

AN ANALYSIS OF THE RELATIONSHIP BETWEEN PERSONALITY AND ACADEMIC ACHIEVEMENTS IN TERTIARY INSTITUTIONS IN NORTH WESTERN NIGERIA

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Abstract

This study aimed to investigate the relationship between personality variables and academic performance among higher institution students in northwestern Nigeria. The hypothesis tested in this study was that there is no significant difference between personality and course of study among higher institution students. A correlational design was employed, and a sample of 389 students from eight Colleges of Education in the region was drawn for data collection. The Eysenck Personality Inventory Scale was used to collect data on personality variables, while academic records were used to measure academic performance. An independent t-test was conducted at a significance level of 0.05 to determine the extent of differences between personality and students' course of study. The findings revealed that there is no significant difference between Science and Arts students in their level of personality scores. The study recommends that personality of students should not be considered as a yardstick for allocating a course to students, but their interests and aptitudes should be given priority. It is essential to treat all students equally, irrespective of their personality types, to enhance their academic performance.

Introduction:

Career development and decision-making have remained a challenge for students and career counsellors in Nigeria. Factors such as gender, peer pressure, parents, exam grades, and career status are often considered during the career decision-making process, but there is little or no consideration for personality types. Choosing a course of study is a fundamental aspect that determines an individual's success in their future life or career. The interest and aptitude of students should be given priority in their choices of courses, rather than their personality types. Thus, this study aimed to investigate the relationship between personality variables and academic performance among higher institution students in northwestern Nigeria. The study hypothesized that there is no significant difference between personality and course of study among higher institution students. A correlational design was employed to test the hypothesis, and a sample of 389 students from eight Colleges of Education in the region was

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drawn for data collection. The Eysenck Personality Inventory Scale was used to collect data on personality variables, while academic records were used to measure academic performance. An independent t-test was conducted at a significance level of 0.05 to determine the extent of differences between personality and students' course of study. The findings revealed that there is no significant difference between Science and Arts students in their level of personality scores. This study contributes to knowledge and increases understanding about the relationship between personality and course of study among tertiary students in northwestern Nigeria. The findings can inform policy decisions on course allocation and enhance students' academic performance.

Objective

To determine the influence of personality on the course of study among higher institution students.

Research Question

What is the influence of personality on the course of study among higher institution students?

Hypothesis

There is no significant difference in personality due course of study among higher institution students.

Methodology

Correlational design was utilized to test the hypotheses formulated in the course of this study, it is worth to note that this design describes the degree to which two or more variables are differ in quantitative techniques

Population

The population for this study consisted of all Colleges of Education students drawn from Federal and States Institutions in North-west zone of Nigeria. The estimated number of NCE III students in the institutions was 9,191 students, for the purpose of this study, the samples were drawn from the Sciences and Arts/ Social Science courses.

Participants

Based on the assumption that the admissions into the Colleges of Education are centrally regulated by the Joint Admission and Matriculation Board (JAMB), it is expected that the admissions should be based on merit as each student was expected to have a minimum requirement of five credits including English and Mathematics before being admitted into Interim Joint Matriculation Board programmes, the sampling is summarized below based on gender:

Table I. Sample of Institutions by course of study

S/No.	College	Science	Arts/Language	Total
1.	Federal College of Education, Zaria	25	35	60
2.	Federal College of Education, Kano	23	34	57
3.	Federal College of Education, Katsina.	20	30	60
4.	Federal College of Education (Tech), Gusau	22	37	59
5.	College of Education, Gumel	21	30	51
6.	Sa'adatu Rimi College of Education, Kumbotso	19	18	37
7.	College of Education, Maru	15	22	37
8.	Kaduna State College of Education, Kafanchan	18	20	38
Total		163	226	389

A total of 389 students were selected using proportional sampling technique that is out of the total of 3,040 NCE III students as subject of this study and the sample selected from each institution was purposive and for the ease of carrying out the research. The sampling was guided by the table provided by Krejcie and Morgan (1970) for determining sample size from a given population. The samples were drawn from the 300 level students of Colleges of Education among sciences, arts and humanities course combinations.

Instrumentation

Eysenck Personality Inventory (EPI) designed by psychologist H.J. Eysenck and S. B.G. Eysenck (1969). In the questionnaire categorical options were given in form „Yes“ and „No“ for the respondents to select. The items measure Neuroticism (N), Extroversion (E) and Lie (L). The „L“ scale does not measure directly a personality factor, thus, it measures faking. The „N“ scales measure the level of neuroticism and emotional stability. While „E“ scale measure extroversion – introversion. The respondents were scored based on the key provided in order to determine the numbers that represent each aspect for feasible analyses. The questionnaire was found suitable for the purpose of this study, hence the Cronbach alpha reliability coefficient of .957 was obtained

Procedure for data analysis

The study utilized the mean scored students obtained based on the responses of the subjects to the questionnaire and from various records of students within the sample institutions with permission. The grade point average (GPA) score of students were obtained as the academic performance. The independent t-test was used to analyze the data obtained from the institutions

Results

This study investigated the influence of personality and course study of higher institutions students in north-western, thus, a total of 389 students were used from the sampled institutions. The independent ttest was utilized to test the differences of students' personality as well as their various courses of study. The hypothesis was tested at 0.05 level of significance. The analyses of the results were presented in the following tables:

Ho: There is no significant difference in students' personality due course of study among students.

Table 2: Results of t-test analyses on differences between neuroticism scores and course of study

Variables group	Course	N	Mean	SD	Calculated t	df	P
Neuroticism	Science	169	11.53	5.13	1.343	387	.180
	Arts/Lang	220	10.97	3.12			

Based on the results of t-test statistics on table 2 above indicates that there is no significant difference between Science and Arts students in their level of Neuroticism score. This is because the calculated significant p value of .180 is greater than the 1.96 critical *t* value; while the calculated sig. (2-tailed) value of 0.0188 is greater than the 0.05 level of tolerance. Therefore, the neuroticism has no influence on the course of study, thus, the null hypothesis is hereby accepted / retained.

Ho: There is no significant difference in students' personality due course of study among students.

Table 2: Results of t-test analyses on differences between extraversion scores and course of study

Variables group	Course	N	Mean	SD	Calculated t	df	P
Extraversion	Science	169	10.24	2.70	.504	387	.615
	Arts/Lang	220	10.10	2.70			

The results of t-test analyses on table 3 above shows that there is no significant difference between science and arts students in their level of Personality (Extraversion) scores. This is because the calculated significant *p* value

of .615 is greater than the 0.05 level of tolerance. Therefore, extraversion has no influence upon the course of study and the null hypothesis is hereby retained

Discussion

The results of the study indicated there is no significant difference between personality and course of study subscribed by Colleges of Education in north western Nigeria. The findings of this study revealed that students' personality has no influence upon their course of study.

In a study conducted by Kemboi, Kindiki & Misigo (2016) it was discovered that there is no significant relationship between personality types and career choice, hence, it was established that students' personality types had no significant relationship with career choice. The students who are of investigative personality types in an investigative career choice are more than students who are of other personalities. Similarly, the current study lend support to the findings of Jamini-Gashi and Berxulli (2017) whose results do not show significant differences in career certainty between adolescents with consistency between enterprising personality traits and enterprising careers, and those without such consistency.

In the same vein, Alkhelil (2016) discovered that there is no correlation between personality (neuroticism) and course of study, however, the results of his study revealed that neurotics are more likely to choose managerial and technical roles thus lending support to the present study. On the contrast, Alkhelil (2016) further discovered that people ranking high in extraversion are more likely to choose technical roles. He noted that there was positive correlation between extraversion as personality trait and technical roles as a career choice.

Conclusions

The study investigated the relationship between personality and course of study amongst tertiary institution students in North Central Nigeria. The study was primarily intended to find out whether courses of study are being imposed on students as a result of which most students do not often accept responsibility on any academic failure they experienced in their academic pursuits. The results of this study did not reveal any relationship between personality types and course of study among colleges of education students in North Western Nigeria, thus, the study concluded that students' personality has no relationship with their course of study. In view of the findings of this study, it would be most appropriate for higher institutions should support the activities of counselling centres in their respective institution in order to assist students to overcome various academic hurdles and maintain good psychological balance in their educational pursuit.

Recommendations

The findings of this study did not reveal any significant relationship between personality variables and course of study. The study therefore recommends that:

1. Career guidance should be intensified with a view to counselling students on choice of appropriate course of study based on their aptitude, interest and capabilities with a view to enhancing better academic performance.
2. Experts in various field such as medical doctors, engineers, tailors, hair dressers etc should be invited especially at secondary school level to present lectures on various areas of specialization with a view to give insight to students on their future careers.

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