



# **Personality Traits And Self-Efficacy As Predictors Of Academic Performance Of English Senior Secondary School Students In Katsina Metropolis, Katsina State, Nigeria**

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## **ABSTRACT**

This study will examine student's academic performance in Katsina Metropolis, as a vital role in producing the best quality graduates who will become great leader and manpower for the country's economic development thus responsible for the growth and development of the state and the country's at large on economic, political and social development. Student's academic performance depends on many factors like personal, social, economic, psychological and academic environmental factors. This paper undertook the study in order to ascertain and explored the relationship exist between personality traits, self-efficacy and students' academic performance among senior secondary school students in Katsina Zonal Education Quality Assurance. The questionnaires will be used as an instrument for data collection, it validate by expert parties from the department of test measurements and evaluation and psychology. The data was analysed using modern micro software package (SPSS) 23 respectively. This research study revealed that significant relationship exist between personality traits, self-efficacy and students' academic performance among senior secondary school students in Katsina Zonal Education Quality Assurance, it is also observed that personality traits and self-efficacy plays an enormous roles toward curving positive performance of students at various respective Schools more especially in Katsina Zonal Education Quality Assurance this findings, the study recommended that, school guidance and counselors should be equipped with necessary tools both material and intellectual to enable them render their services that is direct towards curving social adjustment of students which will go a long way in helping to build personality traits and self-efficacy that will makes the students to improve their academic performance, teachers should be informed on to identify the students with social adjustment problems and need to makes appropriate referral to the respective guidance and counseling toward improving the students' academic performance more especially in English language.

**Keywords:** Personality, Traits, Self-Efficacy, Psychology, Academic Performance and Students.

## **INTRODUCTION**

For many years, educational researchers and psychologists have been constantly searching for a clear understanding, if there is a real relation between personality traits, self-efficacy and student academic performance. Students' performance in academic settings, to a great extent, is an outcome of personal determinants of individuals. So, it becomes necessary to understand the role of personality traits in gaining desired academic outcomes (Wasantha, 2017).

The concept of general self-efficacy was originally proposed by Bandura in his social cognitive theory. Self-efficacy may be defined as an individual's belief in his or her ability to succeed in a specific situation or accomplish a specific task (Bandura, 2012; Yokoyama, 2019). Although the concept of self-esteem is very similar, self-esteem involves an individual's emotional evaluation of own value. In contrast, self-efficacy comprises an individual's evaluation of own ability to achieve a goal or self-belief to do so. For example, in academic situation, it can be assumed that learners with high self-efficacy have higher motivation to learn, resulted in higher academic achievement, because those learners believe that they have an ability to achieve their goal. It is known that self-efficacy is influenced by gender, age, and domain (Yokoyama, 2019). Huang (2012) conducted a meta-analysis and reported that academic self-efficacy differs between gender, age, and also domains such as mathematics and social sciences. From a theoretical perspective, self-efficacy can be strengthened through the experience of mastery, observing someone succeed, and social persuasion such as direct encouragement (Yokoyama, 2019). In addition, physiological factors have been assumed to affect self-efficacy. For example, perceptions of pain, fatigue, and fear may have a marked, deleterious effect on self-efficacy (Waaktaar & Torgersen, 2013; Yokoyama, 2019). Self-efficacy is a significant variable in the thought-processing capability of individuals. Described as the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997), self-efficacy is a form of self-referent thinking with which people evaluate and regulate their own experiences, thoughts, and behaviour (Huong, Kevin, Anna, & John, 2017).

Self-efficacy is the perception to do an assigned task more effectively. It is a positive attitude toward the self that any tasks given could be accomplished through a person's capabilities. In Bandura's Social Cognitive Theory of 1994, it was stated that four processes could be affected by self-efficacy: cognitive, motivational, affective, and selection processes. Self-efficacy significantly affects the cognitive processes of a person. The more that a person believes in himself, the more that the goal will be more comfortable for them to be achieved while those who have low self-efficacy focuses on the negative side, and it is more likely that they would experience difficulty and failure in achieving their goals. With self-efficacy, a person motivates himself through the goals they set for themselves and how they overcame the challenges while achieving those goals (Jhoselle, 2020). More general research shows that students with high self-efficacy are better equipped to successfully complete their education (Lane & Lane, 2001; Huong, et al, 2017). Conversely, students with low self-efficacy appear to face a higher likelihood of academic failure and tend to perceive learning tasks as more difficult and daunting than they actually are by Huong, et al (2017) also argues that self-efficacy measures should be specific to the context where they are to be used and be able to reveal the factors required to deliver that performance. In general terms, personality and self-efficacy predict satisfaction with life and also, personality moderates the effects of the frame of reference that are central for the shaping of self-efficacy (Jonkmann, Becker, Marsh, Lüdtke, & Trautwein 2012; Herrera, Al-Lal & Mohamed, 2020). Balami (2015) studied the relationship between distance learner students' self-efficacy and academic performance; results showed that learners' self-efficacy has no significant relationship with their academic performance.

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, 2022). 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.

The issue of students' performance is seen to be gender connected. 'Kinyanjui (2014) asserts that gender may be a socially and parallel unequal division into masculinity and femininity. Gender is one amongst the foremost fascinating and actively debated variables in academic analysis, however with conflicting results. Gender, as a factor in academic performance, has been a concern of different researchers over the years. However, their findings and conclusions have moved with time with differing results. For instance, Nnenna and Adukwu (2018) reported that boys did better than girls. On the other hand, researchers like Okorie and Ezeh (2016) in their separate studies reported that girls outperformed boys in biology. However, Eyibio & James, (2022) observed that boys and girls academically performed equally overall science achievement (Biology, Chemistry, and Physics).

### **Statement of the Problem**

Academic performance is a major issue among students, teachers, parents, school administrators, and the Nigerian society at large. Attempts have been made by researchers to unravel the complexities and intricacies surrounding academic performance. Psychologists have put forward a lot of reasons why these disparities in academic performance exist among students. A lot of attention had been paid to external factors such as type of school, teaching methods, school location, instructional materials, study habit, self-efficacy, teachers experience amongst other factors (WAEC, 2021). Many spend lots of money on quality education by securing good schools either for their children or themselves and those who can afford it even invest on education abroad as they believe this will improve academic performance, and which in turn gives an added advantage in terms of securing gainful employment. Opinions differ as to why some students excel academically while others appear to be underachievers. Poor academic performance, in most educational system climes has constituted a challenge to stakeholders in the education industry. At the senior secondary school level where the bulk of the prospective undergraduates are found, present a more difficult situation. Researchers have therefore been done to unravel the fundamental cause(s) of poor performance among secondary school Biology students without a clear-cut solution being proffered. Poor performance has become a major issue of concern to the government and other stakeholders in Science Education (Ariyo, 2011). Many parents have been frustrated because their wards could not read Science courses of their choice due to their inability to do well in the required science subjects. As a result, many researchers in the field of Science Education have swung into action to find the causes of poor performance in sciences. Some researchers like Adeyemo (2005) identified several pedagogical factors, socio-psychological variables. Others like Adesoji and Fisuyi (2001) have implicated gender as one other factor that affects achievement in Sciences. Other area of interventions is the area of pedagogy strategies that are also suggested and tried out without much impact to reverse the trend in Biology as a subject.

### **Objectives of the Study**

The general objective of this study was to investigate and examines the personality traits and self-efficacy as predictors of academic performance in English among senior secondary school students in Katsina Metropolis, Katsina state, Nigeria. Specifically, the following objectives were formulated for this research study, these are:

- i. To find out the relationship among personality traits and self-efficacy and academic performance in English among senior secondary school students in Katsina Metropolis Katsina state, Nigeria.
- ii. To determine the relationship between extraversion and academic performance in English language among senior secondary school students in Katsina Metropolis, Katsina state, Nigeria.
- iii. To examine the relationship between agreeableness and academic performance in English among senior secondary school students in Katsina Metropolis, Katsina state, Nigeria.
- iv. To investigate the relationship between conscientiousness and academic performance in English among senior secondary school students in Katsina Metropolis, Katsina state, Nigeria.
- v. To investigate the relationship between neuroticism and academic performance in English among senior secondary school students in Katsina Metropolis, Katsina state, Nigeria.

- vi. To investigate the relationship between openness to experience and academic performance in English among senior secondary school students in Katsina Metropolis, Katsina State, Nigeria.

### **Research Questions**

An attempt will be made to find answers to the following research questions;

- i. What is the relationship between personality traits and self efficacy and academic performance in English among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria?
- ii. What is the relationship between agreeableness and academic performance in Biology among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria?
- iii. What is the relationship between conscientiousness and academic performance in Biology among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria?
- iv. What is the relationship between neuroticism and academic performance in Biology among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria?
- v. What is the relationship between openness to experience and academic performance in Biology among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria?
- vi. What is the relationship between self-efficacy and academic performance in Biology among senior secondary school students in Katsina Zonal Educational?

### **Hypotheses**

The following null hypotheses are generated and formulated that will be guide the study.

- i. H<sub>01</sub>:- There is no significant relationship between extraversion and academic performance in English among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria.
- ii. H<sub>02</sub>:- There is no significant relationship between agreeableness and academic performance in English among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria.
- iii. H<sub>03</sub>:- There is no significant relationship between conscientiousness and academic performance in English among Senior Secondary School Students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria.
- iv. H<sub>04</sub>:- There is no significant relationship between neuroticism and academic performance in English among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria.
- v. H<sub>05</sub>:- There is no significant relationship between openness to experience and academic performance in English among senior secondary school students in Katsina Zonal Educational Quality Assurance, Katsina state, Nigeria.

## **LITERATURE REVIEW**

### **Concept of Personality**

Personality has to do with individual differences among people in behaviour patterns, cognition and emotion. Personality also refers to the patterns of thoughts, feelings, social adjustments and behaviours consistently exhibited overtime that strongly influences one's expectations, student perception, values and attitudes (Boniface, 2017). According to Phares & Chaplin (1997), personality is that pattern of characteristic thoughts, feelings and behaviours that distinguishes one person from another and persists overtime and situations. According to Simpraga et al. (2021), personality traits are the patterns of thoughts, feelings, and behaviors that people have. The basic dimensions of traits of the persons are highlighted in the trait theory. In this sense of understanding, consistency, individual differences, and stability are the vital judgmental tools as well. Personality traits are the consistent differences between the

behaviours and characteristics of two or more people (Agbakwuru, 2000). It is also defined as any distinguishable, relatively enduring way in which one individual varies from another. They are the consistent traits of an individual which make him different from other individuals.

In early 1930 personality psychology became a cardinal discipline in the social sciences. During that time many separate lines of inquiry came together for the field generated by Allport (1937), Murry (1938). Lewin (1935) on his part described the following as the components of personality which are habits, attitudes, interests, values, principles and mental capacity or intelligence. Personality is a combination of the characteristic pattern of thoughts, feelings and behaviors that make a person special. In addition, personality comes from within the person and remains consistent throughout his or her life. Personality is something everybody knows exist, however, nobody knows what it is (Schneewind & Ruppert, 1998; Wasantha, 2017).

### **Trait**

Trait refers to, a characteristics or quality distinguishing a person, especially a more or less consistent pattern of behaviour that a person possessing the characteristic would be likely to displaying relevant circumstances, e.g. being shyness, honesty, tidiness and stupidity. Personality traits can simply be said to be distinct qualities that are the embodiment of an individual. They are regarded as one's habitual patterns of behavior, temperament and emotion. Personality traits are a household name among people, but few know exactly what it is. It is certainly true that it is challenging to put human personality which is the greatest happiness for people of this earth into scientific terms. Personality traits determine a couple of important characteristics and how people associate/interact with others. Personality can be measured as a set of items usually questions about attitude, behaviour and feelings to which the subjects have to respond by agreeing or disagreeing with that question or assertions (Kline, 1993). In this study, conscientiousness is taken as the trait of the person which includes thoughtfulness, organized conducts, planning, and traits that are directed towards certain goals. Conscientiousness reflects the tendency to be responsible, organized, hardworking, goal directed and adherent of rules and norms (Pendleton & Furnham, 2008). The disposition to be orderly, ambitious, determined, dependable, and purposeful is known as conscientiousness.

### **Personality traits and academic performance**

Moreover, students have different personality dimension which shape them. Each student receives information and processes it in a different way. In addition, personality has been recognized as a determining factor on how people learn (Wasantha, 2017). Personality traits and academic performance are directly related. It is a pragmatic fact that academic performance is well influenced by the personality traits eventually (Gatzka & Hell, 2018). Moreover, it could be more appropriate to conceive of strengthening productive personality as a more beneficial intervention during the early years of education. More objectives of the personality traits can also have more impacts on the academic performance of the students.

The Five Factor Model is the most prevalent model of personality structure in contemporary work examining personality traits and academic performance. Extraversion, Neuroticism, Openness to Experience, Agreeableness, and Conscientiousness are assumed to encompass all of the more limited personality traits that occur at lower levels of the personality hierarchy in this paradigm. More focusing on conscientiousness, this research focuses on the academic performance, as conscientiousness is directly related to achievements. Dong, et al (2022), believes that academic performance is the assessment of a student's ability in a variety of academic areas. Personality qualities were found to be highly connected to academic achievement. Furthermore, conscientiousness was the most important predictive variable, accounting for the variance in academic attainment.

Several empirical studies have been done on the Big five personality factors with differing outcomes. Akomolafe (2013) in a study with secondary school students in Ondo State, Nigeria, found that a significant relationship exists between the big five personality factors and students' academic achievement. Nye, Orel and Kochergina (2013), Komarraju, Karau, Schmeck and Avdic (2011) also have results of their studies favoring the big five personality traits. However, the findings of Ghazi, Shahzada and Fullah (2013) in their study with senior secondary school students show that the big five factors have

no relationship with academic achievement. Nye et al (2013) working with students found that introversion, agreeableness, neuroticism and openness to experience have observable ties to academic performance but conscientiousness was insignificant for success. Chowdhury (2006) found those students' personality traits except extraversion positively and significantly predicted students' Overall grades, extraversion is positively related but the relationship was not statistically significant. Different researchers working on the relationship between the individual factors and academic achievement have yielded inconsistent results. Hakimi, Hejazi and Lavasani (2011) also found that jointly the five personality factors (openness, conscientiousness, extraversion, agreeableness and neuroticism) predicted academic performance. As predictors of performance, cognitive abilities (such as intelligence) are more likely a reflection of an individual's ability, whilst personality traits tend to predict the person's likely behaviour (Barta, Tamás, & Szamosközi, 2018). Recent research has demonstrated that personality traits (especially Conscientiousness and Emotional Stability) are useful predictors of critical organizational outcomes, such as team, academic and generalized work performance (Van Aarde, 2015; Zimmerman, Triana, & Barrick, 2010).

### **Concept of Self-efficacy**

Self-efficacy beliefs are a better indicator of success than actual ability has stimulated research in many academic disciplines (Bandura, 1997). The present study provides evidence to support this claim within an education context. Although studies investigating the self-efficacy of students have found conflicting results on gender differences (Byrne, Flood, & Griffin 2014), and prior learning at high school, the relationship of self-efficacy to academic performance is generally supported. According to Dogan (2015); Patricia Pamela, & Peter (2019), self-efficacy is about the belief in one's ability to succeed especially within specific situations or accomplishment of certain tasks. Consequently, self-efficacy is another factor that is likely to be considered as a variable defining and determining academic performance. Self-efficacy refers to a student's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977).

### **Self –Efficacy and Academic Performance.**

Self-efficacy refers to one's personal beliefs in their ability to organize and perform a course of action required to reach a desired target. On the other hand Academic self-efficacy refers to believes one has in their ability to accomplish or carry out a task or attain a specific performance outcome. Bandura (1997) defined, "Self Efficacy as people's judgments or beliefs of their capabilities to organize and execute courses required attaining designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses". Self-efficacy plays an important role in the learning process and in the way students face their school tasks Bandura (2006). In academic contexts, self-efficacy is a self-regulatory mechanism that affects the academic behaviour of students in that it determines the student's perception of their own competence towards a given task and their ability to adapt to and cope with future academic demands (Rosal & Bermejo, 2017).

### **Relationship among Personality Traits, Self-Efficacy and Academic Performance**

In this way of thinking, researchers pay more attention to the different characteristics of individual thinking and ways of doing things that personality traits can imbue, as well as the resulting different academic performance. The most important research object of this feature is self-efficacy. The findings of Aarti and Kadian, (2022) showed a significant positive association of personality traits named agreeableness, conscientiousness and extraversion with self-efficacy that further contributes to academic performance. Also, students' agreeableness and conscientiousness were negatively associated with students' disaffection, discouraging an individual's academic performance. Extraversion did not show any significant association with students' disaffection. Studies are available exploring variables like personality traits, student disaffection and self-efficacy.

Relevant research results indicate that academic self-efficacy plays an intermediary role in the relationship between conscientiousness and openness in the Big Five personality and academic achievement (Laura, Guido, Maria, Paula, Antonio, & Gian, 2013). Although there is a difference between the two: general self-efficacy is at the top, which refers to an individual's general belief that he

can successfully deal with challenges from different environments or deal with new things (Li, Ran, Zhang & Hu 2019) however, academic self-efficacy is at the bottom, which refers to a specific belief that an individual can successfully complete academic tasks (Wang & Miao, 2012). Caprara et al. (2011) used the data of junior and senior high school students to verify the influence and mechanism of Big Five personality traits and self-efficacy on their academic performance. Openness and self-efficacy can improve students' academic performance, which in turn can improve their self-efficacy and form a positive interaction. However, students need not only cope with the challenges brought about by their studies, but also to face the influence of interpersonal relationships. The study found that parent-child relationship and dormitory interpersonal relationship can significantly predict college students' academic achievement (Pan and Gao, 2017; Chen, 2018). Therefore, individuals' belief in their ability to meet different environmental challenges can better describe the relationship with academic achievement.

### **Students' Academic Performance**

Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their instructors (Ahern & Norris, 2011). Another researcher has defined the concept of academic performance as the ability of the student to extraordinarily embrace and apply what has been taught in the classroom (Junco, 2015). Academic performance measures the success or the outcome of student achievements. Also, it refers to how students deal with their courses or accomplish different tasks related to the course.

Sharma, Manga and Nagar (2016) defined academic performance as the outcome of education, the extent to which a student, teacher or institution has achieved his/her educational goals. It therefore means that, academic performance is commonly measured by examinations or continuous assessment results and what the student can do in and outside school with the knowledge he or she has acquired. Academic performance of students consists of scores obtained from continuous assessments, teacher-made tests, and terminal examinations and external examinations such as West Africa Examination Council (WAEC) and National Examination Council (NECO) (Samuel, Adeogun & Asokere, 2020). These results usually reflect individual differences in academic ability or the level of mastery of individuals on a given task.

There are many opinions by researchers and theorists stating that a student's academic performance is related to student mental alertness factors, this is because due to the role of other factor such as personality factors, environmental factors, psychological and sociological factors cannot be ignored. It has been recognized that behavior of students might be a factor to influence academic performance than other factors. Influence from other factors varies with the academic environment, culture, or teaching methods as well as behavior of the teacher. All of these factors change with the academic environment; however personality is depending on the person. To determine true factors, influence academic performance it might be better approach to verify the relationship between personality and academic performance (Wilt, & Revelle, 2008). Several studies conducted by several psychologists have shown that personality factors play a massive role in influencing the student's academic performance/achievement. Students often experience frustration as a result of not getting the encouragement and stimulation of challenging in the classroom especially in terms of communication and performance as a result of the restrictions of the autocratic nature of teachers. This was associated with a student's personality traits, which conducts research on a number of personality traits of students find that they are bored and frustrated with the situation in school because most teachers who teach using traditional methods, lack of understanding the needs and taste of which is more of a one-way communication only, not between students and teachers. This study is therefore aimed at an examination of the influence of personality traits on academic performance of secondary school student.

### **Personality Traits**

In psychology, the Big Five personality traits are five broad domains or dimensions of personality which are used to describe human personality (Costa & McCrae, 1992). The big five are collectively described as taxonomy of personality trait developed by Goldberg (1992). According to personality psychologists, the big five traits refer to five broad personality traits that give a complete portrayal of an individual 's

personality (John and Srivastava, 1999; Chamorro-Premuzic and Furnham, 2003). McCrae and Costa (1987, 1992) proposed a five-factor model (FFM) for use as a framework for the systematic evaluation of personality traits. The FFM model comprises the following personality traits: Extroversion (E), Agreeableness (A), Openness to experience (O), Conscientiousness (C) and Neuroticism (N) or its polar opposite Emotional Stability (ES) (Costa & McCrae, 1992; Poropat, 2009).

Schoema & Kotzee (2022) emphasized on important validation of the Five Factor Model (FFM) was provided in the seminal work of McCrae and Costa (1987) with the prevailing view that the Five Factor Model has adequate levels of consensual validity, comprehensiveness, universality and longitudinal stability (Costa & McCrae, 1991). The FFM is also the most widely used validated model of personality traits and is considered fundamental knowledge in the field of psychology (McCrae & Costa, 2008; cited in Schoema & Kotzee, 2022). Personality traits categorized according to the FFM are further viewed as a useful tool in predicting a broad array of social and psychological outcomes (Costa & McCrae, 1992). Wiernik, Yarkoni and Giordano (2020) arguing that the model is inherently too constrained and neglects other important variables and facets (such as emotionality, social competence and core self-evaluation), which strongly correlate with academic performance. Furthermore, researchers should embrace the inherent complexity and high dimensionality of human individual differences. It has been observed that talking about different thinking pattern, actions, and feelings, personality traits count well into it (Soutter, Bates, & Mõttus, 2020). Regarding personality traits and definite structure, then, the conversational Big Five personality traits are a perfect source to be considered (O'Connor & Paunonen, 2007; Dong, et al 2022).

The big five personality scale is a multidimensional scale based on the five dimensions of the personality (Vedel, (2015). These dimensions are neuroticism, extraversion, agreeableness, openness to experience and conscientiousness. This study perceived big five as the scale of personality that reveals the actual trait of the person based upon the category. According to O'Connor (2002), these five overarching domains have been found to contain and subsume most known personality traits and are assumed to represent the basic structure behind all personality traits and hence could play a part in the academic achievement of students in the Sciences. The factors are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism, represented with the acronym OCEAN, (Atkinson, Atkinson, Smith, Daryl & Nolen-Hoeksena, 2000).

#### **(i) Openness to Experience**

Openness to Experience refers to individuals with a broad range of interests, imagination and creativity. It is also sometimes seen as an indicator of intelligence (Pendleton & Furnham, 2008). Openness to experience is related to the characteristics such as creativity and innovation (Barrick and Mount, 1991), kindness, gentleness, perceptiveness, understanding, optimism, positive attitude and the capability of being better adjusted in other dimensions of the Big Five personality traits (Costa and McCrae, 1997). Openness is defined as a person's proclivity for intellectual curiosity, active imagination, and responsiveness to feelings, and aesthetic sensibility (Saklofske, Austin, Mastoras, Beaton, & Osborne, 2012). Under the light of the concept of openness, this study perceives the openness as creative, and eagerness to learn things attitude. Openness to expression described as a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity and variety of experience. People who are open to experience are intellectually curious, open to emotion, sensitive to beauty and willing to try new things. They tend to be, when compared to closed people, more creative and more aware of their feelings. They have a facility for thinking in symbols and abstractions far removed from concrete experiences (McCrae & Costa, 1987).

#### **(ii) Conscientiousness**

Conscientiousness is a tendency to show self-discipline, act dutifully and aim for achievement against measures or outside expectations. It is regarded as efficient or organized versus easy-going or careless. It is related to the way in which people control, regulate and direct their impulses. High score on conscientiousness indicate a preference for planned rather than spontaneous behaviour (Costa & McCrae, 1992). Conscientiousness constitutes characteristics such as hard-work, focus, alertness (Barrick and Mount, 1991), cautiousness, inclusiveness, responsibility (Moon, 2001), organization and firmness,



rationale, logic, dependability, and consistency and risk evasiveness (Goldberg, 1990). In this study, conscientiousness is taken as the trait of the person which includes thoughtfulness, organized conducts, planning, and traits that are directed towards certain goals. Conscientiousness reflects the tendency to be responsible, organized, hardworking, goal directed and adherent of rules and norms (Pendleton & Furnham, 2008). The disposition to be orderly, ambitious, determined, dependable, and purposeful is known as conscientiousness.

### **(iii) Extraversion**

Extraversion refers to individuals who are assertive, outgoing and prefer to be around people. This trait is known to decline among older adults. Extraversion, a personality type that is characterized by breadth of activities as opposed to depth, urgency- a trait aspect of emotional reactivity in which a person tends towards high levels of positive affect (Blandon, Calkins, Keane & O'Brien, 2010). The trait is marked by pronounced engagement with the external world. People with this trait interact with people and are often perceived as full of energy, are enthusiastic, action oriented, possess high group visibility, like to talk and assert themselves. Extraversion includes characteristics such as expressivity, sociability, confidence, communication, energy, enthusiasm (Barrick and Mount, 1991), having a strong desire for social acknowledgment, admiration, promptness, talkativeness, activity, positivity, and eagerness. Extraverts are emotionally stable and have a satisfied and delightful personality (Costa and McCrae, 1997). In this research, the definition of extraversion trait is built as the excited, social, talkative, assertive person who holds a high level of emotional expressiveness.

### **(iv) Agreeableness**

Agreeableness refers to compassionate, good-natured, eager-to-cooperate and conflict-avoidant individuals (Pendleton & Furnham, 2008). People low in Agreeableness tends to be more competitive and skeptical. Agreeable personality consists of characteristics such as courtesy, flexibility, simplicity (Barrick and Mount, 1991), co-operatively, helpfulness, compassion, care, sympathy, and non-prejudiced disposition (McCrae and Costa, 1997). The concept of agreeableness in this study is that of a personality dimension which consists of trust, altruism, and mostly all pro-social traits. Agreeableness; has a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is a measure of one's trusting and helpful nature, and whether a person is generally well tempered or not. The trait reflects general concern for social harmony, getting along with others. People high on agreeableness are generally considerate, kind, generous, trusting and trustworthy helpful, and willing to compromise their interest (Rothmann & Coetzer, 2003).

### **(v) Neuroticism**

Neuroticism refers to the personality trait of being secure, hardy and relaxed, even under stressful conditions (Pendleton & Furnham, 2008). According to Awadh and Ismail, (2012) explained neuroticism as variances of an individual's tendency to experience suffering, and defined as emotionally insecure and uneven. According to Robinson et al. (2015), neuroticism is the trait of human that is categorized by the moodiness, gloominess, or the instability in emotions. In the course of this study, the concept of neuroticism is constructed as the trait of a person who suffers experiences of mood swings, nervousness, bad temper, and depression. Neuroticism as described by Jerceimus, Riese, Sanderman & Ormel (2014) is a tendency to experience negative emotions like anxiety, anger, depression and has been termed emotional instability. Norris, Larsen, and Cacioppo (2007) wrote that neuroticism is intertwined with low tolerance for stress or aversive stimuli. Neuroticism is associated with larger and more prolonged electrodermal responses to emotionally evocative pictures. Those with scores high in neuroticism are emotionally reactive and vulnerable to stress, interpret ordinary situations as threatening and minor frustrations as hopelessly difficult. As their negative emotional reactions persist for unusually long periods of time, they are often in bad mood.

### **Erikson's theory of Personality**

The basic concept of Erikson's theory is to acquire an ego identity, and the identity crisis is the most essential feature of adolescence. Although a person's identity is established in ways that differ from culture to culture, the accomplishment of this developmental task has a common element in all cultures.

To acquire a strong and healthy ego identity, children must receive consistent and meaningful recognition for their accomplishments. Individual is described by Erikson as the period during which the individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity confusion (Erikson, 1968 cited in Bada, 2015). That means they have to measure their assets and liabilities and how they want to use them. Adolescents must answer questions about their background, which they are and what they will become. Identification, or a sense of uniformity and continuity, must be sought. Identity is not given to the individual by society, nor does it appear as a maturational phenomenon; it must be acquired through sustained individual efforts. Refusal to work on one's own identity formation involves the danger of spreading roles, which can lead to alienation and an enduring sense of isolation and confusion. The virtue to be developed is fidelity. Belonging to one's values contributes to the stability of one's identity.

## **METHODOLOGY**

### **Method of Data Collection**

The instrument administration was done through direct delivery approach. Using this method, copies of the questionnaires were distributed personally to the respondents by the researcher with the help of the two co-researchers who were brief on the content of the instruments and procedures that will be used in administering the instrument to the target respondents. Therefore, the research assistance were duly informed on what was expected from them on this regards, distribution and collection of an instrument and equally recovered them after they were only completed out of 24000 copies of the questionnaire distributed, a total of 2360 copies were dully retrieved and used for analysis. Therefore, the data collection got the return rate of 98.7% which was perceived as being adequate for the study.

### **Method of Data Analysis**

Copies of the instrument were collected, scores and then sent for analysis, some research questions were answered using summated scores, while some research questions were answered using simple regression analysis and some using multiple regression analysis. The null hypothesis was tested using simple and multiple regression analysis. The decision rules were as follows:

10.0 - 30.0 = Do not have personality traits

31.0 - 50.0 = Have personality traits

For self efficacy

23.0 - 57.27 = Low self efficacy

57.50 - 92.0 = High Self efficacy

For Students Academic Performance

10 - 19 = Low students' performance

20 - 40 = High academic performance

The decision rule for judging the variable prediction included the use of r-square value and standardized beta coefficient. According to Cohen (2015), r-square value 0.12 or below indicate low, between 0.13 to 0.25 values indicate medium, 0.26 or above values indicate higher coefficient size. The higher the absolute vale of the beta coefficient, the stronger the effect of the prediction. For the hypothesis where r-calculated > than r-critical reject the null hypothesis and where r-calculated < than r-critical do not reject the null hypothesis. Also, where significant value (p) is less than 0.05, reject null hypothesis. However, when the value (p) greater than 0.05, do not reject the null hypothesis.

**PRESENTATION AND ANALYSIS OF DATA**

The data collected from the field were analyzed and presented in the outline finding. The presentation was done in series starting with answering research questions and then testing the hypothesis.

**Research Question 1**

*What is the relationship between personality trait and self efficacy and academic performance in English among Senior Secondary School Students in Katsina Local Education Quality Assurance Katsina State, Nigeria?*

Table 1: Range of Relationship Between Personality Traits, Self Efficacy and Students Academic Performance in English

Range of Scores	N	%	Remarks
10-30	717	30.3	No relationship
31-50	1,652	69.7	There is relationship

Table 1 reveals that with scores ranging from 31-30 1,652 (69.7%) secondary schools students possess the relationship between personality traits and self efficacy, while 717 (30.3%) of Secondary School Students who scores between 10-30 do not possess the relationship between the variables.

**Research Question 2**

*What is the relationship between agreeableness and academic performance in English among senior secondary school students in Katsina Local Education Quality Assurance?*

Table 2: Range of scores of secondary school students in agreeableness and academic performance of students.

Range of Scores	N	%	Remarks
10-30	1,130	47.7	No agreeableness
31-50	1,239	52.3	There is agreeableness

Table 2 reveals that with the scores ranging from 31-50, 180(76.0%) secondary school students possess the relationship between agreeableness, while secondary school students who scores between 10-30, 1,130 (47.7%) do not possess the relationship between agreeableness and student’s academic performance.

**Research Question 3**

*What is the relationship between consentaneousness and academic performance in English among senior secondary school students in Katsina Zonal Education Quality Assurance?*

Table 3: Range of scores of secondary school students to consentaneousness and student academic performance in English.

Range of Scores	N	%	Remarks
10-30	568	24.0	No consentaneousness
31-50	1,801	76.0	Consentaneousness

Table 3 indicate that with scores ranging from 31-50, 1,801 (76.0%) secondary school students possess consentaneousness to academic performance, while with the scores ranging from 10-30, 568 (24.0%) of secondary school students do not possess consentaneousness to academic performance.

**Research Question 4**

*What is the relationship between neurotism and academic performance in English among senior secondary school students in Katsina Zonal Education Quality Assurance?*

Table 4: Range of scores of secondary school student to neurotism and student academic performance in English.

Range of Scores	N	%	Remarks
10-30	551	23.3	No neurotism
31-50	1,818	76.7	Neurotism

Table 4 reveals that with scores ranging from 10-30 SS I (23.3) of secondary school students do not use neurotism traits, while 1,818 (76.7%) secondary school students who scores between 31-50 use neurotism traits.

**Research Question 5**

*What is the relationship between openness to experience and academic performance of secondary school students in English in Zonal Education Quality Assurance?*

Table 5: Range of scores of secondary school student to openness to experience and student academic performance in English.

Range of Scores	N	%	Remarks
10-30	437	18.4	No openness
31-50	1,932	81.6	Openness experience

Table 5 reveals that with scores ranging from 10-30, 437 (18.4%) of secondary school students do not have openness to experience, while 1,932 (81.6%) secondary school students who scores between 31-50 have openness to experience.

**Research Question 6**

*To investigate the relationship between self efficacy and academic performance in English among senior secondary school in Katsina metropolis.*

Table 6: Range of scores on student’s self efficacy in secondary school

Range of Scores	N	%	Remarks
10-19	154	6.5	Low self efficacy
20-40	2,215	93.5	High self efficacy

Table 6 reveals that 2,215 (93.5%) of secondary school students with the scores ranging from 20-40 have high self efficacy, while 154 (6.5%) students who scores between 10-19 have low self-efficacy.

**Research Question 7**

*Find out gender differences between self efficacy and academic performance of students in English among senior secondary school students in Katsina metropolis*

Table 7: Range of scores on student’s gender differences and student’s academic performance

Range of Scores	N	%	Remarks
28-69	2,039	81.6	High gender differences
70-112	330	12.9	Low gender differences

**Hypothesis 1**

There is no significant relationship between personality traits, self efficacy and academic performance of senior secondary school students English in Katsina metropolis

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% Var Added	Cal. t	P-value	Df	Remark
Personality traits, self efficacy	0.082	0.007	0.007	0.115	0.082	0.70	4.014	0.000	2367	S

**Hypothesis 2**

The relationship between agreeableness and academic performance in English does not affect the prediction of students academic among senior secondary school students in Katsina Zonal Education Quality Assurance

Variable	r	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% var added	Cal. t	Cal.Pvalue	Cal. t	df	Remark
Agreeableness	-0.048	0.002	0.002	-0.085	-0.048	0.20	-2.339	0.019	-2.339	2367	S

**Hypothesis 3**

There is no relationship between conscientiousness and academic performance in English among senior secondary school students in Katsina Zonal Education Quality Assurance

Variable	r	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% var added	Cal. t	Cal.Pvalue	df	Remark
Conscientiousness	-0.012	0.000	0.000	-0.023	-0.012	0.00	-0.600	0.549	2367	NS

**Hypothesis 4**

There is no relationship between neurotism and academic performance in English among senior secondary school in Katsina Zonal Education Quality Assurance

Variable	r	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% var added	Cal. t	Pvalue	df	Remark
Neuroticism	-0.106	0.011	0.011	-0.122	-0.06	1.10	-5.162	0.000	2367	S

**Hypothesis 5**

There is no relationship between openness to experience and academic performance of senior secondary school student in English in Zonal Education Quality Assurance

Variable	r	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% var added	Cal. t	Cal.Pvalue	df	Remark
Openness to experience	0.041	0.002	0.002	0.064	0.041	0.20	2.019	0.041	2367	S

**Hypothesis 6**

The relationship between self efficacy and academic performance does not predict self efficacy of student in English among senior secondary school in Katsina Zonal Education Quality Assurance (ZEQA)

Variable	r	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% var. added	Cal.t	Pvalue	df	Remark
Self-Efficacy	0.224	0.050	0.050	0.296	0.224	5.00	10.425	0.000	2367	S

### **Hypothesis 7**

There are no gender differences between self efficacy and academic performance of senior secondary school students English in Katsina Zonal Education Quality Assurance

### **EXPECTED OUTPUTS/RESULTS**

- i. The research findings will help in enhancing sustainable level of implementation of NGOs programmes to create various employment opportunities in Katsina Metropolis, Katsina State Nigeria.
- ii. The study will serve as a means through which effective self-efficacy and self-reliance can be a strong predictor for success in tackling the rate of unemployment in Katsina State.
- iii. The research findings will help in enhancing and enlightenment sustainable of NGOs programmes to create various employment opportunities in Katsina Metropolis, Katsina State Nigeria
- iv. The research findings will also help in identifying the problems responsible for unknowns the people self concept in Katsina Metropolis, Katsina state Nigeria.  
the in adequacy of community development and self-reliance programs in the state.
- v. The Study will also provide effective ways of peoples of the state to know their self concept so as to adjust accordingly in Katsina Metropolis, Katsina state Nigeria.
- vi. Product professional graduate, students from different public secondary school that can bring positive character development in Katsina Metropolis, Katsina state Nigeria.

### **CONCLUSION**

This research study concluded that significant relationship exist between personality traits, self efficacy and students' academic performance among senior secondary school students in Katsina Zonal Education Quality Assurance, it is also concluded that personality traits plays an enormous roles toward curving positive performance of students at various respective Schools more especially in Katsina Zonal Education Quality Assurance this findings, shows that self efficacy has positive relationship with personality traits towards improving positive academic performance in English among the senior secondary school students in Katsina Zonal Education Quality Assurance.

### **RECOMMENDATIONS**

Base on the findings of this study, the following recommendations were made:

- i. School guidance and counselors should be equipped with necessary tools both material and intellectual to enable them render their services that is direct towards curving social adjustment of students which will go a long way in helping to build personality traits and self efficacy that will makes the students to improve their academic performance.
- ii. Teachers should be informed on to identify the students with social adjustment problems and need to makes appropriate referral to the respective guidance and counseling toward improving the students' academic performance more especially in English language.
- iii. The teachers of the school should work promptly together towards ensuring personality traits and self efficacy plays the positive roles by improving student's academic performance.
- iv. School administrators works towards organizing programmes in the school that will arouse the interest of the student towards learning good literatures in English.

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