



Perceived Influence of Teachers' Personality Trait on Business Studies Students' Academic Performance in Junior Secondary Schools in Rivers-East Senatorial District

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ABSTRACT

The study investigated perceived influence of Teachers' Personality Traits on Academic Performance of Business Studies Students in Junior Secondary Schools in Rivers-East Senatorial District, Rivers State. A descriptive survey design was adopted with total population of 9,826 Business Studies students and teachers. Two specific objectives and two research questions guided the study and two null hypotheses were formulated and tested using t-test for independent data at 0.05 level of significant. A cluster random sampling technique and Taro-Yamane sample size determination were adopted to select 432 Business Studies students and teachers for the study. Twenty (20) item questionnaires "titled Perceived Influence of Teachers' Personality Traits on Business Studies Students Academic Performances questionnaires" was used to elicit response from the respondents. The instrument was designed on four (4) points rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), and Low Extent (LE). The instrument was validated by two Business Educators and one Measurement and Evaluation expert, all in Faculty of Education Rivers State University. Cronbach Alpha was used to establish a reliability co-efficient index of 0.82 and 0.81. The researcher administered the instruments with the help of two research assistants and data collected were analyzed using Mean and Standard Deviation. Findings revealed that conscientious trait influences Business Studies students' academic performance to a very high extent, while Teachers' neuroticism traits influence students' academic performance to a low extent. The findings also revealed that Teachers' in Rivers-East Senatorial District secondary schools are very low in conscientiousness traits. Based on the findings, conclusion was made and the researchers recommend that teachers should develop and improve on conscientiousness traits in order to motivate students to learn and perform well in their academics. Secondly, there should be frequent teachers' training on personality traits to develop a good personality trait for teaching and students' academic performance.

Keywords: Teachers' Personality Traits, Business Study Students and Academic Performance

INTRODUCTION

Education is one of the major factors that bring about rapid social, political and economic development in any country. This is because it is the process of facilitating learning or acquisition

of knowledge, skills and values for the mobilization of various categories of man-power resources that manipulate other available physical, material and financial resources to provide services and functions that eventually brings about national development (Kelven, 2014). Hence, every country needs a functional education system to achieve its developmental objectives. Functional education is based on total process of developing individuals' skills and potentials (cognitive, affective and psychomotor) to the fullest and subsequently be able to perform academically and contribute maximally to the development of the society (Idowu, 2016). Potential development and academic performances are the vantage values of a functional education system which depends on many factors, including teacher's standard and their personality traits in the pedagogical instructional delivery of vocational related subject like Business Studies.

Business Studies is a subject for acquisition of skills, knowledge and attitude required for self-reliant and productive ventures for national development. Accordingly, American Business Association (2021) defined Business Studies as a broad and comprehensive discipline whose instructional areas encompasses inculcation of knowledge, skill development, and vocational career attitude needed by learners in order to effectively choose and manage a business career for self-reliance, effective functioning in the society and contribute meaningfully to economic development of the nation. The explanation indicate that Business Studies is aimed at providing the learner with requisite knowledge, understanding and skills needed for productive activities or works which earned economic and social benefits. Osuala in Amadi (2017) asserted that Business Studies prepare the learner for office occupation, equip the learner with basic skills for business productivity, allow students to understand the necessity for the existence of various businesses, opportunities and enable them to develop interest on various forms of business careers. Business Studies is taught in junior secondary schools with many components for inculcation of self-reliance skills to enable learners engage in the world of works and self-reliance purposes. Therefore the acquisition of keyboarding skills, communication skills, financial skills, digital skills, trading skills, innovative skills and entrepreneurial skills that enhance potential career choice in Business Education, Management and other related Social science courses in universities begins with effective knowledge of business studies in secondary schools (Amadi, 2017).

Hence, the resources and methods used in instructional delivery of Business Studies ought to be made effective through the engagement of quality teachers with good personality traits in order to accord the subject a relevant position and enable students to learn, make a choice in business career for human capacity building and perform academically. According to Isah (2015), the introduction of 6 -3 -3- 4 and Basic Education Certificate Examination (BECE) system of education in Nigeria placed Business Studies under vocational subject taught in junior secondary school (JSS) with five major components areas as Office Practice, Commerce, Book Keeping, Short-hand, Key Boarding or Word Processing. Office Practice is a Business subject that inculcate to learners the principles and procedures of running an office. It deals with economic activities carried out in an organization on daily bases and their managerial principals. Commerce is that part of business endeavor that deals with trade and Aid to trade. It covers the buying and selling of goods and services along with the activities that facilitate the exchange. Book Keeping is concerned with the recording of Business transactions in an orderly and meaningful manner. It deals with the recording processes, analysis and summary of inflow and out flow of income and expenditure resulting from buying, processing, production and selling of goods and services including payment to the suppliers, and receipts from the customers, etc. While, Short-Hand is the act of representing spoken words/sound with symbols. Short-Hand is used to record information speedily and accurately in any organization or forum. Then, Key-Boarding is the techniques of using the computer or typewriting keyboard to produce printed information in a hard copy or soft copy for documentary purposes or as evidence of Business transaction. These five components of Business Studies cumulate and facilitate student's interest in choosing careers in Business Administration, Marketing, Accountancy, Personnel Management, Insurance, Business Education, Office Management Technology, Entrepreneurship Education, Stenographers' Salesmen, Computer analyst and other

vocational education in tertiary institutions. These vocational careers equip students with skills, competences, knowledge, self-reliant principles and right attitude for academic performance (Isah, 2015).

Academic performance in this direction is the students' evaluated outcome in educational process which indicates the level to which students have achieved their educational goals as specified in the curriculum, determined by both external and internal examination bodies. Mellisa and Scott (2012) asserted that academic performances of students are very important and help in successful development of young people in the society. Students who do well in school are better and able to make transition into adulthood and to achieve occupational and economic success. Young people who are entering into business and other occupational areas need a substantial base of knowledge and in many cases specialized skills to be successful in chosen careers and life in general and this begins in secondary schools (Janelle, 2011). Academic success is measured by evaluation process which include among others as formative, process and summative evaluations. In support of this, Enyang (2014) added that academic performance indicates how well students have succeeded in meeting up standards set out by school institution. These standard outcomes are indicated in grades showing failed, pass, good, very good and excellent performance. Drul and Lawrence (2013) also described academic grades as the students' scores for their overall tenure which is a reflection of the extent to which skills and knowledge have been impacted on the student for growth, social maturity and adaptive behaviours. Furthermore Rowan, Corrent and Miller (2020) depicts that grades are determined by teachers, through a standardized or formalized educational mechanism. Teachers' plans, organize, control coordinate, motivate and supervise students in classroom activities for successful outcome. Koko (2013) also inferred that teachers are determinant factors and instrument for students' academic well-being. Teachers' explore, engage, explain, encourage, examine, evaluate and extend knowledge to students with their professional qualities and dimensional characteristics. Hence, the teachers' personality traits in coordination of teaching and learning process which results in positive or negative academic performances of students cannot be over-emphasized in secondary schools.

Personality traits are the psycho-social character that an individual acquires by socialization, hereditary or biological endowment which provides him or her, the development and social growth in the environment within which he or she springs forth (Ezekwe, 2017). Personality trait is a product of social interaction in a group life and may be develop from the process of socialization in a culture of specific society. Hence, in a society or school system every person has individual differences such as skin, color, height, weight, attitude and behavioral pattern which are the same but, varies from group to group and society. These traits may be good or bad, impressive or unimpressive but influences job performance in social works and academic institution where Teachers' are determinant factors for character molding and students, academic outcome. Therefore, personality trait is the psycho-Social characteristics and dynamic organizational qualities that differentiate teachers in classroom instructional and enhances the teacher's unique adjustment in the use of educational material for effective instructional delivery that enhances learning and students' academic performance (Eyang, 2014).

Teacher's Personality trait determine his or motivational strategies and instructional approach, controls and modifies teacher's action, brings out his or her quality, modify the teachers interactions and positive relationship with students which ensures standard in classroom management and instructional delivery that could make or mar students' academic outcome (Agbakwuru, 2017). Teacher psycho-social qualities are many and include amongst others as; the teachers' moral life, attitude, conscientiousness, extraversion, intelligence, kindness, openness, disciplinary measure agreeableness, neuroticism, emotional suitability, dress-code, patience, adaptability, creativeness, empathy, grit, introversion, patience, resourcefulness and aggressiveness (Adedeji, 2014). However, Sigmund Freud, Esyneck, Gordon-Allport and other notable psychometricians classified these traits into five big dimensional factors of Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism (OCEAN) and asserted that they can influence

productivity and academic performance positively or negatively especially Conscientiousness and Neuroticism traits.

Teachers' Conscientiousness Traits and Students' Academic Performance: Teachers' Conscientiousness is the ability to act with great care, diligence and humility. Agbakwuru (2013) consented to this definition and said conscientiousness teachers' have regards to teaching and struggle to complete their scheme of work on time. More importantly, a conscientious teacher makes students' to be creative and more organized to face academic challenges, complete his or her assignment with great care, write clearly, neatly, correctly and make adequate preparations to ensure effective instructional delivery which enhances student's excellent academic performance. Conscientiousness also involves the capacity to complete a task meticulously with efficiency and of the highest quality. A conscientious teacher is extremely organized and efficient in his or her teaching profession. He or she also provides students' with quality lesson or activities which enable them (students) to perform academically and in ordinary business of life (Enyang, 2014). Conscientiousness is a trait that includes high levels of thoughtfulness, good impulse control, and goal-directed behaviours. This organized and structured approach is often found within people who work in vocational and even high-retail finance where detail orientation and organization are required as a skill set.

A highly conscientious teacher would regularly plan ahead and analyze his or her job and behaviour to see how it affects others. School management teams and their functionaries regularly have highly conscientious people working in their teams to help balance out the structural roles within the overall team development. A good example of a conscientious teacher would be someone you know who is always planning ahead for the next time you meet - and in the meantime, regularly staying in contact, checking in on students wellbeing. They like to organize around certain dates and events and are focused on their duties. Teachers' with low conscientiousness tend to dislike structure and duty schedules, procrastinate on important tasks and fail to complete tasks which may affect students adversely. Some of the characteristics associated to conscientiousness teacher are:

Determination: An ability to fight through adversity without giving up in accomplishing a goal. Teachers' with determination trait figure out ways to get his job done without excuses to students' or relevant authority. They also find simple mechanism to teach or reach out the most difficult students' to enable them perform in examination and other assessment test.

Discipline: Discipline is the action or in action that is regulated to be in accordance with a particular system. The purpose of discipline and its application in classroom activity is to regulate student's behaviors. A conscientiousness teacher is disciplined, highly influential, motivated and respected both in classroom activity and ordinary business of life. He or she is honest, punctual to classes and reinforces his students' to learn and perform creditably in their academic pursuit.

Independence: the ability of a teacher to work or solve problem on his/her own without the assistance of others. This quality makes a conscientiousness teacher to have solutions for potential problem that may arise in classroom and other administrative works. Independence of a teacher encourages students' to study personally or in synergy for improved academic performance

Responsibleness: The ability of a conscientiousness teacher to be accountable for his/her actions and carry out work assigned to him/her in a timely manner. Teachers' with responsible qualities are trust-worthy and valuable to students' and school administrators

Patience: The ability to sit ideally or wait for right time before an action is taken. Patience is part of the quality of a conscientious teacher. It helps the teacher to understand the psychological system of students' in terms of their teaching and learning needs and help where necessary.

Teachers' Neuroticism trait and Students Academic Performance: Teachers' Neuroticism is the physical and emotional response to stress and perceived threats in a teacher's life. Neuroticism Teacher is characterized by sadness, moodiness, and emotional instability anxiety, anger and amongst others which are often mistaken for anti-social behaviors or worse than a greater psychological issue. Teachers' who exhibit high levels of neuroticism will tend to experience mood

swings, anxiety and irritability. Some teachers' who experience sudden changes in character from day-to-day perspective could be highly neurotic and respond to high stress levels in their work and personal lives. Anxiety, which plays a large part in the makeup of neuroticism, is about an individual's ability to cope with stress and perceived or actual risk. People who suffer with neuroticism will over think a lot of situations and find it difficult in relaxing even in their own space. Of course, those who rank lower on the neurotic level will exhibit a more stable and emotionally resilient attitude to stress and situations. Low neurotic sufferers also rarely feel sad or depressed, taking the time to focus on the present moment and not get involved in mental arithmetic on possible stress-inducing factors. Neuroticism has a negative impact on the teachers' and students. Emorh (2014) depict that teachers' with high neuroticism have high level of stress which he or she transfer aggressive to students who may not be comfortable to learn and perform academically. Muhammad (2012) also depicts that suspiciousness, sadness, anxiousness, aggressiveness and shyness are negative tendencies that affects student-teachers' relationship, leads to poor in communication and brings emotional tremor, poor mental health and poor performance of brilliant students. Accordingly, Jones and Jones (2011), asserted that academic performance is perceived to be the most important education output that is significantly influenced by personality trait factor of neuroticism which bios-down to teachers' variables such as qualification, discipline emotional intelligent, instructional delivery approach, reward system, relationship with students, teacher's organizational climate, constructive creativity and psychological understanding of students pedigree amongst others as more important factors compared to other school factors standing as a proof and functional realities for increasing or decreasing students' performance. To this effect, teachers' ought to be aware of students' characteristics and needs for a good classroom management which increases student participation and achievement.in pedagogical instructions. Students' have individual characteristics and their needs are also different hence, teachers' ought to develop good personality trait and be flexible to adopt it in their teachings based on students' abilities, previous information levels and learning paces. Although teachers' sometimes undertake educational adaptations to meet the different needs of students for development and academic achievement but, may tend to behave differences when it comes to situations where students' are diagnosed as special needs for good academic outcome. However, teachers' with neuroticism traits may tend to regard the differences' as a source of problems but, a Conscientious teacher regards it as a dimension in regulating teaching or as the basis for adaptation and important factors for students' academic achievement.

Statement of the Problem

In recent times, there have been reported cases of poor academic performances of Business Studies students in public junior secondary schools in Rivers-East Senatorial District, Rivers State. This is evidenced in students' internal and external examinations result over the years which are also a major factor for low enrolment of students into Business and Vocational Education programmers in Nigerian University system. The poor performance has become worrisome to parents, teachers and other stakeholders in educational system and business realm in particular who insinuated and attributed the failure to many factors including teacher's Personality traits of Conscientiousness and Neuroticism traits. Their insinuations on students' failure were in support of Amesi (2021) who asserted that teachers' with poor personality traits of conscientiousness or high neuroticism traits may not moderate students' actions in classes, motivates students' learning culture, enhance students' behaviour for quality academic outcome and may not be effective in instructional delivery which result in failure and poor academic performance in competences and skills-based subjects such as Business Studies, Data Processing, Bookkeeping, Shorthand amongst others. This unprecedented failure has unpleasant implication for the youths and future of a nation whose economic earning and general development depends largely on business trends and skill development for self-reliance. More importantly, Nigerian educational system and academic performances of students are sharply deteriorating irrespective of the government efforts to leverage the situation. It is shocking that poor academic performances continued to ravage school

system in spite of government considerations and efforts in providing enabling environment for education to flourish. Based on these problems, the researchers taught it wise to investigate perceived influence of teachers' personality traits on Business Studies Students' Academic Performance in Rivers-East Senatorial District in order to proffer solutions to academic failure and contribute meaningful knowledge to Business development.

Purpose of the Study

The main aim of the study was to investigate perceived influence of teachers' personality traits on Business Studies Students' academic performance in Rivers-East Senatorial District in Rivers State. Specifically, the study sought to:

1. Determine the extent to which teachers' conscientiousness traits influence academic performances of Business Studies students' academic performance in junior secondary schools of Rivers-East Senatorial District in Rivers State.
2. Determine the extent to which teachers' neuroticism traits influence Business Studies students' academic performances in junior secondary schools of Rivers-East Senatorial District in Rivers State.

Research Questions

The study was guided by the following research questions.

1. To what extent do teachers' conscientiousness traits influence Business Studies students' academic performance in junior secondary schools of Rivers-East Senatorial District in Rivers State?
2. To what extent do teachers' Neurotic traits influence Business Studies students' academic performance in junior secondary schools of Rivers-East Senatorial District in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean rating of Business Studies teachers' and students' on the extent to which teachers' conscientiousness traits influences students' academic performances in junior secondary schools of Rivers-East Senatorial District in Rivers State.
2. There is no significant difference in the mean rating of Business Studies teachers' and students' on the extent to which teachers' Neurotic traits influences Business Studies students' academic performances in junior secondary schools of Rivers-East Senatorial District in Rivers State.

METHODOLOGY

The study adopted a descriptive survey design. The study was carried out in Rivers-East Senatorial Districts in Rivers State. The population of the study comprised total of 9826 respondents made up of 9648 Business studies students and 178 Business studies teachers in 108 public junior secondary schools three (JSS3) across eight (8) local government area that makes up Rivers-East senatorial district. Cluster sampling techniques was adopted to select 24 junior secondary schools out of the total that offers and registered Business studies in Basic Education Certificate Examination (BECE) in 2022/2023 academic session. The sample size of 384 for students and 48 for Teachers were determined using Taro-Yamene and random cluster sampling techniques. The instrument for data collection was a twenty (20) item self-structured questionnaire titled "Perceived Influence of Teachers' Personality Traits on Business Studies Students' Academic Performance (TPTIBSSAP) Questionnaire was used to elicit response for the study. The instrument was on a four points rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), and Low Extent (LE). The instrument was validated by two Business Educators and one expert in Measurement and Evaluation all in Faculty of Education Rivers State University. This was done in order to determine its adequacy, appropriateness and proper wordings for the study. To ensure consistency of the instrument, Cronbach Alpha method of establishing reliability was adopted to establish a coefficient index of 0.82, and 0.81, which was considered good enough for the study. The

researcher administered the instrument with the help of two research assistants (teachers) who were guided by the researcher in their various schools with adequate information guiding the filling of the instrument. A total of four hundred and thirty two (432) copies of the questionnaire were administered to the respondents only 340 copies for students and 44 copies for teachers' representing 89% were retrieved and used for analysis. The data collected for the study was analyzed using descriptive statistical tools of Mean and Standard Deviation to answer the research questions while t-test for independent variables was used for testing of the null-hypotheses at 0.05 level of significant.

RESULTS

Research Question 1: *To what extent do teachers' Conscientiousness' traits influence Business Studies students' academic performance in secondary schools of Rivers-East in Rivers State?*

Table 1: Mean and Standard Deviation Response of Students and Teachers on the Extent to which Teacher's Conscientiousness Traits Influence Academic Performance of Business Studies Students

S/N	Teacher's Conscientiousness Traits Influence on Academic Performance of Business Studies Students	Students (N = 340)		Teachers (N = 44)		Mean Set	Remarks
		\bar{X}_S	SD_S	\bar{X}_T	SD_T		
1.	Teachers' determination encourage students for high academic performance	3.12	0.82	2.89	0.92	3.01	High Extent
2.	Teachers' discipline encourage students for high academic performance	2.99	0.91	3.30	0.87	3.15	High Extent
3.	Teachers' self-independent motivate students for high academic performance	2.44	1.02	2.45	1.07	2.45	Low Extent
4.	Teachers' patience in class encourage students for high academic performance	2.96	0.97	2.70	1.00	2.83	High Extent
5.	Teachers' resourcefulness encourage students for high academic performance	2.88	0.97	2.89	0.97	2.89	High Extent
6.	Teachers' anxiousness to benefit from students encourage students for high academic performance	2.30	1.03	2.77	0.36	2.54	High Extent
7.	Teachers' responsible life encourage students for high academic performance	2.91	1.03	1.52	0.87	2.22	Low Extent
8.	Teachers' punctuality to school activities spurs students for high academic performance	2.98	0.93	2.77	0.07	2.88	High Extent
9.	Teachers' carefree attitude to students problem spur students for high academic performance	2.16	1.11	2.98	0.88	2.57	High Extent
10.	Teachers' moral standard makes students work hard and pass examinations well.	2.86	1,12	3.09	0.88	2.98	High Extent
Ground Mean & SD		2.76	0.99	2.73	0.87	2.75	

Source: Field Survey Data, 2023

The result in table 1 above revealed the calculated mean and standard deviation scores from the respondents on the extent to which Teacher's Conscientiousness Traits influences Business Studies Students academic performance. Item 31, 32, 34, 35, 36, 38, 39 and 40 with mean scores of 3.01, 3.15, 2.83, 2.89, 2.54, 2.88, 2.57 and 2.98 for Students and Teacher had 2.50 graded under high and very high extent criterion. While item 33 and 37 had mean scores below 2.50 graded under

moderate and low extent. The results indicate that Teacher’s Conscientious traits influence Business Studies Students academic performance to high extent. The grand means score of 2.76 for Students and 2.73 for Teachers in the analysis table also confirms the assertion.

Research Question 2: *To what extent do teachers’ Neuroticism traits influence Business Studies students’ academic performance in secondary schools of Rivers-East Senatorial District in Rivers State?*

Table 2: Mean and Standard Deviation Response of Students and Teachers on the Extent to which Teacher’s Neuroticism Traits Influence Academic Performance of Business Studies Students

S/N	Teachers’ Neuroticism Traits Influence on Academic Performance of Business Studies Students	Students (N = 340)		Teachers (N = 44)		Mean set	Remarks
		\bar{X}_S	SD_S	\bar{X}_T	SD_T		
11.	Teachers’ emotional instability motivate students to perform well in academics	1.78	0.99	1.87	0.99	1.83	Low Extent
12.	Teacher’s aggression/hostile life motivate students for high academic performance	1.62	0.79	1.68	0.67	1.65	Low Extent
13.	Teachers’ sadness encourage students to learn and perform well in academics	1.81	0.9	1.45	0.85	1.63	Low Extent
14.	Teachers’ shyness makes students to perform well in academics	1.9	0.98	1.45	0.63	1.68	Low Extent
15.	Teachers’ mental poverty encourage students to perform well in academics	1.75	0.88	1.23	0.23	1.49	Low Extent
16.	Good character of a Teacher encourages students to high academic performance	2.91	0.93	3.07	0.77	2.99	High Extent
17.	Teachers’ good reflections in teaching motivates students to perform in examinations	2.99	0.91	3.52	0.73	3.26	High Extent
18.	Teachers bulling and quarrelsome attitude encourage students for high academic performance	1.48	0.83	1.57	0.72	1.53	Low Extent
19.	Teachers’ anxiety encourages to do well in academics	1.82	0.95	1.18	0.54	1.50	Low Extent
20.	Teachers’ generosity/kindness encourage students for high academic performance	3.22	0.76	3.36	0.87	3.29	High Extent
Ground Mean & SD		2.13	0.89	2.04	0.72	2.09	

Source: Field Survey Data, 2023

Table 2 above shows the calculated mean and standard deviation scores from the respondents on the extent to which Teachers’ Neuroticism Traits influences Business Studies Students academic performance in Rivers-East secondary schools. Item 41, 42, 43, 44, 45, 48, and 49 with mean scores of 1.83, 1.65, 1.63, 1.68, 1.49, 1.53, and 1.50 for Students and Teachers were below 2.50 scores graded under moderate and low extent. While item 46, 47 and 50 had mean scores above 2.50 graded under high extent. The results and grand mean of 2.09 for Students’ and Teachers’ obviously indicates that Teachers’ Neuroticism traits influence Students’ academic performance to low extent. Therefore, behavioral tendencies associated to Neuroticism that affects students’ good academic performance should be avoid.

H₀₁: There is no significant difference in the mean rating of Business Studies teachers and students’ responses on the extent to which teachers’ conscientiousness traits influences Students’ academic performances in secondary schools of Rivers-East Senatorial District in Rivers State.

Table 3: A Summary of t-test Result of Students’ and Teachers’ Rating of Conscientiousness Trait Influence on Business Studies Students’ Academic Performance in Rivers East Senatorial District Secondary Schools

Respondents	N	\bar{X}	Sd.	Df.	Alp	t - Cal.	t-Crit.	Remark
Students	340	2.76	0.99	382	0.05	0.27	1.96	Accepted
Teachers	44	2.73	0.87					

Sources: Field Survey Data, 2023

Result in Table 3 revealed that there was no significant difference in the mean rating of Business Studies Students and Teachers’ responses on the extent to which teachers’ Conscientiousness traits influence Business Studies students’ academic performances in secondary schools of River-East Senatorial District Secondary Schools. Data in the table shows that the t-cal. of 0.27 with degree of freedom of 382 and 0.05 levels of significant is less than the t-crit. of 1.96. Therefore the hypothesis is accepted. The result indicates that the responses of Business Studies Students do not significantly differs with Business Studies Teachers on the extent to which Teacher’s Conscientiousness Traits Influences academic performance of Business Studies Students in Rivers-East Senatorial District in Rivers State.

Ho₂: There is no significant difference in the mean rating of Business Studies teachers and students responses on the extent to which teachers’ Neuroticism traits influences Business Studies students’ academic performances in secondary schools of Rivers-East Senatorial District in Rivers State.

Table 4: A Summary of t-test Result of Students and Teachers Rating of Neuroticism Trait Influence Business Studies Students’ Academic Performance in Secondary Schools

Respondents	N	\bar{X}	Sd.	Df.	Alp	t - Cal.	t-Crit.	Remark
Students	340	2.13	0.89	382	0.05	0.48	1.96	Accepted
Teachers	44	2.04	0.73					

Sources: Field Survey Data, 2023

Table 4 above revealed that there was no significant difference in the mean rating of Business Studies Students and Teachers’ responses on the extent to which teachers’ Neuroticism traits influence Business Studies students’ academic performances in secondary schools of River-East Senatorial District Secondary Schools in Rivers State. Data in the table 4.10 shows that the t-cal. of 0.48 with degree of freedom of 382 and 0.05 levels of significant is less than the t-crit. of 1.96. Therefore the hypothesis is accepted. This means that the responses of Business Studies Students do not differs significantly with Business Studies Teachers on the extent to which Teachers’ Neuroticism Traits Influences academic performance of Business Studies Students in Rivers-East Senatorial District.

Summary of Major Findings

The following were summary of major findings in this study.

1. The study also found that Teachers’ Conscientiousness Traits influences Business Studies students’ academic performance to high extent in Rivers-East Senatorial District public secondary schools
2. The study found that Teachers’ Neuroticism traits influence Business Studies students’ academic performance to a low extent in Rivers-East Senatorial District in Rivers State.
3. The study found that there was no significance difference in the mean rating of Students’ and Teachers’ on the extent to which Conscientiousness traits influences students’ academic performance in Rivers-East Senatorial District public Secondary Schools.
4. The study found that there was no significance difference in the mean rating of Students’ and Teachers’ on the extent to which Neuroticism traits influences students’ academic performance in Rivers-East Senatorial District public Secondary Schools

DISCUSSION OF FINDINGS

The study findings were discussed on the following sub-headings:

Teachers' Conscientiousness Traits on Academic Performance of Students'

Result on Teachers' Conscientiousness traits influencing Business Studies Students' as posted in research question one showed that Students' and Teacher' agreed that Conscientious traits of a Teacher influence Business Studies Students academic performance to high extent. The ground means score of 2.76 for students and 2.73 for Teachers in the analysis table:1 confirms the assertion. The study found that Teachers' conscientiousness qualities help him/her to be determined in teaching students' to understand the subject matters and motivate them to high academic performance. Conscientiousness traits of Teachers' make students' to be patient in learning which motivate them for high academic performance. Finding also indicates that Teachers discipline makes students' to be calm in class, concentrate and focus in their studies which actually result in students' high academic performance. The findings agreed with the view of Isah (2015), who asserted that Teachers' classroom discipline moderates students' action create conducive learning atmosphere and ensure effective instructional delivery without policy summersault which results in students' understanding and high academic performance. Furthermore, the research finds out that Teachers' resourcefulness, responsible life style moral standard and punctuality are essentials conscientious qualities that reinforce students' to excellent academic outcome. This was also in agreement with the view of Amadi (2017), who stated that Teachers' conscientious traits is fundamentally the professional qualities that galvanize learning environment and positioned students readiness to absolve learning outcome that leads to quality academic outcome. In addition, conscientiousness Teachers' plans their instructional strategy according to available educational resources which enhance a logical conclusion on instructional delivery that enable students' understanding and encouragement of high academic performance.

Teachers' Neuroticism Traits Influence on Academic Performance of Students'

On Teacher' Neuroticism traits influencing academic performance, the study found that Teachers' emotional instability Aggression/ hostile life, Shyness, Mental poverty, Bulling, quarrelsome attitude, and Anxiety has a negative effects and influences on students' academic performance to very low extent. The result on table 2, as posted in research question two, which showed a ground mean of 2.13 for Students and 2.04 foe Teachers obviously indicates that Teachers' Neuroticism traits influence Students' academic performance to a very low extent. The findings indict that emotional instability and aggression of a Teacher makes students' to be skeptical and develop hatred about the subject. Bulling and hostile life of a Teacher create fear, tension and lack of students' participation in classroom activities which result in total failure and low academic performance. The findings were in agreement with Eyang (2014) who, observed that Neuroticism traits have a negative impact on academic performance of Students in English language in Obio-Akpor local government Area of Rivers State. In support of this valuable insight, Adedeji (2014) asserted that Openness and conscientiousness traits including leadership potential have a positive relationship on workers job performance and their productivity while, Neuroticism traits of a manager result in low job performance and productivity. In this study therefore, it could be inferred that Neuroticism traits do not only affect Educational Sector but, cut across human endeavor that has to do with capacity building, productivity and service oriented organizations. Therefore, behavioral tendencies associated to Neuroticism that affects job performance and students' academic outcome should be completely avoided by Teachers in public Secondary Schools in Rivers-East Senatorial District of Rivers State.

The findings of the study further revealed in Hypotheses table 1 and 2 that, there was no significant difference in the mean rating of Students' and Teachers' on the extent to which Conscientiousness and Neuroticism traits influences academic performance of Business Studies Students in Rivers-East Senatorial Districts Public Secondary Schools.

CONCLUSION

Based on the findings of this study, it was concluded that Business Studies Teachers' in Rivers-East Senatorial District have a very low Personality Traits. It was also concluded that Teachers' Personality Traits such as Consciousness traits influence students' academic performance to very high extent while, Neuroticism Trait influences students' academic performance to very low extent.

RECOMMENDATIONS

Based on the study findings, the following recommendations' were made by the researcher:

1. Quarterly orientation of Teachers' should be embarked upon by school functionaries to develop teachers and students conscientious trait that enhances effective teaching and learning for student academic outcome.
2. School administrators should have accurate reports and discipline any Teacher with anti-social antecedents and neuroticism trait in order to reduce Teacher' rate of neuroticism behaviors in public secondary schools of Rivers-East Senatorial District in Rivers State.
3. Business Studies Teachers' in Rivers-East Senatorial District should be attending seminars, training, and workshops to improve on their personality trait of conscientiousness traits in their behavioral tendencies. This will encourage friendliness, trust, and positive classroom relationship and create students' interest for quality academic performance.

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