RELATIONSHIP BETWEEN STUDENTS' PERSONALITY TRAITS AND THEIR ACADEMIC PERFORMANCE IN HISTORY OF EDUCATION IN TERTIARY INSTITUTIONS IN IMO STATE, NIGERIA

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Abstract

The focus of this study was to find out the relationship between students' personality traits and their academic performance in History of Education in tertiary institutions in Imo State, Nigeria.Three research questions and three null hypotheses guided the study. Correlation research design was used in the study. The population for the study was 3100 which comprised 1030 students from Imo State University (IMSU) and 2070 students from Alvan Ikoku Federal College of Education (AIFCE). The study adopted simple random sampling technique. A sample size of 180 students was drawn from AIFCE and 120 students from IMSU which summed up 300 respondents. An instrument titled Questionnaire on Personality Traits and Academic Performance of Students' offering History of Education (QPTAPSHOE) was developed by the researchers for data collection. The instruments were face and content validated by three experts two from Educational Foundations and one from Measurement and Evaluation all in the Faculty of Education in UNN. The instrument was trial-tested on a sample of 20 students in UNN which is outside the study area which has the similar characteristics. The responses were subjected to Cronbach Alpha formula. The following reliability indices: 0.76, 0.89 and 0.74 were obtained for clusters A, B and C. The reliability indices obtained showed that the questionnaire items were reliable. The three research questions were analyzed using Simple Linear Regression Analysis. One-way ANOVA was used to test the three null hypotheses at 0.05 level of significance. The overall result showed that personality traits in general have a low positive relationship with students' academic performance offering History of Education in Imo State Tertiary Institution, Nigeria. The study recommends that government should ensure that only teachers with strong educational and History backgrounds are employed to teach History of Education to enhance students' personality traits.

Keywords: History of Education, Personality Traits and Academic Performance

Introduction

Academic performance is one of the effective factors on learners' achievement. It is a major factor which shows the performance of a student after an exam. In recent times, the academic performance of students offering History of Education in Nigerian tertiary institutions is declining. History of Education is one of the major courses been offered by all 100 level students in Faculties of Education and Schools of Education. Learners need to be interested in learning, otherwise, all efforts of the educational system would fail. Hence, understanding and developing the knowledge about factors that affect academic performance can help improve the educational performance of students in Nigerian tertiary institutions and vice versa. According to O'connor and Paunonen, (2007) posits that ability and intelligence are considered as predictors of academic achievement, there is evidence that personality variables also play a role in the academic pursuits of students. More so, the literature of Costa and McCrae, (1992); Komarraju and Karau, (2005); Chamorro-Premuzic and Furnham, (2008) also suggests that personality traits affect the academic motivation and performance of students. Thus, History of Education is the study of past and present educational events and systems which will help in reconstructing a better system of education for the future. Alaribe (2018) posits that in recent times, educationists are all worried at the rate of decline of academic performance; thus, Personality Traits has therefore been explored in other to find possible solutions to the problem of academic performance amongst tertiary institution students offering History of Education. Therefore, in the present study the researchers try to investigate relationship between students personality traits and

their academic performance in History of Education in tertiary institutions in Imo State, Nigeria.

Personality traits according to McAdams and Olson (2010) are sets of individual differences that are affected by the development of an individual; values, attitudes, and personal memories, social relationships, habits, and skills. It also refers to enduring personal characteristics that are revealed in a particular pattern of behavior in a variety of situations. It is an attribute carried by an individual which is used to determine one's attitude. Alaribe (2018) supported that personality traits reflect basic dimensions on which people differ. More so, personality traits are referred to as personal characteristics that are revealed in a particular pattern of behaviour in variety of situations. Therefore, personality traits can be defined as that which reflects people's characteristic patterns of thoughts, feelings and behaviours towards teaching and learning among peer groups in any given environment. The following are the types of personality traits; Extraversion, Introversion, Conscientiousness, Agreeableness, Openness to experience, and Neuroticism. In the context of this study, the researchers intend to find out the relationship between Extraversion, Introversion and Conscientiousness on the academic performance of students offering History of Education in Imo State University and Alvan Ikoku Federal College of Education Owerri, Imo State.

Extraversion is usually sociable, talkative and communicative, and friendly. They are described as active, bold, assertive, exciting, and stimulating. Schniederjan and Kim, (2005) are of the opinion that extraversion could predict academic performance of students. Extraverts could assume the existence of emotions,

surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others and talkativeness (Toegel & Barsoux 2012). That is to say people who are extraverts draw energy from action; they tend to act, then reflect and then act further. Kingsley, Nuworza, Christopher, Michael, and Believe (2015), confirms that personality such as neuroticism, extraversion, openness to experience and agreeableness were either not or weakly related to academic achievement of students. If they are inactive, their motivation tends to decline. Therefore, for an extravert to perform well in the study of History of Education there is need for the student to study History books, socialize with Historians and Philosophers so as to meet up in the academic pursuit. Alaribe (2018) supports that a proper study of History books by the student involved and socializing with Historians and Philosophers with intellectual potentials and appropriate teaching skills will definitely enhance the maximum performance of the student in the study of History of Education. Furthermore the author asserted that to rebuild their energy, extraverts need breaks from time spent in reflection. In other words, an extravert is a person who is friendly, sociable, and enjoys talking to people around.

Introversion is a situation whereby an individual acts and does things without the interference of anyone. Introverts are typically perceived as more reserved or reflective. Alaribe (2018) supported this view by saying that introversion is the state of being predominantly interested in one's own mental self. People who are introverted tend to be inward turning, or focused more on internal thoughts, feelings and moods rather than seeking out external stimulation. The author further asserted that one who has this trait tends to shy away when having difficulties in the study of

History of Education; as a result of this may cause poor academic achievement of the students involved. Laney (2002) is of the view that introverts are more analytical before speaking and may struggle with word retrieval. Introverts are easily overwhelmed by too much stimulation from social gatherings. In this study, an introvert could be seen as an individual who is more interested in their own thoughts or feelings than spending time with other people.

Another kind of personality trait of students is conscientiousness. Student with the traits of conscientiousness concentrate on goals and strives hard to achieve them. Conscientious students have tendency to be organized, exacting, disciplined, diligent, dependable, methodical, and purposeful. Mohammed (2006) asserted that conscientiousness has been linked to educational achievement and particularly the will to achieve. Mount and Barrick, (1995) is of the view that recent research has demonstrated that managers perceive cognitive ability and conscientiousness as the most important attributes related to applicants' liability. In this case, most students' with conscientious trait tends to over work themselves; most times forget something's they are meant to do. In other words, Alaribe (2018) posits that such students with this trait may end up making mistakes; as a result, this may cause a decline in their study as a student offering History of Education. Eyong, David and Umoh (2014) and Kingsley, Nuworza, Christopher, Michael, and Believe (2015) found that students that are high in conscientiousness performed better than their counterparts who are low on the trait and also that conscientious students were the most important predictor of academic performance. Carter, Guan, Maples, Williamson and Miller, (2015) are of the view that when a conscientious student is

taken to an extreme, they tend to be workaholics, perfectionists, and compulsive in their behavior. Ozer and Benet-Martinez (2006) supported that people who score low on conscientiousness tend to be laid back, less goal oriented, and less driven by success, they are also more likely to engage in antisocial and criminal behavior. In other words, a conscientious person is seen to be one who is organized, disciplined, and been careful at all times but when not careful with study tends to be affected in their academic pursuits.

In recent times, results of students offering History of Education have shown that their academic performance is seriously declining. This is worrisome because students of today are expected to become leaders of tomorrow. It should be noted again, that the only way by which students can meaningfully contribute to national development, nation building and technological advancement now and in the future is by doing well in their academics. Thus, whatever hinders good academic performance in Nigeria should be identified and looked into so that the gains of education would be fully realized. Therefore, it is against this backdrop that the researchers intend to find out the relationship of personality traits on the academic performance of students offering History of Education in Imo State University and Alvan Ikoku Federal College of Education Owerri, Imo State.

Statement of the Problem

The question of the relationship between students' personality traits and their academic performance in History of Education in tertiary institution has been a

controversial issue among researchers of education in recent times. As a matter of fact, it becomes quite understandable that personality traits play fundamental roles in students' academic performance at school, as well as determine their dispositions towards the teaching and learning of their various school subjects. The indication here is that whatever levels of successes or failures which students attain at school are influenced by the types of personality traits they bear in their genes, as are inherited from their parents. To this end, this research seeks to underpin the fact that the ability to identify these psychological inheritances is fundamental in identifying the level of relationship which students deal with in their educational endeavours, using the History of Education students in tertiary institutions as a primary focus. Thus, it is the disposition of this research project that students' personality traits play a crucial part in defining their levels of failures or successes in tertiary institutions all in Imo State and elsewhere; so as to find lasting solutions that will motivate students in the study of History of Education. More so, the researchers used these areas because little or no research has been carried out on the present study, particularly in Imo State. This study therefore, intends to fill the gap.

Purpose of the Study

The purpose of the study was to investigate the relationship between personality traits and students' academic performance in History of Education. Specifically, the study intends to determine the;

1. relationship between extraversion in students and their academic performance.

2. relationship between introversion in students and their academic performance.
3. relationship between conscientiousness in students and their academic performance

Research Questions

The following research questions posed guided the study;

1. What is the extent of relationship between extraversion in students and their academic performance?
2. What is the extent of relationship between introversion in students and their academic performance?
3. What is the extent of relationship between conscientiousness in students and their academic performance?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significant.

1. There is no significant relationship between extraversion in students and their academic performance.
2. There is no significant relationship between introversion in students and their academic performance.
3. There is no significant relationship between conscientiousness in students and their academic performance.

Method

The research design that was adopted for this study was the correlation design. According to Nworgu, (2015) this type of study seeks to establish what relationship exists between two or more variables. Usually, it indicates the direction

of magnitude of the relationship between the variables. The population of the study comprised all 200 level of both Imo State University and Alvan Ikoku Federal College of Education because it assumed that they already have the experience of the study of History of Education. The study comprised 3,100 students offering History of Education in both institutions. 1,030 students from Imo State University, Owerri and 2,070 students from Alvan Ikoku Federal College of Education, Owerri. The sample size for the study comprised three hundred (300) respondents. The sample was derived using simple random sampling technique.

Instrumentation

The instrument for data collection was structured by the researchers. The instrument was titled: Questionnaire on Personality Traits and Academic Performance of Students' Offering History of Education (QPTAPSHOE). The instrument was structured and validated (face and content) by experts from the University of Nigeria Nsukka. The (QPTAPSHOE) questionnaire was trial-tested using 20 students at University of Nigeria, Nsukka which is outside the study area because they have similar characteristics both in curriculum and content. Cronbach Alpha formular procedure was used to obtain the following reliability indices: 0.76, 0.89 and 0.74 in clusters A, B and C which showed that the questionnaire items are reliable. The data collected was analyzed using statistical package for social sciences (SPSS). In order to determine the relationship between the two variables (personality traits and academic performance of students), Simple Linear Regression Statistics was employed to analyse the research questions. It was employed because the researchers intend to find out the extent of relationship of each of the personality traits on the academic performance. To enable the researchers to use a statistic that will help run all the hypotheses, the researchers used one-way (ANOVA) to run all

the hypotheses which has one independent variable with three levels of personality traits.

Results

Research Question 1: What is the extent of relationship between extraversion in students and their academic performance?

Table 1: Regression analysis of relationship between extraversion in students and academic performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.090[a]	.008g	.005	10.81778

a. Predictors: (Constant), extraversion

Table 1 Shows that extraversion has a low positive relationship (R=0.09) with students' academic performance. Also, coefficient of determination (R square=0.008) shows that 0.8 % of students' performance is predicated upon extraversion. That is to say that only 0.8% of students' performance can be attributed to extraversion dimension of personality traits.

Hypothesis 1: There is no significant relationship between extraversion in students and their academic performance

Table 2: Analysis of Variance (ANOVA) of relationship between extraversion in students and their academic performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	281.733	1	281.733	2.407	.122[b]
	Residual	34873.267	298	117.024		
	Total	35155.000	299			

a. Dependent Variable: performance

b. Predictors: (Constant), extraversion

In Table 2, ANOVA analysis showed F-ratio (2.407) and probability value (sig. =0.122) with probability value being greater than the level of significance of 0.05. This implies that the stated null hypothesis should be upheld. Therefore, there is no significant relationship between extraversion in students and their academic performance. This means that the observed low positive relationship between extraversion and students' academic performance could be attributed to chance factors.

Research Question 2: What is the extent of relationship between introversion in students and their academic performance?

Table 3: Regression analysis of relationship between introversion in students and academic performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.051[a]	.003	-.001	10.84710

a. Predictors: (Constant), introversion

Table 3 Reveals that introversion has a low positive relationship (R=0.051) with students' academic performance. Also, coefficient of determination (R square=0.003) reveals that 0.3 % of students' performance is predicated upon introversion. That is to say that only 0.3% of students' performance can be attributed to introversion dimension of personality traits.

Hypothesis 2: There is no significant relationship between introversion in students and their academic performance

Table 4: Analysis of Variance (ANOVA) of relationship between introversion in students and their academic performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92.440	1	92.440	.786	.376[b]
	Residual	35062.560	298	117.660		
	Total	35155.000	299			

a. Dependent Variable: performance

b. Predictors: (Constant), introversion

In Table 4, ANOVA analysis showed F-ratio (0.786) and probability value (sig. =0.376) with probability value being greater than the level of significance of 0.05. This implies that the stated null hypothesis should be upheld. Therefore, there is no significant relationship between introversion in students and their academic performance. This means that the observed low positive relationship between introversion and students' academic performance should be attributed to chance factors.

Research Question 3: What is the extent of relationship between conscientiousness in students and their academic performance?

Table 5: Regression analysis of relationship between conscientiousness in students and academic performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046[a]	.002	-.001	10.84986

a. Predictors: (Constant), conscientiousness

Table 5 indicates that conscientiousness has a low positive relationship (R=0.046) with students' academic performance. Also, coefficient of determination (R square=0.002) shows that 0.2 % of students' performance is predicated upon conscientiousness. That is to say that only 0.2% of students' performance can be attributed to conscientiousness dimension of personality traits.

Hypothesis 3: There is no significant relationship between conscientiousness in students and their academic performance

Table 6: Analysis of Variance (ANOVA) of relationship between conscientiousness in students and their academic performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	74.626	1	74.626	.634	.427[b]
	Residual	35080.374	298	117.719		
	Total	35155.000	299			

a. Dependent Variable: performance

b. Predictors: (Constant), conscientiousness

In Table 6, ANOVA analysis showed F-ratio (0.634) and probability value (sig. =0.427) with probability value being greater than the level of significance of 0.05. This implies that the stated null hypothesis should be upheld. Therefore, there is no significant relationship between conscientiousness in students and their academic performance. This means that the observed low positive relationship between conscientiousness and students' academic performance should be attributed to chance factors.

Discussion of the Findings

The study investigated the relationship between students Personality Traits on their academic performance in History of Education in tertiary institutions in Imo State, Nigeria. The findings of the study revealed that there was a low positive relationship between extraversion in students and their academic performance in History of Education. Judging from the analysis, the predictive value disclosed that 0.8 % of students' performance is predicated upon extraversion of students offering

History of Education. That is to say that only 0.8% of students' performance can be attributed to extraversion dimension of personality traits. Also, findings revealed no significant relationship between extraversion in students and their academic performance. This finding agreed with Kingsley, Nuworza, Christopher, Michael, and Believe (2015) that extraversion was either not or weakly related to academic performance of students. This implies that the time, effort, commitment and attention which students give to their study are keys for a higher academic performance.

The findings of this study reveal that introversion has a low positive relationship with students' academic performance in History of Education. Also, coefficient of determination reveals that 0.3 % of students' performance is predicated upon introversion. That is to say that only 0.3% of students' performance can be attributed to introversion dimension of personality traits of students offering History of Education. Also, findings revealed no significant relationship between introversion in students and their academic performance. This means that the observed low positive relationship between introversion and students' academic performance could be attributed to chance factors. The findings of Laney (2002) corroborated with the present day study that introverts are more analytical before speaking and may struggle with word retrieval. Introverts are easily overwhelmed by too much stimulation from social gatherings.

Result of the study indicates that conscientiousness has a low positive relationship with students' academic performance offering History of Education. This is because coefficient of determination shows that 0.2 % of students' performance is predicated upon conscientiousness. That is to say that only 0.2% of

students' performance can be attributed to conscientiousness dimension of personality traits. Also, findings revealed no significant relationship between conscientiousness in students and their academic performance. This means that the observed low positive relationship between conscientiousness and students' academic performance could be attributed to chance factors. In order words, it could be inferred that other variables could be responsible for students' performance other than their conscientiousness. This finding is in contrast with the earlier studies by Eyong, David and Umoh (2014) and Kingsley, Nuworza, Christopher, Michael, and Believe (2015) who found that students that are high in conscientiousness performed better than their counterparts who are low on the trait and also that conscientious students were the most important predictor of academic performance.

Conclusion

The personality traits experienced low positive relationship between academic performances of students in History of Education. This implies that the observed low positive relationship between students' personality traits and their academic performance in History of Education could be attributed to chance factor. In other words, based on the results of the analysis, students' personality traits have relationship on academic performance. More so, there was no significant relationship between students' personality traits and their academic performance.

Recommendations

1. However, it could be recommended that government should ensure that only teachers with strong educational and History backgrounds are employed to teach History of Education so as to enhance students' personality traits.
2. Teachers should make sure that take home assignments and term paper are given in History of Education in order to prepare the students mind and make them concentrate and prepare for their exams.
3. More so, teachers should be practical to find out the ability of the student to assimilate in the teaching and learning of History of Education so as to improve the academic performance of the student.

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