

**RELATIONSHIP BETWEEN PERSONALITY TRAITS, SOCIOECONOMIC STATUS
AND ACADEMIC ACHIEVEMENT OF GIRLS IN SCIENCE AND TECHNICAL
COLLEGES, KANO STATE, NIGERIA.**

BY

MARYAM SALIHU UMAR

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SUPERVISOR

Dr. MUHAMMAD ADAMU KWANKWASO

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APPROVAL PAGE

This dissertation has been examined and approved for the award of Master of Education Degree in Education Psychology.

Prof. Aisha Madawaki Isah MFR
External Examiner

Date

Prof. Salisu Shehu
Internal Examiner

Date

Dr. Muhammad Adamu Kwankwaso
Supervisor

Date

Dr. Kabiru Bello Dungurawa
P.G coordinator

Date

Prof. Bello A Bello
Chief Examiner

Date

Prof. Umar A Pate
Dean, School of Post-Graduate Studies

Date

DECLARATION

I certify that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge this research work has never been presented wholly or partially for the award of any degree or publication elsewhere.

MARYAM SALIHU UMAR

SPS/14/MED/00164

DEDICATION

This research work is dedicated to my father, Alhaji Sahnun Salihu Umar and my beloved mother Hajiya Hadiza Jibril as well as my siblings for their immense contributions to the success of my education. I am eternally grateful to them.

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ABSTRACT

This study explores the relationship between personality traits, socioeconomic status and academic achievement of Girls in Kano State science and technical colleges, Nigeria. It was aimed at establishing a relationship between personality traits, socioeconomic status and academic achievement. A correlational design was used. Seven objectives, and hypotheses were formulated and tested at 0.05 level of significance. The study comprised of 1794 female students as the total population between 16 years and above and 322 were sampled out using multistage sampling technique. Two data collection instruments were adapted, namely; Big Five Personality Inventory (BFPI) and Parental Socioeconomic Status Scale (PSESS).BFPI with a face validity and reliability of extraversion 0.87, agreeableness 0.80, conscientiousness 0.81, neuroticism 0.84 and openness to experience 0.79 and PSESS has a reliability of 0.78 respectively. PPMC, point bi-serial and t-test were utilized with the aid of statistical package of (SPSS) version 22. Significant positive relationship was found between openness to experience, conscientiousness and agreeableness with academic achievement. An inverse relationship was found between extraversion, neuroticism and academic achievement. In addition, students from higher level of socioeconomic status were having higher academic achievement compared to students with lower socioeconomic status. Furthermore, technical students have higher level of academic achievement than science students. The following are some of the recommendations from the study: Secondary school students should be encourage by both teachers and parents to be curious about learning new experiences in life because openness to experience has bearing with academic achievement.Guidance and counseling services of school should be geared towards instilling Conscientiousness acts such as following norms and rules, and planning, organizing, and prioritizing tasks Secondary school students should be discourage in engaging tasks to please their peer but rather concentrate on tasks that would be of benefit to them as individuals. Educational authority should provide adequate supervisory schedule to checkmate erring teachers across all school. So doing will reduce the variation in overall school *achievement*.

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OPERATIONAL DEFINITIONS OF TERMS

Academic Achievement: Students average score in English language 2016 Qualifying Examinations conducted by KERD

Personality Traits: this refers to the Five Factor Model of personality comprising; Neuroticism, Extraversion, Openness to experience, Agreeableness and conscientiousness as measured by Donahue and Kentle (1991),

Socio Economic Status: In this study, it refers to parental level of education, parental income and occupation as measured by Parental Socioeconomic Status Scale developed by Kuppuswamy 1976

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over recent years, there has been increasing attention to the importance of academic achievement. This is because enhancing the quality of education, human resources and investment in education are believed to be factors which contribute immensely to economic growth and development of a nation as education serves as a tool for national development. Similarly, educational achievement is one of the most important predictors that may contribute to children's future economic and psychological well-being. As such, a number of factors have been put forward by researchers to predict academic achievement in students ranging from intelligence, personality, and socio-economic status among others.

However, learners are varied across a number of variables. Owing to this fact, not only they are different in terms of physical structure, family background, gender, age, etc they also differ in behavior. In other words, this is to say each individual has his own unique personality attributes he possesses. Furthermore, learners have different ways of perceiving and responding to stimuli in the environment as a result of differences in personality. These personality traits as put forward by Costa & McCrea (1992) are named Neuroticism, Extraversion, Openness, Agreeableness and conscientiousness. They are most times referred to as; The Big Five personality traits or Five Factor Model of personality. Throughout this research, the researcher will use the term "Five Factor Model" (FFM) to refer to such traits. Extraversion is the tendency to experience frequent positive moods; extravert individuals are usually sociable, communicative and friendly. Conscientiousness is the ability to control one's impulses. Conscientious individuals are organized, disciplined, diligent, and methodical. Agreeableness refers to such

traits as selflessness, tolerance, generous, flexible and co-operative. Neuroticism is the tendency to experience distress such traits includes fear, sadness, anger, disgust and embarrassment. Openness includes traits such as curiosity, creativity, imagination and broadmindedness.

In addition, a student's personality can be related to other important predictors of academic achievement such as self esteem, academic motivation, cognitive abilities and emotion among others. Hence, such traits can possibly influence learner's academic achievement. A negative personality is likely to be associated with low academic achievement. For instance, learners that cannot regulate their emotions may not be able to cope or manage stress within the learning environment which may eventually result to poor academic performance. Likewise, students with positive personality traits such as generosity, curiosity, tolerance and consciousness may consequently perform better academically (Nighute & Sadawarte 2014).

As learners possess different personality characteristics, they similarly do differ in family background and socio economic status. The family is the primary agent of socialization, parental involvement in children can have a long lasting impact on well-being. Socio-economic status is the hierarchy of social class to which one belongs. While some learners belong to families with high socio-economic status, others belong to families with low socio-economic status. Consequently, these differences create a gap to access to qualitative education. Economic status of parent plays a vital role in academic success of a student. Socio-economic status is usually associated with parental level of education, parental occupation and family income. In 2011 it was measured that children of government employee scored more marks (60.02%) than private employees in a data gathered from three different colleges in Ibadan local government area (Ogunsola and Ojo 2011) . The educational level of parent can have a great impact on performance of a student. Children of high socio-economic parents are more exposed to learning

due to the fact that their parents are familiar with the education system and can render all sort of support by providing suitable learning environment, provision of necessary facilities for learning as well as guiding and monitoring their activities in school. Whereas, economic disadvantaged family may not be able to provide support on the issue of home works, extra lesson, payment of school fees, school uniforms, writing materials, attending Parent Teachers Association (PTA) meeting among other children's educational needs as a result of poor economic conditions.

With regards to the importance of educating women for developing countries like Nigeria, the question of women's education can no longer be ignored, and their involvement in the development process should not be disregarded as it's believed that once you educate a woman is equivalent to you educating the nation because she is the child bearer and rearer. Thus, the family's socio-economic status influences a girl's educational achievement. The manifestation is that the financial and moral support provided to girls for schooling is often limited. As a result of socio-cultural beliefs, customs and practices, girl's expectations and other traditions play a significant role in the educational performance of women by affecting their school attendance and even leading to drop out or repetition (Mohamed, Muturi & Mberia 2017). In addition, differences in personality characteristics may affect a girl's educational achievement in the sense that a student who is organized, pays attention in the classroom (conscientiousness) may perform better than a depressed student (neuroticism). More so , women are often found to be more agreeable and neurotic which means that women on average are naturally more nurturing, kind, tender minded, and vulnerable.

On the other hand, the study of Science and Technical subjects is of paramount importance in the economic growth and development of Nigeria in general and Kano state in particular. This discipline of study had been existing in schools for a long time. Studies have revealed that there

has been downward trend in science and technical secondary schools students with regards to their academic achievement. Among the problems facing the girls' science and technical schools is lost of goal, poor performance, drop out, inability to maintain attendance in the classroom, inadequacy of science and technical tools or instruments in labs, low participation in classroom activities and feeling disability in learning academic materials.

In order to address the issue, some of the factors associated with negative academic achievement are personality traits of the learner and socio-economic background of the learner. In view of this, a large body of work from an economic deprivation perspective suggests the importance of family economic resources in children's academic success (Lan 2004; Cowan, Hauser, Kominski, Levin, Lucas, Morgan, Spencer & Chapman 2012; Ghaemi & Yazdanpanah 2014 & Hamid 2011). The income of parents determines the extent to which children basic needs are provided. Where such needs are not fulfilled, it is inevitable that the learning of a child is seriously affected. The inability to pay regular schools fees due to unfavorable economic situation force some students to withdraw or miss classes. Most students hail from parents with low educational background thereby setting their children's education on low priority and engaging less in their children's education as a result facing backwardness in academics. Highly educated parents are more likely to give their children the necessary academic foundations at home that will enable them perform well in school (Adesina & Okewole 2014). Parents of different occupational class as well contribute based on their occupation and availability of resources at their disposal. More so, the personality of an individual can as well predict his educational achievement some students have feelings of being frustrated, afraid and may feel uncomfortable with almost every activity in the school this may force them to burnout leading to low academic achievement. On the other hand, those who are conscientious are more likely to achieve their educational goals.

1.2 Statement of the Problem

The issue of academic achievement has been a great concern in Nigeria today. The complex nature of our schools reflects the essentially more complex nature of our societies. However, the society place excessively outrageous demand on students expecting them to have sound education, high moral standard, a lively and peaceful development. This is so because in the present era of technological revolution, education is considered to be central to socio-economic and technological development of any nation. Recorded poor academic achievement in English language among science and technical school students lately in both internal and external examinations necessitates investigating on the factors that result to such educational backwardness in Kano State. In 2009 only 25.99% candidates made five credits including English but in 2010 there was a decline to 23.36%. Although the percentage pass rose in 2012 to 38.81%. However, in 2013 it declined to 36.57% and in 2014 as well it declined to 31.28% (Daily Trust 2014). Among the most widely accepted issues related and in most cases agreed to be determinants of students academic achievement are the students personality dispositions which are largely permanent and mostly genetic and parental socio-economic status a phenomena that in some way has to do with student's home environment and is also capable of influencing learning conditions(Obeta 2014).

Does personality traits and socioeconomic status have a relationship with one's academic achievement? Each individual student is specially endowed with different characteristics. These personality characteristics play a vital role in learners understanding, perceiving, receiving and processing information. More so, they are a reflection of what an individual can do. As a result, students differ academically though they receive instruction at the same time. Specific traits possess by an individual is likely to predict his performance in the education setting. Learners

who are organized, hardworking, ambitious, responsible, imaginative curious and self-disciplined are more likely to perform better compared to students who are fearful, shy and withdrawing.

The socio-economic background of the family impacts positively or negatively on the overall achievement of a child in school. Hence, in Nigeria today, recent development in favor of the explosion of private schools competing and in some cases increasing a drawing line between students from different socio-economic background as well as their perceived superiority in terms of result in the final year examinations has caused to make the assertion of socio-economic base performance academically. As matter of most families are poor and cannot afford the basic needs of life talk more of saving up to paying off children's school fees. Students from such families are forced to miss classes, inability to do assignments as a result of parent illiteracy and unavailability of efficient reading materials. Most a times students appear to be smart and brilliant in the classroom but may turn out to perform poorly as a result of inadequacy of educational infrastructure like textbook, writing materials and well equipped libraries and laboratories, as well as unconducive environment for learning. However, Students from economic disadvantaged families are usually held back in pursuing their academic careers, which in turn create a huge disparity between the rich and the poor. In contrast, students from high socio economic status are more likely to attend better schools and have stimulating home environment that stimulate learning. In addition, literate parents contribute to children learning through day-to-day interaction, engaging in school activities and also have and set higher aspirations and expectations for their children's future. This in turn give a child a sense of belonging that their future is valued, and eventually transmit the values of doing well in classroom and maintain positive relationship with peers and teachers.

Therefore, base on the foregoing, there is need to examine relationship between personality traits and academic achievement and also the relationship between socio-economic status of parent and academic achievement in girls science and technical schools board, Kano state.

1.3 Objectives of the Study

The objectives of this study are to determine;

- i. The relationship between openness to experience and academic achievement in English language among Girls in Kano state science and technical colleges.
- ii. The relationship between conscientiousness and academic achievement in English language among Girls in Kano state science and technical colleges.
- iii. The relationship between extraversion and academic achievement in English language among Girls in Kano state science and technical colleges.
- iv. The relationship between agreeableness and academic achievement in English language among Girls in Kano state science and technical colleges.
- v. The relationship between neuroticism and academic achievement in English language among Girls in Kano state science and technical colleges.
- vi. The relationship between socio-economic status and academic achievement in English language among Girls in Kano state science and technical colleges.
- vii. Find out differences in academic achievement in English language between science and technical students of Girls in Kano state science and technical colleges.

1.4 Hypotheses

The following hypotheses are formulated based on the research questions;

Ho1. There is no significant relationship between openness to experience and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Ho2. There is no significant relationship between conscientiousness and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Ho3. There is no significant relationship between extraversion and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Ho4. There is no significant relationship between agreeableness and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Ho5. There is no significant relationship between neuroticism and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Ho6. There is no significant relationship between socio-economic status and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Ho7. There is no significant difference in academic achievement in English language between science and technical students in Kano state science and technical colleges.

1.5 Significance of the Study

The beneficiaries of this research work include; parents, teachers, guidance and counseling officers, educational inspectors as well as students.

The present research has therefore made an attempt to find out the influence of personality traits and socio-economic status on academic achievement in English language among girls in science and technical colleges, Kano state. It is a known fact that the concern of academic achievement is a general phenomenon in Nigeria. Therefore, this research addressed the factors responsible for poor academic achievement in English language among girls in science and technical schools and devised possible solutions to them. However, the findings of the study stand to be of benefit in the following ways:

The study will help parents to understand their children's need and make sacrifices in acquiring learning materials for them. It will help teachers to improve great deal in the teaching and employ suitable method in order to promote good performance in students. Similarly, it will be of benefit to educational administrators in developing a better understanding of the differences in academic achievement and personal characteristics among students.

In addition, the research will be useful to guidance and counseling offices by better understanding different personality traits and ways to assist students. Lastly, it will help students to demonstrate increased levels of personal, academic, and career achievement, know one's self, feel valuable and behave responsibly.

1.6 Scope and Delimitation of the Study

This study examined the relationship between personality traits, socio-economic status and academic achievement in English language of Girls in Kano State Science and Technical 2016/2017 Qualifying Examinations. Therefore, it covers only SS3 Girls students in Day and Boarding secondary schools under Science and Technical Schools Board, Kano State who sat for 2016/2017 Qualifying Examinations. However, the study is delimit from SS 1, Junior secondary

school classes (JSS), and Girls Science secondary schools that are not under Kano state Science and technical schools board.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter will present the review of related literature to the study. The review of literature considered conceptual framework, theoretical framework, reviews of Empirical studies as well as summary and uniqueness of the study.

2.2 Conceptual Framework

2.2.1 Personality

Personality is so widely concept that it is taken as a separate discipline known as personality psychology. Personality psychology is concerned with the analysis of human nature and theories. Many scholars and writers have viewed personality traits in different perception. Robbins (2001) viewed personality as “the sum total of ways in which an individual reacts and interacts with others”. In other words, personality is a compound of human characteristics and variables. However, behavioral scientists tend to agree that personality remains constant throughout one’s life. Hence, it can be said that personality comprises of human characteristics that do not quickly vary and can be used to predict one’s short-term behavioral models. Shilpa & Ksheerasagar (2016) sees it as the totality of ones being and includes his physical, mental, emotional, and temperamental make-up.

Personality is an important aspect which represents the individual. According to Feldman (1994) sited in Daminabo (2008), personality is the sum total of the characteristics that differentiates people, or the stability of a person’s behavior across different situations. Furthermore,

personality according to Geramlam, Mashayekhi, Mohd & Ninggal (2012) is the way one talks, thinks, behaves, and feels that's shows his or her differences. Meriam Webster, explain personality as a complex characteristic that distinguishes an individual or a nation or group, especially the totality of an individual's behavioral and emotional characteristics. Hence, it is a set of distinctive traits and characteristics.

According to American Psychology Association (APA), personality is a fairly steady, reliable and enduring interior characteristic which is inferred from a trend of actions, outlooks, feelings, and habits within a person. VIA institute of character sees personality as the sum total of our psychological makeup and how we uniquely express ourselves in the world. It is the pattern of emotional qualities, behavior, thoughts, feelings, attitude and habits that make us who we are. Mental Health America sees personality as a distinctive set of traits, behavior styles and patterns that make up our character or individuality. In addition, how we perceive the world, our attitudes, thoughts, and feelings are all part of our personality.

O'neil (2006) defines individual personality as a complex characteristic that makes them unique from other people. This includes all the pattern of thoughts and emotions that cause us to do and say things in a particular way. Hence, it colors our beliefs, values and expectations. Abdullah, Omar & Panatik (2016) define personality as a collection of intrinsic and extrinsic traits that may affect behavior of an individual

In addition, Ryckman (2009) define personality as a dynamic organization and planned properties owned by a person with unique determine behavior, motivation, thinking at various situations. Mischel (1999) stated the concept of personality as the dynamic organization of psychophysical system that determines individual behavior and thinking. Hergenhah & Olsen (1999) explain personality as that which allows people to be more effective to socialize because

individuals can be seen as person with an attractive personality, severe or do not have personality.

2.2.2 Trait

Chauhan (2007) define trait as a mode of behavior which is manifested in a number of life situations consistently. It is any distinguishable relatively enduring way in which one individual varies from the other. In addition, it is the property within the individual that accounts for his unique but relatively stable reactions to environment. Mischel (1999) defined trait as a continuous dimension on which individual differences may be arranged quantitatively in terms of the amount of the characteristics the individual has. Allport cited in Chauhan (2007) define trait as a generalized and focalized neuropsychic system with the capacity to render many stimuli functionally equivalent and to imitate and guide consistent forms of adaptive behavior. In other words, traits are general and enduring in nature and are learned

Mangal (2013) explain trait as relatively permanent and relatively consistent general behavior patterns that an individual exhibits in most situations. Thus, they are observable basic unit of an individual's personality.

2.2.3 Personality Traits

Similarly, Gao & Liu (2013), describe personality traits as relatively stable characteristic that causes individuals to behave in a certain way. They are individual differences in characteristic patterns of thinking, feeling and behaving. Eyong, David &Umoh (2014), in the same way describe personality traits as the sum total of stable characteristics in a person across different times and situations, which make him unique or distinct from others.

Similarly, Diener & Lucas describe personality traits as peoples reflect of characteristics patterns of thoughts, feelings, and behavior. In addition, personality is made up of traits that are identifiable and relatively stable characteristics that set each individual apart from others. Thus, they explained three (3) criteria that characterize personality traits: consistency, stability and individual differences. This means that individuals with certain traits must be consistent across situations in their behaviors. Furthermore, traits are stable overtime, age doesn't change personality traits that one possesses, and lastly people differ from one another on behaviors related to traits. Therefore, personality traits are enduring dispositions in behavior that show differences across individuals, and which tend to characterize the person across varying types of situations.

2.2.4 Socio-Economic Status

Family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward religion, intellectual training, character training, love for others and vocational training. Family, being the initial contact where the child learn the concept of authority, good manner and respect for elders, it is also laid down or determine the intellectual development of the child through activities that develop language and number competence in the child.

According to American Psychological Association (APA), socioeconomic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and occupation. Cowan, Hauser, Komiski, Levin, Lucas, Morgan, Spencer & Chapman (2012), describe socio-economic status as one's access to financial, social, cultural and human capital resources.

In addition, Suleman, Hussain, Khan, & Nisa (2012), put socio-economic status as the combination of economic and sociological measure of an individual work experience and the economic and social position of an individual or family in relation to others on basis of income, educational level and occupational status. Brogan (2009) likewise describes socio-economic status as the measure of influence that the social environment has on individuals, families, communities and schools. In the same vein, Parson, Stephanie & Deborah (2001) define socio economic status as an expression which is used to differentiate between people relative status in the community regarding family, income, political, prior educational background& educational status.

Similarly, Oakes & Rossi (2013) describe socio economic status as a definite background variable that represents a feature of the social structure in society. In addition, it represents one's social position in the society. Saifi & Mehmood (2011) state that socio economic status is a combination measure of economic and social position of an individual or family relative to others on the basis of income, education and occupation. It is a finely graded hierarchy of social positions which can be used to illustrate a person's overall social position or reputation. Thus, it can be indicated by a number of concepts such as employment status, occupational status, educational attainment, income and wealth (Graetz 1995).

More so, Gaur (2013), define socio-economic status as a measure of an individuals or family's economic and social position in relation to others based on various variables responsible for that like income, education, occupation, family effluence, physical asset, social position, social participation, caste and political influence. In other words it refers to ones position within a hierarchical social structure. Sutherland (2012) defines socio-economic status as a number of measures of inequality including household income, parental education and parental

occupational class among people in a particular setting. In addition, Wikipedia define socio-economic status as economic and social combined total measure of a person's work experience and of an individual's or family's economic or social position in relation to others based on income, education, and occupation. However, socio-economic status is more commonly used to depict an economic difference in society as a whole. Socio-economic status is usually divided into two (2) levels. These levels are high and low. To describe a particular level to which an individual belong to is measured mostly using three (3) variables which are: income, occupation and level of education.

2.2.5 Academic Achievement

Academic achievement exerts a prominent influence on student's psychological and economic wellbeing. As such, a number of researchers became interested in investigating about academic achievement and the factors that influences it. Thus, achievement in the school is defined as measurable behavior in a standardized series of tests according to Simpson & Weiner (1989). Achievement test is usually constructed and standardized to measure proficiency in school subjects. Unity & Igbudu (2015), explains academic achievement as the outcome of education, that is the extent which a student, teacher or institution has achieved their goals. According to Bruce & Neville (1979) in Mimrot (2016), educational achievement is measured by standardized achievement test developed for school subjects. This implies that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education.

Moreso, Academic achievement is explained by Steinmayr, Meibner, Weidinger & Wirthwein (2014) as that which represents performance outcome that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments,

specifically in schools. Hence, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Bacon (2011) also sees it as standardized test score, grades, and overall academic ability and performance outcome

Academic achievement refers to any measure of a student's progress in a scholastic setting or in an academically related subject area Fineburg (2009). It is usually measured by a student's subject test scores, course grades and standardized test scores. What is important is that the test should be a standardized test to meet national norm. For a test to be standardized, it must be valid for over a period of time Achievement is regarded as action of completing or attaining by exertion. Lawrence (1998) distinguished achievement from performance when he stated that academic is a long-term (end). In other words, achievement can be measured as stagnating, falling or improving over a long period. In other words, achievement can be measured as stagnating, falling or improving over a long period.

In addition, Suvarna & Bhata (2015) refers to academic achievement as outcome or performance of education. It indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment. Steinmayr, Dinger & Spinath (2012) define academic achievement as the result of intellectual performance in schools and universities, and as an education parameter. Cunningham (2012) identified academic achievement as student's performance in academic areas as such as reading, language arts, math, science and history as measured by achievement test which may include state wide test or national assessment tests. It is the sum total of information gained after completing a course of instruction in a particular grade that a student has obtained on an achievement test. It refers to what a student has achieved in different subjects of studies, during the course of academic year.

According to Verma (2016) academic achievement can be described as successful accomplishments in a particular subject's area usually by reasons of skills, hard work, scores or descriptive commentaries. It is the extent to which a student, teacher or institution has achieved their educational goal. It is commonly measured by examination or continuous assessment. Kishor (2014) academic achievements are the end product of all educational process. It refers to performance of students in curricular as well as co-curricular activities. Arora (2016) define academic achievement as the degree or level of success or proficiency attained in some academic work. In addition it is the status of a student's learning and refers to knowledge attained and skills developed during their academic career which are assessed by school authorities with the help of teacher made or standardized test.

Joshi & Srivastava (2009) sees academic achievement as key criterion to judge ones total potentialities and capabilities. Therefore, it is the degree or level of success attained in some specific school tasks especially scholastic performance in this sense academic achievement is the attained ability to perform school tasks which can be general or specific to a given subject matter. Thus, it is self-perception and self-evaluation of one's objective academic success. Hence, it generally indicates the learning outcome of student.

2.3 Theoretical Framework

2.3.1 Five Factor Model

In order to classify and present the personality traits that an individual possesses, numerous authors have presented different trait theories. Among which include the work of Gordon Allport, Raymond Cattell, and Hans Eysenck. Contemporary researchers in psychology have unanimously converged on the opinion that there are five underlying personality traits or characteristics possess by individuals (Yakasai & Jan 2015). This theoretical framework known

as the Five Factor Model as put forward by Costa & McCrae assumes that there are five major personality traits: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. The pattern of big five factors in personality seems to be as a fundamental discovery for researchers interested in identifying infrastructural individual differences in personality. Hence, it is a well established framework for measuring personality traits. The five factor model were identified by searching for the smallest number of synonym clusters in English language that could account for the greatest variation of personality differences, Myers, Sen, Alexandrov (2010). The five traits are shown to be consistent and stable overtime (McCrae & Costa 2006). The traits are stable not changing (Costa & McCrae 2006; Costa & McCrae 1992). It is also believed that the personality traits are based on a series of related components called facets. Furthermore, every individual can have a dominant personality trait or several dominant personality traits. Dominant personality traits can have obvious effect in the individual. These broad five traits are explained as follows:

Openness to experience is defined as “the breadth, depth, originality, and complexity of an individual’s mental and experiential life” (John & Srivastava, 1999). It describes people who are not rigid in their own views and expectations toward others (Mondak, 2010). Furthermore, it is the degree or level of one’s imagination or fascination. It represents personality characteristics such as novelty, curiosity, cultivated and intellectual creative (Barrick & Mount 1991; Goldberg 1990). Individuals who possess such trait are curious about new experiences and products, and will adopt new products more quickly than people who are less open to experience.

The next trait is extraversion which refers to the level of comfort and ability to relate with others. It is the tendency to enjoy attention and experience frequent positive moods. Extroverted people

are more likely to be impulsive at problem solving, talkative, and externally motivated. These people are good in active communication and with full positive energy (Watson & Clark 1999).

Another trait is agreeableness which refers to pro-social tendencies such as trust, compliance and modesty (Klimstra, Luyckx, Germeijs, Meeus&Goossens 2011). It represents traits such as forgiving, courteous, emotionally supportive and tolerant. (Barrick & Mount 1991; Digman 1990).

Conscientiousness is described as socially prescribed impulse control that facilitates task and goal-directed behavior, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks (John & Srivastava, 1999). It refers to the degree which an individual is reliable. It represents different sub traits such as organize, dependable, responsible, diligent, vigilant, attentive, cautious, and focused towards goal for achieving success (Digman 1990; Barrick & Mount 1991). People who are conscientiousness are organized, punctual and reliable.

Lastly, neuroticism signifies variances of individual tendency to experience distress (Klimstra, Luyckx, Germeijs, Meeus and Goossens 2011). Emotionally stable people are people who do not easily feel “anxious, nervous, sad and tense” (John and Srivastava, 1999). They are calm, relaxed and reliable. In this view, the big five structure captures at a broad level of abstraction and provides an integrative descriptive model for understanding personality which makes it suitable in this study.

Hence, the relevance of this theory to the study is that it gives a clear and precise descriptions of personality traits thereby making it easier to identify each of the traits.

2.3.2 Parental Investment Theory

Parental investment theory was put forward by Robert Triver (1972) which refers to any efforts undertaken by a parent or caretaker for the betterment, safety or well-being of a child that could be of benefit to parent. In this theory the relationship between parents and children's economic success is the result of biological and other endowments that parents pass on to their offsprings. Its main concern is how much time and resources parents invest in their offspring helps them to succeed in all dimensions of life. Such endowments include both genetic endowments such as sex or race of a child as well as the cultural endowments such as the value place on their children's education. Types of investment include behaviors as varied as emotional concern, provision of food and shelter, health care and monetary aid. It emphasizes that indicators of socio economic status as parental income, educational and occupational prestige, distinguish financial, human and social capital. Parents financial, human and social capital investments influence adolescent's outcome. Capital investments are often described in terms of enriched home environment that provides educational resources and enhanced education and achievement opportunities. Parents advantaged by greater financial, human and social capital have more to invest in children, while poorer parents are limited to investing in basic family needs and have less access to resources and potentially foster children's wellbeing.

Parents' financial, human and social capital influences test and cognitive development, social competence, lower educational attainment, school dropout and bleaker future economic prospects. Moreover, social and human capital tends to be associated with positive outcome including indicators of achievement and lack of such capital is associated with negative outcomes.

According to this model, children from economic advantaged family are more likely to succeed because their parents can afford things they need such as food, medical care, and buy things that can help their children get ahead such as computers, extra lessons and trips to interesting and educational places. On the other hand, children whose basic material needs are not met have a hard time acquiring the skills that helps them succeed. Therefore, the relevance of this theory to the study is the fact that it deals with the fundamental issues on how family affects the educational achievement of children.

2.4 Review of Empirical Studies

In a research conducted by Hakimi, Hejazi, & Lavasani (2011) on the relationship between personality traits and students academic achievement. The researchers used a correlation design to conduct the study. Meanwhile, the population comprise of 703 female and 347 male making a total of 1050 students at junior and senior students of behavioral science of Tehran University. A sample of 285 students was selected (191 female and 94 male) through random cluster sampling. Data was collected using NEO Five factor inventory (NEO-FFI). The researchers used MANOVA & T-test for data analyses. The result showed that personality traits can predict academic achievement and conscientiousness is related to academic achievement while neuroticism and extroversion were significantly and negatively related to academic achievement.

In another research conducted by Komarraju, Karau & Schemeck (2008) on Role of the Big five personality traits in predicting college students academic achievement motivation and achievement. The study was conducted using correlation design. The population comprises of 2000 college students and a sample of 308 undergraduates was selected (47% males and 52.3% females) from various majors. They completed the Five factor inventory (NEO-FFI) and academic motivation scale (AMS). The correlation analysis showed a complex and intriguing

pattern of significant relationship between the big five personality traits, academic achievement and academic motivation. The big five emerged as significant predictors of GPA. The research suggested that future research should extend findings by including other individual differences variables such as learning or thinking styles, self efficacy or need for cognition in explaining student motivation and achievement.

Similarly, Eyong, David & Umoh (2014) researched on The Influence of personality traits on the academic performance of secondary students in Cross Rivers State, Nigeria. The study used ex-post facto as research design. The population of the study the study consisted of 13,838 SS1 students in all public secondary schools throughout Cross Rivers State. 7 local governments were randomly selected out of 23, then 20 schools were randomly selected, from which a sample of 8530 SS1 students were finally drawn. The instrument adapted was a 44 items questionnaire. Data collected were analyzed using mean and standard deviation to answer research question. And t-test was used to test hypothesis. The result revealed that there is a significant difference between the academic achievement of students with high level of conscientiousness and agreeableness than those with low level of the traits. It was recommended that parents and teachers should encourage their children or students to set clear goals and ensure that they are disciplined and careful to consistently achieve them.

In another research, Akomolafe (2013) conducted a research on Personality Characteristics as Predictors of Academic Performance of Secondary Students. The researcher used correlation research design. The sample consisted of 398 male and female students randomly selected from 10 secondary schools in Ondo state, Nigeria. Pearson product moment correlation and multiple regression analyses were used to answer research questions. The findings showed that personality dimensions predict academic performance except neuroticism. It was recommended

that appropriate counseling interventions should be used to assist students experiencing worry, anxiety, frustration and stress to deal with their concerns.

Another research was conducted by Ayodele, Aladenusi & Akinlana (2014) which investigated on Personality Factors, Academic Emphasis, and Students- Lecturers Relationship as determinants of Undergraduates Academic Achievement Goal Orientation: The Nigerian Experience. The study adopted ex-post facto survey design. A multi-stage sampling procedure was used to select 9 universities in 6 states. The sample of the study consisted of 3600 undergraduates. Data was analyzed using multiple regression statistical analysis. The result showed that students personality was found to significantly influenced by academic emphasis at school, while student-lecturer relationship and undergraduate academic goal orientation were found to be influenced by personality factor.

The relationship between personality traits of international students and academic achievement was investigated by Geramian, Mohd & Ninggal (2012). Pearson correlation was used to see the relationship between the five traits of personality and academic achievement. The participants were 146 international postgraduate students who were working towards masters' degree. 78% of the samples were male and 22% were female with average age of 25-27 years by systematic random sampling. Questionnaires were used for data collection. The result revealed that most international postgraduate students rate high in agreeableness. From the co-relational analysis, the result revealed that conscientiousness and openness have significant relationship with GPA. On the other hand, no significant relationship was found between extraversion and agreeableness and GPA. Finally, inferential correlation analysis between neuroticism and GPA showed a negative relationship.

In another research conducted by Rabae'i (2014), the influence of personality on academic achievement and performance of teaching practice students in TVET. The total population consists of 37 TVET graduate students. Research was conducted correlation and data was collected based on questionnaire. The result of the finding state that there is no significant relationship between demographic factors such as gender, age and length of service in influencing the relationship between personality and academic achievement among postgraduate students.

In addition, Raveendran, Raveeswaran & Ananthasayanan (2012) investigated on the impact personality traits o the academic success of university undergraduates: A case study of university of Jaffna using big five personality trait theory. The study was conducted on one hundred and seventy two (172) undergraduate students from the faculty of Arts university of Jaffna were randomly selected as sample. The sample consists of eighty three (83) males and eighty nine (89) females. Data were gathered by the use of questionnaires. Correlation and multiple regression analyses were used to analyze data. The result revealed that extroversion, conscientiousness and openness were positively associated with students academic success while neuroticism and agreeableness were negatively associated with academic achievement.

In contrast, Ghazali, Shahzzada and Ullah (2013) conducted a research on relationship between students personality traits and their academic achievement in Khyber Pakhtunkhwa Pakistan. Out of twenty five (25) districts two (2) districts were randomly selected. Therefore out of twelve thousand and nine (12009) students who were studying in the secondary schools of these districts eight hundred (800) students of 10th class were selected through multi stage random sampling. A self developed questionnaire was used as research instrument. Descriptive survey design was used. Percentage, mean, standard deviation and Pearson product moment correlation were

applied as statistical test. Results revealed that conscientiousness and agreeableness personality traits were found high while extroversion, neuroticism and openness to experience personality traits were found low in secondary school students and there was no significant relationship found between the students personality traits and their academic achievement. It was recommended that students having conscientiousness personality trait can produce better result in Math and Islamic education subjects .So they should be encouraged to take Math and Islamic education as optional subject. And students having agreeableness personality trait can produce better result in English, Islamiyat compulsory, Chemistry and Islamic education subjects therefore they should be encouraged to take this subjects as optional for better results.

The effect of SES on academic achievement was also investigated by Khayyer (1994). Six primary public schools, in the Illawarra region, New South Wales, were selected by stratified random sampling. A demographic and family background questionnaire was used to determine the students' SES. The instruments used for identifying the students' academic achievement were a reading comprehension test (TORCH), and a mathematics test (PATMATHS). Socioeconomic status had significant direct effects in determining academic achievement in this study.

In another research conducted by Gul & Shaheen (2014) conducted titled; Socioeconomic Status And Achievement: A Survey Study Of Students At Secondary Level, University Of Education, Bank Road Campus, Lahore In Pakistan. This study was aimed to determine the effect of gender and socioeconomic status (SES) on the achievement of the students at secondary level. The sample of the study was comprised 200 Senior Secondary Students (101 Males And 99 Females) from non-randomly selected four government schools of Lahore. All the students were the subjects of the study. The data were collected by the researchers themselves. It was ensured to the students that the data will

be used for the research purpose only and the information provided by them will be kept confidential. The students were provided relax environment and flexible time to fill the questionnaires. The data were analyzed through SPSS, the Results. The prime purpose of the findings of this study shows a strong relationship of socioeconomic status with the achievement of students.

A research was conducted by Okiaga (2013) on impact of socio economic background on academic achievement performance in universities. The researcher used ex-post facto design and the population comprised of 242 second year, 84 third and 74 fourth year students which made a total of 400 undergraduate students of Kisii university college both males and females. While a sample of 186 respondents were selected using simple random sampling. Questionnaires were administered to the respondents and standard deviation as well as ANOVA was used to analyze data. The result of the research revealed that the students' socio economic background influenced academic achievement. The researcher concluded that parent should re-examine financial support to students and also recommended that research should be conducted to examine students spending habits on their academic performance.

In another research conducted by Singh & Coudhary (2015) on the impact of socio economic status on academic achievement of school students. The research comprises of all adolescents male and female students studying in government as well as private schools located in Delhi and in totality 15 schools were selected. The researcher used normative survey method. A sample size of 450 students was chosen randomly. Socio economic status scale (SESS) was utilized to measure the socio economic status which academic achievement was recorded from school record. The researcher used descriptive statistics that is mean and standard deviation and inferential statistics that is one way ANOVA and t-test. And the result showed that a significant difference was observed in academic achievement score of adolescents having high socio economic status, middle socio economic status

and low socio economic status leading to the inference that difference in status is responsible for poor academic achievement among adolescents. That is to say students having high and middle socio economic status have better academic achievement than students having low socio economic status. The researcher suggested that teachers' treatment should be judicious towards high and low socio economic status students. So that those belonging to low socio economic status may not realize that they discriminate on the basis of socio economic status.

In addition, Henritta & Odozi (2014) investigated on the influence of parental socio economic status on academic achievement of students in selected schools in Nigeria: A case study of Enugu state. The population was made up of both male and female students in senior secondary schools. A number of 180 students were randomly sampled. A questionnaire was administered and data was analyzed using t-test, ANOVA and pair wise turkey test comparison at 0.05 level of significance. The researcher concluded that socio economic status and educational background of parent is not significant factor of students academic success and educational qualification of parents and health status of students are significant factors that affect academic success. The researcher recommended that government could intervene to raise level of academic achievement among students in rural areas.

Another study by Ahmar & Anwar (2013) investigated on socio economic status and its relation to academic achievement of higher secondary school students. Collected a sample of 200 students from five higher secondary schools of Lucknow city in India. Out of 200 selected, 102 were males and 98 were females in age range of 15-19. Socio economic scale developed by R.L Bharadway (2005) was used for data collections. Standard deviation and t-test were used to analyze data. The result revealed there is a significant difference between high and low socio economic status. Academic achievement was influenced by socio economic status and those belonging to high socio economic status showed better performance.

Suleman, Hussain & Khan (2012) investigated on Effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in Karak District in Pakistan. All the students studying at secondary school level in Karak District, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. The study was delimited to only sixty government boys' high schools in Karak District. The study was further delimited to the students of 10th class. In order to represent adequate representation of the population, 1500 secondary school students were selected through simple random sampling technique. The study was survey type and therefore a self-developed structured questionnaire was used for the collection of data. Data was collected through personal visits. After collection of data, it was organized, tabulated and analyzed. Chi-Square and percentage were used for the statistical analysis of the data. The researcher concluded that there is significant effect of parental socio-economic status on the academic achievement of secondary school students. Students from low socio-economic status have lower academic achievement as compared to the academic achievement of students from higher socio-economic status. Based on the findings, it was suggested that unemployment should be controlled. Poor students should be provided scholarships, free books and other stationary. In addition, it was also recommended that government should take steps to raise socio-economic status of people. It was further recommended that further studies should conduct similar research in other districts, should also be conducted at elementary, higher secondary and tertiary level also on female population at elementary, secondary, higher secondary and at tertiary levels.

A research on Socio-Economic Status and Gender as Predictors of Students Academic Achievement in Economics was conducted by Alade, Nwadingwe & Victor (2014). The sample comprised three hundred and fifty (350) randomly selected students' from five (5) selected public secondary schools in Ikeja Local Government Area Lagos State. Seventy (70) students, comprising thirty – five (35) male and thirty – five (35) female were selected from each of the

five (5) schools. Their ages range between 15-20 years. The researcher used stratified sampling procedure to select sample of the study. Stratification used was based on gender, class of study and the type of school. The instrument used for data collection was a self developed questionnaire. The data collected were analyzed and the formulated hypotheses were tested using independent T-Test of unrelated sample and Chi-Square statistical methods. The target population for the study consisted of all secondary school students' in Lagos metropolis. The research design used for the Study was descriptive Survey. The researcher used self designed questionnaire tagged; Socio- Economic Status and Gender as Predictor of Students' Academic Achievement (SESGPSAA). The statistical methods used for the study were Chi-Square and T-Test of independent statistical methods. The result revealed that there is significant relationship between parental educational attainment and students academic achievement, difference also exists between socio-economic status and students academic achievement. It was recommended that parents should always try to encourage their children in everything they do and give them moral support. Teachers should make their method of instruction in school address to cater for different types of personalities of students also government should bring back the system that will help bridge the gap between performances of children from high and low socio-economic class.

In a research titled Influence of Family Background on the Academic Achievement of Senior Secondary School Students on Nsukka Educational Zone Of Enugu State conducted by Ugwuja (2010). The study was carried out using Ex-Post Facto method in Examining The Influence of Family Background on Student's Academic Achievement in Senior Secondary Schools in Nsukka Education Zone. The population of the study consists of all the Senior Secondary Class Two (SS2) Students in fifty three public secondary schools in Nsukka Education Zone. These fifty three schools have a population of seven thousand, nine hundred and forty five (7945) SS

11 Students. The samples size for the study comprised eight hundred and sixteen (816) students from the Public secondary schools in Nsukka Education Zone. Non-proportionate stratified random sampling procedure was used to draw four schools from each of the local government area in the zone. A total of twelve (12) schools were drawn. In each of the sample school the entire senior secondary two (SS2) students was used giving a total of eight hundred and sixteen students (816). The instrument for data collection was questionnaire. Data collected were analyzed using Mean, Standard Deviation and T-Test Statistics. The finding of the study revealed that students from educated parents more than those from uneducated parents in academics; students from high income status parents enjoy considerable advantage than low income status parents academically. Thereby recommending that parents should diversify their sources of income to be able to provide fund for their children's schooling.

An investigation was carried out by Ghaemi & Yazdanpanah, (2014) on The Relationship between Socio-Economic Status and Academic Achievement in the Classroom among Iranian University Students. This study used a correlation design to address the problem. In other words, it intended purposely to examine The Relationship between Socio-Economic Status and Academic Achievement of students studying English translation. If there is any relationship, then identify the positive or negative direction of this relationship. The study was conducted on 120 female students studying English translation at the department of foreign languages and Linguistics of the National University of Rafsanjan. The participants were chosen conveniently. They were selected on a voluntary basis from the learners who were in the second year of their study (third and fourth semesters). The age of participants ranged from 19 to 29. The data collection instrument was questionnaires. Based on these demographic data, participants of the study were classified into two groups: The mid/high socio-economic status group and the low socio-economic status group. The GPAs included the participants' GPA for the second semester

of the Year 2012. The data was analyzed using SPSS software first; A number of descriptive statistics were made on the data. Using Pearson formula, Co-relational analysis was conducted on the data to analyze the problem of the study. A conclusion was drawn from this correlation that the relationship between SES and GPAS for the participants of the study was so that SES had remarkable relationship with GPAs. It showed that the participants with a mid/high SES had significantly lower GPAs than the participants with a low SES.

In addition, Tomal &Polat (2013) investigated on the effects of socio-economic characteristics of students on their academic achievement in higher education. The study was conducted on 691 undergraduate senior students at the University of Suleyman Demirel in Turkey. Data was obtained using correlation, regression and two-way variable analysis methods. Data was collected through questionnaires which contain items regarding students socio-economic status, demographic and achievement status. The result revealed that socio-economic status of the family has a strong effect on academic achievement.

In addition, Aliyu (2016) conducted a research on the influence of socio-economic status on academic achievement of senior secondary students, in Nassarawa zonal education area of Kano state. Three hundred and eighty two (382) students were sampled from the total population of six thousand nine hundred and thirty five (6935) drawn from drawn from ten (10) schools. Questionnaire was used as an instrument of data collection using stratified random sampling technique. Pearson product moment correlation co-efficient was applied to test the hypothesis. The research finding showed that there is a significant relationship between family socio-economic status of students and academic achievement. Based on the findings it was recommended that government should provide schools that will accommodate all the students irrespective of their family background and government should also provide a conducive school

environment and more experimental curriculum that will compensate the detrimental effect of low socio-economic status of some parents.

Similarly, Gabriel, Mule, Muasya, Maonga & Mukhungulu (2016) conducted a research on parental socio-economic status and students academic achievement in selected secondary schools in urban informal settlements in Westland division, Nairobi country. It was a descriptive survey design. A sample of 125 respondents comprising of 91 students, 18 teachers, and 16 parents were selected using stratified and purposeful sampling technique. The tool for data collection was questionnaire for students, focus group discussion for teachers and interview schedules for parents. Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics while the qualitative data from interview was managed through thematic techniques. The result revealed that parental occupation; parental low ability to finance education was inhibiting factors to students to academic achievement and attainment in the study. It was recommended that the government should strengthen the collaboration between the key education development partners to mobilize physical teaching and learning resources and strengthen education. Unemployment should also be controlled and basic education should be made entirely free and lastly government should take steps to raise socio-economic status of people.

Similarly, Osokoya & Adegoke (2014) investigated on impact of parents socio-economic background on students achievement in agricultural science at the senior secondary school level in Ogbomoso south local government, Ogbomoso, Oyo state. The population was made up of SS2 students in Ogbomoso south local government. Stratified sampling technique was adopted and two (2) schools were selected of each of the five (50) zones thereby sampling 10 schools and 30 students were sampled from each of the schools using simple random sample technique. An

Agricultural achievement test was used together with socio-economic pattern questionnaire. The data was analyzed using descriptive statistics, Pearson product moment correlation co-efficient and T-test. The result showed that there is a high positive correlation between socio economic background and students achievement in Agricultural science. The study concluded that government should provide adequate learning materials and other and other social amenities that will make the teaching and learning process conducive. Also there must be recruitment for qualified teachers in public schools so that less privilege students will benefit.

In contrast, Osuafor & Okonkwo (2013) investigated on the influence of family background on academic achievement of secondary school Biology students in Anambra State. A descriptive survey design was adopted for the study. 546 students constituted the sample for the study using simple random sample. Questionnaire was used as data collection instrument. Data was analyzed using means, t-test and ANOVA. The result revealed that family structure; parents occupational and educational level did not have significant influence on students achievement in Biology. It was recommended that parents should continue to get involved in children's academic progress and provide all necessary materials they need.

2.5 Summary and Uniqueness of the Study

The literature reviewed researches related to personality traits, socio-economic and academic achievement as concepts. Personality traits, socio-economic and academic achievement are among the general basis for determining the quality or feedback of any academic success because. Personality has important influences on success in school (Geramian, Mohd & Ninggal 2012; Hakimi, Hejazi, & Lavasani 2011; Komarraju, Karau & Schemeck 2008; Ghazi, Shahzada & Ullah 2013). Furthermore researchers have found a positive influence of socio-economic status

on academic achievement of students (Osokoya & Adegoke 2014; Gabriel, Muli, Muasya, Maonga & Mukhungulu 2016; Singh & Choudhary 2015; Suleman, Hassan, Khan & Nisa 2012).

With regards to the empirical studies, several researches of this kind have been conducted in different parts of the world and each has a unique conclusion to its findings. Therefore, the literature reviewed different articles and journals which are related to the research topic in one way or the other.

For personality traits, literature reviewed personality traits in relation to the five factor model theory of personality. As a score of researchers have investigated on relationship between personality traits on academic achievement some of the findings revealed that there is positive relationship between personality traits and academic achievement while in other findings there is negative relationship between the two (2) concepts. For example Ghazi, Shahzada & Ullah 2013 investigated on the relationship between students personality traits and their academic achievement in Khyber Pakhtunkhwa Pakistan and concluded that there was no relationship between students personality traits and their academic achievement. In contrast, Hakimi, Hejazi & Lavasani (2011) investigated on relationship between personality traits and academic achievement of students in Tehran University and found out that there is a positive relationship between students personality traits and their academic achievement.

On the other hand, for socio-economic status literature reviewed the concept socio-economic status in relation to parental level of education, occupation and level of income. For instance Hamid (2011) examined the relationships between secondary school students' family socio-economic characteristics and their academic achievement in English in a rural sub-district in Bangladesh. The results revealed that the rural students had low levels of academic achievement in English and within this overall low level of achievement, there were patterned relationships

between the students' family income and parental education and their academic achievement in English. Students who had higher levels of parental education and family income were more likely to obtain higher scores on the proficiency test as well as higher grades in English in the Secondary School Certificate examination.

Another effect of socio-economic status on academic achievement was also investigated by Khayyer (1994). Six primary public schools, in the Illawarra region, New South Wales, were selected by satisfied random sampling. A demographic and family background questionnaire was used to determine the students' socio-economic status. The instruments used for identifying the students' academic achievement were a reading comprehension test (TORCH), and a mathematics test (PATMATHS). Socioeconomic status had significant direct effects in determining academic achievement in this study.

This study concentrated on the Relationship between personality traits, socio-economic status and academic achievement in English language of girls in science and technical school board Kano state. Most of previous empirical review has been conducted in general secondary schools and tertiary institutions. This research is unique in the sense that it focused on girls' science and technical, secondary schools in Kano state which this kind of research has never been conducted in the research area. So it is among the uniqueness of this research that it focuses on the relationship between personality traits, socio-economic and academic achievement of girls in science and technical school board Kano state

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on how the research is carried out. The chapter describes the research design used, population of the study, sampling techniques, data collection instrument, validity and reliability of the instrument procedure for data collection as well as data analysis procedure.

3.2 Research Design

The researcher used correlation design. A correlation design is a specific type of non experimental design used to describe the relationship between two or more variables. Williams (2007) define correlation design as that which the researcher examines the relationship between two or more characteristics of a study group. It only indicates if a relationship exists or not but does not indicate causal. Hence, the researcher seeks to find relationship between personality traits and academic achievement on one hand and relationship between socio-economic status and academic achievement on the other hand.

3.3 Population and Sample

3.3.1 Population of the Study

The population of the study consists of all girls in Kano State Science and Technical Schools Board who sat for the 2016/2017 English qualify examinations in Kano state. The population consists of students from rural and urban areas and from different ethnic groups such as Hausa, Yoruba, Fulani among others. The total number of students is 1794 out of which 912 are Science students and 882 were technical students from 16 years and above. Below is a table for

population distribution of each school provided by the Kano State Science and Technical Schools Board.

Table 3.1: Students Population Distribution

Schools	Population		T Population
	Sci	Tech	
MairoTijjani Girls Sci & Tech College, Kano	240	227	467
Bello Hayatu Science & Technical College, Gwarzo	161	229	390
Government Girls Sci College Garko	351	-	351
First Lady's College, Kano	115	134	249
Government Girls Sci & Technical Karaye	45	88	133
Government Girls Technical College. Gani	-	204	204
Total	912	882	1794

Source: Kano State Science and Technical Schools Board

3.3.2 Sample Size

Based on recommendation of Researcher Advisor (2006), a sample size 322 which comprised of 165 Science students and 157 Technical students were selected out of 1794 population. All students are female from both rural and urban areas of Kano state from 16 years and above.

Table 3.2: Distribution of Respondents by Schools

Schools	Population		T Pop.	Sample		Total Sample
	Sci	Tech		Sci	Tech	
MairoTijjani Girls Sci & Tech College	240	227	467	44	41	85
Bello Hayatu Science & Technical College	161	229	390	29	41	70
Government Girls Sci Garko	351	-	351	63	-	63
First Lady's College	115	134	249	21	24	45
Government Girls Sci & Technical Karaye	45	88	133	8	15	23
Government Girls Technical Colg. Gani	-	204	204	-	36	36
Total	912	882	1794	165	157	322

Source: Kano State Science and Technical Schools Board

3.3.3 Sampling Techniques

Multi stage sampling technique was adopted as the study samples comprised of students from different schools and different study area (science and technical). In the first stage, proportionate sampling was used in order to have the same proportion representatives from schools and area of studies . Then simple random sampling was used to select the classes of which to sample from. Finally, actual sample subjects were selected using systematic sampling technique were kth number was decided using attendance register.

3.4 Data Collection Instruments

The data collection instruments in this research are categorized into two: data collection instrument for personality traits, data collection instrument for socio-economic status. They are as follows:

3.4.1 Big five Personality Inventory

It's an adaption from John, Donahue and Kentle (1991), Big Five Inventory (BFI). There were a total number of 44 items measurements. Original cronbach alpha reliabilities of the BFI are; extraversion 0.88, agreeableness 0.79, conscientiousness 0.82, neuroticism 0.84 and lastly openness to experience 0.81. The researcher adapted (BFI) to form Big Five Personality Inventory (BFPI) which consists of 50 questions, 10 questions for each of the five traits. This instrument was divided into two sections two sections. Section "A" respondent's data which include Name, Name of the school, age, school type and Area of study. While section B consists of questions on personality traits. All the questions elicit responses based on a 4 likert scale provided; Strongly Agree, Agree, Disagree and strongly Disagree.

3.4.2 Parental Socio Economic Status Scale

It's an adaption from Kuppuswamy (1976) with 0.84 reliability. The questionnaire named Parental Socio Economic Status Scale (PSESS) was formed with 25 items to be responded by 4 likert scale. Ranging from strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). It consists of 2 sections. Section A contains Demographic questions and section B consists of socioeconomic status questions.

3.5 Validation of Data Collection Instrument

3.5.1 Validity of the Instruments

Validity is concern with the meaningfulness of research components. The researcher choose face validity as the instruments. The items or instruments were taken to experts in the field of Psychology and tests and measurement and the validity of the instruments were ascertained. Some of the items were modified and re-worded.

3.5.2 Reliability of Instruments

The personality inventory used in this research is a standard inventory and it had been used several times in different researches. To ascertain their reliability, a pilot test was conducted outside the study population. However, for surveying the reliability of the research Cronbach Alpha was used for personality traits and the acquired results are; extraversion 0.87, agreeableness 0.80, conscientiousness 0.81, neuroticism 0.84 and openness to experience 0.79 and for socioeconomic status, the internal consistency reliability was 0.781 respectively.

3.6 Procedure for Data Collection

The researcher first visited the Science and Technical schools board and collected a written permission for easy access to the study population. Thereafter, the researcher visited the schools concerned. With the help of some teachers from the school, 322 questionnaires were distributed to the selected samples and all were retrieved on same day. The researcher used two weeks for data collection. Necessary oral instructions were given to ensure proper understanding of the test contents. For personality traits, only dominant traits present were considered.

3.7 Procedures for Data Analyses

The researcher analyzed the collected data using descriptive as well as inferential statistics for all the hypotheses. At the descriptive level, mean and standard deviation were used. . At the inferential level, Pearson Product Moment Correlation Coefficient (PPMC) were used for testing hypotheses (Ho1, Ho2, Ho3, Ho4 and Ho5 respectively) that are seeking for relationship between variables. Point Bi-serial was used to test hypothesis (Ho6) as it consists of a dichotomous variable (higher and lower socioeconomic status and academic achievement) and lastly t-test for independent sample was used in testing hypothesis (Ho7) that aimed at determining differences. The PPMC, Point bi-serial and t-test were utilized with the aid of statistical package of (SPSS) version 22.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter provides an in depth steps that was involved in analyzing the data. It consists of data presentation and analysis. Collected data for the study was statistically analyzed via the use of Statistical package for social sciences (SPSS) version 22 using both descriptive and inferential statistics. At the descriptive level mean and standard was utilized whereas Pearson Product moment correlation (PPMC), Point Bi-serial correlation and an independent sample t-test were used at the inferential level to test the formulated null hypothesis at 0.05 level of significance. 322 questionnaires were distributed and retrieved.

4.2 Summary of the Data

Below is the summary of data

Table 4.1 Summary of the Study Variables

Variables	Mean	SD
Extraversion	76.09	9.84
Neuroticism	73.67	10.31
Openness to experience	75.27	10.36
Consciousness	75.30	11.84
Agreeableness	74.10	10.90
Academic Achievement	59.60	16.41

Table 4.1 provides the descriptive statistics of mean and standard deviations of the study variables. From the table there are five independent variables namely extraversion (M= 76.09, SD= 9.84), neuroticism (M= 73.67, SD= 10.31), openness to experience (M= 75.27, SD= 10.36),

consciousness ($M= 75.30$, $SD= 11.84$) and agreeableness ($M= 74.10$, $SD= 10.90$) while students' academic achievement ($M= 59.60$, $SD= 16.41$) is the only dependent variable of the study.

Table 4.2 Parental Socio-economic status level

Socio-economic status level	Frequency	Percentage%
High SES	180	56%
Low SES	142	44%
Total	322	100%

Table 4.2 provides the breakdown of the study sample based on their parental socio-economic status level. Parental socio-economic status was categorized as high and low. From the table, there are 180 respondents representing 56% of the study sample from parents with high socio-economic status while 142 respondents representing 44% of the study sample are from parents with low socio-economic status.

Table 4.3 Students category

Students Category	Frequency	Percentage%
Science schools students	165	51%
Technical schools students	157	49%
Total	322	100%

Table 4.3 provides the breakdown of the study sample based on school. From the table, a total of 165 students representing 51% of the study sample are from science schools while a total number of 157 students representing 49% of the study sample are from technical school.

4.3 Data Analysis

Below is the analysis of data;

4.3.1 Ho1: There is no significant relationship between openness to experience and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Table 4.4 Relationship between openness to experience and academic achievement

Variables	Mean	SD	r	P	N
Openness to experience	75.68	10.36	.524	.000	62
Academic Achievement	58.80	13.64			

From the table above, the correlation value of $r = .524$ shows that a positive relationship exist between openness to experience and academic achievement of Girls in English language among students in Kano state science and technical colleges. The P value of .000 shows that the relationship between the two variables is significant because the significant level is $< .05$. Based on the obtained correlation of ($r = .524$, $p = .000$, $p < .05$), it follows that a statistically significant relationship exist between openness to experience and academic achievement. Based on the obtained result, the stated null hypothesis that there is no significant relationship between openness to experience and academic achievement of Girls in English language among students in Kano state science and technical colleges was rejected. The study revealed that a statistically significant positive relationship exist between openness to experience and academic achievement students of Kano science and technical colleges. Meaning, the higher the level of openness to experience the higher the academic achievement.

4.3.2 Ho2: There is no significant relationship between conscientiousness and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Table 4.5 Relationship between conscientiousness and students' academic achievement

Variables	Mean	SD	r	P	N
Consciousness	75.30	11.84	.295	.015	67
Academic Achievement	76.22	9.53			

From the table above, r represents the correlation coefficient between conscientiousness and students' academic achievement, P stands for significance level and N represents the study sample. From the table, the correlation value of $r = .295$ shows that a positive relationship exist between conscientiousness and academic achievement of Girls in English language among students in Kano state science and technical colleges. The P value of .015 shows that the relationship between the two variables is significant because the $P < .05$. Therefore, based on the obtained result, the stated null hypothesis that there is no significant relationship between conscientiousness and academic achievement of Girls in English language among students in Kano state science and technical colleges was rejected. The result revealed that a statistically significant positive relationship exist between consciousness and academic achievement of students of Kano science and technical colleges. Which indicate the higher the conscientious level, the higher the academic achievement.

4.3.3 Ho3: There is no significant relationship between extraversion and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Table 4.6 Relationship between Extraversion and academic achievement

Variables	Mean	SD	r	P	N
Extraversion	76.09	9.84	-.296	.018	64
Academic Achievement	49.39	11.65			

From the table, r represents the correlation coefficient between extraversion and students' academic achievement, P stands for significance level and N represents the study sample. From the table, the correlation value of $r = -.296$ shows that an inverse relationship exist between extraversion and academic achievement of Girls in English language among students in Kano state science and technical colleges. The P value of .018 shows that the relationship between the two variables is significant because the $P < .05$. Based on the obtained correlation of ($r = -.296$, $p = .018$, $p < .05$), it follows that a statistically inverse significant relationship exist between extraversion and academic achievement. Therefore, based on the obtained result, the stated null hypothesis that there is no significant relationship between extraversion and academic achievement of Girls in English language among students in Kano state science and technical colleges was rejected. The result revealed that a statistically significant inverse relationship exist between extraversion and academic achievement of students of Kano science and technical colleges. Meaning the higher the level of extraversion the lower the academic achievement.

4.3.4 Ho4: There is no significant relationship between agreeableness and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Table 4.7 Relationship between Agreeableness and academic achievement

<i>Variables</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>P</i>	<i>N</i>
Agreeableness	74.10	10.90	.429	.001	61
Academic Achievement	68.68	11.58			

From the table above, r represents the correlation coefficient between agreeableness and students' academic achievement, P stands for significance level and N represents the study sample. From the table, the correlation value of $r = .429$ shows that a positive relationship exist between agreeableness and academic achievement of Girls in English language among students in Kano state science and technical colleges. The P value of .001 shows that the relationship between the two variables is significant because the $P < .05$. Based on the obtained correlation of ($r = .429$ $p = .001$, $p < .05$), it follows that a statistically significant positive relationship exist between agreeableness and academic achievement. Therefore, based on the obtained result, the stated null hypothesis that there is no significant relationship between agreeableness and academic achievement of Girls in English language among students in Kano state science and technical colleges was rejected. The result revealed that a statistically significant positive relationship exist between agreeableness and students' academic achievement in Kano state science and technical colleges. Which indicate the higher the level of agreeableness the higher the academic achievement.

4.3.4 Ho5: There is no significant relationship between neuroticism and academic achievement of Girls in English language among students in Kano states science and technical colleges.

Table 4.8 Relationship between Neuroticism and academic achievement

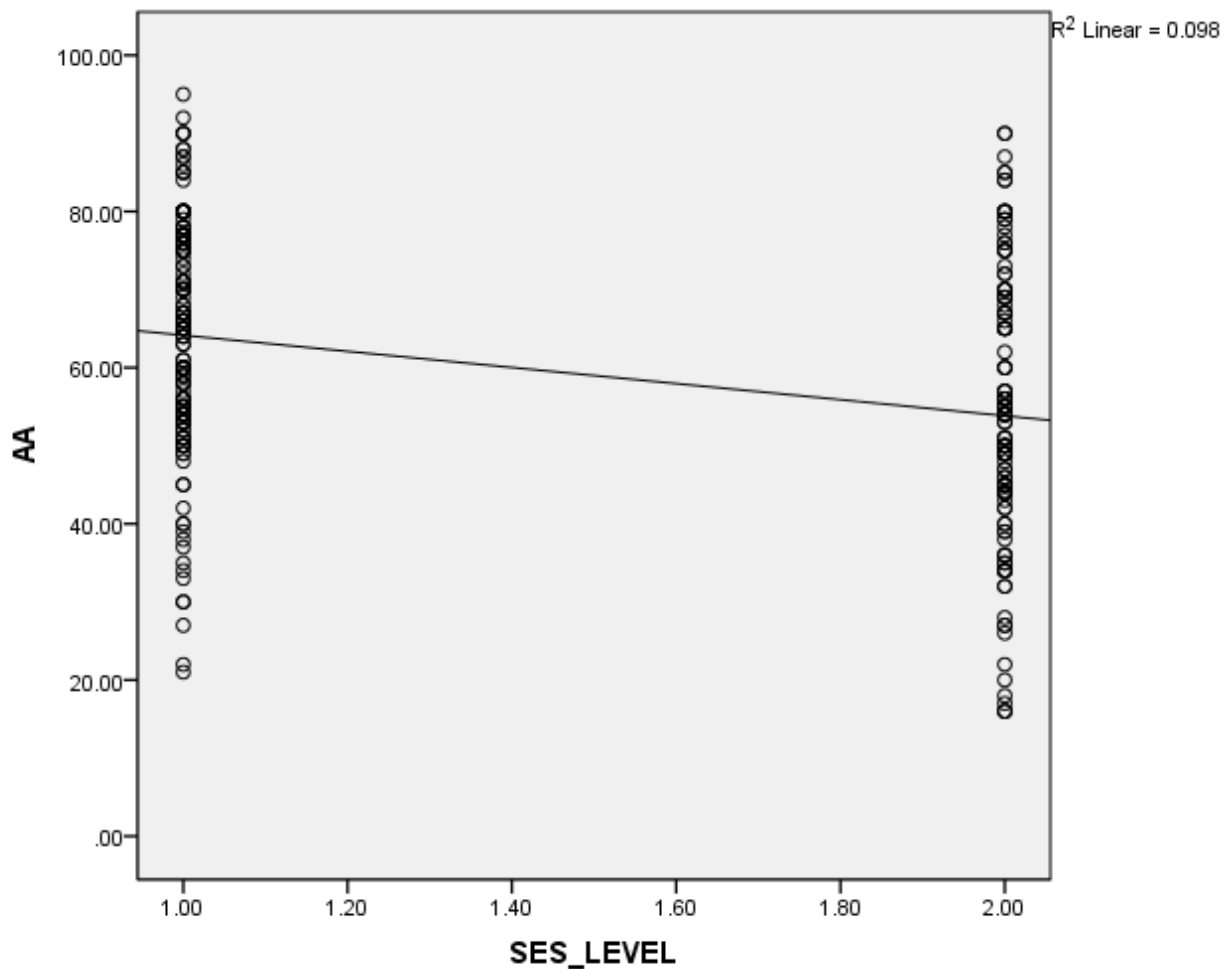
Variables	Mean	SD	r	P	N
Neuroticism	73.67	10.31	-.293	.015	68
Academic Achievement	41.30	14.01			

From the table, r represents the correlation coefficient between neuroticism and students' academic achievement, P stands for significance level and N represents the study sample. From the table, the correlation value of $r = -.293$ shows that an inverse relationship exist between neuroticism and academic achievement of Girls in English language among students in Kano state science and technical colleges. The P value of .015 shows that the relationship between the two variables is significant because the $P < .05$. Based on the obtained correlation of ($r = -.293$ $p = .015$, $p < .05$), it follows that a statistically inverse significant relationship exist between neuroticism and academic achievement. Therefore, based on the obtained result, the stated null hypothesis that there is no significant relationship between neuroticism and academic achievement of Girls in English language among students in Kano state science and technical colleges was rejected. The result revealed that a statistically significant inverse relationship exist between neuroticism and academic achievement of students of Kano science and technical colleges. This indicate the higher the level in Neuroticism the lower the level of academic achievement.

4.3.6 Ho6: There is no significant relationship between socio-economic status and academic achievement of Girls in English language among students in Kano state science and technical colleges.

Table 4.9 Relationship between socio-economic status and academic achievement

<i>Variables</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>P</i>	<i>N</i>
Socio-economic status	1.44	.49	.312	.000	322
Academic Achievement	59.60	16.41			



From the table above, r represents the point-biserial correlation between socio-economic status and academic achievement of students. The correlation value of $r = .312$ shows that a direct relationship exist between socio-economic status level and students' academic achievement. Based on the obtained correlation of ($r = .312$, $p = .000$, $p < .05$), it follows that a statistically significant relationship exist between socio-economic and academic achievement of students. Figure 1 represents the point bi-serial correlation. From the figure the dots from left hand side represents academic achievement of students from high level socio-economic status while the dots from the right hand represents academic achievement of students from low level of socio-economic status. On the other the slop of the graph show the nature of relationship between the variable. From the figure, 1 stands for high socio-economic status while 2 stands for low socio-economic status. The slop of the graph shows that students from high level of socio-economic status are having higher level of academic achievement while students from low level socio-economic status were having lower level of academic achievement. Based on the obtained result, the stated null hypothesis that there is no significant relationship between socio-economic status and academic achievement of Girls in English language among students in Kano state science and technical colleges was rejected. The study revealed that a statistically significant relationship exist between level of socio-economic status and students' academic achievement in English language.

4.3.7 Ho7: There is no significant difference in academic achievement in English language between science and technical students in Kano state science and technical colleges.

Table 4.10 Difference in academic achievement between science and technical school students

Type of School	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>df</i>	<i>p-value</i>
Science School	165	54.71	16.25	-2.644	320	.009
Technical School	157	59.97	19.36			

From table 4.10 above, the mean for each group was $M=54.71$ for students in science schools and $M=59.97$ for students in technical schools. The results revealed that the mean score in academic achievement for students in science schools ($M =54.71, SD= 16.25$) is significantly different from that of the mean score in academic achievement for students in technical schools ($M=59.97, SD=19.36$) at t-value ($t= -2.644, df=320, p=.009$). Thus, our P value .009 is $< .05$ level of significance. Based on the obtained result, the null hypothesis that there is no significant difference in academic achievement in English language between science and technical students in Kano state science and technical colleges was rejected. The result shows that technical schools students were having a higher mean score in their academic achievement than students from science schools.

4.4 Summary of the Findings

1. A statistically significant positive relationship exists between openness to experience and academic achievement among students in Kano science and technical colleges.
2. A statistically significant positive relationship exists between Conscientiousness and academic achievement among students in Kano science and technical colleges.

3. A statistically significant inverse relationship exists between extraversion and academic achievement among students in Kano science and technical colleges.
4. A statistically significant positive relationship exists between agreeableness and students' academic achievement in Kano state science and technical colleges.
5. A statistically significant inverse relationship exists between neuroticism and academic achievement among students in Kano state science and technical colleges.
6. A statistical significant relationship was found between socio-economic status and academic achievement in English language among girls in Kano state science and technical college.
7. Significant difference was found in academic achievement of girls between science and technical students in Kano state science and technical colleges

4.5 Discussions

This study investigated the relationship between personality traits, socio-economic status of the learner and academic achievement of girls' science and technical colleges in Kano state. The objectives of the study was to examine whether a relationship exist between of the big five personality trait inventory and academic achievement of girls in English language among students of science and technical colleges of Kano state. The study equally seek to examine whether a significant relationship exist between the level of socio-economic status and students' academic achievement and lastly to assess whether a significant difference exist in the academic achievement of science and technical students.

In line with the stated objectives, seven research hypotheses were raised to guide the study. The first null hypothesis which stated that there is no significant relationship between openness to experience and academic achievement in English language among girls in science and technical

colleges, Obtained result shows that a statistically significant relationship exist between openness to experience and students' academic achievement in English language among girls students of science and technical colleges of Kano state ($r=.524, p= .000$). Based on the obtained result, the stated null hypothesis was rejected. This corresponds with the work of Raveendran, Raveeswaran & Ananthasayanan (2012) whom posit that openness is positively associated with students' academic success. Thus, students who have lots of life experiences would have a tendency of having higher level of achievement in school than their counterparts with little life experience.

The second null hypothesis, there is no significant relationship between conscientiousness and academic achievement of Girls in English language among students in Kano state science and technical colleges study equally revealed that a statistically significant positive relationship exist between Conscientiousness and students' academic achievement in English language among girls students of science and technical colleges of Kano state ($r= .295, p= .015$). Based on the obtained result, the stated hypothesis was rejected. The result shows that higher Conscientiousness level of students has a bearing on students' academic achievement in school. The higher the level of one conscious behavior the higher will be his/her academic achievement in school. This equally corresponds with the work of Raveendran, Raveeswaran & Ananthasayanan (2012) whom posit that Conscientiousness is positively associated with students' academic success. The finding was equally in agreement with that of Ghazali, Shahzzada and Ullah (2013) whose study revealed that students' conscientiousness and agreeableness personality traits were found to be associated with high academic achievement.

The third null hypothesis stated that there is no significant relationship between extraversion and academic achievement of Girls in English language among students in Kano state science and technical colleges findings of the study indicated that statistically significant but inverse

relationship exist between extraversion personality and students' academic achievement in English language among girls students of science and technical colleges of Kano state ($r = -.296$, $p = .018$). Based on the obtained result, the stated null hypothesis was rejected. Due to the nature of the relationship (inverse/negative) the two variables are moving in opposite direction. Thus, the higher the level of extraversion personality trait in an individual student, the lower will be his/her academic achievement and the lower the level of extraversion personality trait in an individual, the higher will be his/her academic achievement in school. This was in line with the work of Hakimi, Hejazi, & Lavasani (2011) that extraversion personality trait is negatively correlated with students' academic achievement. By implication, individuals with extrovert personality often tends to spent much of their time associating with others, thus spending much of their times on others than their books which lead to low achievement in school.

The forth null hypothesis stated that there is no significant relationship between agreeableness and academic achievement of Girls in English language among students in Kano state science and technical colleges, the study equally revealed that a statistically significant positive relationship exist between agreeableness and students' academic achievement in English language among girls students of science and technical colleges of Kano state ($r = .4296$, $p = .001$). Based on the obtained result, the stated null hypothesis was rejected. The finding revealed that a statistically significant positive relationship exist between agreeableness and student academic achievement. By implication, for any increase in the level of agreeableness, students' academic achievement there will be a corresponding increase in the level of students' academic achievement. This was in line with the work of Ghazali, Shahzzada and Ullah (2013) that agreeableness personality trait is having a direct bearing on the academic achievement of students.

The fifth null hypothesis which stated that there is no significant relationship between neuroticism and academic achievement of Girls in English language among students in Kano state science and technical colleges, an inverse relationship was found between neuroticism and students' academic achievement in English language among girls' students of science and technical colleges of Kano state. This was based on the obtained correlation value of ($r = -.293$, $p = .015$). Based on the obtained result, the stated null hypothesis was rejected. The finding revealed that a statistically significant inverse relationship exist between neuroticism and academic achievement. That is to say, the higher the level of neuroticism in a student the lower will be the academic achievement of the student and the lower the level of neuroticism, the higher will be the academic achievement of the student. This was in line with the work of Geramian, Mohd and Ninggal (2012) whose study revealed that neuroticism and GPA are negatively correlated. This finding is plausible because neuroticism as a state of being overly anxious could have an adverse effect not only on academic achievement of students but also in other sphere of life.

The fifth null hypothesis which stated that there is no significant relationship between socio-economic status and academic achievement of Girls in English language among students in Kano state science and technical colleges, a statistically significant relationship was equally found between the level of socio-economic status of students and their academic achievement in school. This was based on the obtained correlation value of ($r = .312$, $p = .000$). Based on the obtained result, the stated null hypothesis was rejected. The study revealed that socio-economic status of students has a direct bearing on their academic achievement in school. The result shows that students with high level of socio-economic status were having a higher level of academic achievement than students with low level of socio-economic status. This was in line with the work of Singh & Coudhary (2015) whose work revealed that students having high and middle

socio economic status have better academic achievement than students having low socio economic status. The variation in achievement could be attributed to the fact that parents with high level of socio-economic status could afford the basic requirement needed for a successful learning. This will inevitably influence students' performance in school while parents with a low socio-economic status could not afford the most basic requirement of their children which will inevitably have an adverse effect on their school achievement.

The seventh null hypothesis which stated that there is no significant difference in academic achievement in English language between science and technical students in Kano state science and technical colleges. The study equally revealed that a statistically significant difference exist in the academic achievement of students in English language between science and technical students in Kano state science and technical colleges. This was based on the obtained ($t = -2.644$, $p = .009$). Based on the obtained result, the stated null hypothesis was rejected. The result shows that technical school students were having a higher mean score in their academic achievement in English language than science school students. This is in line with the work of Aina Ogundele & Olanipekun (2013) which shows that technical students performed better in English language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, the various conclusions that were made based on the study findings and recommendations from the study followed by recommendation for further studies.

5.2 Summary

This study investigated the relationship between personality traits, socio-economic status and academic achievement of students among girls' science and technical colleges in Kano state. The objectives of the study was to examine whether a significant relationship exist between personality traits, socio-economic status and academic achievement of girls in English language among students of science and technical colleges of Kano state. The study equally seek to examine whether a significant difference exist in the academic achievement of science and technical students. As education is an important factor of resource development, academic success is considered as an important goal of education. Personality factors as well as socioeconomic background tend to serve as a reason for academic success or failure.

However, the objectives the study aimed to achieve are; to find out the relationship between the five personality traits namely; openness to experience, conscientiousness, extraversion, agreeableness and neuroticism and academic achievement in English language among female students in Kano state science and technical colleges, to find out the relationship between socioeconomic status and academic achievement in English language among girls in Kano state science and technical colleges and to find out differences in academic achievement in English

language between science and technical girls students. The research hypotheses were formulated in line with the objectives the present study will be of benefit to parent to understand differences in human personalities to be able to be tolerant and offer support to weak children, it will be useful to guidance and counseling officers to encourage curiosity among students, it will be useful to government to understand the gap between students from low and high socioeconomic status families and make adequate provisions to close the wide gap.

A score of literatures were reviewed as well as theories related to the study which are; Five Factor Model as put forward by Costa & McCrea. The model assumes that there are five major personality traits: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism and Robert Triver's Parental Investment theory which postulated h the wellbeing of a child in the society heavily relies on the time and resources invested by parents.

A correlational research design was used in the conduct of the study. The population of the study consists of SS3 students from six (6) Government science and technical girls' schools in both urban and rural areas of Kano state. Multi stage sampling technique was used to select 322 students that participated in the study. The Big five personality traits inventory and socio-economic status inventory were used as data collection instruments. Obtained data from the questionnaires were computed with students' academic achievement. Statistical package for social sciences (SPSS) version 22 was used in analyzing the data. In particular, the researcher employed the use of Pearson product moment correlation, Point biserial correlation and an independent sample t-test in analyzing the data.

Findings of the study revealed that a statistically significant positive relationship exist between openness to experience and academic achievement ($r = .524, p = .000$), conscientiousness and academic achievement ($r = .295, p = .015$), agreeableness and academic achievement ($r = .429,$

$p = .001$), while an inverse significant relationship was found between extraversion and academic achievement ($r = -.296$, $p = .018$), neuroticism and academic achievement ($r = -.293$, $p = .015$). The study equally revealed that students from high socio-economic status were having higher level of academic achievement than students from low socio-economic status and that girls' technical school students were having higher academic achievement in English language than girls science students.

5.3 Conclusions

Based on the study findings, the following conclusions were made; Openness to experience has direct bearing on students' academic achievement in English language. And Conscientiousness personality trait has a significant influence on students' academic achievement in English language. On the other hand Extraversion personality negatively affects students' academic achievement in English language. Agreeableness personality trait has a significant impact on students' academic achievement in English language. Also Neuroticism personality trait negatively affect students' academic achievement in English language. In addition, High level of socio-economic status is associated with higher level of academic achievement and low level socio-economic status is associated with low level of students' academic achievement. And lastly Students in girls' technical college are having higher level of academic achievement in English language than students in girls' science colleges in Kano state.

5.4 Recommendations

5.4.1 Recommendations from the study

1. Secondary school students should be encourage by both teachers and parents to be curious about learning new experiences in life because openness to experience has bearing with academic achievement.
2. Guidance and counseling services of school should be geared towards instilling Conscientiousness acts such as following norms and rules, and planning, organizing, and prioritizing tasks.
3. Secondary school students should be discourage in engaging tasks to please their peer but rather concentrate on tasks that would be of benefit to them as individuals.
4. Secondary school students should be encouraged to be emotionally supportive and tolerant.
5. Guidance and counseling services in schools should have a focus on nurturing less anxious and nervous students because neuroticism has a negative impact on students' academic achievement.
6. Government should make all the necessary facilities for effective teaching and learning available. So doing will reduce socioeconomic status gap among student.
7. Educational authority should provide adequate supervisory schedule to checkmate erring teachers across all school. So doing will reduce the variation in overall school achievement.

5.4.2 Recommendations for Further studies

A comparative study on the influence of personality traits, socio-economic status and academic achievement should be conducted between boys and girls' science and technical schools students

Similar study need to be conducted to examine the relationship between personality trait, socio-economic status and academic achievement of arts and commercial school students of Kano state.

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APPENDIX ONE

STUDENTS SOCIO-ECONOMIC STATUS SCALE INVENTORY (SSESI)

This scale is intended for the research purposes. Please feel free to respond of the following items honestly as they apply to you. Your response will be confidentially treated.

Please tick () on any of the boxes below that closely described your situation.

Section A: Personal Data

1. Name of School
2. class
3. School type: Day()Boarding ()
4. Area of study: Science()Technical ()
5. Age

Section B

In this section, you are require to respond by placing a tick () against one option in the column.

Please DON'T fill in anything in the Score column

S/N	STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISADREE	SCORE
1	My parents assist me with school work					
2	My parents are living in rented apartment					
3	My parent do not have a car					
4	I find it very difficult to eat three square meal a day					

5	My family need healthcare assistance					
6	My parents find it difficult to provide clothes for me					
7	My parents find it difficult to buy educational materials for me					
8	My parents find it difficult to give me pocket money					
9	I rely on my personal earnings for survival					
10	My mother use firewood to cook					
11	We do not have standby generator at home					
12	We do not have television, video and satellite at home					
13	My parents monthly earnings are less than 30,000					
14	We eat meat during festive only					
15	I do not have personal bedroom, I share with my siblings					
16	We have only one bathroom in our house					
17	There is no computer					

	in our house					
18	My parents cannot afford to sponsor me up to university education					
19	We do not have house help, as such domestic chores stops me from reading my books					
20	My parent can neither read nor write					
21	I get access to the internet at home					
22	I have an extra moral classes					
23	My parent find it difficult to settle rent					
24	We have a study room					
25	We don't have standard water supply					

APPENDIX II

BIG FIVE STUDENT PERSONALITY TRAITS INVENTORY (SPTI)

This scale is intended for the research purposes. Please feel free to respond of the following Items honestly as they apply to you. Your response will be confidentially treated.

Please tick () on any of the boxes below that closely described your situation.

Section A: Personal Data

Name of School

class

Age

School type: Day () Boarding ()

Area of study: Science () Technical ()

Section B

In this section, you are require to respond by placing a tick () against one option in the column.

Key: S A = Strongly Agree, A = Agree, D = Disagree and S D = Strongly Disagree

Please DON'T fill in anything in the Score (SC) column

SN	ITEMS	SA	A	D	SD	SC
1	Agreeableness: I see myself as someone who:					
A	Is helpful and unselfish with others					
B	Has forgiving nature					
C	Is sometimes rude to others					
D	Is generally trusting					
E	Like to cooperate with others					
F	Tends to find fault with others					
G	Starts quarrel with others					
H	Can be cold and aloof					
I	Is considerate and kind to almost everyone					
J	Have a soft heart					
2	Conscientiousness: I see myself as someone who:					
A	Does a thorough job					
B	Makes plan and follows through with them					
C	Is easily distracted					
D	Pay attention to details					
E	Does things efficiently					
F	Can be somewhat careless					
G	Is a reliable worker					
H	Tends to be disorganized					
I	Tends to be lazy					
J	Preserves until the task is finished					
3	Extraversion: I see myself as someone who:					

A	Is talkative					
B	Is full of energy					
C	Is out going					
D	Has assertive personality					
E	Is sometimes shy and inhibited					
F	Feel comfortable around people					
G	Don't mind being a centre of attraction					
H	Generates a lot of enthusiasm					
I	Is reserved					
J	Tends to be quiet					
4	Neuroticism: I see myself as someone who:					
A	Is depressed					
B	Can be moody					
C	Worries a lot					
D	Get nervous easily					
E	Get irritated easily					
F	Change my mood a lot					
G	Is relaxed, handles stress well					
H	Can be tense					
I	Is emotionally stable, not easily upset					
J	Remains calm in tense situations					
5	Openness to experience: I see myself as someone who					
A	Is curious at many different things					
B	Has an active imagination					
C	Is inventive					
D	Value artistic, aesthetic experience					
E	Is original, comes up with fresh ideas					
F	Is ingenious					
G	Prefers work that is routine					
H	Likes to reflect, play with ideas					
I	Has few artistic interests					
J	Is sophisticated in art, music or literature					

RAW DATA

Personality Traits	S/N	Trait Score	Academic Achievement
Etraversion			
	1	65	45
	2	80	33
	3	75	55
	4	77.5	53
	5	65	65
	6	85	48
	7	80	33
	8	90	50
	9	95	33
	10	70	53
	11	77.5	39
	12	65	59
	13	75	34
	14	85	33
	15	80	33
	16	65	61
	17	65	49
	18	75	33
	19	87.5	45
	20	80	33
	2	70	65
	22	85	33
	23	75	38
	24	65	45
	25	60	65
	26	67.5	68
	27	70	40
	28	60	58
	29	60	55
	30	85	77
	31	80	59
	32	70	47
	33	80	53
	34	75	55
	35	60	67
	36	65	55
	37	90	52
	38	75	50
	39	75	49
	40	65	39
	41	85	56

	42	75	49
	43	67.5	44
	44	80	64
	45	85	63
	46	55	55
	47	75	44
	48	85	46
	49	80	50
	50	80	58
	51	75	45
	52	95	50
	53	92.5	58
	54	75	45
	55	85	50
	56	80	39
	57	85	44
	58	95	51
	59	90	36
	60	75	24
	61	60	55
	62	65	84
	63	80	50
	64	80	44
Neuroticism	65	80	23
	66	85	54
	67	80	49
	68	82.5	31
	69	57.5	69
	70	55	60
	71	65	53
	72	70	49
	73	90	49
	74	75	32
	75	85	12
	76	80	23
	77	77.5	18
	78	60	49
	79	55	33
	80	82.5	23
	81	65	33
	82	70	32
	83	70	31
	84	85	31
	85	90	21
	86	60	40
	87	75	26
	88	82.5	43

	89	80	54
	90	60	37
	91	65	44
	92	72.5	36
	93	67.2	27
	94	60	49
	95	70	54
	96	75	54
	97	72.5	54
	98	80	54
	99	65	34
	100	85	38
	101	85	39
	102	75	64
	103	60	51
	104	75	49
	105	72.5	42
	106	65	49
	107	85	42
	108	80	58
	109	82.5	65
	110	55	44
	111	75	33
	112	70	40
	113	70	49
	114	65	43
	115	77.5	44
	116	90	56
	117	85	57
	118	60	19
	119	65	49
	120	60	54
	121	75	54
	122	67.5	49
	123	70	54
	124	85	28
	125	90	10
	126	85	17
	127	90	30
	128	95	28
	129	75	39
	130	65	63
	131	60	55
	132	70	16
Conscientiousness	133	85	76
	134	95	90
	135	60	70

	136	55	60
	137	73	58
	138	55	60
	139	68	56
	140	65	76
	141	95	70
	142	88	73
	143	60	65
	144	75	70
	145	86	80
	146	63	56
	147	93	77
	148	95	80
	149	70	80
	150	60	55
	151	75	90
	152	85	75
	153	88	80
	154	90	86
	155	80	85
	156	85	60
	157	70	65
	158	65	70
	159	65	80
	160	75	75
	161	78	79
	162	70	79
	163	65	95
	164	88	70
	165	90	85
	166	90	85
	167	75	73
	168	85	90
	169	65	78
	170	70	75
	171	80	80
	172	60	75
	173	65	68
	174	65	75
	175	75	80
	176	95	80
	177	70	80
	178	70	85
	179	55	66
	180	85	69
	181	68	80
	182	70	76

	183	80	90
	184	80	88
	185	75	75
	186	60	92
	187	90	69
	188	85	71
	189	85	77
	190	75	81
	191	60	80
	192	60	86
	193	90	90
	194	95	85
	195	75	80
	196	85	64
	197	55	73
	198	78	75
	199	70	90
Openness	200	70	56
	201	70	55
	202	85	77
	203	80	40
	204	87.5	67
	205	95	47
	206	90	66
	206	65	55
	208	67.5	72
	209	70	43
	210	80	57
	211	85	72
	212	80	89
	213	80	83
	214	75	72
	215	75	71
	216	60	53
	217	75	53
	218	75	65
	219	65	32
	220	80	66
	221	75	52
	222	60	49
	223	90	67
	224	75	51
	225	75	57
	226	60	44
	227	65	50
	228	85	67
	229	85	77

	230	75	57
	231	60	60
	232	65	54
	233	65	55
	234	70	66
	235	90	67
	236	90	77
	237	85	54
	238	75	67
	239	67.5	55
	240	65	47
	241	75	56
	242	77.5	38
	243	62.5	47
	244	85	77
	245	87.5	77
	246	92.5	78
	247	75	67
	248	55	53
	249	65	27
	250	65	51
	251	92.5	77
	252	90	65
	253	65	50
	254	67.5	38
	255	65	30
	256	75	57
	257	80	66
	258	70	56
	259	90	79
	260	95	39
	261	75	54
Aggreableness	262	65	70
	263	85	80
	264	85	80
	265	85	70
	266	70	60
	267	95	80
	268	77.5	67
	269	60	70
	270	55	68
	271	57.5	54
	272	65	50
	273	72.5	65
	274	75	74
	275	70	61
	276	75	91

	277	82.5	59
	278	77.7	65
	279	80	70
	280	85	77
	281	70	80
	282	60	70
	283	77.5	80
	284	57.5	67
	285	80	85
	286	70	91
	287	75	80
	288	95	80
	289	92.5	79
	290	60	54
	291	65	60
	292	65	60
	293	70	60
	294	85	80
	295	82.5	78
	296	85	75
	297	70	60
	298	72.5	60
	299	75	75
	300	60	62
	301	90	80
	302	75	60
	303	62.5	55
	304	50	45
	305	70	60
	306	72.5	50
	307	80	71
	308	80	66
	309	95	77
	310	75	65
	311	60	67
	312	70	84
	313	77.5	34
	314	90	75
	315	60	55
	316	75	87
	317	62.5	75
	318	70	69
	319	80	70
	320	65	76
	321	85	50
	322	90	72

S/N	Socioeconomic Status	Academic Achievement
1	2	54
2	1	54
3	1	66
4	2	54
5	1	78
6	1	77
7	2	17
8	1	66
9	1	77
10	1	77
11	1	63
12	1	55
13	1	66
14	2	65
15	2	56
16	1	61
17	1	76
18	1	54
19	1	45
20	1	50
2	1	65
22	1	71
23	1	77
24	1	45
25	1	65
26	2	68
27	1	40
28	1	58
29	1	55
30	1	77
31	1	59
32	1	67
33	1	53
34	2	20
35	1	67
36	1	55
37	1	52
38	2	50
39	1	49
40	2	39
41	2	56
42	2	49
43	2	44
44	1	64

45		1	63
46		1	55
47		1	66
48		2	46
49		1	50
50		2	22
51		2	65
52		1	67
53		2	84
54		1	88
55		2	75
56		2	55
57		1	87
58		2	75
59		2	69
60		1	70
61		2	76
62		1	50
63		1	72
64		2	28
65		1	65
66		2	67
67		2	84
68		1	34
69		1	75
70		2	55
71		2	87
72		2	75
73		2	69
74		2	70
75		1	76
76		1	50
77		2	72
78		1	71
79		1	76
80		1	90
81		1	70
82		2	60
83		1	58
84		1	60
85		2	56
86		2	76
87		1	70
88		1	73
89		1	65
90		2	70
91		1	80

92	2	56
93	1	77
94	2	51
95	2	36
96	1	53
97	1	65
98	1	48
99	1	53
100	2	50
101	2	62
102	2	53
103	1	77
104	1	59
105	2	34
106	1	76
107	1	51
108	1	54
109	2	49
110	2	49
111	2	69
112	1	60
113	1	53
114	2	49
115	2	49
116	2	32
117	1	77
118	2	48
119	2	18
120	1	66
121	1	54
122	1	56
123	1	53
124	1	70
125	2	80
126	2	80
127	1	70
128	1	60
129	2	80
130	1	67
131	2	70
132	1	68
133	1	54
134	1	50
135	2	65
136	1	74
137	1	61
138	1	87

139		1	77
140		1	80
141		1	80
142		2	55
143		2	90
144		1	75
145		2	80
146		1	86
147		1	85
148		1	60
149		1	65
150		2	70
151		1	80
152		2	16
153		1	71
154		1	53
155		2	34
156		1	65
157		1	56
158		1	40
159		1	52
160		2	49
161		1	30
162		1	51
163		2	57
164		2	44
165		2	50
166		2	67
167		2	77
168		2	57
169		1	55
170		2	54
171		1	22
172		2	35
173		1	33
174		1	21
175		1	54
176		2	16
177		1	30
178		2	47
179		1	35
180		2	38
181		2	47
182		2	16
183		2	40
184		2	36
185		1	56

186	1	53
187	1	27
188	1	51
189	1	42
190	2	65
191	1	50
192	1	56
193	1	55
194	1	57
195	2	32
196	1	56
197	2	79
198	2	39
199	1	54
200	1	75
201	1	79
202	2	79
203	1	95
204	1	70
205	2	85
206	1	85
206	2	73
208	2	90
209	2	78
210	1	75
211	2	80
212	1	75
213	1	68
214	1	75
215	1	80
216	1	80
217	1	80
218	2	85
219	2	66
220	2	69
221	1	80
222	2	45
223	1	90
224	1	88
225	1	75
226	1	92
227	1	69
228	1	71
229	2	55
230	2	45
231	2	55
232	2	34

233	2	44
234	2	45
235	1	80
236	1	64
237	1	73
238	2	75
239	1	90
240	1	65
241	1	59
242	1	65
243	1	70
244	2	44
245	1	80
246	2	43
247	2	54
248	2	67
249	1	85
250	2	45
251	2	44
252	2	35
253	2	44
254	2	54
255	2	60
256	2	60
257	1	60
258	2	46
259	1	78
260	1	75
261	1	60
262	1	60
263	1	75
264	2	34
265	1	80
266	2	45
267	1	55
268	1	66
269	1	60
270	2	50
271	1	71
272	1	66
273	1	77
274	2	65
275	2	67
276	2	53
277	1	76
278	2	50
279	2	72

280	2	56
281	1	58
282	1	78
283	2	50
284	1	58
285	2	45
286	2	50
287	1	67
288	2	44
289	1	51
290	1	77
291	1	67
292	1	55
293	1	84
294	2	50
295	2	44
296	2	27
297	2	57
298	1	78
299	2	56
300	2	51
301	2	40
302	2	26
303	1	76
304	1	54
305	1	37
306	2	44
307	2	36
308	2	27
309	2	49
310	2	54
311	1	54
312	2	54
313	2	54
314	2	34
315	1	38
316	1	39
317	1	64
318	2	51
319	1	49
320	2	42
321	2	49
322	2	42

S/N	Academic Achievement	SCIENCE/TECHNICAL
1	67	1
2	84	1
3	34	1
4	75	1
5	55	1
6	87	1
7	75	1
8	69	1
9	70	1
10	76	1
11	50	1
12	72	1
13	28	1
14	65	1
15	67	1
16	84	1
17	34	1
18	75	1
19	55	1
20	87	1
2	75	1
22	69	1
23	70	1
24	76	1
25	50	1
26	72	1
27	71	1
28	76	1
29	90	1
30	70	1
31	60	1
32	58	1
33	60	1
34	56	1
35	76	1
36	70	1
37	73	1
38	65	1
39	81	1
40	54	1
41	54	1
42	49	1
43	54	1
44	28	1
45	10	1

46	17	1
47	30	1
48	28	1
49	39	1
50	63	1
51	55	1
52	16	1
53	65	1
54	56	1
55	61	1
56	49	1
57	54	1
58	45	1
59	50	1
60	65	1
61	71	1
62	38	1
63	45	1
64	65	1
65	68	1
66	40	1
67	58	1
68	29	1
69	77	1
70	59	1
71	47	1
72	53	1
73	20	1
74	67	1
75	55	1
76	52	1
77	50	1
78	49	1
79	39	1
80	56	1
81	49	1
82	44	1
83	64	1
84	63	1
85	55	1
86	29	1
87	46	1
88	50	1
89	22	1
90	65	1
91	71	1
92	54	1

93	60	1
94	60	1
95	60	1
96	80	1
97	78	1
98	75	1
99	60	1
100	60	1
101	75	1
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103	80	1
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115	76	1
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117	72	1
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122	58	1
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125	39	1
126	44	1
127	51	1
128	36	1
129	24	1
130	55	1
131	84	1
132	50	1
133	44	1
134	27	1
135	57	1
136	31	1
137	56	1
138	51	1
139	40	1

140	26	1
141	43	1
142	54	1
143	37	1
144	44	1
145	36	1
146	27	1
147	49	1
148	54	1
149	54	1
150	54	1
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156	51	1
157	49	1
158	42	1
159	49	1
160	54	1
161	34	1
162	23	1
163	53	1
164	41	1
165	38	1
166	70	2
167	80	2
168	56	2
169	45	2
170	51	2
171	36	2
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173	65	2
174	48	2
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177	62	2
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179	39	2
180	59	2
181	34	2
182	47	2
183	51	2
184	54	2
185	49	2
186	49	2

187	69	2
188	60	2
189	53	2
190	49	2
191	49	2
192	32	2
193	12	2
194	48	2
195	18	2
196	49	2
197	54	2
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202	80	2
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222	86	2
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224	60	2
225	65	2
226	70	2
227	80	2
228	16	2
229	71	2
230	53	2
231	34	2
232	65	2
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234	40	2
235	52	2
236	49	2
237	30	2
238	51	2
239	57	2
240	44	2
241	50	2
242	67	2
243	77	2
244	57	2
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251	54	2
252	16	2
253	30	2
254	47	2
255	35	2
256	38	2
257	47	2
258	16	2
259	40	2
260	36	2
261	28	2
262	53	2
263	27	2
264	51	2
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267	50	2
268	38	2
269	30	2
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271	32	2
272	56	2
273	79	2
274	39	2
275	54	2
276	75	2
277	79	2
278	95	2
279	70	2
280	85	2

281	85	2
282	73	2
283	90	2
284	78	2
285	75	2
286	80	2
287	75	2
288	68	2
289	75	2
290	80	2
291	80	2
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293	85	2
294	66	2
295	69	2
296	80	2
297	76	2
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299	88	2
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304	77	2
305	81	2
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310	80	2
311	64	2
312	73	2
313	75	2
314	90	2
315	65	2
316	59	2
317	65	2
318	70	2
319	77	2
320	80	2
321	70	2
322	80	2

APPENDIX FOUR

SPSS OUTPUT

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
OPENNESS	75.6855	10.36396	62
OSSA	58.8065	13.64760	62

Correlations

		OPENNESS	OSSA
OPENNESS	Pearson Correlation	1	.524**
	Sig. (2-tailed)		.000
	N	62	62
OSSA	Pearson Correlation	.524**	1
	Sig. (2-tailed)	.000	
	N	62	62

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

Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
CONSCIOUSNESS	75.3060	11.84910	67
CSSA	76.2239	9.53434	67

Correlations

		CONSCIOUS NESS	CSSA
CONSCIOUSNESS	Pearson Correlation	1	.295*
	Sig. (2-tailed)		.015
	N	67	67
CSSA	Pearson Correlation	.295*	1
	Sig. (2-tailed)	.015	
	N	67	67

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

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
EXTRAVASIO	76.0938	9.84881	64
N			
ESSA	49.3906	11.65321	64

Correlations

		EXTRAVASI ON	ESSA
EXTRAVASIO N	Pearson Correlation	1	-.296*
	Sig. (2-tailed)		.018
	N	64	64
ESSA	Pearson Correlation	-.296*	1
	Sig. (2-tailed)	.018	
	N	64	64

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

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
AGREEABLENES	74.1016	10.90818	61
S			
ASSA	68.6885	11.58957	61

Correlations

		AGREEABLE NESS	ASSA
AGREEABLENES S	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.001
	N	61	61
ASSA	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.001	
	N	61	61

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

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
NEUROTICIS	73.6721	10.31929	68
M			
NSSA	41.3088	14.01839	68

Correlations

		NEUROTICIS	NSSA
		M	
NEUROTICIS	Pearson Correlation	1	-.293*
	Sig. (2-tailed)		.015
	N	68	68
NSSA	Pearson Correlation	-.293*	1
	Sig. (2-tailed)	.015	
	N	68	68

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

Correlations

Descriptive Statistics

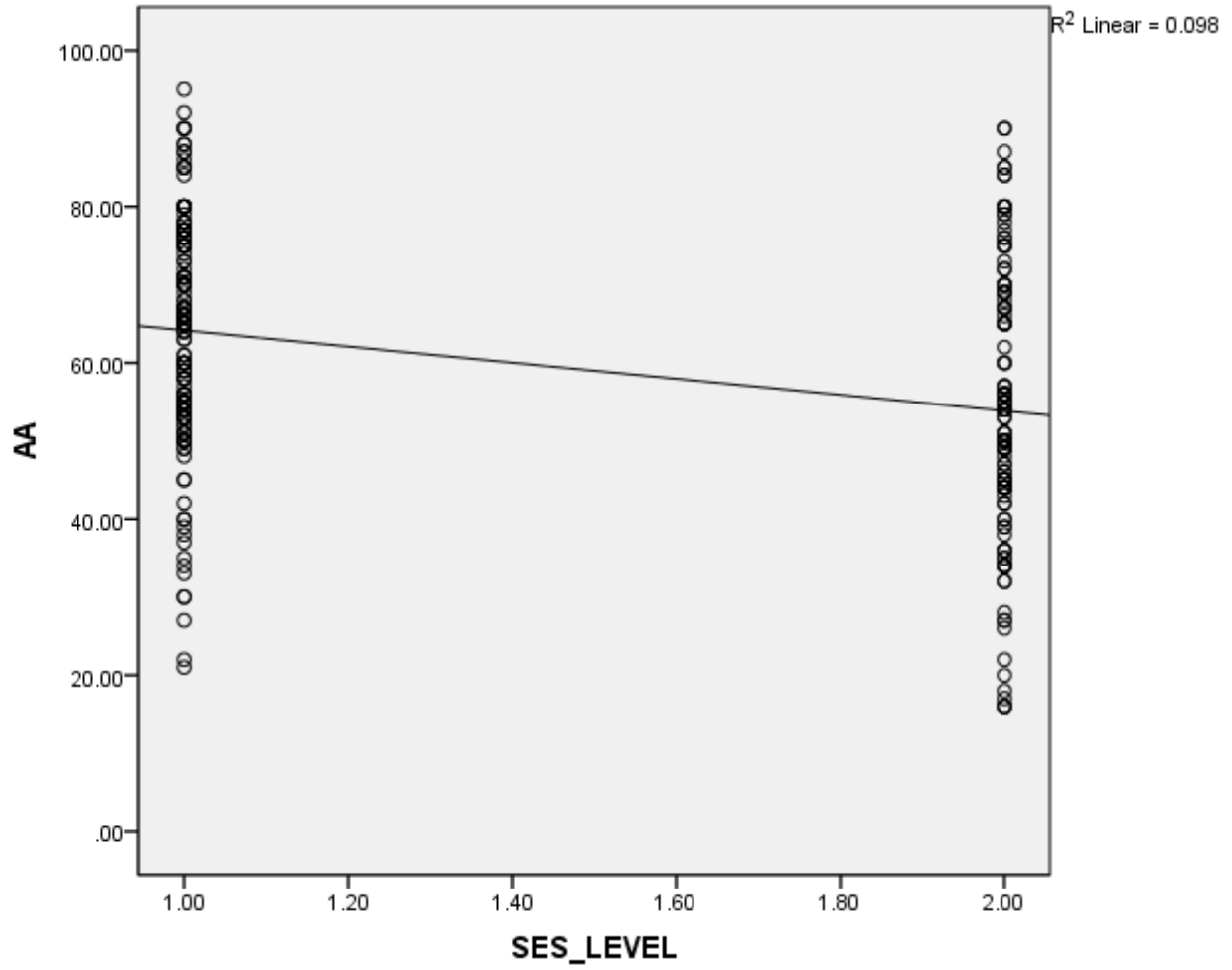
	Mean	Std. Deviation	N
SES_LEVEL	1.4410	.49728	322
AA	59.6025	16.41680	322

Correlations

		SES_LEVEL	AA
SES_LEVEL	Pearson Correlation	1	.312**
	Sig. (2-tailed)		.000
	N	322	322
AA	Pearson Correlation	.312**	1
	Sig. (2-tailed)	.000	
	N	322	322

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

Graph



T-Test

Group Statistics

SCI TECH		N	Mean	Std. Deviation	Std. Error Mean
ACHIEVMENT	SCIENCE SCHOOL	165	54.7152	16.25888	1.26575
	TECHNICAL SCHOOL	157	59.9745	19.36821	1.54575

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ACHIEVMENT	Equal variances assumed	9.323	.002	-2.644	320	.009	-5.25937	1.98926	-9.17305	-1.34569
	Equal variances not assumed			-2.632	304.932	.009	-5.25937	1.99787	-9.19072	-1.32802