



Perceived Influence of Teachers' Personalities on the Academic Performance of Students in Public Senior Secondary Schools in Imo State

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ABSTRACT

The study investigated perceived influence of teachers' personalities on the academic performance of students in public senior secondary schools in Imo State. Five research questions and five hypotheses guided the study. Descriptive survey research design was adopted. The population of the study was 5,903 (3,411 male and 2,492 female) teachers in all the public senior secondary schools in Imo State. The sample size for the study was 375 (175 male and 200 female) teachers which was determined using Taro Yamane's formula. Perceived Influence of Teachers' Personalities on Students' Academic Performance Questionnaire was used for data collection. The content validity of the instrument was determined by the supervisor and two other experts in the field of Psychology and Measurement and Evaluation in Rivers State University, Port Harcourt. Cronbach Alpha formula was used to obtain the following internal consistency reliability coefficients: 0.70 for cluster A; 0.71 for cluster B; 0.70 for cluster C; 0.72 for cluster D; 0.73 for cluster E, and 0.71 for the entire instrument. Research questions were answered using mean and standard deviation, while the null hypotheses were tested at 0.05 level of significance using a z-test. Results of the study showed that: openness to experience, conscientiousness, extroversion, agreeableness and neuroticism influence academic performance of students in public senior secondary schools in Imo State to a high extent as perceived by teachers. It was recommended among others that: teachers should strive to maintain the level of extroversion that would enable them to create cordial relationships with their students that will bring about improvement in the students' academic performance, and that teachers should demonstrate openness to experience to enhance teaching and learning process and improve students' academic performance.

KEYWORDS: Perceived, influence, personality, academic performance

Introduction

Generally, it is believed that education is important for the overall development of a nation. This is because education, according to Adams (2012), improves the capabilities of individuals, and the capacities of institutions and catalyses the closely interrelated economic, social, cultural and demographic changes that culminate in national development. This implies that any nation that aims at sustainable development and improved quality of life for its citizens must invest in quality education. Quality education provides all learners with the capabilities they require to become economically productive; develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual well-being (Vobe, 2017). To improve the quality of education, at least 20 per cent of the national budget must be allocated to education.

Closely related to quality education is academic performance. Teachers have been shown to have an important impact on students' achievement irrespective of their gender and also play a crucial role in educational attainment and degrading the quality of education through laziness, error, cruelty or incompetence (Lloyd, Mensch, & Clark, 2003). For appropriate academic excellence of the students and for the growing needs of the world which is becoming more and more competitive in education to meet the goals of education, proper measure or evaluation has to be adopted. Thus, the measurement or evaluation of the influence of teachers' personality traits and academic performance of students in secondary schools becomes indispensable. In the view of Keggwa (2003) academic performance is the quality and quantity of knowledge, skills, techniques, positive attitudes, behaviour and philosophy that students achieve. Academic performance could be measured using some carefully designed set of tests or assessment. It could be in the dimension of the measures of cognitive or non-cognitive attributes. All these mentioned items tailored down to assessing students' academic ability.

However, academic performance has played an important role among students and in society. On the part of the students, it has helped to:

1. ascertain the capabilities of a student in a particular content or subject covered;

2. determine how well a student can assimilate, retain, recall and communicate his/her knowledge of what has been learnt;
3. determine the extent to which students have an interest in learning;
4. determine teachers' ability or knowledge of the subject matter;
5. encourage students to be more focused during the teaching and learning process;
6. Know the area of their strengths and weaknesses.

On the part of the society, it has helped to:

7. create a solid foundation for the future of the society;
8. improve the quality of education;
9. improve the quality of teaching;
10. improve or focus more on human capital development;
11. strengthen the human capital development;
12. improve the qualities and facilities of educational institutions.
13. improve the education system, increase innovation and ensure holistic human capital.
14. improve the quality of educational infrastructure and services.

However, studies tend to reveal that over the years, the academic performance of both male and female students in secondary schools has been dwindling. For instance, in Nigeria, 65% of students who participate in one form of examination or the other come out with a poor result, even after they have taken enough time to adequately prepare for these examinations (Damilola, 2013). Also, Sao (2011) noted that about 15% to 20% of children in their early school years have difficulty learning and thus, have poor school performance. Poor academic performance is a major concern among students, parents, teachers, school administrators, researchers and society at large.

Many parents spend so much money to secure good schools either for their children or themselves and some parents even invest in their children's education abroad as they believe that it will enhance their children's academic performance, and in turn, give them an added advantage over their peers in terms of securing good employment and making contributions to the development of the nation. Studies have revealed some factors affecting the academic performance of students. For instance, Stiggins (2011) reported that students' poor academic performance can be explained as resulting from a lack of interest in learning, time management issues, teachers' availability and competence, curriculum issues and students' lack of self-efficacy.

Also, the intermingling of cognitive ability and personality characteristics has been observed by Rindermann and Neubauer (2001) and Chamor, Premuzie and Furnham (2006) as a possible explanation for individual differences in academic performance. Poor academic performance of students has equally been attributed to factors ranging from poor study habits, poor learning environment, socio-economic background of students, teaching method, instructional materials and many more (Maled & Sayid, 2011; Gronick, 2003; Cotton & Wikeclund, 2005) and teachers personality traits (Eyong, David & Umoh 2014).

However, the extent to which teachers' personality traits affect or influence students' academic performance seems not to have been thoroughly investigated in recent times, especially in Imo State hence, the need for this study on the perception of teachers' personality traits on students' academic performance in senior secondary schools in Imo State. Personality, according to Asuru (2015) is a dynamic and organized set of characteristics possessed by a person that uniquely influences his environment in various situations. Asuru also described personality as a person's thoughts as well as the behavioural patterns which the person consistently exhibits over time which influence his values, relationships, attitudes, responses to stimuli and general world-view. This implies that personality describes an individual's feelings, thinking and actions.

Colman (2003) described personality as the total of the behavioural and mental characteristics that are distinctive of an individual. By this expression, Colman viewed personality as the aggregate of behavioural and psychological characteristics an individual possesses and such characteristics are unique and peculiar to the individual. Thus, personality can be seen as the totality of one's behaviour towards oneself as well as others. It includes everything about the person, his physical, emotional, social, mental and spiritual make-up.

An individual personality is often described in terms of a set of traits or characteristics. A trait is nothing more than a label for an observed pattern of behaviour. According to Ubulom, Uzoeshi, Amini and Vipene (2008), traits are characteristics or attributes of individuals on which information is required. In the view of Damilola (2008), traits are the total of stable characteristics in a person across different times and situations, which make him or her unique and distinct from others. Relating it to this study, every teacher has a personality trait that influences the way he or she manages his classroom, teaches his/her subject and even interacts with the school environment during teaching and learning.

There are five big models or features of personality traits, namely, openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. They are the most widely accepted classification of personality traits. Thus, in this present study, they will be considered as they affect or influence teachers' performance and by extension students' academic performance in senior secondary schools in Imo State.

Conscientiousness is one of the big five personality traits that can reveal the level of one's organization and work ethics. Conscientiousness can make one to be dependable, responsible, hard-working, persistent, planful, organized, cautious, dutiful and achievement-oriented (Barrock & Mount, 2014). Conscientiousness illustrates the more specific traits that mark careful, responsible and dependable people in contrast to people who are lazy and lack self-discipline (Rolland, 2002). Conscientiousness describes teachers' tendency to pay attention to details, be punctual to classes, be committed to lesson plans and be organized and goal-driven. These attributes will definitely enable a classroom teacher to positively influence students' academic performance. On the other hand, teachers who are not conscientious might not influence students' academic performance positively, thereby leading to poor academic performance among male and female students.

Conscientiousness is the key factor in predicting the performance of an individual with high and low level of thoughtfulness, good impulse, control and goal-directed behaviours. This shows that highly conscientious teachers tend to be organized and mindful of details. They plan, think about how their behaviour affects others and are mindful of deadlines. This also implies that any teacher who possesses these traits will affect teaching positively, thereby making students a goal-achievers who will perform excellently in their academics. De Raad and Schouwenburg (2000) opined that people who are low on emotional stability are more anxious and tend to focus on their emotional state, procrastinating important tasks, thus interfering with attention to academic tasks, thereby reducing performance.

Neuroticism is a trait characterized by sadness, moodiness and emotional instability. According to (Bozionelos, 2004) neuroticism encompasses characteristics that include excessive worry, pessimism, low confidence, negative emotions. Teachers who are high in this trait tend to experience lot of stress, worries about many different things, get upset easily, mood swings, anxiety, irritability and sadness. This could explain why some teachers are emotionally unstable and unfriendly, thereby making students dislike the teacher as well as not yielding to his teaching, thus leading to poor academic performance. While teachers with low trait tend to be more stable and emotionally resilient.

Openness to experience shows one's level of creativity and curiosity. Bindu (2014) defined openness to experience as the degree to which a person is imaginative and curious as opposed to concrete-minded and narrow thinking. This trait has the tendency to make a teacher to be innovative in his teaching, display high level of intelligence, curiosity and enterprise in the school environment. It is the personality trait that could enable a teacher to display a high level of intellectual capacity. Bozionelos (2004) observed that individuals who score high on openness should be more likely to report involvement in their work, as that work can serve as the arena to entertain their curiosity, their appetite for exploring new perspectives and their tendency to develop genuine interests for any activities they are involved in.

Teachers with high level of openness to experience will invariably affect the students' academic performance positively. This is to say that students' academic performance could be poor when the teachers' level of openness to experience is low. De Raad and Schouwenburg (2000) revealed that openness appears to reflect the ideal student, because of its association with being foresighted, intelligent and resourceful. Openness is positively correlated with the approach to learning (Vermetten, Lodewijks & Vermunt, 2011) and learning motivation (Tempelaar, Gijsselaers, Vander, Loeff, & Nijhuis, 2007).

Agreeableness is a factor that concerns how well people get along with others. It is a construct that rests on how a teacher generally interacts with students during learning. Individuals with agreeable traits are trust-worthy, cooperative, altruistic, complaisant, polite, cheerful, considerable, kind and moved by others. According to Lebowitz (2016) people with agreeable traits tend to be well-liked, respected and sensitive to the needs of others, affectionate to their friends and loved ones, as well as being sympathetic to the plights of strangers. Invariably teachers with high agreeable attributes have a great deal of interest in their students, enjoy helping and contributing to the improvement of the students' academic works irrespective of their gender differences and are more cooperative while those in low trait doesn't care about the students feeling pertaining learning. Also, insults and belittles students, even manipulating students to get what they want, thereby depriving students of being enthusiastic toward learning, leading to poor academic performance. (Vermetten, Lodewijks, & Vermunt, 2011) reported that agreeableness was linked to compliance with teacher instructions, effort and staying focused on learning tasks.

Another vital personality trait is extroversion. Extroversion is defined as the level of one's sociability and enthusiasm. Extraversion is regarded as a general tendency toward sociability, assertiveness, activeness and being talkative. Tallman and Bruning (2008) observed that people who are high in extroversion tend to be high performers and committed to their organization and their work. According to them, people will develop psychological contracts that reflect their hard work, commitment and willingness to work with others. Hence, a teacher with high extroversion will contribute to positive learning environment. Teachers who are high on extraversion will perform better academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand. Also, extraverted teachers will be active in class and other academic engagements, which will in turn impact positively on both male and female students' academic performance. Contrarily, both male and female teachers with low extroversion traits tend to pursue other social activities rather than teaching, leading to lower levels of performance.

From the above background, it could be clearly observed that personality traits have over the years been associated with variations in students' academic motivation and performance (Chamorro-Premuzic & Furnham, 2003; Chamorro-Premuzic & Furnham, 2006; O'Connor & Paunonen, 2007; Hazrati-Viaria, Rada & Torab, 2012), which makes it imperative for this research to be focused on perception of teachers' personality traits on the academic performance of students in public senior secondary schools in Imo State.

Statement of the Problem

Students' academic performance has been and is used as a predictor of their future educational and occupational career. In Nigeria in recent times, there has been an outcry of both male and female students' poor academic performance. For instance, the researcher observed that more than 50% of candidates

that sat for the West African Senior School Certificate Examination failed and the story has been the same since till date. Furthermore, the West African Examination Council Chief Examiner's report of 2008 portrayed a decline in students' academic performance in Nigeria. This and many more ugly trends have posed great concern to parent, government, teachers and other stakeholders in the educational sector. Several factors have been identified as attributes of poor academic performance among which are time management issues, teacher's availability and competence, students poor study habit, socio-economic background of students, teaching methods and instructional aids. Some scholars have identified male and female teachers' personality trait as one major factor while others have maintained that the teacher's personality trait has nothing to do with student academic performance; yet little or nothing has been done to empirically show the perceived influence of teachers' personality trait on students' academic performance. It is against this background that this study investigated the perceived influence of teachers' personalities on students' academic performance.

1.3 Research Questions

This study was guided by the following research questions:

1. To what extent does teachers' perceived openness to experience influence the academic performance of students in public senior secondary schools in Imo State?
2. To what extent does teachers' perceived conscientiousness influence the academic performance of students in public senior secondary schools in Imo State?
3. To what extent does teachers' perceived extroversion influence the academic performance of students in public senior secondary schools in Imo State?
4. To what extent does teachers' perceived agreeableness influence the academic performance of students in public senior secondary schools in Imo State?
5. To what extent does teachers' perceived neuroticism influence the academic performance of students in public senior secondary schools in Imo State?

1.4 Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. There is no significant difference in the mean perception of male and female teachers on the extent to which their openness to experience influences the academic performance of students in public senior secondary schools in Imo State.
2. There is no significant difference in the mean perception of male and female teachers on the extent to which their conscientiousness influences the academic performance of students in public senior secondary schools in Imo State.
3. There is no significant difference in the mean perception of male and female teachers on the extent to which their extroversion influences the academic performance of students in public senior secondary schools in Imo State.
4. There is no significant difference in the mean perception of male and female teachers on the extent to which their agreeableness influences the academic performance of students in public senior secondary schools in Imo State.
5. There is no significant difference in the mean perception of male and female teachers on the extent to which their neuroticism influences the academic performance of students in public senior secondary schools in Imo State.

METHODOLOGY

The study adopted the descriptive survey research design. Dike (2017) defined descriptive survey research design as an attempt to interpret data about a social institution, an event, a group or an area. The descriptive survey research design was considered suitable for this study because the study investigated the perceived influence of teachers' personality traits on the academic performance of students in public senior secondary schools in Imo State. In addition, the descriptive survey research design was appropriate for the study because the researcher did not have any direct control over the independent variables as their manifestations had already occurred.

The population of the study consisted of all the 5,903 teachers in public senior secondary schools in Imo State. The population was made up of 3,411 male and 2,492 female teachers in all the 300 public senior secondary schools in Imo State. The sample size of the study was 702 (385 male and 344 female) teachers in public senior secondary schools in Imo State, which was determined using Taro Yamene's sample size formula. Multi-stage sampling technique was adopted in selecting the sample size of the study.

The instrument used for data collection was a researcher-structured questionnaire titled: "Perceived Influence of Teachers' Personality Traits on Students' Academic Performance Questionnaire" (PITPTSAPQ). The instrument was administered by the researcher on the study but from the study population. A reliability coefficient of 0.71 was obtained using the Cronbach Alpha method with the aid of the SPSS version 23. The administration of the questionnaire on the sample of 375 teachers was personally carried out by the researcher.

RESULTS

Data Presentation and Analysis

The data collected were analysed and presented in tables as shown below.

Research Question 1: To what extent does teachers' perceived openness to experience influence the academic performance of students in public senior secondary schools in Imo State?

Table 1: Mean and Standard Deviation on the Extent Teachers' Perceived Openness to Experience Influences the Academic Performance of Students in Public Senior Secondary Schools in Imo State

S/No.	Statement	Male Teachers (n = 358)			Female Teachers (n = 344)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1.	Teachers who spend much time explaining issues to students influence students' academic performance	3.01	0.81	HE	2.90	0.90	HE
2.	Teachers who are always friendly and lively during teaching and learning promote students' performance	2.88	0.87	HE	2.94	0.88	HE
3.	Teachers who are satisfied with their jobs enhance students' learning outcome	2.77	0.75	HE	2.83	0.73	HE
4.	Teachers who have energy for teaching can enhance students' academic performance	2.48	0.69	LE	2.41	0.64	LE
5.	Sociable teachers encourage active participation in class among students	2.75	0.88	HE	2.66	0.84	HE
6.	Teachers who always make students feel happy and relaxed during lessons can enhance students' academic performance	2.79	0.88	HE	2.84	0.89	HE
GrandMean		2.78	HE		2.76	HE	

Table 1 shows that the mean ratings of male and female teachers on five items (items 1, 2, 3, 5 and 6) are of high extent, while the mean ratings of male and female teachers on item 4 are of low extent. With the grand means of 2.78 and 2.76 for male and female teachers respectively, which lie within 2.50 – 3.49, it was concluded that teachers' perceived openness to experience influences the academic performance of students in public senior secondary schools in Imo State to a high extent.

Research Question 2: To what extent does teachers' perceived conscientiousness influence academic performance of students in public senior secondary schools in Imo State?

Table 2: Mean and Standard Deviation on the Extent Teachers' Perceived Conscientiousness Influences Academic Performance of Students in Public Senior Secondary Schools in Imo State

S/No.	Statement	Male Teachers		Female Teachers	
		(n = 385)		(n = 344)	
		\bar{X}	SD Decision	\bar{X}	SD Decision
7.	Compassionate teachers are likely to influence students' academic performance	3.00	0.94 HE	2.91	0.91 HE
8.	Teachers who are kind are likely to influence students' academic performance	2.89	0.90 HE	2.95	0.80 HE
9.	Easy-going teachers can always influence students' academic performance	2.69	0.95 HE	2.61	0.91 HE
10.	Teachers who are sympathetic in character can always influence students' academic performance	2.90	0.91 HE	2.97	0.81 HE
11.	Teachers who tend to be calm in attending to students' needs can always enhance students' performance academically	2.49	0.70 LE	2.42	0.68 LE
12.	Teachers who get along with students tend to encourage high academic performance among students	2.96	0.82 HE	2.87	0.87 HE
Grand Mean		2.82	HE	2.79	HE

Results in Table 2 indicate that the mean ratings of the respondents on items 7, 8, 9, 10 and 12 are high extent, while the mean ratings of the respondents on item 11 are low extent. With the grand means of 2.82 and 2.79 for male and female teachers respectively, which lie within 2.50 – 3.49, it was concluded that teachers' conscientiousness influences the academic performance of students in public senior secondary schools in Imo State to a high extent.

Research Question 3: To what extent does teachers' perceived extroversion influence the academic performance of students in public senior secondary schools in Imo State?

Table 3: Mean and Standard Deviation on the Extent Teachers' Perceived Extroversion Influences Academic Performance of Students in Public Senior Secondary Schools in Imo State

S/No.	Statement	Male Teachers		Female Teachers	
		(n = 358)		(n = 344)	
		\bar{X}	SD Decision	\bar{X}	SD Decision
13.	Teachers who do exercise patience with students during teaching-learning usually promote high academic performance among students	3.03	0.93 HE	2.93	0.92 HE
14.	Teachers who are thorough in their jobs always enhance students' academic performance	2.97	0.92 HE	2.88	0.98 HE

15.	Teachers who do put in extra time for teaching and learning encourage high academic performance among students	3.01	0.88 HE	2.92	0.89 HE
16.	Teachers who are always well-prepared for teaching and learning usually promote performance	2.79	0.95HE	2.72	0.98 HE
17.	Teachers who are consistent in their teaching job can influence students' academic performance	2.87	0.91 HE	2.94	0.81 HE
18.	Teachers who exhibit spirit of perseverance in teaching are likely to promote high academic performance among students	2.94	0.86 HE	3.01	0.81 HE
Grand Mean		2.94	HE	2.90	HE

Results in Table 3 reveal that the mean ratings of the respondents on all the items (items 13, 14, 15, 16, 17 and 18) are high extent. With the grand means of 2.94 and 2.90 for male and female teachers respectively, which lie within 2.50 –3.49, it was concluded that extroversion of teachers influences the academic performance of students in public senior secondary schools in Imo State to a high extent.

Research Question 4: To what extent does teachers' perceived agreeableness influence the academic performance of students in public senior secondary schools in Imo State?

Table 4: Mean and Standard Deviation on the Extent Teachers' Perceived Agreeableness Influences Academic Performance of Students in Public Senior Secondary Schools in Imo State

S/No.	Statement	Male Teachers (n = 358)		Female Teachers (n = 344)	
		\bar{X}	SD	\bar{X}	SD
19.	Insensitivity of some teachers towards academic challenges of students can hamper the learning outcomes of the students	2.81	0.95 HE	2.95	0.85 HE
20.	Negative orientation towards school environment by some teachers can hamper students' academic performance	2.94	0.96 HE	2.84	0.87 HE
21.	Teachers' mood could affect effective teaching and learning as well as students' learning outcome	2.83	0.95HE	2.75	0.97 HE
22.	Teachers' depressive tendency can influence students' learning outcomes	2.72	0.89 HE	2.80	0.83 HE
23.	Teachers' emotional instability during teaching and learning can influence the students' academic performance	3.01	0.88 HE	2.94	0.88 HE

24.	Welcome attributes of teachers can influence students' willingness to learn and academic performance	2.91	0.89	HE	2.84	0.98	HE
Grand Mean							
		2.87	HE	2.85	HE		

Results for research question 4 as shown in Table 4 show that the mean ratings of the respondents on all the items (items 19, 20, 21, 22, 23 and 24) are high extent. With the grand means of 2.87 and 2.85 for male and female teachers respectively, which lie within 2.50 – 3.49, it was concluded that teacher's perceived agreeableness has high extent influence on the academic performance of students in public senior secondary schools in Imo State.

Research Question 5: To what extent does teachers' perceived neuroticism influence the academic performance of students in public senior secondary schools in senior secondary schools?

Table 5: Mean and Standard Deviation on the Extent Teachers' Perceived Neuroticism Influences the Academic Performance of Students in Public Senior Secondary Schools in Imo State.

S/No.	Statement	Male Teachers (n = 358)			Female Teachers (n = 344)		
		\bar{X}	S.D	Decision	\bar{X}	S.D	Decision
25.	Teachers' openness to new ideas can enhance students' academic performance	2.94	0.88	HE	2.85	0.98	HE
26.	Teachers who are creative are likely to influence students' academic performance	3.03	0.82	HE	2.92	0.93	HE
27.	Teachers with active imaginative power can influence students' learning outcomes	2.89	0.87	HE	2.97	0.77	HE
28.	Teachers who adopt new methods and materials for teaching-learning can always enhance students' academic performance	2.96	0.90	HE	2.87	0.89	HE
29.	Teachers who possess high intellectual skills are likely to produce students with high academic performance	2.88	0.93	HE	2.98	0.99	HE
30.	Generally, teachers' openness to experience can bring about improvement in students' academic performance	2.96	0.88	HE	2.86	0.97	HE
Grand Mean		2.94	HE	2.91	HE		

Results in Table 5 show that the mean ratings of the respondents on all the items (items 25, 26, 27, 28, 29 and 30) are all high extent. With the grand means of 2.94 and 2.91 for male and female teachers respectively, which lie within 2.50-3.49, it was concluded that teachers' perceived neuroticism influences students' academic performance in senior secondary schools in Imo State to a high extent.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the mean perception of teachers on the extent to which their openness to experience influences the academic performance of students in public senior secondary schools in Imo State.

Table 6: Z-test Analysis of Mean Perception of Teachers on the Extent to which their Openness to Experience Influences the Academic Performance of Students in Public Senior Secondary Schools in Imo State

Respondents	N	\bar{X}	SD	df	z-cal	z-crit	α	Decision
Male Teachers	358	2.78	0.81	700	0.333	1.960	0.05	H ₀ Not Rejected
Female Teachers	344	2.76	0.81					

Results in Table 6 reveal that at 0.05 level of significance and 700 degrees of freedom (df), z-calculated value = 0.333 and z-critical value = 1.960. Since the z-calculated value (0.333) < z-critical value (1.960), the null hypothesis that there is no significant difference in the mean perception of teachers on the extent to which their openness to experience influences academic performance of students in public senior secondary schools in Imo State was therefore not rejected. This implies that male and female teachers in Imo State perceived their openness to experience to have a high influence on the academic performance of students in public senior secondary schools in Imo State.

Hypothesis 2: There is no significant difference in the mean perceived influence of teachers on the extent to which their conscientiousness influences students' academic performance in public senior secondary schools in Imo State.

Table 7: Z-test Analysis of Mean Perception of Teachers on the Extent to which their Conscientiousness Influences the Academic Performance of Students in Public Senior Secondary Schools in Imo State.

Respondents	N	\bar{X}	SD	df	z-cal	z-crit	α	Decision
Male Teachers	358	2.82	0.87	700	0.500	1.960	0.05	H ₀ Not Rejected
Female Teachers	344	2.79	0.83					

From the results in Table 7, it can be observed that at 0.05 level of significance and 700 degrees of freedom (df), z-calculated value = 0.500 and z-critical value = 1.960. Since the z-calculated value of 0.500 < z-critical value of 1.960, the null hypothesis that there is no significant difference in the mean ratings of teachers on the extent teachers' conscientiousness influences students' academic performance in senior secondary schools in Imo State is not rejected. Thus, male and female teachers in Imo State agree that, to a high extent, teachers' conscientiousness influences students' academic performance in senior secondary schools in Imo State.

Hypothesis 3: There is no significant difference in the mean perceived influence of teachers on the extent to which their extroversion influences students' academic performance in public senior secondary schools in Imo State.

Table 8: Z-test Analysis of Mean Perceived Influence of Teachers on the Extent to which their Extroversion Influences the Academic Performance of Students of Public Senior Secondary Schools in Imo State.

Respondents	N	\bar{X}	SD	df	z-cal	z-crit	α	Decision
Male Teachers	358	2.94	0.91	700	0.571	1.960	0.05	H ₀ Not Rejected
Female Teachers	344	2.90	0.90					

From the results in Table 8, it can be observed that at 0.05 level of significance and 700 degrees of freedom (df), z-calculated value = 0.571 and z-critical value = 1.960. Since the z-calculated value (0.571) < z-critical (1.960), the null hypothesis that there is no significant difference in the mean ratings of teachers on the extent teachers' extroversion influences students' academic performance in senior secondary schools in Imo State is therefore not rejected. This implies that male and female teachers in Imo State agree that teachers' extroversion influences students' academic performance in senior secondary schools in Imo State to a high extent.

Hypothesis 4: There is no significant difference in the mean perceived influence of teachers on the extent to which their agreeableness influences students' academic performance in public senior secondary schools in Imo State.

Table 9: Z-test Analysis of Mean Perceived Influence of Teachers on the Extent to which their Agreeableness Influences the Academic Performance of Students of Public Senior Secondary Schools in Imo State.

Respondents	N	\bar{X}	SD	df	z-cal	z-crit	A	Decision
Male Teachers	358	2.87	0.92	700	0.286	1.960	0.05	H ₀ Not Rejected
Female Teachers	344	2.85	0.90					

Results in Table 9 reveal that at 0.05 level of significance and 700 degrees of freedom (df), z-calculated value = 0.286 and z-critical value = 1.960. Since the z-calculated value of 0.286 < z-critical value of 1.960, the null hypothesis that there is no significant difference in the mean ratings of teachers on the extent teachers' agreeableness influences students' academic performance in senior secondary schools in Imo State is therefore not rejected. Hence, male and female teachers in Imo State agree that teachers' neuroticism, to a high extent, influences students' academic performance in senior secondary schools in Imo State.

Hypothesis 5: There is no significant difference in the mean perceived influence of teachers on the extent to which their neuroticism influences students' academic performance in public senior secondary schools in Imo State.

Table 10: Z-test Analysis of Mean Perceived Influence of Teachers on the Extent to which their Neuroticism Influences the Academic Performance of Students of Public Senior Secondary Schools in Imo State.

Respondents	N	\bar{X}	SD	df	z-cal	z-crit	α	Decision
Male Teachers	358	2.94	0.88	700	0.429	1.960	0.05	H ₀ Not Rejected
Female Teachers	344	2.91	0.92					

Results in Table 4.10 show that at 0.05 level of significance and degrees of freedom (df) of 700, z-calculated value = 0.429 and z-critical value = 1.960. Since the z-calculated value of 0.429 < z-critical value of 1.960, the null hypothesis that there is no significant difference in the mean ratings of teachers on the extent teachers' openness to experience influences students' academic performance in senior secondary schools in Imo State was therefore accepted. Therefore, male and female teachers in Imo State agree that teachers' openness to experience influences students' academic performance in senior secondary schools in Imo State to a high extent.

Discussion of Findings

Teachers' Extroversion and Students' Academic Performance

Results in Table 1 showed that teachers' extroversion influences students' academic performance in senior secondary schools in Imo State to a high extent. Results of hypothesis 1 as shown in Table 6 further showed that there is no significant difference in the mean ratings of male and female teachers on the extent teachers' extroversion influences students' academic performance in senior secondary schools in Imo State. This finding is because teachers who are extroverts can digress the different fields of learning in the process of teaching without getting tired and thereby widen the scope and the knowledge of the students due to their talking nature thus, improving the academic performance of the students. This finding also proves that teachers who normally fill satisfied with their jobs can go a long way to determine the students' level of class participation and academic performance. Hellriegel, Sloam and Woodsman (2005) corroborated this finding when they observed that people who are high on the extroversion scale tend to be sociable, affectionate and friendly and are more likely to experience positive mind, be satisfied with their jobs, generally feel good about the organization and do well.

Effiong (2014) also found that teachers' extroversion significantly influenced academic performance among senior secondary school one (SSS 1) students in Cross Rivers State. In disagreeing with this finding, Ofoegbu (2004) linked poor academic performance of students in Nigeria to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits. However, extroversion could relate to teaching performance or effectiveness of teachers, because teachers who record low in extroversion may be more careful and selective in what they do and say which is a positive attribute for teachers to affect the students' academic performance effectively.

Teachers' Agreeableness and Students' Academic Performance

Table 2 results shown that teachers' agreeableness influences students' academic performance in senior secondary schools in Imo State, to a high extent. Further, the results of hypothesis 2 as shown in Table 7 showed that there is no significant difference in the mean ratings of male and female teachers on the extent teachers' agreeableness influences students' academic performance in senior secondary schools in Imo State. This finding is a clear indication that teachers with agreeable personalities may perform maximally due to their compassionate and cooperative personality traits in class or school. Also, an agreeable teacher is a strong determinant of students' performances because of his ability to solve conflict-based situations in academic work effectively.

In agreement with this finding, Rasheed (2015) who carried out a study on the relationship between teachers' personality and the academic achievement of students in the Bornu education zone reported that agreeableness is significantly related to students' academic performance of junior secondary schools in Bornu education zone. While teachers with agreeable personalities may perform maximally due to their compassionate and cooperative traits because such teachers would at all times find the students showing cooperation and also opening up or teaching in details to them, teachers who do not have agreeable personalities may find it difficult to seek support and cooperation from the students during teaching/learning which affects students' academic performance.

Teachers' Conscientiousness and Students' Academic Performance

From the results of research question 3 as shown in Table 3 teachers' conscientiousness influences students' academic performance in senior secondary schools in Imo State to a high extent. Results of hypothesis 3 as presented in Table 8 showed that there is no significant difference in the mean ratings of male and female teachers on the extent teachers' conscientiousness influence students' academic performance in senior secondary schools in Imo State. This result could be because many teachers do encourage their students to be disciplined and conscious of improving their academic performance. In line with this finding, Okereke (2015) who investigated students' perceived influence of teachers' personality on academic performance among secondary school students in Epe Local Government Area of Lagos State reported that teachers' conscientiousness influenced academic performance among students as perceived by teachers.

Hazrati-Viaria, Rada and Torabib (2011) revealed that conscientiousness predicted both intrinsic and extrinsic motivation of students. It was concluded that academic motivation mediated the relationship between conscientiousness and academic performance. Conscientiousness has been found to relate consistently with job performance (Barrick & Mount, 2010). Roy (2011) noted that those who are low on this dimension, conscientiousness, are easily distracted, disorganized and unreliable. Thus, highly conscientious individuals could perform better than their counterparts because conscientiousness as a personality trait concerns with willingness to work hard and to put in extra time and effort to accomplish goals or to achieve success. Further, teachers who are high in conscientiousness tend to be patient with the students and thereby promote students' academic performance, whereas teachers who are low in conscientiousness are easily distracted and always in a hurry to leave thereby, affecting students' academic performance negatively.

Teachers' Neuroticism and Students' Academic Performance

Table 4 showed that teachers' neuroticism influences, to a high extent, students' academic performance in senior secondary schools in Imo State. Results of hypothesis 4 as presented in Table 9 further revealed that there is no significant difference in the mean ratings of male and female teachers on the extent teachers' neuroticism influences students' academic performance in senior secondary schools in Imo State. This result is because relatively, teachers with neurotic personalities may in one way or the other be affected positively or negatively in their teaching. Judge and Cable (2007) noted that the key to every successful teacher is emotional stability. People with high neuroticism tend to experience negative orientation towards the work situation and feel stressed, whereas those with low neuroticism seen to be calm, composed, energetic and secure to do the job. Unachukwu and Igborbor (2001) observed that in some circumstance, highly neurotic teachers may over-react during teaching/learning sessions, while those with low neuroticism may on the other hand ignore relevant things that can help the teaching/learning process. Ofoegbu (2004) reiterated that poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. However, this finding disagrees with Shaahzirda (2011) who studied teachers' personality traits and academic achievement of students in Denver and found that there was no significant relationship between neuroticism of teachers and academic achievement of students of 10th class in Denver.

Teachers' Openness to Experience and Students' Academic Performance

Results of research question 5 as shown in Table 5 revealed that teachers' openness to experience influences students' academic performance in senior secondary schools in Imo State to a high extent. Results of hypothesis 1 as shown in Table 6 further showed that there is no significant difference in the mean ratings of male and female teachers on the extent teachers' openness to experience influence students' academic performance in senior secondary schools in Imo State. This finding is due to the fact that individuals who are open to experience may have an advantage for jobs which require frequent changes and innovations in methodology and people management such as teaching. In agreement with this finding, Okandu (2014) who conducted a study on the Influence of teachers' personality traits on students' academic performance in senior secondary schools in Epe Local Government Area, Lagos State revealed that there was significant influence of openness to experience on students' academic performance in senior secondary schools in Epe Local Government Area, Lagos State.

Costa and Macrae (1992) acknowledged that individuals who are open to experience are divergent in thinking and they are ready to try new things out. A teacher who is approachable, communicate better, open to ideas will affect students' academic performance positively, whereas a teacher who is a loner and not approachable will negatively affect the academic understanding and performance of the students with academic challenges who may not deem it necessary or comfortable to meet the teacher for more clarification. Generally speaking, teachers who are open to experience and innovation will invariably impact positively on the students understanding thereby improving their academic performance. On the other hand, teachers who are opposed to change or innovative ideas and methodology may perform poorly in teaching thereby resulting in poor academic performance among the students.

Conclusion

This study revealed that all the teachers' personality traits considered in the study which include extroversion, agreeableness, conscientiousness, neuroticism and openness to experience influence students' academic performance in senior secondary schools in Imo State to a high extent. It was, therefore, concluded that teachers' personality traits significantly determine academic performance of students in senior secondary schools in Imo State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers should strive to maintain the level of extroversion that would enable them create cordial relationship with their students that will bring about enhancement of the students' academic performance.

2. Teachers should do well to develop an agreeable personality to encourage the students participate actively in class as well as do well academically.
3. Teachers should endeavour to be highly conscientious especially in time management, lesson preparation and delivery. This would make the students to show willingness to learn, hence result to improvement in academic performance among the students.
4. Characteristics of neuroticism such as anger and depression should be highly minimized or discouraged among the teachers in the school to enable them enhance teaching-learning process for high academic performance among students.
5. Teachers should demonstrate openness to experience in order to enhance teaching and learning process and improve students' academic performance.

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