

INFLUENCE OF AGREEABLENESS AND CONSCIOUSNESS ON STUDENTS' ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOLS IN RIMI ZONAL EDUCATION QUALITY ASSURANCE

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Abstract

The study aimed at investigating the influence of agreeableness and consciousness on academic performance among senior secondary school students. The study has four objectives, one of which seeks to find out the relationship between agreeableness and academic performance among senior secondary school students in Rimi Zonal Education Quality Assurance, the study formulated and tested four hypotheses at 0.05 level of significance. Descriptive survey research design was used. A sample size of three hundred and fifty-seven (357) students was selected randomly from a population of four thousand one hundred and ninety-three (4193) SS II students for the study. The Big five personality inventory by Macrey and Costa (1999) was adopted for data collection. Pearson product moment correlation coefficient (PPMCC) and t-test for independent sample was used for data analysis. Based on the result obtained from the analysis of the data the following conclusions were reached: There is no significant relationship between agreeableness and students academic performance. The positive relationship was found between consciousness and academic performance of the students. This means that the academic performance is influenced by consciousness. Thus, the higher the consciousness the better academic performance. It was recommended that teachers in senior secondary schools should help students to be organized, self-disciplined, this will not only facilitate the learning process but also help them to achieve success in schools.

Keywords: Agreeableness, Conscientiousness, Academic performance, Secondary School, Students.

Introduction

Academic performance is a very important factor among students, teachers, parents, school administrators, and the community at large because of its power of predicting the future of the students. Attempts have been made by researchers to solve the complexities surrounding academic performance. Psychologists have put forward many reasons why disparities in performance among students exist. A lot of attention has been paid to factors such as type of school, teaching methods, school location, instructional materials, teacher's experience, and so on (WAEC, 2019). Many have spent lots of money in order to send their children or themselves to better schools and those who can afford it even invest on education abroad as they believe this will enhance performance, and which in turn gives an added advantage in terms of securing good jobs.

There are a lot of predictors of individual academic performance such as intelligence, self-concept, gender, study habit, maturation, home background which have been extensively explored as being responsible for academic performance, especially among secondary school students. Other factors that

have been researched into in the past to find out reasons for the variation in academic performance include: child rearing patterns, peer group influence, socio-economic background and learning environment. The other factors believed to be responsible for differences in academic performance among students are agreeableness and consciousness, the traits theorists have tried to identify the effect of those traits on academic achievement, notable among these are Sigmund Freud in the early 1900's, Gordon Allport (1961), Cattell (1967), Hans Eysenck (1985) Agbakwuru (2000), McCrae and Costa (1998) among others.

A high score on consciousness shows a student who is self-disciplined, careful, thorough, organized and determined. While low scores on this trait portray indiscipline, carelessness, disorganization and indifference. The student who scores highly on this trait is expected to perform excellently well, while the student who scores low on this trait is expected to perform poorly. Agreeableness on the other hand describes one who is sympathetic, trusting and cooperative. Students with high scores on agreeableness are selfless, flexible and pleasant. Such students work with others easily with little or no friction. On the other students scoring low on this trait find it difficult to get along with others. McCrae and Costa (1988) in Daminabo (2008) described such persons as psychotic disordered who are skeptical, unsympathetic, uncooperative and rude. Low scores on agreeableness affect academic achievement negatively.

Statement of the Problem

Nigerian educational system is trailed behind for many years in term academic performance especially among secondary school students. There is growing public concern in the society over unimpressive performance among students especially in Mathematics and English language (WAEC, 2019). It is observed that some students are unconcerned towards their academic activities. They tend to be unserious in school which may possibly be due to lack conscientiousness, agreeableness and motivation which led to poor socially prescribed impulse control that facilitate task and goal oriented behaviours. Therefore, they become unable to relate with others in school which may result in poor performance. Desperate to make it anyhow, students have devised various illegal means to succeed in examinations, even when they are not academically competent. Unfortunately, the system has buckled under the pressure. Examination malpractice has risen steadily to become a serious problem. It is increasingly becoming difficult to equate competence of people with supposed academic performance as represented in their certificates. The desire to investigate this problem gave rise to this study and the researcher's aim was to find out the role played by Agreeableness and Consciousness in determining the achievement of senior secondary school students in civic education.

Objectives of the Study

The following are the objectives of the study:

1. To find out the relationship between agreeableness and academic performance in Civic education among senior secondary school students in Rimi Zonal Education Quality Assurance.
2. To examine the relationship between consciousness and academic performance in Civic education among senior secondary schools students in Rimi Zonal Education Quality Assurance.
3. To investigate if there is gender difference in consciousness among students in Rimi Zonal Education Quality Assurance.

Research Hypotheses

1. There is no significant relationship between agreeableness and academic performance in civic education among Secondary Schools students in Rimi zonal education quality assurance.
2. There is no significant relationship between consciousness and academic performance in civic education among Secondary Schools students in Rimi zonal education quality assurance.
3. There is no significant gender difference in consciousness among Secondary Schools students in Rimi zonal education quality assurance.

Methodology

The design used in this study is descriptive survey research design. The population of the study consists of four thousand one hundred and ninety three (4,193) Senior Secondary (SS2) students in Rimi zonal education Quality Assurance. A sample size of three hundred and fifty seven (357) students was selected from the students’ population of four thousand one hundred and ninety three (4193) using Research Advisors (2006) table of determining sample size. There are three Local Government Areas in the Zone of the study. Cluster and simple random sampling techniques were used in the selection of the sample. The Big five personality inventory was used for data collection. The instruments were administered to 357 SS II students. All the instruments were completed and returned. The data on academic performance was obtained from students’ result of qualifying examination (2017). The hypotheses were tested at 0.05 level significance.

Hypothesis Testing

Ho1: There is no relationship between agreeableness and academic performance in Civic education among senior secondary school students in Rimi zonal education quality assurance.

Table 1. Correlation analysis between agreeableness and academic performance

Variable	N	Mean	SD	Df	r-Cal.	P-value	Decision
Agreeableness	357	23.683	23.12				Not Significant
Academic performance	357	55.697	8.856	712	0.87	0.100	

The analysis of the table 4.2 above shows that the r-value is 0.87, the p-value is .100 which is greater than the alpha of 0.05. Thus, hypothesis one which stated that there is no relationship between agreeableness and academic performance among senior secondary school students is accepted.

Ho2: There is no relationship between consciousness and academic performance in Civic education among senior secondary school students in Rimi zonal education quality assurance.

Table 2. Correlation analysis between consciousness and academic performance

Variable	N	Mean	SD	Df	r-Cal.	P-value	Decision
Consciousness	357	45.851	285.553				Significant
Academic performance	357	55.694	8.857	712	.394	.045	

The analysis of table 2 above shows that the r-value is .394 and p-value is .045 at 0.05 level of significance. Since, the p-value is less than the alpha value, therefore, hypothesis two is rejected. This means that there is relationship between consciousness and academic performance in civic education among senior secondary school students.

Ho3: There is no significant gender difference in consciousness among Secondary Schools students in Rimi zonal education quality assurance.

t-test analysis of agreeableness between males and females students

Variable	N	Mean	SD	Df	t-Cal.	P-value	Decision
Male	229	23.471	5.820				
Female	128	24.062	6.482	712	.926	.008	Significant

The analysis of table 3 above shows that the r-value is .926 and p-value is .008 at 0.05 level of significance. Therefore p-value is less than the alpha value the hypothesis is rejected. This means that there is significant gender difference in consciousness among Secondary Schools students in Rimi zonal education quality assurance.

Discussion of the Findings

The first hypothesis was aimed at finding out if there is relationship between agreeableness and academic performance among senior secondary school students. The data analysis shows that there is no significant relationship between agreeableness and student’s academic performance. This finding is supported by the findings of John and Ekaterina (2014) which show negative correlation between agreeableness and academic performance.

The second hypothesis aimed at finding the relationship between consciousness and academic performance. The result of the analysis indicates positive relationship between consciousness and student’s academic performance. This is similar to the findings of Chamorro and Furnham (2002), which shows significant correlation between consciousness and academic performance. Similarly Agbaje & Alake (2014), result analysis indicates positive relationship between consciousness and student’s academic performance.

The third hypothesis aimed at finding the relationship in agreeableness and consciousness between males and females among senior secondary school students. After testing the hypothesis the results shows significant relationship in agreeableness and consciousness between males and females senior secondary school students.

Conclusion

Based on the result obtained from the analysis of the data the following conclusions were reached: There are no significant relationship between students with high score of agreeableness and students with the low score in their academic performance. The positive relationship was found between consciousness and academic performance of the students. This means that the academic performance is influenced by conscientiousness. Thus, the higher the consciousness the better academic performance.

Finally, it is concluded that there is significant relationship in agreeableness and consciousness between males and females students among senior secondary schools.

Recommendations

Based on the findings of this study, the researcher makes the following important recommendations:

1. The teachers in senior secondary schools should help students to be organized, self-disciplined, this will not only facilitate the learning process but also help them to achieve success in schools.

2. Parents, teachers and educational administrators should give all the necessary support and guidance in senior secondary schools in order to help students achieve their goals.
3. The schools should give awards to students who perform better academically regardless of their gender. Also parents should give equal treatment to their children irrespective of their gender.

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