obligations or follow established norms, or it may spring from a genuine concern for the welfare of others. Whatever the motive, it is rarely accompanied by cruelty, ruthlessness, or selfishness.

People high in agreeableness tend to be well-liked, respected, and sensitive to the needs of others. They likely have few enemies and are affectionate to their friends and loved ones, as well as sympathetic to the plights of strangers (Lebowitz, 2016). Some studies revealed a positive association between agreeableness and academic performance. However, such association is usually indirect and indicates a better adaptation ability of a person with higher levels of agreeableness, which transcends to their study habits. In general, the data on this factor is rather insignificant.

**Neuroticism:** Neuroticism has been found to correlate negatively with self-esteem and general [self-efficacy](#), as well as with an internal locus of control (feeling like one has control over his or her own life). Neuroticism has been linked to poor academic performance and lower motivation, including motivation related to goal-setting and self-efficacy (Judge & Ilies, 2012). It likely comes as no surprise that instability and vulnerability to stress and anxiety do not support one’s best work. The anxiety and self-consciousness components of neuroticism are also positively linked to more traditional values and are negatively correlated with performance values. The hostility and impulsiveness components of neuroticism relate positively to hedonism (or seeking pleasure without regards to the long-term and a disregard for right and wrong) and negatively relate to benevolence, tradition, and conformity.

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## Statement of the Problem

The opinion of the public concerning the standard of education in Nigeria has become obvious following the annual release of the senior secondary certificate examination (SSCE) results, which has always revealed poor results of students, especially in the core subjects English Language and Mathematics. It has been observed that personality traits such as openness, conscientiousness, extraversion, agreeableness and neuroticism influence students’ academic performance positively or negatively.

These problems had continued to persist and cannot be ignored. Students’ performances do not conform to the expectations of the government and investments of parents. In order to decipher forces responsible for these and academic performance, the intelligentsia, or experts and researchers have

studied different factors at different instances that could be responsible for poor academic performance (Schunk, 2012). Different intellectual giants have provided measures to help in defeating this various problems. Some of the studies revealed student's attitude towards school activities, school attendance, participation in instructional activities, interpersonal relationship with other learners and teacher and handling of instructional resources.

Personality features of students may also determine study habits, submission of assignment and preparation for examination. Hence, there is still a lacuna in the knowledge of the influence of students' personality traits on students' academic performance which led the researcher to carry out this study.

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### **Purpose of the Study**

The purpose of the study is to investigate concept of personality traits and students' academic performance in Rivers State. The specific objectives of the study are to:

1. Determine the extent extraversion as a personality trait influences academic performance of students in students of public senior secondary schools in Rivers State
2. Verify the extent agreeableness as a personality trait influences academic performance of students in students of public senior secondary schools in Rivers State.
3. Ascertain the extent neuroticism as a personality trait influences academic performance of students in students of public senior secondary schools in Rivers State.

### **Research Questions**

The following research question guided the study.

1. To what extent does extraversion as a personality trait influence academic performance of students in public senior secondary schools in Rivers State?
2. To what extent does agreeableness as a personality trait influence academic performance of students in public senior secondary schools in Rivers State?
3. To what extent does neuroticism as a personality trait influence academic performance of students in public senior secondary schools in Rivers State?

### **Hypotheses**

The following null Hypotheses, which were tested at 0.05 level of significance, have been formulated to guide this study.

1. There is no significant difference in the mean rating of male and female students on extent extraversion trait influences academic performance of students in public senior secondary schools in Rivers State.
2. There is no significant difference in the mean rating of male and female students on the extent agreeableness influences academic performance of students in public senior secondary schools in Rivers State.
3. There is no significant difference in the mean rating of male and female students on the extent neuroticism influences academic performance of students in public senior secondary schools in Rivers State.

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## **METHODOLOGY**

The descriptive survey design was adopted for the study. Descriptive research is a branch of research that presents or reports information or data the way it is. Descriptive survey gives a clear picture of a situation and it serves as a basis for most researchers in assessing the condition as a prerequisite for drawing conclusion. It attempts to describe or document current conditions or attitudes, that is, to explain what exists at the moment. The population of the study was 9,787 which consisted all SS2 Public Senior Secondary School students across all the senior secondary schools in Obio/Akpor, Okrika, Omuma, Etche, Ogu/Bolo, Emuoha, Port Harcourt and Ikwerre Local Government Areas of Rivers State. The sample size of the study was three hundred and eighty four (384) SS 2 students. This figure was generated using Taro Yemane formula. The study made use of simple random techniques to choose the sample size. The purposive sampling technique was adopted in selecting the three (3) Local Government Areas (Obio/Akpor, Port Harcourt and Ikwerre) in Rivers East Senatorial District. The simple random sampling technique gave all the population equal chance of being represented. The male students selected for this work was 154 while the female students were 230 that made up the total sample size of 384. The questionnaire is the instrument for this study. It was titled: Personality Trait on Academic Performance of Students Questionnaire (PTAASQ) which was used to assess the personality traits of students. The instrument was sent to the researcher's supervisor for proper scrutiny and to two research experts of measurement and evaluation. Corrections and recommendations were incorporated in the final copy of the instrument. The reliability of the instrument was determined using test-retest method for a measure of its stability. The research questions were answered using mean and standard deviation, while the null hypotheses were tested at 0.05 level of significance using z-test.

## RESULTS

**Research, Question 1:** To what extent does extraversion as a personality trait influence academic performance of students in public senior secondary schools in Rivers State?

**Table 1: Descriptive Analysis on the extent Extraversion as a Personality Trait Influences Academic Performance of Students in Public Senior Secondary Schools**

S/N	Questionnaire Items	Male Students=154			Female Students=230		
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks
1.	My adaptability to any condition I find myself influence my academic achievement.	2.65	0.81	High extent	2.62	0.81	High extent
2.	My ability to channel my energy to any social activity influence my academic achievement.	2.57	0.80	High extent	2.51	0.79	High extent
3.	My outward orientation influence my academic achievement.	2.72	0.82	High extent	2.65	0.81	High extent
4.	My Interaction with others in any subject influence my academic achievement	2.670	0.82	High extent	2.55	0.80	High extent
5.	My sociability approach draws intellectual energy from others which in turn influence my academic achievement.	2.72	0.82	High extent	2.65	0.81	High extent
6.	My ability to relate to others stimulate my thinking and it influence my educational capacity.	2.670	0.82	High extent	2.55	0.80	High extent
	<b>Grand Mean</b>	<b>2.65</b>	<b>0.81</b>		<b>2.58</b>	<b>0.80</b>	

Source: Field Survey, 2023.

The analysis on table 1 presents that items 1 to 6 have means of 2.65, 2.57, 2.72, and 2.67 respectively for male students with standard deviations ranging from 0.81 to 0.82 and means of 2.62, 2.51, 2.65 and 2.55 respectively for female students with standard deviations from 0.80 to 0.81 which show that extraversion influences students' academic performance to a high extent. Further the grand means and standard deviations of 2.65 and 0.81 for male students and 2.58 to 0.80 for female students confirm high extents influence of extraversion on students' academic performance. Therefore, the study revealed that extraversion as a personality trait influences the academic performance of students of public senior secondary schools in Rivers State to a high extent.

**Research question 2:** To what extent does agreeableness as a Personality Trait influence academic performance of students in public senior secondary schools in Rivers State?

**Table 2: Descriptive Analysis on the extent Agreeableness as a Personality Trait Influences Academic Performance of Students in Public Senior Secondary Schools.**

S/N	Questionnaire Items	Male Students=154			Female Students=230		
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks
7.	My consistent approach in agreeing with others on subject that matters influence my academic achievement.	2.87	0.85	High extent	2.59	0.80	High extent
8.	My level of academic cooperation determine my cognitive strength which influence my academic achievement.	2.77	0.83	High extent	2.55	0.80	High extent
9.	My ability to perform my school task in harmony with curricula objectives influence my academic achievement.	2.90	0.85	High extent	2.62	0.81	High extent
10.	My level of tolerance influence my academic achievement.	2.92	0.85	High extent	2.65	0.81	High extent
11.	My level of carefulness influence my academic work.	2.90	0.85	High extent	2.62	0.81	High extent
12.	my desire to fulfill social obligations influence my academic achievement	2.92	0.85	High extent	2.65	0.81	High extent
	<b>Grand Mean</b>	<b>2.87</b>	<b>0.85</b>		<b>2.60</b>	<b>0.81</b>	

Source: Field Survey, 2023.

The analysis on table 2 presents that items 7 to 14 have means of 2.87,2.77,2.90,and 2.92 respectively for male students with standard deviations ranging from 0.83 to 0.85 and means of 2.59, 2.55, 2.62 and 2.65 respectively for female students with standard deviations from 0.80 to 0.81 which show that agreeableness influences students' academic performance to a high extent. Further the grand means and standard deviations of 2.87 and 0.85 for male students and 2.60 to 0.81 for female students confirm high extents influence of agreeableness on students' academic achievement. Therefore, the study revealed that agreeableness influences the academic performance of students of public senior secondary schools in Rivers State to a high extent.

**Research question 3:** To what extent does neuroticism as a personality traits influence academic performance of students in public senior secondary school in Rivers State?

**Table 3: Descriptive Analysis on the extent Neuroticism as a Personality Trait Influences Academic Performance of Students in Public Senior Secondary Schools.**

S/N	Question Items	Male Students = 154			Female Students = 230		
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks
15.	My moody and worrisome approach influence my academic performance negatively.	2.95	0.86	High extent	2.66	0.82	High extent
16.	My anxious behavior influence my academic achievement.	2.90	0.85	High extent	0.82	0.79	High extent
17.	My level of uncertainty influence my academic performance.	2.92	0.85	High extent	2.62	0.81	High extent
18.	Sometimes I let small things get to my nerves too much and it influence my academic performance negatively.	2.95	0.86	High extent	2.72	0.82	High extent
19.	My nervous expression in class affect my school work.	2.92	0.85	High extent	2.62	0.81	High extent
20.	My Neurotic behavior is linked to poor academic performance and lower motivation	2.95	0.86	High extent	2.72	0.82	High extent
	<b>Grand Mean</b>	<b>2.93</b>	<b>0.86</b>		<b>2.67</b>	<b>0.82</b>	

. Source: Field Survey, 2023.

The analysis on table 3 presents that items 15 to 20 have means of 2.95,2.90,2.92, and 2.95 respectively for male students with standard deviations ranging from 0.85 to 0.86 and means of 2.66, 2.69, 2.62 and 2.72 respectively for female students with standard deviations from 0.81 to 0.82 which show that neuroticism influences students' academic performance to a high extent. Further the grand means and standard deviations of 2.93 and 0.86 for male students and 2.67 to 0.82 for female students confirm high extents influence of neuroticism on students' academic performance. Therefore, the study revealed that conscientiousness influences the academic performance of students of public senior secondary schools in Rivers State to a high extent.

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference in the mean rating of male and female students on the extent conscientiousness influences academic performance of students in public senior secondary schools in Rivers State.

**Table 4: Z-test Analysis of Influence of Extraversion as a Personality Trait on Academic Performance of Students in Public Senior Secondary Schools in Rivers State**

Status	N	$\bar{X}$	SD	df	z-cal	x	z-crit	Decision
Male Students	154	2.58	0.80					
				382	1.29	0.05	1.96	H <sub>0</sub> Accepted
Female Students	230	2.65	0.81					

Table 4 presents that female students have mean of 2.58 and standard deviation of 0.80, while male students have mean of 2.65 and standard deviation of 0.81. Both female and male students have degrees of freedom of 345, z-calculated of 1.29 and z-critical of 1.96 at  $\alpha = 0.05$ . This implies that the null hypothesis that there is no significant difference in mean rating of male and female students on the extent of influence of extraversion as a personality trait on academic performance of students of public senior secondary schools in Rivers State is not rejected on  $z\text{-cal}(1.29) < z\text{-crit}(1.96)$  at  $\alpha = 0.05$ . Therefore, female and male students of public senior secondary schools in Rivers State are in agreement that extraversion as a personality trait influences students' academic performance to a high extent.

**Hypothesis 2:** There is no significant difference in the mean rating of male and female students on the extent Agreeableness influences academic performance of students in public senior secondary schools in Rivers State.

**Table 5: Z-test Analysis of influence of Agreeableness as a personality trait on Academic Performance of Students in Public Senior Secondary Schools in Rivers State**

Status	N	$\bar{X}$	Sd	df	z-cal	x	z-crit	Decision
Male Students	154	2.60	0.81	382	1.24	0.05	1.96	H <sub>0</sub> Accepted
Female Students	230	2.87	0.85					

Table 5 presents that female students have mean of 2.60 and standard deviation of 0.81, while male students have mean of 2.87 and standard deviation of 0.85. Both female and male students have degrees of freedom of 345, z-calculated of 1.24 and z-critical of 1.96 at  $\alpha = 0.05$ . This implies that the null hypothesis that there is no significant difference in mean rating of male and female students on the extent of influence of agreeableness as a personality trait on academic performance of students of public senior secondary schools in Rivers State is not rejected as  $z\text{-cal}(1.24) < z\text{-crit}(1.96)$  at  $\alpha = 0.05$ . Therefore, female and male students of public senior secondary schools in Rivers State are in agreement that agreeableness as a personality trait influences students' academic performance to a high extent.

**Hypothesis 3:** There is no significant difference in the mean rating of male and female students on the extent neuroticism influences academic performance of students in public senior secondary schools in Rivers State.

**Table 6: Z-test Analysis of influence of Neuroticism as a Personality Trait on Academic Performance of Students in Public Senior Secondary Schools in Rivers State**

Status	N	$\bar{X}$	SD	df	z-cal	x	z-crit	Decision
Female Students	154	2.67	0.82	382	2.29	0.05	1.96	Accepted
Male Students	230	2.93	0.86					

Table 6 presents that female students have mean of 2.67 and standard deviation of 0.82, while male students have mean of 2.93 and standard deviation of 0.86. Both female and male students have degrees of freedom of 345, z-calculated of 2.29 and z-critical of 1.96 at  $\alpha = 0.05$ . This implies that the null hypothesis that there is no significant difference in mean rating of male and female students on the extent of influence of neuroticism as a personality trait on academic performance of students of public senior secondary schools in Rivers State is rejected as  $z\text{-cal}(2.29) > z\text{-crit}(1.96)$  at  $\alpha = 0.05$ . Therefore, female and male students of public senior secondary schools in Rivers State are in agreement that neuroticism as a personality trait influences students' academic performance to a high extent.

## Discussion of Findings

### Extraversion and Students' Academic Performance

The finding of the study still showed that extraversion has positive influence on academic performance of students in Public Senior Secondary Schools in Rivers State. This finding is in line with Poropat (2014) who asserts that those who score high in extraversion are likely to make friends and enjoy interacting with others, but they may want to pay extra attention to make well-thought-out decisions and considering the needs and sensitivities of others at the expense of their studies. In this note, the hypothesis 3 is accepted and concluded that significant influence exists in the mean responses between extraversion and academic performance of students in public senior secondary schools in Rivers State.

### Agreeableness and Students' Academic Performance

The study also revealed that agreeableness has positive and significant influence on academic performance of students in public senior secondary schools in Rivers State. This study is in collection with Digman (2010) who admits that some studies revealed a positive association between agreeableness and academic performance of students. And that students high in agreeableness tend to be well-liked, respected and sensitive to the needs of others. They likely have few enemies and are affectionate to their friends and loved ones, as well as sympathetic to the plights of strangers. Therefore, the hypothesis 4 is accepted and concluded that significant influence exists in the mean responses between agreeableness and academic performance of students in public senior secondary schools in Rivers State.

### Neuroticism and Students' Academic Performance

The findings of the study indicated that neuroticism has influence over academic performance of students in public senior secondary schools in Rivers State. This finding is in the same view with Judge and Thies (2012) who reviewed that neuroticism has been linked to poor academic performance and lower motivation, including motivation related to goal oriented or setting and self-efficiency. Also observed that, the anxiety and self-consciousness

components of neuroticism are also positively linked to more traditional values and are negatively correlated with performance values. So the hypothesis 5 is rejected and the conclusion is that no significant influence exists in the mean responses between neuroticism and academic performance of students in public senior secondary school in Rivers State.

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## Conclusion

The influence of students personality traits on academic performance of students in public senior secondary schools cannot be overemphasized, However, the study concludes that personality traits have both positive and negative influence on the students' academic performance in public senior secondary schools, hence openness to experience leads to gains in skills and knowledge, and it naturally increases as a person ages and has more experience to learn from, while neuroticism has been linked to poor academic performance or performance and lower motivation, including motivation related to goal setting and self-efficacy, the study also deduced that conscientiousness, extroversion and agreeableness have positive and significant influence on students' academic performance in public senior secondary school in Rivers State.

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## Recommendations

From the findings and conclusion, the following recommendations are hereby put forward to ensure that this study achieve its objectives.

1. School management should educate the students on how to use extroversion and introversion hence in one way or the other, extroversion can influence students' academic performance positively in public senior secondary schools.
2. Students should be enlightened on the need to be agreeable in whatever they are doing hence agreeableness help the students to be well-liked, respected and sensitive to the needs of others.
3. School management should discourage their students from neuroticism hence it has been linked to poor academic performance and lower motivation among the students.

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