

Personality Traits and Academic Performance of Students in Akwa Ibom State University, Nigeria

Toby Ubong Godfrey

Grad. Student Department of Business Administration
Faculty of Management Sciences, Akwa Ibom State University, Obio Akpa Campus

Kingsley Lazarus Uwa, Ph.D.

Department of Business Administration, Faculty of Management Sciences
Akwa Ibom State University, Obio Akpa Campus

Aaron Akpan, Ph.D.

Department of Business Administration, Faculty of Management Sciences
Akwa Ibom State University, Obio Akpa Campus

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ABSTRACT: *The broad objective of the study was to examine the relationship between personality traits and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. The research hypotheses were formulated in line with the research questions and objectives. The descriptive survey research design was adopted for the study and a sample size of three hundred and fifty-three (379) respondents was drawn from a population of seven thousand five hundred and sixty (7560) students using Taro Yamani formula. The major instrument for data collection was a structured questionnaire administered to the respondents using stratified sampling technique and the interval data collected were analyzed using simple percentage and Pearson Moment Correlation Analysis. The result of the findings revealed that, that there is a significant relationship between conscientiousness, ($RX_1 = 547$) agreeableness ($RX_2 = 770$) and academic performance ($p = 0.000$) of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. Consequently, it is recommended that Students who exhibit higher levels of conscientiousness tend to achieve better academic outcomes. Here's how conscientiousness can influence academic performance and some tips for leveraging this trait to excel in academics: Time Management, task completion, attentions to detail and organizations.*

KEYWORD: Personality Traits, Academic Performance, Conscientiousness, Agreeableness.

INTRODUCTION

The main goal of current evaluation procedures is to gauge how well students can perceive, analyse, discuss, and solve scientific problems. According to expert opinion (teachers), the outcomes of this evaluation are typically expressed in terms of grades or at the very least a description that leads to a determination of whether or not students have learned the requisite skills (Paunonen and Ashton 2017). This is what is roughly called academic performance. It develops into a significant variable that enables a limited assessment of quality in the growth of teaching-learning processes. However, it is important to also put the evaluation process into perspective; it should not just show whether or not students are generally performing well in a certain subject or area, but also, for example, show which subjects or areas they are particularly proficient in. As a result, it sheds some information on how to create better tactics to enhance their abilities when they are capable of doing so, and/or to assist them better recognise their weaknesses. In any case, it ought to result in an improvement in pupils' real performance. When this type of work is done, planning resources based on needs identified through research procedures are made available, which in turn produces refined data for implementing pertinent and successful pedagogical interventions (Udo, Baridam, and Akpan, 2023).

Understanding the factors that can affect success in the classroom may help teachers more quickly identify kids who have special abilities and those who could provide problems. It may also help teachers build more effective teaching tactics. Poropat (2019) stresses that the possibility of predicting academic success takes on a particularly significant connotation in the 34 countries of the OECD (Organisation for Economic Cooperation and Development) where an average of 6.2% of gross domestic product is spent on education. Personality traits could be viewed as stable and consistent individual biological, cognitive and sociological factors that distinguish one person from others and are capable of influencing their behaviours within an organization, (Baldasaro, Shanahan, and Bauer 2018).

Students have distinctive personality characteristics which makes them prepared for having different worldviews, and thus for behaving differently in various social and educational settings. Taking these differences into account can help educators recognize their students' individual differences. Predictors of academic performance often lay on a continuum with cognitive measures, intelligence and mental abilities at one extreme and non-cognitive variables (such as personality characteristics, socioeconomic status, etc.) at the other one. Although results of studies trying to predict academic achievement have yielded different results, they have consistently pointed out the role of cognitive abilities and personality characteristics in academic achievement (Paunonen and Ashton, 2017). Educators have always asked whether people's personality trait can help them attain higher academic performance

The continuity of the effect of childhood personality on performance criteria is worthy of attention, because school adjustment and academic performance are believed to have cumulative

effects in the course of time (Caspi, Roberts, and Shiner. 2015). Big five personality characteristics are: Neuroticism: emotional stability or neuroticism is the most important aspect of personality comparison; Neuroticism reflects individual differences in one's disposition towards constructing, perceiving and feeling realities in threatening, disturbing or problematic ways. Extroversion: describes the intensity and quality of an individual's relationship to the environment; Extroverted people seek connection with the environment and are warm, energetic, and sociable (Komarraju, Karau, and Schmeck, 2019). Openness to experience: reflects an individual's broad-mindedness, depth of attitude, and penetrable awareness; it is a need for generalizing and testing out experiences. Conscientiousness: represents an individual's accountability, academic persistence and ability to organize information (Bratko Chamoro, and Saks. 2018). Agreeableness: this dimension, too, refers to interpersonal relationships and is described by traits such as sympathy, altruism, honesty, sense of cooperation and hospitality (Bell, and Bezanson, 2014).

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. A lot of attention had been paid to external factors such as type of school, teaching methods, school location, instructional materials, teachers experience, and so on (WAEC, 2005). Many spend lots of money in order to secure good schools either for their children or themselves and those who can afford it even invest on education abroad as they believe this will enhance performance, and which in turn gives an added advantage in terms of securing gainful employment. Opinions vary as to why some students excel academically while others appear to be underachievers. Many psychologists have consistently attempted to identify the major predictors of individual academic performance. Factors such as intelligence, self-concept, gender, study habit, maturation, home background, amongst others, just to mention a few, have been extensively explored as being responsible for academic performance. Personality is the sum total of the characteristics that differentiates people, or the stability of a person's behaviour across different situations. In other words it means those qualities the individual is noted for. Traits on the other hand are "enduring dimensions of personality characteristics which differentiates people from one another" (Colman, 2003). Traits are therefore the sum total of stable characteristics in a person across different times and situations, which make him or her unique or distinct from others. This agrees with the definition by (Agbakwuru, 2019) which refer to personality traits as consistent differences between the behaviours characteristic of two or more people. It is also defined as "any distinguishable, relatively enduring way in which one individual varies from another" (Agbakwuru 2019). However, there has been an increasing interest in the big five personality traits and the role they play as regards academic performance of students. Therefore, this study was designed to examine the relationship between the five personality traits and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus.

Statement of the Problem

As education systems continue to evolve, understanding the impact of various factors on academic performance has become increasingly important. Among these factors, personality traits play a significant yet complex role in shaping how students approach learning, interact with educational environments, and ultimately achieve their academic goals. However, despite recognizing the relevance of personality traits, several challenges persist in comprehensively addressing their effects on students' academic performance. One significant challenge lies in the diversity of personality traits and their potential interactions with learning outcomes. Personality traits such as conscientiousness, openness, neuroticism, agreeableness, and extraversion can manifest in different ways, affecting study habits, motivation, engagement, and cognitive approaches to learning. Identifying the specific combinations of traits that lead to improved or hindered academic performance requires careful examination and analysis.

Moreover, while personality assessment tools offer insights into individuals' self-reported traits, questions arise regarding the validity and reliability of such measures. Self-reporting introduces the possibility of response biases and inaccurate assessments, potentially leading to discrepancies between reported traits and observed academic behaviours. Establishing a strong correlation between self-reported personality traits and consistent academic performance remains a complex task. Additionally, the influence of environmental factors, such as teaching methods, curriculum design, and peer interactions, can intersect with personality traits, complicating the assessment of their individual effects on academic performance. It is essential to disentangle the impact of personality traits from external factors to gain a clearer understanding of how traits directly contribute to or inhibit academic success.

Furthermore, identifying actionable strategies for educators, administrators, and policymakers to accommodate diverse personality traits and optimize learning environments poses a challenge. Tailoring teaching methods and support systems to cater to students with varying traits requires a nuanced approach that considers the complex interplay between traits, instructional approaches, and student outcomes. Addressing these challenges necessitates interdisciplinary research that combines psychological insights, educational methodologies, and data analysis techniques. By conducting comprehensive studies that integrate quantitative assessments, qualitative insights, and longitudinal analyses, researchers can provide a deeper understanding of how personality traits influence academic performance. Therefore, this study aimed to examine the relationship between personality traits and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus

Objective of the Study

The broad objective of the study was to examine the relationship between personality traits and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. The specific objective includes;

- i. To examine the relationship between Conscientiousness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus.
- ii. To examine the relationship between Agreeableness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus.

Research Questions

- i. What is the relationship between conscientiousness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus?
- ii. What is the relationship between agreeableness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus?

Statement of Hypothesis

H₀₁: There is no significant relationship between conscientiousness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus.

H₀₂: There is no significant relationship between agreeableness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus.

1. LITERATURE REVIEW

2.1 Conceptual Framework

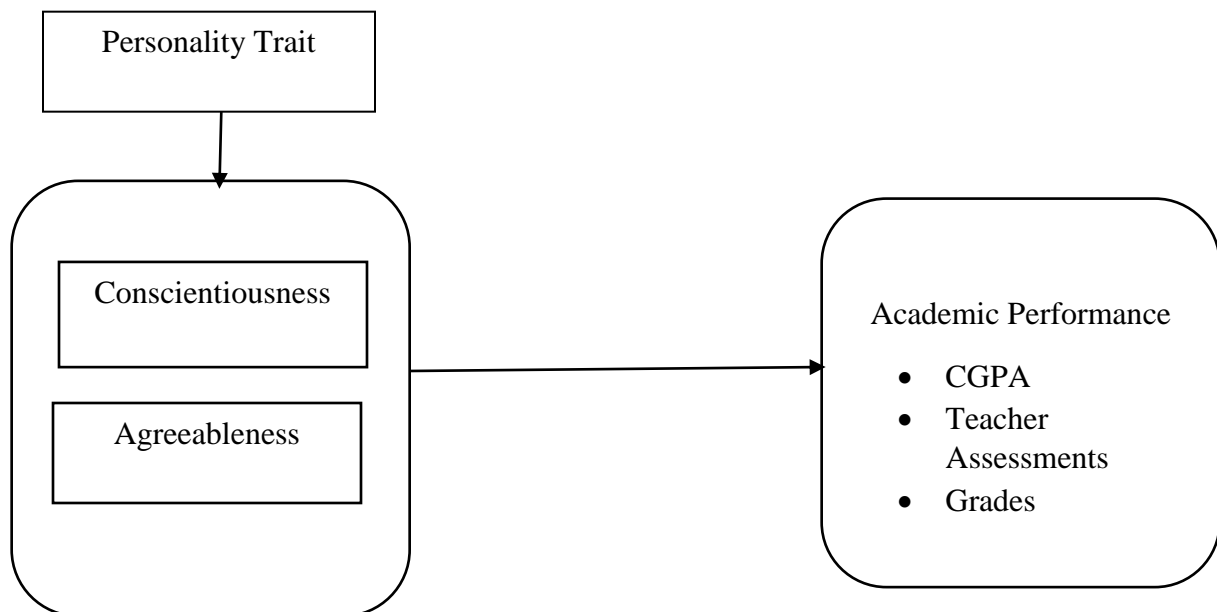


Figure 1: Model of Personality Trait and Academic Performance by the researcher, (2023).

Concept of Personality Trait

A personality trait is a characteristic pattern of thinking, feeling, or behaviour that tends to be consistent over time and across relevant situations (Soto, 2018). According to Kinicki, (2018), personality trait represents a stable set of characteristics that are responsible for a person's identity. The internal dimension or the primary dimensions of diversity are mostly outside our control but strongly influence our attitudes and our expectations and assumptions about others, thus influencing our behaviour (Kinicki, 2018). Similarly, Colquitt (2014) defines personality traits as the structures and propensities inside a person that explains his or her characteristic patterns of thought, emotion and behaviour. Personality trait captures what people are like, in contrast to ability which captures what people can do (Colquitt, 2014). He further identified five dimensions that describe personality these include; conscientiousness, agreeableness, neuroticism, openness to experience and extraversion commonly referred to as big five. Conscientiousness is associated with trait adjectives such as dependable, organized, reliable, ambitious, hardworking while agreeableness has adjectives such as kind, cooperative, sympathetic, helpful, courteous, and warm (Colquitt, 2014). On the other hand, neuroticism has to do with nervous, moody, emotional, insecure, and unstable character (Colquitt, 2014). Openness has to do with curious, imaginative, creative, complex, refined, sophisticated while extraversion is associated with adjective traits such as talkative, sociable, passionate, bold, dominant (Colquitt, 2014).

Soto, (2018) posit that each of the Big Five represents a broad set of related behavioural characteristics. For example, Extraversion represents individual differences in social engagement, assertiveness, and energy level. Highly extraverted individuals enjoy socializing with others, are comfortable expressing themselves in group situations, and frequently experience positive emotions such as enthusiasm and excitement; in contrast, introverted individuals tend to be socially and emotionally reserved. Agreeableness captures differences in compassion, respectfulness, and acceptance of others. Agreeable individuals experience emotional concern for others' well-being, treat others with regard for their personal rights and preferences, and hold generally positive beliefs about others; disagreeable individuals tend to have less regard for others, and for social norms of politeness. Conscientiousness represents differences in organization, productiveness, and responsibility.

Highly conscientious individuals prefer order and structure, work persistently to pursue their goals, and are committed to fulfilling their duties and obligations, whereas unconscientious individuals are comfortable with disorder and less motivated to complete tasks. Neuroticism (sometimes referred to by its socially desirable pole, emotional stability) captures differences in the frequency and intensity of negative emotions. Highly neurotic individuals are prone to experiencing anxiety, sadness, and mood swings, whereas emotionally stable individuals tend to remain calm and resilient, even in difficult circumstances. Finally, Openness to Experience (sometimes referred to as Intellect) represents differences in intellectual curiosity, aesthetic

sensitivity, and imagination. Highly open individuals enjoy thinking and learning, are sensitive to art and beauty, and generate original ideas, whereas close-minded individuals tend to have a narrow range of intellectual and creative interests.

Dimensions of Personality Trait

Conscientiousness

Conscientiousness is most often thought of as a personality trait, which reflects the relatively enduring, automatic patterns of thoughts, feelings, and behaviors that differentiate people from one another and that are elicited in trait-evoking situations (Roberts, 2009; Roberts & Jackson, 2008). Conscientiousness is an important predictor of achievement and health related outcomes. Highly conscientious students tend to earn higher grades, and conscientious workers tend to perform better in a variety of occupations. Highly conscientious individuals also tend to live longer, reflecting their tendency to engage in healthy behaviours (e.g., exercising, maintaining a healthy diet) and avoid risky behaviours (e.g., smoking, substance abuse, criminal behaviour). They are also more likely to hold conservative political attitudes and religious beliefs. Conscientiousness is the discretionary activity that goes beyond the job description (Muhammad, 2012) and it is associated with loyalty with the indispensable intention for involvement in the job. In addition, conscientiousness is related to the behaviour that performs the assigned jobs within the deadlines (Mushtaq and Umar, 2015) with full dedication toward the organizations. Moreover, conscientiousness is one of the major dimensions of organizational citizenship behaviour (Organ, 2018) and “big five personality traits (Komarraju Karau, and Schmeck. 2019). Both concepts elucidate that conscientiousness is associated with the motivator factor (Hart, Stasson., Mahoney, and Story., 2017) and they enhance each other. Considering this, the motivating (intrinsic) factors as part of job satisfaction influences conscientiousness. Therefore, conscientiousness is identified as a strong predictor of motivator factors (Tomsik, 2018).

Agreeableness

Agreeableness is associated with a number of affiliative and prosocial outcomes. For example, highly agreeable individuals tend to be better liked by their peers, and their close relationships tend to be more stable and satisfying. They generally prefer social occupations and are more likely to hold religious beliefs, perform volunteer work, and serve in community leadership roles. Agreeable individuals are also less likely to engage in criminal behavior Soto (2018).

Concept of Academic Performance

The quality of academic performance has been analyzed based upon different variables (Mahmoodi, 2019) but the spotlight usually stays on sociological ones, such as environmental or family dynamics; psycho-pedagogical, such as study habits or attitude towards the university; and purely psychological, such as cognitive processes or personality. Some studies suggest that the academic performance not only is associated with intellectual factors (Caceres-Landaburu,

2017), but is an effect of multiple adaptative, behavioural and psychopathological variables, including some personality traits (Ekanem, 2021). This statement follows a long-standing line of thought proposed by Cattell (1966) in which he assured that intelligence, personality and motivation, each one by itself, make a great contribution when making measurements and predictions about school performance. Also, results are obtained that do not defer significantly in statistical terms between the possible combinations when combining the contributions to the variance in the measurement of two of the three of them. (Cattell, 1966,). It is worth adding that Cattell continued his study mostly with children between ages of 12 and 14. This leaves out the evaluation of adults and university students, opposed to the case of the present study.

The theory of types and traits has been fundamental to studies trying to establish the connections between personality and academic performance (Chagas and Freitas, 2017), especially in those which take Extraversion/Introversion and Neuroticism Emotional Stability as factors. So far, these connexions have been established primarily via correlational studies, which define the factors that affect cognitive aspects. In terms of behaviour or psychic equilibrium, for instance, an altered person usually presents consequently alterations in all dimensions of his being, including basic and superior psychological functions (Boeker and Northoff, 2018). In the case of depression, for example, diagnostic manuals define that disorder encompasses alterations in cognitive functioning following states that are semi logically called abulia and anhedonia -apathy and disinterest in activities of daily life, and in academic activities, also- (Husain, and Roiser, 2018). In psychotic disorders, disturbances tend to be more acute, causing in many cases the absolute breakdown of the subject's bond to social context and external reality. Sometimes even absolute deterioration of educational or employment potential follows (Lazarus, 2014). Currently it is quite common to find students with various diagnoses, including attention and depression disorders and even suicidal ideas (Coentre, and Gois, 2018).

Relationship Between Personality Trait and Academic Performance

Many studies have been conducted on relation between academic performance and personality traits (O'Connor and Paunonen, 2007). Although there are many personality testing models, however, the Five Factor Model is by far the most extensively researched and accepted personality models. Moreover, several studies conclude that there is a significant influence of Big Five personality traits on academic performance in students (Cobb-Clark and Schurer, 2012). However, due to the variations in results, the validity of the Big Five model can be considered complex. Also, the relationship between academic performance and Big Five personality traits may vary because of variety of tools used for measuring academic performance internationally. GPA, SAT score, test scores, course grades can all be predictors of academic performance. Similarly, differences in intervals (e.g. yearly, semester etc.) between measuring academic performance and personality traits differs internationally (Ekanem, Iko, Ekanem, and Ajibade, 2023). Aptitude, personalities and learning behaviour may also vary among students pursuing different degree programs or belonging to different countries, regions or settings.

However, during these studies, researchers happened to find more correlations with personality and academic success, and hence started expanding into this area of research. After analyzing previous research in this field and running their own study on this subject area, researchers Vedel and Poropat found that 1) most of the personality-based research relied on the students who are better to get along with and inherently curious perform better in school. However, this relationship weakens when looking at university-level students, perhaps because there is less of a need to make a good impression on professors (increased class size, lower face-to-face interactions etc). When looking at extraversion, there is no clear relationship that Vedel and Poropat could determine as this factor had the lowest number of significant correlations. The mixed responses led them to believe that places where learning involved a lot of peer-to-peer interactions were places extroverts would do better, because they are more noticeable and are more likely to ask for help. This is especially helpful for students in primary education where a lot of the grades are based on the students' temperament rather than the actual activities they take part in. But Vedel and Poropat also proposed the idea that more extroverted students could possibly spend more time socializing than studying, and this may be a reason for lower GPAs as students continue progressing in their education.

Relationship between Conscientiousness and Academic Performance

The Five-Factor Model of personality (McCrae and Costa, 1997) is the most widely used personality theory for predicting academic performance (O'Connor and Paunonen, 2007). Of the Big Five factors, Conscientiousness is undoubtedly the strongest personality predictor of academic success (Poropat, 2019). This trait covers many facets of importance in academic settings, such as organizational ability, perseverance, hard work and motivation (Costa and McCrae, 1992). The results from one study using primary traits (Chamorro-Premuzic and Furnham, 2003b) showed that the Conscientiousness primary traits dutifulness and achievement striving as well as self-discipline correlated significantly with exam scores. The results indicated that two of the Big Five traits conscientiousness and agreeableness were positively related with all learning styles, whereas neuroticism was negatively related with all learning styles. The Big Five also explained 14% of the variance in GPA, and that learning styles explained an additional 3%, suggesting that both personality traits and learning styles contribute to academic performance (Uforo, Malachi, and Don, 2022). In another study with 254 college students, researchers addressed the same question using the same assays of the Big Five personality traits, different learning strategies and academic achievement. The results suggested a significant relationship of learning strategies with academic achievement, and positive relationship between personality traits openness and conscientiousness with academic achievement.

Agreeableness and Academic Performance

Self-rated agreeableness has positive correlations with academic performance (Richardson et al., 2012), but these correlations are modest except in primary education. When other-rated,

correlations between agreeableness and academic performance are unaffected by level of education, but remain relatively modest (Poropat 2014a; Poropat, 2014b). Agreeableness is associated with accommodating and cooperative attitudes towards the social environment and a compliant response to social demands. As such, the agreeable student's desire to get along with others (e.g. teachers and parents) manifests itself in academic motivation and in behaviours aimed at improving academic performance, predominantly through surface learning (Vermetten, Lodewijks, and Vermunt, 2001). Likewise, agreeableness is associated with extrinsic types of academic motivation, meaning that more agreeable individuals tend to choose to identify with and integrate socially accepted values they meet in academia, leading more agreeable students to value academic performance because it is the socially accepted value in educational settings (Uwa, 2022). Consistent with this, agreeableness has been associated with academic persistence motivation, interest in self-improvement, and grades orientation (Komarraju and Karau, 2005).

This social compliance is reflected behaviourally, with more agreeable students spending more time on homework and procrastinating less (Lubbers, Van Der Werf, Kuyper, & Hendriks, 2010), employing more self-regulatory learning strategies and learning styles, such as time management, effort regulation, elaborative processing, and fact retention (Komarraju *et al.*, 2011). These motivational and behavioural factors help to explain why agreeableness has a positive, though limited, association with academic performance. Agreeableness is the tendency to be pleasant, compassionate, cooperative and accommodating in social situations rather than being antagonistic and suspicious of others. An agreeable person is good, natured, cooperative and functioning. It was pointed by researchers that Agreeableness is positively related to academic performance (Gray and Watson, 2002).

Theoretical Review

Trait Theory by Gordon Allport in 1936.

Trait theory is one of the major approaches to the study of human personality. In the framework of this approach, personality traits are defined as habitual patterns of behaviour, thought, and emotion that are manifest in a wide range of situations. The most important features of traits are relative stability over time, different degrees of expression in different individuals, and influence on behaviour. In the trait theories the first name is Allport (1961). He conducted idiographic research that focused on conscious motivation and personal traits. He proposed his theory at three levels of traits: a) Cardinal trait: These are defining characteristic, in a small number of us, that dominates and shapes all of our behaviour. Mother Theresa is the most cited example of a person whose life focused on altruism benefiting others, even to her own detriment. b) Central trait: These are general characteristic, between 5 and 10 of which shape much of our behaviour. For example, cheerfulness and shyness can be central traits. c) Secondary trait: These are those characteristic, which apparent in only certain situations. For example, being uncomfortable in

confined spaces can be a secondary trait. Our unique pattern of traits determines our behaviour. Second prominent trait theory is given by Cattell (1965). He has developed a different approach to the description and analysis of personality. He relies on data collected from three sources: a) person's life record, b) self-ratings, and c) objective tests. Drawing from people's life records and self-ratings, Cattell identified major personality factors both within individuals and across people in general. He proposed two major types of traits:

A) Surface traits: These are those personality characteristics which are easily seen by other people (one's outward actions).

B) Source traits: In the opposite of surface traits, source traits are more basic traits that underlie the surface traits

Cattell (1965) distinguishes between surface traits, which are observable patterns of behaviour, and source traits, which he viewed as underlying, internal traits responsible for our overt behaviour. He viewed the source traits as more important. Source traits can be identified only by means of computer analysis of all the collected data.

Empirical Review

Begum, Manjunatha, Hameed, Dileep, and Santhosh (2021) examine relation between personality traits and academic performance among University students of RAKMHSU, UAE- using a big five model. The objective of the study was to assess the preferred personality trait and to know its relation to their academic performance. The study design adopted was a prospective, cross sectional using a stratified randomized sampling. First year students enrolled for medical, dental, nursing and pharmacy programs at RAKMHSU were included in the study. The Big five model questionnaire was administered to study participants during their self-study hours and data collected were analyzed in SPSS version 18. The results shows that the most common personality trait was openness 43% followed by agreeable 21%. The analysis of their GPA (Grade point average) found that agreeableness had high GPA and Neuroticism had the lowest GPA among all traits. The study also found that high unsuccessful students were seen with Neuroticism (31.5%), Extraversion (26.3%) followed by other traits. Conscientiousness also had positive and significant correlation with AP ($p < 0.001$) along with agreeableness. In conclusion, each student is unique, and their personality trait can be used as an aptitude test tool during their admission process for health care professions related courses.

Corazzini, Silvia, Millemaci, and Navarra (2021) The influence of personality traits on university performance: Evidence from Italian freshmen students. This paper investigates the impact of the Big Five traits, as measured before the beginning of the academic year, on the grade point average achieved in the first year after the enrolment, taking advantage of a unique and large dataset from a cohort of Italian students in all undergraduate programs containing detailed information on student and parental characteristics. Relying on a robust strategy to credibly

satisfy the conditional independence assumption, we find that higher levels of conscientiousness and openness to experience positively affect student score.

Mahmoodi (2019) examine the big five personality traits and academic performance. This study investigates the impact of Big Five personality traits on the academic performance of university students in terms of their CGPA by using 20 item short Mini-IPIP Five-Factor personality test developed by Donnellan, Oswald, Baird, and Lucas (2006). The purpose of using this short measures test is to come up with a generalized and effective quick personality test for predicting academic performance (in terms of CGPA) in students. The study was conducted on undergraduate college students at Forman Christian College, Lahore (N = 406). The results affirm the predictive validity of the Big Five personality traits. Openness (0.169) was most positively related to academic performance followed by agreeableness (0.148) and conscientiousness (0.128). However, neuroticism (.054) and extraversion (.061) were found to have no significant correlation with academic performance. Implications of these results are discussed in context of career and academic counseling and university administration.

METHODOLOGY

This study adopts the survey research design. Structured questionnaire was used in data collection. The questionnaire was divided into three main sections. Section A measures the demographic of the respondents; section B assessed each of the two-personality trait dimension. The last section, which is section C, measured academic performance. Section B was made of 12 items with four items each used to measure each of the two-personality trait dimension considered (conscientiousness and agreeableness). The population of the study comprised of all the students in Akwa Ibom State University, which consist of 7560 students, of both campus of Akwa Ibom state University, Ikot Akpaden and Obio Akpa Campus. The determination of sample size was done using the Taro Yamene formula and stratified random sampling technique was used to select 379 students. The instrument “Personality Trait and Academic Performance Questionnaire” was pretested for reliability and the Cronbach Reliability coefficient of 0.92 was obtained for the whole questionnaire. Pearson Product Moment Correlation were used to test research hypotheses. Pearson correlation was used to examine whether there is a relationship between the variables. It provides an index of the strength and direction of the relationship between variables. The Statistical Package for Social Sciences (SPSS version 25) was used to facilitate data analysis.

DATA ANALYSIS

Test of Hypotheses

The hypotheses were tested using the Pearson Product Moment Correlation (PPMC). The hypotheses were tested at 0.05 level of significance. The null hypotheses will be rejected if the probability value (p-value) is less than 0.05 ($p < 0.05$).

Table 5.1.1: Pearson Product Moment Correlations Analysis

		Conscientiousness	Agreeableness	Academic Performance
Conscientiousness	Pearson Correlation	1	.869**	.547**
	Sig. (2-tailed)		.000	.000
	N	355	355	355
Agreeableness	Pearson Correlation	.869**	1	.770**
	Sig. (2-tailed)	.000		.000
	N	355	355	355
Academic Performance	Pearson Correlation	.547**	.770**	1
	Sig. (2-tailed)	.000	.000	
	N	355	355	355

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey Data, (2023).

Test of Hypothesis One (H₀₁)

Test of Hypothesis Three (H₀₁): There is no significant relationship between Conscientiousness and performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. From the analysis, the correlation coefficient (R) for the third hypothesis (H₀₁) was $R_{x_3} = 0.547$, suggesting a strong positive correlation between Conscientiousness and academic performance. The result was statistically significant ($R_{x_4} = 0.547$; $n = 355$; $p = 0.000$). Based on this, it is safe to assume that Conscientiousness will influence academic performance. Since the p-value is less than 0.05 ($p = 0.000 < 0.05$), the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, there is a significant positive relationship between Conscientiousness and academic performance.

Test of Hypothesis Three (H₀₂): There is no significant relationship between agreeableness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus.

From the analysis, the correlation coefficient (R) for the third hypothesis (H₀₃) was $R_{x_3} = 0.770$, suggesting a strong positive correlation between agreeableness and academic performance. The

result was statistically significant ($R_{x_5} = 0.770$; $n = 355$; $p = 0.000$). Based on this, it is safe to assume that agreeableness will influence academic performance. Since the p-value is less than 0.05 ($p = 0.000 < 0.05$), the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, there is a significant positive relationship between agreeableness and academic performance.

DISCUSSION OF THE FINDINGS

Based on the objective of the study which was to examine the relationship between conscientiousness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. The study showed a significant and positive relationship between each of dimensions of personality trait (conscientiousness and Agreeableness,) and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. The result of first hypothesis testing shows that there is a significant positive relationship between conscientiousness and academic performance with a correlation coefficient of $R_{x_1} = 0.547$. This finding is in agreement with the work of John, and Zia-ur-Rehman (2020) who examine the big five personality traits and academic performance. The results affirm the predictive validity of the Big Five personality traits. Openness (0.169) was most positively related to academic performance followed by agreeableness (0.148) and conscientiousness (0.128). However, neuroticism (.054) and extraversion (.061) were found to have no significant correlation with academic performance.

The second objective was to examine the relationship between Agreeableness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. The result of the second hypothesis demonstrates that Agreeableness has significantly relationship with academic performance with a correlation coefficient of $R_{x_2} = 0.770$. The result is in agreement with previous studies done by John, Begum, Manjunatha, Hameed, Dileep, and Santhosh (2021) who examine relation between personality traits and academic performance among University students of RAKMHSU, UAE-using a big five model. The results show that the most common personality trait was openness 43% followed by agreeable 72%. The analysis of their GPA (Grade point average) found that agreeableness had high GPA and Neuroticism had the lowest GPA among all traits. The study also found that high unsuccessful students were seen with Neuroticism (31.5%), Extraversion (26.3%) followed by other traits.

CONCLUSION

From the study conducted, it was concluded that there is a significant relationship between conscientiousness, agreeableness and academic performance of students in Akwa Ibom State University, Ikot Akpaden/Obio Akpa Campus. The empirical results of the study clearly underscore the following: Conscientiousness is an important predictor of achievement and health

related outcomes. Highly conscientious students tend to earn higher grades, and conscientious workers tend to perform better in a variety of occupations. Highly conscientious individuals also tend to live longer, reflecting their tendency to engage in healthy behaviours (e.g., exercising, maintaining a healthy diet) and avoid risky behaviours (e.g., smoking, substance abuse, criminal behaviour). They are also more likely to hold conservative political attitudes and religious beliefs.

Agreeableness is associated with a number of affiliative and prosocial outcomes. For example, highly agreeable individuals tend to be better liked by their peers, and their close relationships tend to be more stable and satisfying. They generally prefer social occupations and are more likely to hold religious beliefs, perform volunteer work, and serve in community leadership roles. Agreeable individuals are also less likely to engage in criminal behaviour.

RECOMMENDATIONS

Based on the findings, the following recommendations were made; Students who exhibit higher levels of conscientiousness tend to achieve better academic outcomes. Here's how conscientiousness can influence academic performance and some tips for leveraging this trait to excel in academics: Time Management, task completion, attentions to detail and organizations etc. leveraging the agreeableness trait to enhance academic performance involves a balanced approach that combines collaboration, communication, empathy, and conflict resolution while agreeableness can be a valuable asset in an academic setting, it's important to strike a balance that aligns with your overall well-being and goals. Use your agreeableness to create a positive learning environment and contribute to your academic community while staying focused on your own academic success.

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