



RELATIONSHIP BETWEEN PERSONALITY TRAITS AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN NORTH CENTRAL NIGERIA

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ABSTRACT: *The study investigated the relationship between personality traits and academic performance of senior secondary school students in North Central, Nigeria. Three objectives, three research questions and two hypotheses were formulated to guide the study. The research employed a correlational-descriptive survey design. The population comprised 748,140 students in North-Central, Nigeria. The sample was four hundred (400) students. An adapted questionnaire titled Big Five Inventory (BFI) developed by John and Srivastava (1999) was used for the study. A reliability coefficient index of 0.86 was obtained using test-retest. The data collected were analyzed using regression analysis. The findings reveal that senior secondary school students in North-central Nigeria manifest the attribute of extraversion personality traits. The students also show agreeableness traits such as forgiveness, trusting and being unselfish. The result also shows a no significant relationship between male and female students' personality trait, and that no significant relationship exist between urban and rural students personality trait. Based on the findings it was recommended that school administrators should implement structured counselling programmes that help students understand their personality tendencies and develop adaptive study habits. Students low in conscientiousness should receive explicit training in planning, time management, and goal setting.*

KEYWORDS: Personality traits, agreeableness, conscientiousness, extraversion, openness to experience, neurotism, academic performance.



INTRODUCTION

Education is globally-accepted as the most viable tool for sustainable human development. It is equally an indispensable tool for enhancing economic growth and national development. Education is seen as the cornerstone of every development forming the basis for literacy, skill acquisition, technological advancement as well as the ability to harness natural resources. One of the goals of education in Nigeria as enshrined in the National Policy on Education (FRN, 2020) posited that education should develop individual into a morally sound, patriotic and effective citizen. This can be achievable through educational activities that are learners centered for maximum development and self-fulfillment.

Personality is individual differences in characteristic patterns of thinking, feeling, and behaving, while personality traits are enduring dimensions of personality characteristics which differentiates people from one another (Derrick, 2017). Personality traits total sum of individual's behaviour such as thoughts, attitudes, ideas, habits, interests, values, principles and mental capacity or intelligence combination of social and emotional behaviour that differentiates him/her from others. According to Mischel (2020) a personality trait is an individuals' regular way of thinking, feeling and behaving that is peculiar to that individual and make that person different from others. It becomes the person's identity and it affects interpersonal relationships and environmental adjustments.

Psychologists categorized personality traits into five broad personality attributes known as 'Big Five personality dimensions' or 'Five-Factor Model' (FFM) developed by Donald Winslow Fisk in 1949. The Big Five construct of personality traits are responsible for individual's differences. A popular acronym for the Five-Factors Model is "OCEAN" is described as: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. These big five factor model encompasses a group of traits that are more closely related to one another in terms of how individual behave, feel and thought in classroom activities. According to Mann (2018) openness to experience results in creative, imaginative thinking, and curiosity to experience amongst other things. Openness to experience includes traits like imaginative, cultured, curious, original, broad minded, intelligent and artistically sensitive. It shows the extent to which a student is imaginative or independent and depicts his personal preference for a variety of activities, including his school routine, which may significantly influence their students' academic success. Conscientiousness is a trait that is associated with diligence, self-discipline, punctuality, and general competence. Conscientiousness shows competency, self-discipline, punctuality, and aim for achievement against measured or outside expectations (McCrae & Costa, 2020).

Psychological literature has shown that personality traits influence academic performance of students in schools. Gidado et al.'s (2023) study shows that personality traits and academic achievement are significantly related at the extroversion level among students in the FCT, Abuja, Nigeria. According to Fehitola (2024) openness to experience personality trait significant influence students' academic achievement in Saki West Local Government Area Oyo State, Nigeria. Buckle (2017) revealed that openness to experience is associated with academic achievement. As openness to experience is associated with intellectual ability, especially general knowledge and vocabulary, this association is often explained by the fact that openness to experience is correlated to intelligence. Kise (2018) observed that personality traits like openness to experience are organized, have a strong sense of duty, are dependable, disciplined and achievement focused and are more likely to help students with their academic



achievement. Also, Feyter (2017) revealed that there is a significant relationship between conscientiousness and academic achievement in Bangladesh. Mugo and Mwangi (2022) found that conscientiousness influences academic achievements of students in public senior secondary schools in Rivers-East Senatorial District. Further noted that conscientious students tend to be efficient and organized as opposed to easy-going, purposeful action, self-discipline and drive to achieve in their academics and those high in conscientiousness are likely to value order, self-discipline and hardworking which later increased their academic achievement.

Several studies equally shown that extrovert personality trait influence academic performance of students in school. Mushtaq and Khan (2020) revealed that there is a significant negative correlation between extraversion and academic achievement of senior secondary students. Further stated that students who possess energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness has a significant negative effect on the level of academic achievement. Emmanuel (2017) showed that there is significance relationship between extraversion and academic achievement of public senior secondary school students in Kwara State. Students who score high in extroversion are likely to make friends and enjoy interacting with others, but they may want to pay extra attention to make well thought-out decisions, and needs and sensitivities of others at the expense of their studies. Akomolfe and AbdulRazak (2017) found agreeableness personality trait has negative correlation with academic achievement of senior secondary school students. Further shows that level of agreeableness personality traits plays a significant role in their academic achievement in Ogun State. On the contrary, Bauer and Liang (2017) revealed that agreeableness personality trait is not significantly related to academic achievement in the classroom. Chamorro (2019) found that there is no significant relationship between agreeableness and to academic achievement in Matur, Kenya. Kisley (2024) revealed that students with neuroticism personality trait are full of bitterness, desire for revenge and power and always vent their emotions on students. These students are constantly rebelling enemies, set unrealistic demands of them, extremely pedantic and sometimes even mocking their students. Students with such personality trait are withdrawn, afraid, exhibit truancy and absenteeism and will perform woefully in examinations. According to Kisley (2024), teachers with neuroticism personality are full of bitterness, desire for revenge and power and always vent their emotions on students. These teachers perceive students as constantly rebelling enemies, set unrealistic demands of them, extremely pedantic and sometimes even mocking their students. Students with such teachers are withdrawn, afraid, exhibit truancy and absenteeism and will perform woefully in examinations. Adamu (2018) found that there is relationship between neuroticism and students' academic achievement in North Western Nigeria. further indicated that neuroticism perform poorly academically when compared with students with introversion, conscientiousness personality traits. This finding therefore states that students with high level of neuroticism personality trait react and concentrate less or negatively on their academic achievement.

In view of the various research efforts, there is need to constantly interrogate on the relationship between personality traits and academic performance as it will continue to generate interest among researchers and educationists especially in the North-Central, Nigeria where there is a huge influx of individual with difference background, ethnic groups, tribes, and religion into the city. It is on the note the researchers were inspired to investigate on relationship between personality traits and academic performance of senior secondary school students in North-Central, Nigeria.



Statement of the Problem

The issue of personality in the educational system has been receiving a great deal of attention in the society in recent times. Parents as well as the entire society have been clamouring for good quality of personality behaviour during teaching and learning process. Unique personality behaviours are good moral and attitude towards teaching and learning process.

The researchers observed that during school hours students' behaviours are not something to write home about because some students are very rude to their peer groups as they exhibit bad habits such as bully, threat, aggressive behaviour and disruptive activities in classroom. Students who are victim of these threat and aggressive behaviour tends to develop fear, worry, aimless and loss of interest as well as focus towards their career goals in school which later resulted to poor academic performance of senior secondary school students in North-Central, Nigeria. It is on this note the researchers becomes pertinent to investigate on relationship between personality traits and academic performance of senior secondary school students in North-Central, Nigeria.

Research Questions

The following research questions were answered in this study.

1. What are the personality traits of senior secondary school students in North Central Nigeria?
2. What is the relationship between personality traits and academic performance of senior secondary school students in North Central, Nigeria.
3. What is the gender difference in the personality trait of senior secondary school students in North Central Nigeria?
4. What is the difference in the personality trait of senior secondary school students in North Central Nigeria based on location?

Hypotheses

H₀₁: There is no significant relationship between personality traits and academic performance of senior secondary school students in North Central, Nigeria.

H₀₂: There is no significant difference between the personality traits of male and female students' among senior secondary school students in North-Central Nigeria.

H₀₃: There is no significant difference between the personality traits of urban and rural students among senior secondary school students in North-Central, Nigeria.

METHODOLOGY

The study employed a descriptive survey design. Correlation survey design aimed at identifying predictive relationship among two or more variables. According to Creswell (2012), a correlational research design is a research design that predicts scores and explain the relationship among variables using correlational statistics test to describe and measure the



degree of association (or relationship) between two or more variables or set scores. This research design is considered appropriate for this study because, this work is aimed at finding the correlation between ADHD and academic performance of senior secondary school students in North-Central Nigeria.

Population

The population of this study comprised all the public senior secondary school students in North-Central. The total of population was 1,891 public senior secondary schools and 748,140 students in North-Central, Nigeria (Federal Ministry of Education, 2023).

Sample Size and Sampling Procedure

A sample of 400 students was selected in accordance with Glenn's sample specification table for large populations. A multistage sampling technique was employed. First, the states within North Central Nigeria were stratified. Second, two public senior secondary schools were randomly selected from each state and the FCT. Third, simple random sampling was used to select students within schools. Finally, proportionate sampling ensured equitable distribution of respondents across participating schools. This procedure enhanced representativeness and minimized sampling bias.

Instrumentation

The research instrument for this study was adapted questionnaire. The adapted questionnaire was Big Five Inventory (BFI) also known as Five Factor Model (FFM) developed by John and Srivastava (1999). The instrument contained 44-item inventory to measure the Big Five personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism). The students' academic records in Mathematics and English language was collected for the analysis.

Validity and Reliability of the Instrument

To ascertain the validity of the instrument the questionnaire was subjected to measurement and evaluation and language experts for scrutiny to ensure that the instrument measure what it is supposed to measure. The critical assessments and feedback were incorporated into the final validated version of the questionnaire.

The reliability of the instruments was determined by conducting a pilot study with 50 respondents in schools but outside the main study area. A test-retest method was employed to determine the reliability coefficient. Test-retest method of reliability is a statistical measurement administering the same test twice over a period of time to a group of individuals. The first test was administered to the students, the same test was administered to the same students. Students' responses were collated after which data collected were subjected to Pearson Product Moment Correlation Coefficient (PPMCC) which yielded reliability index of 0.86.

Method of Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). Regression analysis was used to analyzed hypothesis one while t-test was used to analyzed hypotheses two



and three All hypotheses were tested at the 0.05 level of significance. The decision rule of 2.50 above is consider as Agree while 2.50 below is consider as Disagree.

RESULTS

Research Question One: What are the personality traits of senior secondary school students in North Central Nigeria?

Table 1: The personality traits of senior secondary school students in North Central Nigeria
N = 400

S/N	Personality Traits:	Mean	Std Dev	Decision
	<i>I see myself as someone who:</i>			
	Extraversion			
1	Is a talkative	2.51	1.131	Agreed
2	Is reserved	2.46	1.115	Disagreed
3	Is full of energy	2.57	1.147	Agreed
4	Generates a lot of enthusiasm	2.53	1.146	Agreed
5	Tends to be quiet	2.48	1.103	Disagreed
6	Has an assertive personality	2.47	1.117	Disagreed
7	Is sometimes shy, inhibited	2.45	1.086	Disagreed
8	Is outgoing and sociable	2.51	1.123	Agreed
	Mean score	2.50	1.121	
	Agreeableness			
9.	Tends to find fault with others	2.48	1.122	Disagreed
10.	Is help and unselfish with others	2.56	1.122	Agreed
11.	Starts quarrel with others	2.36	1.144	Agreed
12.	Has a forgiveness nature	2.52	1.083	Agreed
13.	Is generally trusting	2.51	1.001	Agreed
14	Can be cold aloof	2.68	1.126	Agreed
15	Is considerate and kind to utmost everyone	2.49	1.137	Disagreed
16	Is sometimes rude to others	2.43	1.134	Agreed
17	Like to co-operate with others	2.54	1.099	Agreed
	Mean score	2.51	1.119	Agreed
	Conscientiousness			
18	Does a thorough job	2.41	1.127	Disagreed
19	Can be somewhat careless	2.63	1.086	Agreed
20	Is a reliable worker	2.44	1.124	Disagreed
21	Tends to be disorganized	2.46	1.127	Disagreed
22	Tends to be lazy	2.47	1.141	Disagreed
23	Preserves until the task is finished	2.49	1.126	Disagreed
24	does things efficiently	2.46	1.094	Disagreed
25	Makes plans and follows through with them	2.48	1.176	Disagreed
26	Is easily distracted	2.58	1.096	Agreed
	Mean score	2.49	1.122	Agreed
	Neuroticism			



27	Is depressed, blue.	2.56	1.111	Agreed
28	Is relaxed, handles stress well	2.54	1.128	Agreed
29	Can be tensed	2.54	1.112	Agreed
30	Is emotionally stable, not easily upset	2.59	1.116	Agreed
31	Can be moody	2.42	1.161	Disagreed
32	Remains calm in tense situations	2.54	1.121	Agreed
33	Gets nervous easily	2.52	1.119	Agreed
34	Worries a lot	2.58	1.071	Agreed
	Mean score	2.54	1.115	Agreed
Openness to Experience				
35	Original, comes up with new ideals	2.58	1.075	Agreed
36	Is curious about many different things	2.53	1.128	Disagreed
37	Is ingenious, a deep thinker	2.46	1.114	Disagreed
38	Has an active imagination	2.51	1.128	Agreed
39	Is inventive	2.56	1.079	Agreed
40	Values artistic, aesthetic experiences	2.46	1.114	Disagreed
41	Prefers work that is routine	2.56	1.086	Agreed
42	Likes to reflect, play with ideas	2.47	1.133	Disagreed
43	Has a few artistic interests	2.43	1.120	Disagreed
44	Is sophisticated in art, music or literature	2.49	1.122	Disagreed
	Mean score	2.51	1.09	Agreed

As shown in Table 1, the personality traits of senior secondary school students in North Central Nigeria was presented. The mean score for senior secondary school students with extraversion indicates agreement with some items while disagreeing with others, and the sectional mean of 2.50, which indicates that the senior secondary school students manifest the attribute of extraversion personality traits, such as being full of energy, generating a lot of enthusiasm, outgoing and sociable. The students also show agreeableness traits as indicated by agreement in most of the items, with a sectional mean of 2.51. To this end, students tend to be helpful and unselfish with others, generally trusting, and like to cooperate with others.

The mean score of senior secondary school students with a conscientiousness personality trait indicates agreement in some of the items and disagreement in others, with a sectional mean of 2.49 showing that senior secondary school students do not truly possess a conscientiousness personality trait.

The mean score of senior secondary school students with neuroticism personality trait indicates agreement in most items and disagreement in other items, with a sectional mean of 2.54, showing that some of the senior secondary school students with neuroticism personality trait are emotionally unstable, easily upset, get nervous easily and worry a lot.

The mean score of senior secondary school students with Openness trait is 2.51 which indicate agreement with some of the items. This that the senior secondary school students manifest attribute of openness experience personality trait such as being original, comes up with new ideals, prefers work that is routine, curious about many different things everyone and an active imagination. There are personality traits among senior secondary school students are such that are more Neurotic, followed by Openness, Extraverted, Agreeableness, Extraversion and less Conscientious.



H₀₁: There is no significant relationship between personality traits and academic performance of senior secondary school students in North Central Nigeria.

Table 2a: Model Summary for Test of the relationship between personality traits and academic performance of senior secondary school students in North Central Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852a	.726	.722	6.22385

As shown in Table 2a, the model summary for the test of the relationship between personality types and academic performance among senior secondary school students in North Central Nigeria was presented. The result shows a multiple correlation coefficient (R) of 0.852a, indicating a very strong relationship between the predictors (Openness, Extraversion, Agreeableness and Conscientiousness) and academic performance. The coefficient of determination (R^2) is 0.726, which means that about 72% of the variance in students' academic performance can be explained by the combined influence of personality dimensions. The adjusted R^2 value of 0.722 further confirms the robustness of the model.

The model summary demonstrates that personality traits are strong predictors of academic performance of senior secondary school students in North Central Nigeria. The findings imply that variations in student's personality characteristics play a substantial role in determining their academic performance. To further ascertain the dominant influence of personality traits on academic performance, an analysis was conducted and presented in Table 2b.

Table 2b: ANOVA Test of Dominant Influence on Academic Performance by Personality Traits

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	40417.472	6	6736.245	173.900	.000	Significant
	Residual	15223.370	393	38.736			
	Total	55640.842	399				

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Personality traits

As shown in Table 2b, ANOVA test of dominant influence on academic performance by personality traits was presented. The table indicated a mean square of 6736.245 and 38.736 with an F-value of 173.900. The table further revealed a significant value of 0.000. This shows that there is a significant relationship among openness, extraverted, agreeableness, extraversion and academic performance of senior secondary school students in North-Central, Nigeria.

The results provide strong empirical evidence that personality traits significant determinants of academic performance among senior secondary school students in North Central Nigeria. To further ascertain the statistical significance of each independent variables, analysis was carried out and presented in Table 2c.



Table 2c: Multiple Regression Analysis of the Relationship among Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness and Academic Performance

Odel		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.636	5.809		4.758	.000
	Extraversion	1.472	.763	.052	1.928	.055
	Agreeableness	14.914	.813	.489	18.337	.000
	Conscientiousness	1.145	.871	.036	1.315	.189
	Neuroticism	-.436	.776	-.015	-.563	.574
	Openness	15.823	.919	.459	17.221	.000

a. Dependent Variable: Academic Performance

As shown in Table 2c, a multiple regression analysis of the relationship among extraversion, agreeableness, conscientiousness, neuroticism, openness and academic performance was presented. The table further revealed that agreeableness and openness to experience had standardized coefficient of .489 and .459 with a significant values of .000 and .000 which are less than .05 indicates statistical influence of students' academic performance. Also, extraversion, conscientiousness and neuroticism standardized coefficient of .052, .036 and -.015 with a significant value of .055, .189 and .574 did not significantly influence students' academic performance.

The results indicates that Agreeableness and Openness are the dominant personality traits influencing academic performance among senior secondary school students in North Central Nigeria while Extraversion, Conscientiousness, and Neuroticism personality traits did not significantly influence academic performance.

H₀₂: There is no significant difference between personality traits of male and female students among senior secondary schools in North Central Nigeria.

Table 3: t-test on the Difference between personality trait of male and female students among senior secondary school in North Central Nigeria

Gender	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Male	208	2.51	.165	-.146	398	.884	Accepted
Female	192	2.51	.152				

As shown in Table 3, the t-test on the Difference between male and female students' personality trait among of senior secondary school students in North Central Nigeria was presented. The table indicate a number of male respondents at 208 with a mean score 2.51 and the female number at 192 with a mean score of 2.51. The table further reveals significant of 0.0884 which is more 0.05 level of significant. This shows that there is no significant relationship between personality trait of male and female students among senior secondary schools in North Central Nigeria. Therefore, the null hypothesis was accepted.



H₀₃: There is no significant difference between the personality traits of urban and rural students among senior secondary schools in North-Central, Nigeria.

Table 4: t-test on the Difference between the Personality traits of urban and rural students among senior secondary schools

Location	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Urban	201	2.50	.159	-.287	398	.775	Accepted
Rural	199	2.51	.159				

As shown in Table 4, the t-test on the Difference between the Personality traits of urban and rural senior secondary school students in North Central Nigeria was presented. the table indicates numbers of respondents in urban areas as 201, with a mean score of 2.50 scores. Also, 199 respondents were analyzed for rural areas at a 2.51. Therefore, there is no significant relationship between the personality trait of urban and rural students among senior secondary schools in North-Central, Nigeria.

DISCUSSION

The findings of the study revealed that senior secondary school students in North-central Nigeria manifest the attribute of extraversion personality traits, such as being full of energy, generating a lot of enthusiasm, outgoing and sociable. The students also show agreeableness traits such as forgiveness, trusting and being unselfish. This is in accordance with Mann (2018) who asserted that extroverts usually absorb other people's thoughts and emotions and might be more sensitive on insults and defamation of character than introverts. Emmanuel (2017) concluded that, students who score high in extroversion are likely to make friends and enjoy interacting with others, but they may want to pay extra attention to make well thought-out decisions and needs and sensitivities of others at the expense of their studies. Similarly, Mohammadel et al. (2021) revealed that extraversion personality trait significantly contributes positively to academic achievement of the students. They further asserted that students with high extrovert behaviour have significant relation to high academic achievement. However, Mushtaq and Khan (2020) alluded that students who possess energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness has a significant negative effect on the level of academic achievement. On agreeableness traits, Nofle and Robbins (2017) emphasized that agreeableness of personality trait describes the degree to which an individual is good natured, warm and cooperative as opposed to irritable, uncooperative, inflexible, unpleasant and disagreeable. Akomolfe and AbdulRazak (2017) highlighted that level of agreeableness personality traits plays a significant role in their academic achievement of students. On the contrary, Bauer and Liang (2017) revealed that agreeableness personality trait is not significantly related to academic achievement in the classroom. However, there is the need to further interrogate the likely influence of personality types and academic performance on gender. Gidado (2020) has shown that gender do not play any role in the determination of academic success of examination and continuous assessment. The need to also find out the influence of differentiated instrument based on personality type is imperative. Gidado et al. (2024) has revealed that differentiated instruction has significant influence on students' performance.



The finding revealed that agreeableness and openness are the dominant personality traits influencing academic performance among senior secondary school students in North Central Nigeria. The finding is in agreement with the finding of Kise (2018) observed that personality traits like openness to experience are organized, have a strong sense of duty, dependable, disciplined and achievement-focused and are more likely to help students with their academic achievement. The finding is consistent with finding of Buckle (2017) revealed that openness to experience is associated with academic achievement. As openness to experience is associated with intellectual ability, especially general knowledge and vocabulary, this association is often explained by the fact that openness to experience is correlated to intelligence. Also, Fehitola (2024) found that openness to experience personality trait significant influence students' academic achievement in Saki-West Local Government Area, Oyo State, Nigeria. The finding contradicts the finding of Bauer and Liang (2017) revealed that agreeableness personality trait is not significantly related to academic achievement in the classroom. The finding is disagreement with the finding of Chamorro (2019) found that there is no significant relationship between agreeableness and to academic achievement in Matur, Kenya. Akomolfe and AbdulRazak (2017) found agreeableness personality trait has negative correlation with academic achievement of senior secondary school students. Further shows that level of agreeableness personality traits plays a significant role in their academic achievement in Ogun State.

The finding of the study further revealed no significant relationship between the personality trait of male and female students among the senior secondary schools in North Central Nigeria. This is in line with Ghazi et al. (2023) who reported a significant personality achievement relationship but without consistently strong sex-related differences. Similarly, Kamaraju et al. (2021) uncovered correlations between Big Five traits and achievement independent of gender balance. This study extends such evidence, suggesting that trait distributions among adolescents are relatively constant across sexes. Consequently, male and female students face similar personality-driven learning challenges, reinforcing the view that interventions to strengthen extraversion, agreeableness, conscientiousness, and reduce neuroticism personality traits should be gender-neutral.

The findings of the study also revealed no significant relationship between the personality trait of urban and rural students among senior secondary schools in North-Central, Nigeria. Evidence from Ghazi et al. (2023) reveals that personality–achievement correlations are robust across cultural regions in Pakistan, and Kamaraju et al. (2021) in the US confirmed consistent relationships across diverse student populations. The Nigerian result underscores the universality of Big Five profiles, suggesting that rural and urban students share similar distributions of extraversion, agreeableness, conscientiousness, and reduce neuroticism personality traits. Personality-shaping factors appear less tied to geography than to broader psychosocial development.

CONCLUSION AND RECOMMENDATIONS

This study confirms that personality traits are present in measurable patterns among senior secondary school students in North Central Nigeria and that these patterns have important educational implications. Students show relatively stronger neurotic and openness tendencies and weaker conscientiousness indicators, a configuration that may influence learning



behaviours, emotional regulation, and performance consistency. The absence of gender and location differences suggests that personality-related educational needs cut across demographic boundaries.

Personality should therefore be understood not as a fixed label but as a psychological resource that can be supported, redirected, and strengthened through educational practice. Academic success is not determined by personality alone; rather, it emerges from the interaction between dispositional tendencies and the learning environment.

In view of the findings, this study recommends that:

1. School administrators should implement structured counselling programmes that help students understand their personality tendencies and develop adaptive study habits. Students low in conscientiousness should receive explicit training in planning, time management, and goal setting.
2. School administrators should adopt socio-emotional learning modules that teach coping strategies, stress management, and examination anxiety reduction universally to all students rather than targeting by sex, while still disaggregating data to check that both boys and girls benefit equally and adjusting delivery if gaps emerge.
3. School administrators should implement core social–emotional and executive-function curriculum in both urban and rural schools, with minor contextual adaptations (language, examples) and equal access to trained facilitators and materials.

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