

RELATIONSHIP BETWEEN TEACHERS' PERSONALITY TRAITS AND STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

The study investigated relationship between teachers' personality traits and students' academic achievement in English language in Senior Secondary Schools in Adamawa State, Nigeria. Three research questions and three hypotheses tested at 0.05 level of significance were raised to guide the study. Correlational research design was adopted for the study. The population of the study was 49,253 students all in Post Basic Schools two (SS II) in Adamawa State, Nigeria. The sample size of 397 students was selected using the Taro Yamane formula. The instruments for data were Personality Traits Questionnaire (PTQ) adapted from International Personality Item Pool (IPIP) and English Language Proforma. A reliability coefficient of 0.73 was obtained from the pilot study using Cronbach alpha methods. The data collected were analyzed using descriptive statistics of mean and standard deviation, while Pearson Product Moment Correlation (PPMC) were used to test the null hypotheses at 0.05 level of significance. The findings of the study showed: there is significant and positive relationship between openness to experience teacher's personality traits and students' achievement in English Language in Post Basic schools in Adamawa State, Nigeria ($r=0.49$). The results also revealed that there is a significant and positive relationship between conscientiousness teacher's personality traits and students' academic achievement in English Language in Post Basic Schools in Adamawa State, Nigeria ($r=0.27$). Likewise, the findings indicates that there is significant and positive relationship between extroversion teacher's personality traits and students' academic achievement in English Language in Post Basic Schools in Adamawa State, Nigeria ($r=0.37$). Based on this findings the study recommended that teachers in Post Basic Schools in Adamawa State should be trained and retrained through workshops, seminars and symposia focusing on Teachers' Personality traits and also curriculum planners to inculcate methods of identifying personality traits in schools curriculum in Senior Secondary Schools to actualize effective teachers' behavior personality types during teaching and learning in English language in Adamawa State, Nigeria.

Key words: Teachers' Personality traits, openness to experience, conscientiousness, extroversion, Students' Academic Achievement.

Introduction

The persistent low academic achievement of students in Senior Secondary School Certificate Examination according to Adeola *et al.* (2012), has been a source of concern to governments, parents, and examination bodies. According to Longjohn and Kenneth (2016) the issue of poor academic achievement of senior secondary schools students in English language has become a source of concern to stakeholders in the delivery of quality education and this has led to the widely acclaimed failing standard of education in Nigeria. However, improvement of students' academic achievement is among the basic goals of educational planning. Whereas, it is through academic achievement that students can fully actualize their talents and capabilities in line with educational goals. Excuses ranging from poor teacher personality traits inadequate, equipment and facilities, poor teacher pedagogy, content knowledge, low job motivation, examination centered evaluation, the use of instructional materials (textbooks) by teachers and students and a host of others have been equally seen as reasons for students' poor performance academically.

However, Slater (2013) and Adebayo (2019) opined that teachers' personality has a direct influence on students' way of thinking, inspiration, and attitudes that influence their academic achievements. As a person, every teacher has distinctive characteristics and consequently possesses a different personality. Mohammadi (2015) claim that teachers' personality has a profound effect on learners' creativity and their learning triumph. Moreover, Cherry (2017) and Daminabo (2018) explain that the rationale for knowledge of personality traits is that it helps people to understand others, identify their likes and dislikes, allows students to understand what situation allows them to perform best

and give a better understanding of their strengths and weaknesses. Knowledge of Personality is therefore inevitable in education.

According to Daminabo (2018), personality is the sum total of the characteristics that differentiate people, or the stability of a person's behavior across different situations. It is those qualities the individual is noted for. In psychology, the concept of traits refers to enduring characteristics that form the basis of individual personality. Traits are consistent patterns in how individuals think, feel, and behave across various situations. The Big Five personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism are the most widely recognized model in trait theory. These traits are understood as relatively stable over time, influencing how people interact with their environment and shaping their behavior in predictable ways.

Furthermore, a focus on the teacher's personality traits is important as it could lead to an effort in identifying factors that influence their performance in supporting the achievement of educational goals. Also, the quality of education depends on the ability, hard work, personality and behavior of the instructors and teachers, many teachers have under-estimated the impact of their behavior and personality on students' general English achievement. Teachers are considered the most crucial factor in implementing all instructional purposes and students' achievement is tied into the teachers' capability (Eryilmaz, 2014). Erikwe, Dirisu, and Ogunbayo (2020) states that students' academic achievement can be measured by the effectiveness of a teacher's influence. In the same vein, the students' level of effectiveness depends on teachers' knowledge, teaching skills, experience, confidence, and positive attitude toward

the well-organized classroom and intellectual capacity. Then, teachers' knowledge of the subject, personality, and self-confidence are among the main factors affecting students' positive outcomes. On the other hand, Dutta, Halder, and Sen (2017) quote that students' academic achievement and outcomes depend on the efficiency of their teachers. Erikwe, *et al.*, (2020) states that teacher is the mirror of an educational system. They, further states that teachers' mood and behavior influence the student's success. Teachers, therefore, need to be aware that their personality has a paramount role in improving students' academic achievement, in particular their English language achievement. However, it is imperative to determine the relationship between students' perception of teachers' personality traits and English language academic achievement in any educational system, specifically in post basic schools.

These five broad categories of personality attributes have become known as the Big Five personality dimensions or The Five-Factor Model (FFM) of personality. They are: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The study which focuses on three factor which are openness to experience, conscientiousness and extroversion. Openness to Experience refers to an individual, or a teacher who tend to be creative, imaginative, and curious to experience new things amongst other things (Costa & McCrae, 2018). Openness to Experience refers to the extent to which an individual is imaginative, curious, and open to new experiences. According to McCrae and Costa (2023), individuals high in openness are characterized by their willingness to engage in novel ideas, experiences, and creative pursuits. This trait is linked to intellectual curiosity and a preference for variety and complexity. In educational settings, teachers who score high in

openness are more likely to incorporate innovative teaching methods and adapt to new educational technologies, which can positively influence students' learning experiences and outcomes (DeYoung, Quilty, & Peterson, 2023). Students exposed to such dynamic and engaging instruction may experience enhanced academic achievement due to the stimulating and varied learning environment. An individual who is low in openness to experience probably prefers routine over variety, sticks to what he or she knows, and prefers less abstract arts and entertainment.

Furthermore, conscientiousness trait describes a person's ability to regulate impulse control in order to engage in goal-directed behaviors (Grohol, 2019). Conscientiousness also is the trait that is associated with diligence, self-discipline, punctuality, and general competence (McCrae & Costa, 2018). In the same vein conscientiousness trait described people with a sense of direct control and regulates their emotions to work towards goals and plan effectively and want to achieve high success to avoid suffering. Such people are potentially related to impulse control, discipline, and persistence. Traits identifying such people include organized, systematic, hardworking, reliable and responsible (Shrestha & Dangol, 2020). Similarly, conscientiousness which represents being careful, efficient, and organized predict academic achievement in different age groups ranging from nursery school to higher institutions of learning (Vedel, 2016). Highly conscientious teachers are likely to be well-prepared, structured, and disciplined in their teaching, which contributes to better classroom management and enhanced student performance (Schmidt & Hunter, 2016). According to Garima (2015), extroversion traits manifested in person who is actively involved in the world of people and things; they are

socially active and more aware of what is going on around them. They like to be part of groups, communities and probable places where they get a chance to interact. The idea of being alone terrifies them, leaving them alienated from their inner selves. Extroverts are energized and thrive off of being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations and business or political groups and they also tend to work well in groups. Such individuals preferred personal interactions and mood states that are more intensely experienced. Traits such as being sociable, energetic, friendly, optimistic and talkative are their major hallmark (Rollings, Micheletta, Van Larr, & Waller, 2022). It is on this ground of poor academic achievement of students in English language in Adamawa State, this study therefore is set out to investigate the relationship between students' perception of teachers' personality traits and English language academic achievement in senior secondary schools in Adamawa State, Nigeria.

Statement of the Problem

The problems of poor academic achievement of students in English language has also been a source of worry to the Adamawa State government, stakeholders in education and parents due to the huge investment on education and the students' academic achievement do not conform to their expectations and then the subjects is one of the core subjects in post basic schools in the state. However, year in year out many students who wrote their final year examinations (WAEC) particularly from 2016 to 2024 failed English language and as a result of this, many of them rewrite English language more than two or three times before they could get the requirements for admission into the higher institutions of learning and the ability to gain meaningful employment

with the SSCE, as almost every employer of labor demands for five credits including in English Language. Whereas, the consequences of the failures in the subject is that, Adamawa State Senior Secondary Schools Students may not get admission into higher institutions of learning to further their Education in any profession of their choice. These may stagnate the process of achieving the Sustainable Development Goal (SDGs) in Adamawa State, Nigeria.

In order to find lasting solution or to ameliorate this problem studies have been conducted by researchers at different stages on various variables such as, personality traits, school resources, family background, parenting styles, teacher's effectiveness, and self-concept. However, it has been observed that teacher's personality traits such as openness, conscientiousness and extroversion may predicts students' academic achievement significantly. It is on this ground of poor academic achievement of students in English language in Adamawa State, this study, therefore, is set out to investigate the relationship between students' perception of teachers' personality traits and English language academic achievement in senior secondary schools in Adamawa State, Nigeria.

Purpose of the Study

The purpose of the study is to investigate relationship between students' perception of teachers' personality traits and English language academic achievement in Senior Secondary Schools in Adamawa State, Nigeria. Specifically, the study intends to determine:

1. The relationship between teachers' openness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

2. The relationship between teachers' conscientiousness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.
3. The relationship between teachers' extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

Research Questions

The following research questions are raised to guide the study as follows:

1. What is the level of teacher's openness personality trait in Senior Secondary Schools in Adamawa State, Nigeria?
2. What is the level of teachers' conscientiousness personality trait in Senior Secondary Schools in Adamawa State, Nigeria?
3. What is the level of teachers' extroversion personality trait in Senior Secondary Schools in Adamawa State, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significances

HO₁: There is no significant relationship between teachers' openness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

HO₂: There is no significant relationship between teachers' conscientiousness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

HO₃: There is no significant relationship between teachers' extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

Theoretical Framework

The theory adopted for this study is Five Factors Model Theory by Costa and McCrae (1997). According to Costa and McCrae, the five factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions: openness to experience, conscientiousness, extroversion, agreeableness, neuroticism (OCEAN). It is a theory of personality traits; which represents the dominant conceptualization of personality structure. Human individuality is invariably expressed in cultural, social, and interpersonal forms - interpersonal and social behaviors which emanate from individuals, with their own personality traits (Costa & McCrae, 1997). The FFM personality traits influence academic achievement because behavioral tendency reflects personality traits which in turn affect certain habits of the students (De Feyter, Ralf, Claudia & Dries, 2012).

Methodology

This study employs correlational research design. The population of the study consist of 49,253 SSII Students in Adamawa State. The sample was 397 SSII Students drawn from 10 Senior Secondary Schools in two educational zones using simple random sampling technique by balloting. Two instruments were used for this study: Personality Traits Questionnaire (PTQ) adapted from International Personality Item Pool (IPIP) developed by Goldberg, 2018 were used to measure personality traits of teachers and Proforma. Proforma were used to collect data on students' academic performance (grades) from Students' Cumulative Academic Assessment Scores (SCAS) in

English language through the Exams Officer of the Schools. The English language Proforma gave average score of first term, second term and third term school based on English language result of the previous year. The IPIP consists of 30 items which were used to measure personality traits (Openness to experience, Conscientiousness and Extraversion) of students. The items were slightly modified; for example, the word “blue” was substituted with one of its synonyms “depressed”. The response mode of the instrument was 5 point Likert-type scale options which are: Very High Level (VHL) =5 points, High Level (HL) =4 points, Moderate Level (ML) = 3 points, Low Level (LL) =2 points, Very Low Level (VLL) = 1point. To ensure face and content validity, the instruments were subjected to validation by three experts, from Department of Physical Sciences Education and Environmental and Life Science Education Department, Faculty of Education, Modibbo Adama University, Yola. The validators checked the appropriateness of the items, language and also ensure that the items reflect the content area of the study. The experts’ corrections and suggestions concerning the

content of the items were used to draft the final modification of the instruments. To determine the reliability of the instrument PTQ, the questionnaire was administered to 30 Students randomly selected from non-participating school in Adamawa State. The data collected was analyzed using Cronbach alpha method to determine the internal consistency of instrument. The reliability index of 0.73 was obtained. The instruments were administered and retrieved by research assistants from each school. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses 1-3. The decision rule for the research questions were taken using real limit of numbers: Very High Level (VHL) with 4.5-5.00, High Level (HL) with 3.5-4.49, Moderate Level (ML) with 2.50-3.49, Low Level (LL) with 1.50-2.49 and Very Low (VL) with 1.00 -1.49. Then, multiple linear regression was used for testing hypotheses three at 0.05 level of significance. The decision rule was taken on testing the null hypotheses is to reject null hypothesis when P value is less than 0.05 or otherwise do not reject

Results

Research Question 1. What is the level of teachers’ openness personality trait in Senior Secondary Schools in Adamawa State, Nigeria?

Table 1. Descriptive statistics of the level of teachers’ openness personality trait in Senior Secondary Schools in Adamawa State, Nigeria.

s/n	Items	n=397	Mean	SD	Decision
1	Have a rich vocabulary.		4.67	0.80	VHL
2	Have a vivid imagination.		4.60	0.62	VHL
3	Have excellent ideas.		4.58	0.73	VHL
4	Quick to understand things.		4.19	1.11	HL
5	Use difficult words.		4.41	0.89	HL
6	Spend time reflecting on things.		4.51	0.86	VHL
7	Full of ideas.		4.42	0.99	HL
8	Often not interested in abstract ideas.		4.63	0.88	VHL
9	Do not have a good imagination.		4.40	0.96	HL
10	Have difficulty understanding abstract ideas.		4.38	0.95	HL
	Grand Mean		4.47	0.87	HL

Key: Very High Level (VHL), High Level (HL)

The result of the analysis presented in Table 1, shows the level of teachers' openness personality trait of Senior Secondary Schools in Adamawa State, Nigeria. The grand mean of 4.47 indicates

that, the level of openness to experience teacher's personality trait of Senior Secondary Schools in Adamawa State, Nigeria is high.

Research Question 2. What is the level of teacher's Conscientiousness personality trait of Senior Secondary Schools in Adamawa State, Nigeria?

Table 2. Descriptive statistics of the level of teacher's Conscientiousness personality trait of Senior Secondary Schools in Adamawa State, Nigeria.

s/n	Items	n=397	Mean	SD	Decision
1	Always Prepared.		4.57	0.85	VHL
2	Pay attention to details.		4.49	0.99	HL
3	Like order		4.57	0.86	VHL
4	Does things efficiently		4.60	0.66	VHL
5	Follow a schedule		4.64	0.74	VHL
6	Often exacting at work		4.27	1.18	HL
7	Often leave belongings around.		4.44	0.85	HL
8	Make mess of things.		4.51	0.85	VHL
9	Often avoid doing duties.		4.57	1.00	VHL
10	Often forget to put things back in their proper place.		4.22	1.13	HL
	Grand Mean		4.49	0.91	HL

Key: Very High Level (VHL), High Level (HL)

The result of the analysis presented in Table 2, shows the level of teacher's Conscientiousness personality trait of Senior Secondary Schools in Adamawa State, Nigeria. The grand mean of 4.49

indicates that, the level of teacher's Conscientiousness personality trait of Senior Secondary Schools in Adamawa State, Nigeria is high.

Research Question 3. What is the level of teacher's Extroversion personality trait of Senior Secondary Schools in Adamawa State, Nigeria?

Table 3. Descriptive statistics of the level of teacher's Extroversion personality trait of Senior Secondary Schools in Adamawa State, Nigeria.

s/n	Items	n=397	Mean	SD	Decision
1	Don't mind being the center of attention		3.97	1.22	HL
2	Skilled in handling social situations.		4.54	1.07	VHL
3	Feel comfortable around people.		4.51	1.11	VHL
4	Start conversations.		4.21	1.20	HL
5	Talk to a lot of people at social gathering		4.21	1.05	HL
6	Don't talk a lot.		4.49	0.94	HL
7	Stay in the background.		4.44	0.96	HL
8	Have little to say.		4.05	1.29	HL
9	Don't like to draw attention to self.		4.21	1.16	HL
10	Often quiet around strangers		3.83	1.07	HL
	Grand Mean		4.24	1.10	HL

The result of the analysis presented in Table 3, shows the level of teacher's Extroversion personality trait of Senior Secondary Schools in Adamawa State, Nigeria. The grand mean of 4.24 indicates

that, the level of teacher's Extroversion personality trait of Senior Secondary Schools in Adamawa State, Nigeria is high.

Testing Hypotheses

HO₁: There is no significant relationship between teacher's openness to experience personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

Table 4. PPMC of relationship between teacher's openness to experience personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

Variable	n	Mean	SD	R	Sig
Openness to Experience	397	4.47	0.89	0.495	0.00
Students' Achievement	397	34.98	3.92		

**. Correlation is significant at the 0.05 level (2-tailed).

The result of the analysis in Table 4 reveal significant relationship between teacher's openness to experience personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria, Since the computed p-value (0.00) is less than 0.05 level of significant, therefore, the null

hypothesis of no significant difference is rejected. The R-value (0.49) indicated that, the relationship between teacher's openness to experience personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria is moderate and positive.

HO₂: There is no significant relationship between teacher's Conscientiousness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria

Table 5. PPMC of relationship between teacher's Conscientiousness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria

Variable	n	Mean	SD	R	Sig
Conscientiousness	397	4.49	0.91	0.524	0.00
Students' Achievement	397	34.98	3.92		

**. Correlation is significant at the 0.05 level (2-tailed).

The result of the analysis in Table 5 indicated significant relationship between teacher's conscientiousness to experience

personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa

State, Nigeria, Since the computed p-value (0.00) is less than 0.05 level of significant, therefore, the null hypothesis of no significant difference is rejected. The R-value (0.52) indicated that, the relationship between teacher's conscientiousness to

experience personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria is moderate and positive

HO₃: There is no significant relationship between teacher's Extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria.

Table 6. PPMC of relationship between teacher's Extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria

Variable	n	Mean	SD	r	Sig
Extroversion	397	4.24	1.10	0.274	0.00
Students' Achievement	397	34.98	3.92		

**. Correlation is significant at the 0.05 level (2-tailed).

The result of the analysis in Table 6 indicated significant relationship between teacher's Extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria, Since the computed p-value (0.00) is less than 0.05 level of significant, therefore, the null

hypothesis of no significant difference is rejected. The R-value (0.27) indicated that, the relationship between teacher's Extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria is low and positive.

Findings of the Study

1. There is significant and positive relationship between teacher's openness to experience personality trait and students' academic achievement in English Language in Senior Secondary Schools (SS II) in Adamawa State, Nigeria (r=0.49).
2. There is significant and positive relationship between teacher's conscientiousness personality trait and students' academic achievement in English Language in Senior Secondary Schools (SS II) in Adamawa State, Nigeria (r=0.52).

3. There is significant and positive relationship between teacher's extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools (SS II) in Adamawa State, Nigeria (r=0.27).

Discussions

The finding shows that there is significant and positive relationship between teachers' openness personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria (r=0.49). Also the level of teacher's openness to experience personality trait of Post Basic Schools in Adamawa State, Nigeria is high

considering the grand mean of 4.47. This reveals that when teachers possess higher levels of openness to experience trait such as creativity, curiosity and a willingness to try new approaches, there will be a substantial correlation with improved academic achievements of students in English Language. This also, means as teachers exhibit higher levels of openness, students are more likely to achieve better results in their English Language studies. The finding concur with a study carried out by Ntu, Ushie, and Akpan (2022) who found that a teacher who is open to experience is more motivated to engage in intellectual pursuits and training that will increase his or her knowledge and technology base, thereby giving the students a more updated knowledge on the subject matter. This is in line with the findings of Adikwu *et al* (2021) which revealed that there was a significant relationship between openness personality trait and academic achievement of students. Similarly, Obilor and Sakpege (2022) found that openness teachers' personality trait has a positive and significant influence on academic achievement of students in senior secondary schools. However, Noreen, Ali, and Munawar (2019) found that there was no significant relationship among teachers' personality and students' academic success. Correspondingly, Malick (2011) found that openness to experience of teachers of Lincoln high institution did not correlate positively with students' academic achievement.

The finding revealed that there is significant and positive relationship between teachers' conscientiousness personality trait and students' academic achievement in English Language in Senior Secondary Schools (SS II) in Adamawa State, Nigeria ($r=0.52$). The results also shows that the teachers' exhibited high conscientiousness as indicated by the grand mean of 4.49. The

findings indicates as teachers exhibit higher levels of conscientiousness, students tend to achieve better academic outcomes in English language. This finding concurred with Augustine, Maxwell, Wahab and Seth (2023) whose indicates that a teacher's conscientiousness positively impact students' academic achievement. Similarly Obeten (2021) show that there was positive relationship between conscientiousness personality trait with students' academic achievements of students in Public Senior Secondary Schools.

The findings indicated that there is significant and positive relationship between teachers' extroversion personality trait and students' academic achievement in English Language in Senior Secondary Schools in Adamawa State, Nigeria ($r=0.27$). The grand mean of 4.24 indicates that, the level of extroversion teacher's personality trait of Senior Secondary Schools in Adamawa State, Nigeria is high. This implies that as the level of extroversion in teachers' increase, there tends to be an associated increase in students' academic achievement in English Language. This agrees with the findings of Augustine *et al.*, (2023) which indicates that a teacher's extroversion personality trait positively impacts students' academic achievement. similarly Gidado, Apeh, and Soronnadi (2023) findings revealed that there is a significant relationship between teacher's extroversion personality traits and academic achievement of students. On the contrary, Bauer (2016) studies showed that personality trait extroversion is not significantly related to academic achievement.

Conclusion

It was concluded that there exists a significant relationship between teachers' personality traits and students' academic achievement in English language studies in Senior Secondary Schools in Adamawa

State, Nigeria. Specifically, traits such as openness to experience, conscientiousness and extraversion on students' academic achievement levels.

Furthermore, the identified relationship highlights the potential for targeted interventions and professional development initiatives aimed at enhancing teachers' personality traits conducive to fostering a conducive learning environment for English language acquisition.

Recommendations

Based on the findings of this study, the following recommendations are made;

1. Government should organize training programs for teachers focusing on enhancing teachers' openness to experience personality traits during teaching and learning in Schools in Adamawa State, Nigeria.
2. Government should organize seminar for teachers on improving teachers' conscientiousness personality traits in Schools in Adamawa State, Nigeria.
3. Curriculum planner should re-emphasized on the positive effect of teachers' extraversion personality traits as its affect academic achievement in Adamawa State, Nigeria.

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