

## SELF- CONCEPT AND PERSONALITY TRAITS AS CORRELATES OF DELINQUENT BEHAVIOURS AND ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN NORTH-WEST, NIGERIA

**BARA'ATU IBRAHIM, DR. S. O. BADA & DR. BINTA ADO ALI**

<sup>1,2&3</sup>Department of Educational Psychology and Counselling

Federal University Dutsin-Ma

email: bibrahim2@fudutsinma.edu.ng

### Abstract

The study investigated self-concept and personality traits as correlates of delinquent behaviours and academic performance among senior secondary school students in North-west Nigeria. Two research objectives, two Research questions and two null hypotheses were formulated. Correlational Research Design was employed, with a population consisting of 466,116 Senior Secondary Two (SS II) students across North-West Geo-Political Zone of Nigeria. Using a multi-stage sampling procedure, a sample of 1,532 students were selected for the study. Four validated instruments were utilized for data collection; the Self-Concept Questionnaire, Big Five Personality Traits Inventory, Self-Report Delinquency Survey, and Biology Achievement Test. Experts in Test and Measurement, Educational Psychology, Guidance and Counselling, and Science Education from Federal University Dutsin-Ma, Katsina State, reviewed the instruments to ensure their validity. Multiple regression was used to test the two hypotheses at 0.05 level of significance. The findings revealed a significant combined influence of self-concept, personality traits and attitudinal disposition on both delinquent behavior and academic performance among secondary school students in North-West Nigeria. Conclusively, it was found that relationships exist between dependent and independent variables of the study. It was recommended that parents should actively engage with their children, fostering open discussions on critical issues to reduce delinquent behaviors and enhance academic performance.. State and Federal Government should adequately support and encourage the young creative students so that they can be free to express their creative talents and improve Personality Traits.

**Keywords:** Self – Concept, Personality traits, Delinquent Behaviours, Academic Performance

### Introduction

Students manifest a number of problems which are characteristic of the adolescent stage. Adolescent in schools behave differently. Some are extroverts, outgoing, out spoken, friendly and restless while some of them are introverts who adopt the life of shyness, avoiding associations with peers and other members of the community. The problems of delinquency and poor academic performance among students involve the problems of disobeying constituted authorities and violating the rules and regulations of the society. Delinquent behaviours and poor academic performance among secondary school students deserve careful study as they affect their self –concept, personality traits, and attitudinal dispositions.

The role Education plays in the lives of students cannot be over-emphasized as it is the totality of life experience and a process of developing knowledge and ability in learners for personal and societal enhancement (Okam, 2021). Therefore, educating children in the way and manner that will help them grow up with acceptable characters, social skills, ethical values, self-concept, personality traits, decision making skills, emotional intelligence and attitudinal disposition in the society becomes paramount of importance to both parents and teachers. Self-concept, personality traits, and attitudinal disposition are fundamental psychological constructs that influence human behavior. Understanding

these variables as correlates of delinquent behavior and academic performance offers insights into how internal psychological factors interact with external outcomes, particularly in adolescent students. Research indicates that a low self-concept is associated with negative behaviors, including delinquency, while a positive self-concept often correlates with higher academic performance and social competence. This means low self-concept can be linked with delinquent behaviour. In this regard, formation of delinquent behaviour in students can be linked with all the aforementioned variables which may result to low or poor academic performance. More so, self-concept is another variable that could positively or negatively contribute to students' academic performance.

Self-concept of individual student determines his/her performance and it is also one of the determinants of student's delinquent behaviour (Huang, 2011). At the same time, the personality traits of an individual student cannot be ignored because these traits are the sum total of individual characteristics or stability of a person's behaviour across different situations which also play vital roles in students' academic performance (Daminabo, 2008). There are different traits of personality and these traits contribute to the academic performance of every student in Biology and it also play vital roles in students' delinquent behaviour in one way or the other (Saifullahi, 2017). There are traits that are responsible for good performance and also there are some that are responsible for low academic performance (Ibrahim. 2016). In the same vein, there are traits that promote delinquent behaviour in students and vice versa. More so, there are both negative and positive attitudes which determine students' performance and these also determine students' delinquent behaviour. Personality traits may be directly related to students' academic performance, some studies indicated academic performance to be positively associated with openness to experience, agreeableness and extraversion and negatively associated with neuroticism (Ladra, Pulimann & Allik 2017; Gibson & Loveland. 2003). The continuity of the effect of childhood personality traits on performance, is worthy of much attention because students' academic performance is believed to have cumulative effects in the cause of time (Caspi, Robert & Shiner, 2015). Salta and Tzoughraki (2004) holds the view that attitudinal disposition is a tendency to think, feel or act positively or negatively towards objects in our environment.

Delinquency is defined as the behaviour consequent to the failure of personal and social control to produce behaviour in conformity with the norms of the social system to which legal penalties are attached. Juvenile delinquency is a legal term for behaviour of children and adolescent that in adults would be judged criminal under law. Students with delinquents' attitude can defile any form of authority. Their activities are usually threatening to the societal order, whereas non-delinquents maintain laws and order and respect constituted authority (Keith, 2019). Juvenile delinquency increases with poor academic performance which include poor grades, failing grade levels, poor school environment, poor student-teacher relationship, truancy, negative peer relationships, and early drop-out from school. It is against this background that the study seeks to investigate self –concept, personality traits as correlates of delinquent behaviour and academic performance among senior secondary school students in North-west Nigeria.

### **Objective of the Study**

The main objectives of this study is to investigate self –concept and personality traits as correlates of delinquent behaviour and academic performance among senior secondary school students in North-west Nigeria. Specifically, the study sought to:

1. determine the combined influence of self –concept and personality traits on delinquent behaviour among senior secondary school students in North-west of Nigeria.
2. find out the combined influence of self-concept and personality traits on academic performance in Biology among senior secondary school students in North-west of Nigeria.

### **Research Questions**

The following research questions were raise to guide the study

1. What is the combined influence of self –concept and personality traits on delinquent behaviour among senior secondary school students in North-west of Nigeria?

2. What is the combined influence of self-concept and personality traits on academic performance in Biology among senior secondary school students in North-west of Nigeria?

### Hypotheses

HO<sub>1</sub>: There is no significant combine influence among self-concept and personality traits and delinquent behaviour among senior secondary school students in North-west, Nigeria.

HO<sub>2</sub>: There is no significant combine influence among self-concept and personality traits and academic performance in Biology among senior secondary school students in North-west, Nigeria.

### Methodology

A correlational research design was used in this investigation. Hypotheses were tested using Multiple regression. The population for this study comprised of Four Hundred and Sixty-Six Thousand One Hundred and Sixteen (466,116) senior secondary two (SS II) students across North-West Geo-Political Zone, Nigeria. The zone is made up of seven States which are Katsina, Zamfara, Kaduna, Jigawa, Sokoto, Kano and Kebbi states. The sample size of the study comprised one thousand, five hundred and thirty-two (1,532) as recommended by Research Advisor (2006) Table. A pilot study was conducted to establish the reliability of the instruments. The Kuder-Richardson 20 procedure was used to determine the reliability of the Biology Achievement Test, yielding a coefficient of 0.801. The Self-Concept Scale, Big Five Personality Traits Inventory, and Self-Report Delinquency Survey were analyzed using Cronbach's Alpha, with reliability coefficients of 0.726, 0.756 and 0.717, respectively. All hypotheses were tested at 0.05 level of significance.

### Results

**Hypothesis 1:** There is no significant combine influence of self-concept and personality traits on delinquent behaviour among senior secondary school students in North-west, Nigeri

**Table 1: Regression Analysis Showing the Relative Combined Influence of Self-Concept and Personality Traits on Delinquent Behaviour**

<b>R=.837</b>						
<b>R</b>	<b>Square</b>					<b>=.701</b>
<b>Std. Error of the Estimate = 8.643</b>						
<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F-value</b>	<b>Sig. of F-value</b>	<b>Remark</b>
Regression	8639.693	3	2879.898			
Residual	67364.991	1529	58.937	48.864	.000	S
<b>Total</b>	582012841.200	1532				

### S: Significant at 0.05 alpha level of significance

Table 1 revealed that combined independent variables (self-concept and personality traits) significantly contributed seventy point one per cent (70.1%) to the total variance in delinquent behaviour among secondary school students in North West ( $R^2 = .701$ ,  $F = 48.864$ ;  $p < 0.05$ ). Therefore, hypothesis one is rejected. In other word, 70.1% of the variation in delinquent behaviour among secondary school students in North West, Nigeria can be explained by the combined influence of self-concept and personality traits.

This means that there is significant combined influence of self-concept and personality traits on delinquent behaviour among secondary school students in North West, Nigeria. This also implies that, self-concept and, personality traits are good predictor of delinquent behaviour among secondary school students in North West, Nigeria.

**Hypothesis 2:** There is no significant combine influence of self-concept and personality traits on on academic performance in Biology among senior secondary school students in North-west, Nigeria.

**Table 2: Regression Analysis Showing the Relative Combined Influence of self-concept and personality traits on academic performance in Biology among senior secondary school students**

<b>R=.762</b>						
<b>R</b>			<b>Square</b>			<b>=.581</b>
<b>Std. Error of the Estimate = 9.812</b>						
<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F-value</b>	<b>Sig. of F-value</b>	<b>Remark</b>
Regression	8050.602	3	2683.534			
Residual	52408.836	1529	45.852	58.526	.000	<b>S</b>
<b>Total</b>	<b>421922679.900</b>	<b>1532</b>				

**S:Significant at 0.05 alpha level of significance**

Table 2 revealed that combined independent variables (self-concept and personality traits) significantly contributed 58.1% to the total variance in academic performance among secondary school students in North West ( $R^2 = .581$ ,  $F = 58.526$ ;  $p < 0.05$ ). Therefore, hypothesis one is rejected. In other word, 58.1% of the variation in the academic performance among secondary school students in North West, Nigeria can be explained by the combined influence of self-concept and personality traits. Thus, the null hypothesis is rejected. This means that there is significant combined influence of self-concept and personality traits on academic performance among secondary school students in North West, Nigeria. This also implies that, self-concept and personality traits are good predictor of academic performance among secondary school students in North West, Nigeria. This means that an increase in the level of students' self-concept enhance students' academic performance in Biology. Also, students' personality traits contribute to academic performance. This means that there are a number of traits in students' traits that support good academic performance in Biology.

**Discussions**

The analysis in hypothesis one indicated a significant relative combined influence of self-concept and personality traits on delinquent behaviour among secondary school students in North West, Nigeria, Nigeria. This finding was supported by the finding of Ahmad and Umar (2017) who revealed that that most delinquent boys have a leisure/non-conventional orientated self-concept, whilst most non-delinquents, as well as most boys who are not involved in the peer group, have a school/conventional orientated self-concept. On the other hand, the research finding was in disagreement with the finding of Health and Augustine (2014) who conducted a study to examine the influence of self-concept and personality traits on academic performance and delinquent behaviour among students of College of Education, Akwanga, Nasarawa state-Nigeria.

The finding in null hypothesis two indicated there is significant relative combined influence of self-concept and personality traits on academic performance among secondary school students in North West, Nigeria. This finding was supported by the finding of Kumar and Chondhuri (2017) that found a positive relationship between self-concept and academic achievement. The finding was also in disagreement with the findings of Hatti (2020) who argued that external factors like teacher quality and school environment outweigh psychological traits in predicting academic performance. This implies that Personality traits like conscientiousness and openness, along with a positive self-concept and supportive attitudes towards learning, are hypothesized to have a positive influence on academic performance, while negative dispositions like neuroticism or low agreeableness may hinder academic success.

**Recommendations**

After careful analysis of the findings of the study, the following recommendations were made:

1. Parents should guide their children and feel free to discuss vital and relevant issues with them so as to eliminate delinquent behaviour and improve academic performance.
2. Teachers should identify easiest way and be flexible at the same time in dealing with their students, they can also involve them in school activities in order to improve Self-Concept and academic achievement.

3. State and Federal Government should adequately support and encourage creative students so that they can be free to express their creative talents and improve Personality Traits.
4. Adequate support and motivation should be given to students, not only by the government but the whole society at large in order to eliminate Delinquent Behaviour among secondary school students.

## References

- Ahmad, U. & Umar, M. (2017). The self-concept of societally vulnerable and delinquent boys within the context of school and leisure activities. *Journal of Adolescent Research*, 20(6), 695–705.
- Caspi, A., Robbets, B. W. & Shiner, R L. (2005). Personality development. Stability and change. *Journal of Annual Review of Psychology*, 56(3), 453-484.
- Chamorro-Premuzic, T., Furnham, A., & Ackerman, P. L. (2006). Incremental validity of the typical intellectual engagement scale as predictor of different academic performance measures. *Journal of Perspective. Assessment*. 8(7), 261–268. doi: 10.1207/s15327752jpa8703\_07.
- Costa, P.T. & McCrae, R.R. (2001). A more readable revised NEO personality Inventory. *Journal of Personality Assessment*, 84(3), 261-270.
- Cresswell, J. (2008). *Research design: Qualitative, Quantitative and Mixed Methods Approaches* (2nd ed). Thousand oaks, C.A: Sage
- Daminabo, W.H. (2008). The relationship between personality traits and academic achievement of Secondary School Students in Rivers State. Unpublished M.Ed.dissertation, University of Port-Harcourt.
- DeLisi, M., Vaughn, M. G., Beaver, K. M., & Wright, J. P. (2003). Low self-control and delinquent peer affiliation: Assessing the role in the causation of Criminality: *Journal of Quantitative Criminology*, 19(2), 141–167
- Delpit, Lisa (2016). "Education in a Multicultural Society: Our Future's Greatest Challenge". *Other People's Children: Cultural Conflict in the Classroom*, 7(1), 167–183.
- Hatti, J. (2020). *Vissible Learning: A synthesis of Over 800 Meta- Analyses Relating to Achievement*. Routledge.
- Health, B. & Augustine, N. A. (2014). Self-concept and students' academic performance in college of education, Akwanga, Nasarawa Sate, Nigeria. *World Young Researchers Journal*, 3(2), 31-37
- Huang, C. (2011). Self-concept and academic achievement: a meta-analysis of longitudinal relations. *J. Sch. Psychol.* 49, 505–528. doi: 10.1016/j.jsp.2011.07.001
- Keith, E. (2019). The Relationship between academic performance & delinquency. *Journal of SA Educational Psychology*, 4(6), 78-94.
- Keith, W. (2019). Students attitudes and perceptions in D.F pobitalie& A.E beaton Secondary schools analysis of TMSS data. Dordrecht, the Netherlands; kluwer academic publishers.
- Kumar, S. J. & Chondhuri (2017). Influence of academic self- concept on academic achievement of secondary schools of Varanasi city, India. *International J. of Educational Psychology*, 8(3), 56-66.
- Okam, C. & Akinmade, C. (2021). Integrated science education for Responsible citizenship in a rapidly changing Nigerian society: Proceeding of The 8th International Organization of Science and Technology Education (IOSTE) Symposium on Science and Technology Education for Responsible citizenship and Economic Development. Edmonton: University of Alberta.
- Saifullahi A. (2017). Relationships among personality traits, achievement motivation and academic performance among university undergraduate students in Katsina State. Master thesis in the Department of Education, Umaru Musa Yar'adua University, Katsins State.