

**INFLUENCE OF PERSONALITY TRAITS AND EMOTIONAL
INTELLIGENCE ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN EGOR LOCAL
GOVERNMENT AREA**

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APRIL, 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY, EDO STATE, IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF
SCIENCE EDUCATION DEGREE B.Sc. IN EDUCATIONAL
EVALUATION AND COUNSELLING PSYCHOLOGY,
UNIVERSITY OF BENIN, BENIN CITY.**

APRIL, 2024

CERTIFICATION

This is to certify that **OKONKWO ASHIMEDUA** with the Matriculation Number **EDU1904275** submitted this research work to the Department of Human Resource Management, Faculty of Management Science, University of Benin, Benin City.

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DEDICATION

This project is dedicated to God almighty who have been faithful and consistent in all his ways and made me accomplish this programme.

ACKNOWLEDGEMENTS

My most sincere gratitude goes to God almighty, my everything whose supernatural grace saw me through all the years of my study.

And to my supervisor Dr. (Mrs) Matilda Orheruata for the patience, motivation and encouragement throughout this research work. God bless you Ma.

I acknowledge the effort of all my wonderful lecturers in the department of Psychology for the knowledge you all impacted on me. To my mother, Mrs Charity Okonkwo I love you. Thank you for all your love and support. To all those who assisted me, my uncles, Aunties, school mothers, pastors and brethren and my friends thank you so much.

I also sincerely thank the University of Benin for the opportunity to learn in this great citadel. Thank you! Thank you!! Thank you!!!

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ABSTRACT

This study examined the influence of personality traits and emotional intelligence on the academic performance of secondary school students in Egor Local Government Area. The population of the study comprises of all senior secondary students in public mixed secondary schools in Egor Local Government Area of Edo State. Five research questions were raised to guide the study. A self-constructed questionnaire with 15 items was used to gather data for the study. The internal reliability of the instrument was established by the researcher using a sample of (20) students outside the area of study. Data obtained was analyzed using hypotheses 1-2 was tested using Pearson Product moment Correlation Statistics. Hypotheses 3-4 was tested using Fisher's z-test statistics while hypothesis five was tested using Regression analysis. The hypotheses were tested at a significant level of 0.05. The result showed that personality traits do not significantly influence academic performance of secondary school students. Meaning that there is no significant relationship between personality traits and academic performance of senior secondary school students in Egor students Local Government Area of Edo State. Based on the findings it was recommended that counseling units should be established in all secondary schools in the country so as to impact emotional intelligence to students having low academic performance, also school environment should be clean and conducive for learning in an attempt to reduce low interest of students in learning.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education plays an indispensable role in building a society. Any society that wants to achieve its goals of economic growth, technological development and cultural advancement must prioritize the training and harnessing of the talents of its citizens through education. This has necessitated various amount of investment in different areas of learning. Consequently, investors such as parents, teachers and government look forward to the outcome of the expended efforts in terms of academic performance and excellence. Academic performance has always been considered as a determinant of a very vibrant education system.

The educational status of an individual may be predicted through his or her academic performance since it is considered as a key criterion for ascertaining an individual's total potentialities and capabilities. Academic performance therefore occupies a very important place in education as well as in the learning process. Academic performance is defined by Crow and Crow (1969) as cited in Singh, (2014), as the extent to which a learner is profiting from the instruction in a given area of learning. For example performance is reflected by the extent to which skill and knowledge has

been imparted to the learner. The academic performance of students has always been and continues to be a great concern to all education stakeholders. The goal of education is that it aims at developing a well-integrated person so as to enable him/her get adjusted in the society. It has been a general notion over the years that the level of academic performance has been very low among secondary school students. Statistics showed that only an average of 38.5% who sat for the West African examination council between 2012 and 2017, were able to obtain 5 credits and above (West African Examinations Council, 2017).

Academic performance is a major issue among students, teachers, parents, school administrators and the Nigerian society at large; attempts have been made by researcher to unravel the complexities and intricacies surrounding academic performance. Psychologists have suggested a lot of reasons why these disparities in academic performance exists (Apeh & Ezemaduka, 2015). The performance and attainment of good grades have never been ascribed to one singular factor or variable. This is because students' academic performance is a reflection and interplay of various factors which could range from intelligence, age, lack of basic facilities, shortage of qualified and good teaching staff, lack of motivation, time management, poor self-concept, emotional intelligence, readiness, personality traits, study habits, parents educational attainment amongst others, (Ohanaka, 2008 and Camilus,2011).

Academic performance refers to the output of education and is mostly measured in terms of subject grade with examination. The studies in the literature, which examine academic performance, measure it as course grade, GPA or other scores which are based on classroom tasks or assignments and the output is always a grade score. How do students become successful? Academic performance changes from student to student and may depend on different factors. To identify the reasons behind the success or failure in academic performance could improve education. According to literature, personality traits are one of the factors affecting students' academic performance.

Personality traits could play very important role in academic performance. Personality is the characteristic set of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors. Expectedly, students differ in their personal values; they receive and process information differently; their personality trait is different and hence, so also is their understanding. This difference may also contribute to their academic performance. It is often argued that a blend of personality characteristics is necessary for people to be successful in their educational or career pursuit.

Agreeableness, extroversion, neuroticism, openness and conscientiousness are major personality trait that could affect academic performance. People with high agreeableness trait tend to be more cooperative while those low in this trait tend to be more competitive and sometime manipulative. People with strong extroversion trait are outgoing and tend to gain energy in social situations while. Those low in extroversion which is referred as introvert seems to be quiet, and less involved in the social world. People with neuroticism trait tend to experience mood swings irritability and sadness and are more

vulnerable to stress while people with low neuroticism trait are less easily upset and are less emotionally reactive and free from persistent negative feelings. People with strong openness trait tend to be more adventurous creative and sensitive to beauty. People who are high in conscientiousness tend to be organized and mindful of detail, control regulate and direct their impulses.

Emotional intelligence could also affect academic performance. Emotional Intelligence is the capability of individuals to recognize their own emotions and those of others discern between different feelings and label them appropriately. Emotional intelligence uses emotional information to guide thinking behavior, manage, or adjust emotion to adapt to environments or achieve one's goals. It has been defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior (Salovey, Peter, Mayer, John Caruso & David, 2004). Emotional intelligence includes four types of abilities; perceiving emotions, using emotions, understanding emotions and managing emotions. It also refers to an individual's self-perceptions of his/her emotional abilities that could be measured. It incorporates the important aspects of interpersonal relationships, adaptability, mood and stress management skills, which could have profound influence on the academic performance of students.

According to Armber (2003), students who score high on emotional intelligence specifically in the areas of intra –personal and inter-personal skills, adaptability, general moods and stress management skills tend to have good academic performance as

compared to those who score low on these scales. Oyinloye (2005) attributes the problem of poor academic performance to low level of emotional intelligence among secondary school students. He believes that “students who lack emotional intelligence show some adjustive challenges or in some ways fail to handle effectively the demands of school work. Such students might be said to have little or no emotional intelligence and may not be capable of attaining personal goals which include high academic performance”.

Sex could equally influence academic performance among secondary school students. It has been discovered from some researches that boys performed better than girls academically while other researcher discovered that girls performed excellently in their studies than boys. Khwaileh and Zaza (2011) investigated gender differences in academic performance of students of the University of Jordan undergraduate students from 2002 to 2007; it was found that female undergraduate students outperformed the male undergraduates in their GPAs. Okonna, Ushie and Okworo (2014) compared male and female maritime security trainees’ academic performance based on Web-based instruction method and found no significant gender difference in academic performance. Abubakar and Oguguo (2011) examined the relationship between age, gender and academic achievement (CGPA) of Mathematics and Science students. They found a linear relationship between, age and CGPA and between gender and CGPA. On the contrary, Adesope and Nwanekezi (2007) found no significant difference in male and female students’ academic performance.

In this context, the main focus of this study is to investigate the influence of personality traits and emotional intelligence on academic performance among secondary school students in Egor Local Government Area of Edo State.

Statement of the Problem

The youth population has been described as the future of the nation; which suggests that the wellbeing and development of any nation hinges on the resourcefulness of her youth population. There is therefore a need for nations to pay adequate attention to the development of youths; and one important way to achieve this feat is through quality education and closely related to quality education is academic performance, the extent to which students, teachers, or institutions have achieved their short or long-term educational goals.

Academic performance have been a major issue among students, teachers, parents, school administrators and the Nigerian society at large, this is because when students perform poorly in their academics, it limits their potentials for advancement in career and their ability to effectively compete in an ever increasingly competitive job market. The higher the academic performance the higher the students' ability to fit into the job market and adjust effectively into the society. However, the researcher from her experience as a teacher has observed that student performed poorly in their academics, their results at the end of the term has not been encouraging especially in Egor Local Government, most of this students have to be promoted to the other class not based on merit but on probation and this could pose a threat to the future of the individual students and the nation at large.

This could account for why parents and teachers arrange scores for their wards; most teachers are bribed to assist these pupils in their examination so as to help them pass.

The problem of poor academic performance in many developing countries has triggered several researches to investigate the causes of academic under performance and proffer possible solutions (Florence, Asbridge & Veugelers, 2008; Sideeg, 2015). However, to the best knowledge of the researcher, no study has been carried out using personality traits and emotional intelligence as major determinants of academic performance especially in Egor Local Government Area of Edo State. This is the gap this study intends to fill. Consequently, this study intends to investigate the influence of personality traits and emotional intelligence on the academic performance of secondary school students in Egor Local Government Area of Edo State.

Research Questions

The following research questions was raised to guide the study:

1. What is the relationship between personality trait and academic performance of secondary school students?
2. What is the relationship between emotional intelligence and academic performance of secondary school students?
3. What is the difference in the relationship between personality trait and academic performance of secondary school students by sex?
4. What is the difference in the relationship between emotional intelligence and academic performance of secondary school students by sex?
5. What is the prediction of personality trait and emotional intelligence on academic performance of secondary school students?

Hypotheses

Research question 1-5 were formulated to hypotheses 1-5 and was tested at 0.05 level of significance:

1. Personality traits do not significantly relate academic performance of secondary school students.
2. Emotional Intelligence does not significantly relate academic performance of secondary school students.
3. Male and female do not significantly differ in the relationship between personality trait and academic performance of secondary school students.
4. Personality trait and emotional intelligence do not predict academic performance of secondary school students.

Purpose of the Study

The purpose of this study is to investigate the influence of Personality traits and Emotional Intelligence on academic performance of secondary school students in Egor Local Government Area of Edo State. Specifically, the study seeks to find out;

- the relationship between personality trait and academic performance of secondary school students
- the relationship between emotional intelligence and academic performance of secondary school students
- the difference in the relationship between personality trait and academic performance of secondary school students by sex
- the difference in the relationship between emotional intelligence and academic performance of secondary school students by sex
- the prediction of personality trait and emotional intelligence on academic performance of secondary school students

Significance of the Study

This study will be beneficial to stakeholders in education sector, teachers, counsellor, students, school administrator, policy maker, and researchers. The outcome of this study will provide an insight into the relationship between personality traits, emotional intelligence and academic performance of secondary school students and create awareness among stakeholders in the education sectors so that they can play an active role in improving poor academic performance.

The finding of this study will help teacher to understand different personality traits of their students so as to relate with them according to their individual uniqueness. The findings of this study will help counsellors to care for the students by paying serious attention to their personal-emotional attributes in guiding them in their daily thinking and decision making so as to enhance effectiveness in their field. The findings of this study will be of immense benefit to researchers to understand the different factors that could influence academic performance

The findings of this study would benefit students in that they would know the appropriate personality and emotional intelligence attributes that are essential for optimum academic performance in school work. School Administrators will use information gotten from the findings of this study to guide decision making with respect to students' low academic performance and finding lasting solutions to students' poor academic performance. The findings of this study will also serve as a solution to the use of punishment especially corporal punishment which in some cases results in child abuse. The school administration can also use it in motivating teachers to be effective in

discharging their duties effectively and this will help in improving classroom management.

The findings from this study will go a long way in guiding policy makers when formulating policies directed towards finding effective measures in tackling the problem of poor academic performance among secondary school students. This will in turn bring about significant improvement in the achievement of those objectives for which the school is established. The findings of the study will satisfy the interest of other researchers in finding out the others factors that could influence academic performance among secondary school students and can also serve as a reference material to other researchers. Data generated during this study will also stand as a foundation for further research work directed at finding proven and time tested solutions in eradicating poor academic performance

Scope and Delimitation of Study

The study investigate the influence of personality traits and emotional intelligence on academic performance among secondary school students with focus on personality traits and emotional intelligence as independent variables and academic performance as the dependent variable and sex as intervening variable. This study will be delimited to students in selected senior secondary schools in Egor Local Government Area of Edo State.

Definition of Terms

The following terms are operationally defined thus:

Academic Performance: This is the performance of student in examination marks/grades.

Emotional intelligence: This is the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Personality: This is the sum total of the characteristics that differentiate students from each other's or the stability of a student's behavior across different situations.

Personality trait: Personality trait is student's habitual pattern of thinking, feeling and behaving.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature will be carried out under the following headings.

- Theoretical Framework of the study
- The Concept of Academic Performance
- The Concept of Emotional Intelligence
- The Concept of Personality Traits
- Emotional Intelligence and Academic Performance
- Personality Traits and Academic performance
- Sex Difference in Personality Trait and Emotional Intelligence in Academic Performance
- Summary of Reviewed Literature

Theoretical Framework of the Study

The theoretical framework of this study is hinged on Big Five Personality traits which were propounded by John and Srivastava (1999). He proposed the Big Five model and it has since appeared prominently in many studies on educational performance. The initial model was advanced by Ernest Tupes and Raymond Christal in 1961, but failed to reach an academic audience until the 1980s. In 1990, J.M Digman advanced his five-factor model of personality, which Lewis Goldberg extended to the highest level of organization (Goldberg, 1993). The theory believed that there are five basic dimensions of personality, often referred to as the "Big 5" personality traits. The five broad personality traits described by the theory are extraversion (also often spelled

extroversion), agreeableness, openness, conscientiousness, and neuroticism. As a result, the five-factor theory emerged to describe the essential traits that serve as the building blocks of personality. The researcher believed from evidence in literature that the big five factor are five core personality traits. Evidence of this theory has been growing for many years, beginning with the research of Fiske (1949) among others.

The "big five" are broad categories of personality traits. While there is a significant body of literature supporting this five-factor model of personality, researchers don't always agree on the exact labels for each dimension. It is important to note that each of the five personality factors represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between the two polar ends of each dimension. These five categories are usually described as follows; This trait features characteristics such as imagination and insight. People who are high in this trait also tend to have a broad range of interests. They are curious about the world and other people and eager to learn new things and enjoy new experiences. People who are high in this trait tend to be more adventurous and creative. People low in this trait are often much more traditional and may struggle with abstract thinking. Standard features of this dimension include high levels of thoughtfulness, good impulse control, and goal-directed behaviors. Highly conscientious people tend to be organized and mindful of details. They plan ahead, think about how their behavior affects others, and are mindful of deadlines. Extraversion (or extroversion) is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.

People who are high in extraversion are outgoing and tend to gain energy in social situations. Being around other people helps them feel energized and excited. People who are low in extraversion (or introverted) tend to be more reserved and have less energy to expend in social settings. Social events can feel draining and introverts often require a period of solitude and quiet in order to "recharge."

This personality dimension includes attributes such as trust, **altruism**, kindness, affection, and other **prosocial behaviors**.¹ People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and sometimes even manipulative. Neuroticism is a trait characterized by sadness, moodiness, and emotional instability. Individuals who are high in this trait tend to experience mood swings, anxiety, irritability, and sadness. Those low in this trait tend to be more stable and emotionally **resilient**. McCrae and his colleagues have also found that the big five traits are also remarkably universal. One study that looked at people from more than 50 different cultures found that the five dimensions could be accurately used to describe personality. Based on this research, many psychologists now believe that the five personality dimensions are not only universal; they also have biological origins. Psychologist David Buss has proposed that an evolutionary explanation for these five core personality traits, suggesting that these personality traits represent the most important qualities that shape our social landscape. (Kendra, 2019)

With respect to this study, academic successes among secondary school students are significantly related with two of the Big Five traits: conscientiousness and openness

to experience (Poropat, 2009; Trapmann et al., 2007). Individuals high in this trait is associated with occupational and academic achievement, while low in this trait lead the individual to annoying compulsive neatness. Many Students are differ in their personal values and they process information in different ways, their personality traits are different and also their understanding. Personality traits are necessary for people to be successful in their life. Personality has been recognized as a determining factor on how people learn (Lawrence, 1997; Myer et al, 1998).

Human personality and achievement are the most important issues of personality and educational psychology. Human beings are biological organisms living in a particular environment. It has long been believed that the psychological influence of environment on the development of personality is very important. Individuals come across various psychosocial problems, causing feelings of anxiety and frustration. These feelings may be due to their identity crises, vocational selection, peer pressure, relationships and expected or un-expected responsibilities. They all behave differently in different situations and try to resolve these problems on their own. When they fail to overcome their problems, they feel frustrated, which further affects their overall performance. In the present study the focal point is to provide scientific support to the notion that there are strong relationships of certain personality variables with students' academic achievement.

The Concept of Academic Performance

The term 'academic performance' is frequently defined in terms of examination performance. It is the extent to which students, teachers and institutions has achieved

their academic goals. For this reason different researchers have different perception for academic performance. Academic performance can be used interchangeably, the term 'academic performance' has been described as the scholastic standing of a student at a given moment. It refers to how individual is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a subject (Owoyemi, 2000).

In education, scholars have employed three levels of performance which are high, average and low academic performance. The high, average and low attainment is due to individual differences and the individual difference influence academic performance (Stumm, Sophie, Hell & Thomas, 2011). Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect is most important –procedural knowledge such as skills or declarative knowledge such as facts. Academic Performance means how much knowledge the individual has acquired from school (Bashir & Mattoon, 2012). In this highly competitive world academic performance has been tagged to be an index for a child's future as it is an important goal of the educational process. Some proposal have been made on how to raise the academic performance of secondary students in the recent decades calling for greater parents involvement, teaching and training, higher teacher salaries, longer school year and school day, smaller school and small classes and single sex school (Aluede & Onolemhemen, 2001).

Academic performance is the extent to which a student, teacher or institution has achieved their short or long term goals. Academic performance is measured by the final

grade in a course. Patric (2017) states that academic performance is the measure of how well you do in an educational setting. Performance test can be described as the type of mental test in which the examinee is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with hands on activities or tasks or things rather than symbols. With respect to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student includes observable and measurable behaviour of a student at any point in time during a course. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test. And so on. Academic performance is measurable at any point in time (continual) (Yusuf, 2000).

Researches carried out, attributed poor academic performance to different perspectives such as intelligence, personality trait, lack of basic facilities, shortage of qualified teaching staff, lack of motivation, lack of availability of students textbook and study materials ,school environment ,time management, study habit among others (Gidado, 2000; Dans, Adamu, Olayemi, 2005 & Ohanaka, 2008).

According to Von, Bnedict & Tomas (2011), individual differences in academic performance have been linked to differences in intelligence and personality. Williams (2018) states that academic performance extends to performance outside the extends to performance outside the classroom. Academic performance represents performance

outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments (Richarda, Anya, Anne, 2017).

The Concept of Emotional Intelligence

Emotional intelligence combines the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense of and navigate the social environment. Emotional intelligence is the ability to sense and understand one's own emotions, to express and regulate them appropriately and to use them in the process of decision making (Sharma, Mangal & Nagar, 2016). It includes the capacity to understand and feel for others, and so set up and maintain quality relationships. Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it an inborn characteristic.

Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people in your community. Emotional intelligence also involves a person's perception of others. Understand how people around feel allows you to manage relationships more effectively. People with high emotional intelligence are usually successful in the most things they do. Because they are the ones that others want. They make others feel good, they go through life much more easily than people who are easily angered or upset.

The term emotional intelligence was clearly defined and conceptualized by Salovey and Mayer (1990) as "The ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and

action”. It has also been defined as “the ability of identifying our own feelings and those of others, for inspiring ourselves, and for handling emotions well in ourselves and in our relationships” (Goleman, 1998, Emotional intelligence has been described as a new and different idea of being smart. It is not merely being nice, rather it is avoiding the direct and ensuring the appropriate response to some uncomfortable circumstances.

Emotional intelligence denotes the capacity or ability to perceive stress and manage the emotions of one’s self and those of other people. Goleman (2004) described emotional intelligence as involving understanding, managing, perceiving emotions and facilitating intentions. Put differently, emotional intelligence refers to the competence to distinguish one’s own feelings, other peoples’ feeling, to motivate one, and to control emotions well in our daily interactions. Therefore, emotional ability will involve the mental capacity to reason and dissect emotional stimuli and action of emotions to enhance choice making. Proponents of emotional intelligence thinks that it is a skill that anyone who owns it tries to control his life with self-awareness and improve it with self-management and perceive its effects through sympathy or by managing the relations he tries to improve his or others’ moral. Easton, Martin, & Wilson (2008) think that emotional intelligence is the ability of recognition, evaluation and expressing emotions, the ability of controlling emotions to improve the growth of emotion.

Emotional Intelligence includes important aspects of individual’s internal and external relationships, stress management skills, and mood and temperament adaptation, all of which have an important effect on academic performance of university students (Fallahzadeh, 2011). People with high emotional intelligence are usually successful in

the most things they do and they are desired by others due to their ability to control situations. They enable and make others to feel good and go through life much easier than people who are easily angered or upset.

Models of Emotional Intelligence

Within the framework of emotional intelligence, the concept is further divided into approaching emotional intelligence as an ability or as a trait. According to Mayer, Salovey, and Caruso (2002), there are three theories within the emotional-intelligence paradigm. Each theory has developed in the last decade as an attempt to explain the abilities, traits, and competencies associated with emotional intelligence. The first model developed by Mayer et al. (1997) is called an ability model, which focuses on the constructs that increase intelligence through the understanding of emotions. EI, in this model, represents the potential for achieving mastery of specific abilities in the emotional intelligence domain. Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

Bar-On-Bar On's model 1997

Bar-On-Bar On's model also called trait model of Emotional Intelligence, was developed by Reuven Bar-On. Bar On's model of emotional intelligence emphasizes on the potential an individual has to perform and succeed. According to the model, EI is an arrangement of interconnected behaviour driven by emotional and social competencies that influence performance and behaviour. It accentuates on an individual's ability to solve problems and issues of a social and personal nature (Bar-On 1997). The model

draws attention to a number of emotional and social abilities. Predominant among them are the skills and the ability to be aware of and understand oneself and to be able to express oneself. It also includes the ability to understand others and to relate and interact with them.

The model highlights the importance of the process rather than the outcome (Bar-On, 2002) and the ability to deal with strong emotions and the ability to adjust to change. The Bar-On model of emotional intelligence defines five components of emotional intelligence which are intrapersonal, interpersonal, adaptability, stress management and general mood. Generally, according to Bar-On emotional intelligence and cognitive intelligence both contribute equally to a person's general intelligence which is a good indicator of a person's ability to succeed in professional and personal life (Bar-On 2002). The model consists of components and subcomponents: Intrapersonal- Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization; Interpersonal- Empathy, Social Responsibility, Interpersonal Relationship; Adaptability-Reality Testing, Flexibility, Problem Solving; Stress Management-Stress Tolerance and Impulse Control; General Mood Components- Optimism and Happiness. Bar-On (1997) theorized that emotionally intelligent people "are generally optimistic, flexible, realistic, and successful at solving problems and coping with stress, without losing control".

Emotional intelligence and Academic Performance

Emotional intelligence has been reported as an indicator of performance in various fields including banking, telecom, retailing (Heffernan, O'Neill, Travaglione, &

Droulers, 2008). Individuals who have developed and demonstrated high level of emotional intelligence are able to recognize and regulate their own and others emotions (Jaeger, 2003). Research clearly shows that there has been a clear link between emotional intelligence and work performance (Goleman, 1995).

Sania and Sehrish (2016) evaluated the impact of emotional intelligence on academic performance of Business students. It analyzed if business schools contribute to the development of emotional intelligence in students. Data was collected from 325 Business students studying in three business-related institutions. This study measures emotional intelligence by employing Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance through grade point average (GPA). Hierarchical regression analysis was conducted to ascertain the effect of emotional intelligence on academic performance of Business students. Findings suggested that the relationship between emotional intelligence and academic performance was weak.

Chew, Zain and Hassan (2013) examined the effect of Emotional Intelligence on academic performance in first- and final-year medical students in Malaysia. The study adopted cross-sectional approach using an objectively-scored measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Academic performance of medical school students was measured using continuous assessment (CA) and final examination (FE) results. The first- and final-year students were invited to participate during their second semester. Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. Relationships between the total MSCEIT score to academic performance were examined using multivariate

analyses. The results show that a total of 163 (84 year one and 79 year five) medical students participated (response rate of 66.0%). The gender and ethnic distribution were representative of the student population. The total EI score was a predictor of good overall CA (OR 1.01), a negative predictor of poor result in overall CA (OR 0.97), a predictor of the good overall FE result (OR 1.07) and was significantly related to the final-year FE marks (adjusted R² =0.43). It was concluded that medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance medical students' academic performance.

Petrides, Frederickson and Furnham (2004) examined the role of trait emotional intelligence (trait EI) in academic performance and in deviant behaviour at school on a sample of 650 pupils in British secondary education (mean age=16.5 years). Trait EI moderated the relationship between cognitive ability and academic performance. In addition, pupils with high trait EI were less likely to have had unauthorised absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. The study concluded that the constellation of emotion-related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behaviour, with effects that are particularly relevant to vulnerable or disadvantaged adolescents.

Ahmed, Mehak, Ali, Khan, Shehzad, Baloch and Abid (2017) examined the relationship between EI and academic performance of workforce of preclinical medical students (1st and 2nd year MBBS students of Jinnah Sindh Medical University). The

study adopted a prospective, cross sectional study design and measured the EI by questionnaire based on a study by Petrides and Furnham, 2006. The grade point average (GPA) of their last semester was used to analyze the academic performance. Nonprobability consecutive technique was done. Our sample size comprises of 120 students out of which 14 were males and 106 were females of 1st and 2nd year of MBBS. The structured paper-based questionnaire also included pretest demographic information which was filled by the students, after taking a verbal consent. The number of participants was 120. The response rate was 100%. The result revealed that out of 4 factors, 2 were the most significant: well-being ($P = 0.005$) and sociability ($P = 0.01$). The value of EI was significantly higher in the male than in the female students. The study concluded that there is a strong relationship between academic performance in terms of higher GPA and two individual factors of EI that were well - being and sociability. Overall EI values of male students were statistically higher and significant than female students.

Asmari (2014) investigated the effects of EI on academic performance of male and female English language undergraduates in Saudi Arabia. Data were collected from 100 male and 100 female students through Emotional Quotient Inventory (EQ-I, 125). The responses were compared with their performance in English language tests. It was found that higher EI levels of female undergraduates had positive impact on their performance in English language tests. Females also scored better in EI constructs:

intrapersonal, interpersonal, stress management and general good. However, adaptation was not significant in both genders. Results demonstrate a trend of social and educational change in Saudi Arabia as female students are performing better compared to their male counterparts. Accordingly, if EI skills are strengthened and enhanced in students of both genders, they may potentially display better levels of personal and academic performance.

Azimifar (2013) investigated the relationship between emotional intelligence (EI) and academic performance in among Iranian students in elementary schools. Emotional intelligence competencies were measured using the Six Seconds Emotional Intelligence Assessment for Youth (SEI-YV). The SEI-YV is a self-report instrument that provides scores on three composite measures of EI, eight EI competencies, and five barometers of health. Academic performance scores were measured by using a standard performance test in Mathematics, and Science. Fifty students from two elementary schools in Tehran, whose teachers were instructed to teach EI competencies were selected for this study. Results suggested two weak but significant correlations between two barometers of health and scores in English-Language Arts. Results revealed no statistically significant correlations between student scores on the SEI-YV and the performance tests among Iranian students at elementary schools.

Mavroveli and Sanchez-Ruiz (2011) investigated the associations between trait EI and school outcomes, such as performance in reading, writing, and maths, peer-rated behaviour and social competence, and self-reported bullying behaviours in a sample of primary school children. It also examines whether trait EI scores differentiate between children with and without special educational needs (SEN). Sample. The sample

comprised 565 children (274 boys and 286 girls) between the ages of 7 and 12 (M(age) = 9.12 years, SD = 1.27 years) attending three English state primary schools. Pupils completed the Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF), the Guess Who peer assessment, the Peer-Victimization Scale, and the Bullying Behaviour Scale. Additional data on performance and SEN were collected from the school archives. Results as predicted by trait EI theory, associations between trait EI and academic performance were modest and limited to Year 3 children. Higher trait EI scores were related to more nominations from peers for prosocial behaviours and fewer nominations for antisocial behaviour as well as lower scores on self-reported bullying behaviours. Furthermore, SEN students scored lower on trait EI compared to students without SEN.

Sharma, Mangal, and Nagar (2016) studied the impact of Non cognitive factor such as emotional intelligence on the academic performance of teacher trainees. The study was conducted on 100 graduate teacher trainees pursuing B.Ed. from Lingaya's University. The participants consisted of male and female students in which strength of female was more than male. Average age of all participants was 24 years. Randomization method was used for selection for the participants. Emotional intelligence inventory designed by Mangal (Guest faculty, Department of Education, University, Rohtak) Mangal (Principal C.R.S. College of Education, Noida) was used for the measurement of emotional intelligence of teacher trainees' which consists four areas of Emotional Intelligence i.e Intrapersonal Awareness, Inter-personal Awareness, Intra-personal Management, Inter- personal Management respectively. The result of study reveals that

there is positive and significant correlation between Emotional Intelligence and Academic Achievement of teacher trainees.

The Concept of Personality Trait

Personality is the integration of many characteristics, no person is exactly the same as any other person and it is a combination of qualities that makes one unique and gives his individual identity. Personality is the organized system of the behaviours, attitudes and values that characterize a given individual and account for his particular manner of functioning in the environment (Preeti, 2014). Personality trait is a habitual pattern of thinking, feeling and behaving. The human personality is formed and modified by the interaction between biological man and his environment. Children often have many of the personality characteristics of their own parents. Personality includes the motivational aspect as well as other outstanding characteristics.

Different psychologists have perceived the phenomenon of personality in different perspectives hence they all put forth its different definitions. A few important definitions are presented thus: Prince (1924 as cited in Preeti 2014) stated that personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies acquired by experiences. Watson (1957) called attention to the fact that character is a part of personality, he said, "Personality includes not only these (character-conventional) reactions, but also the more individual personal adjustments and capacities as well as their life history". Allport's definition which is having world-wide acclaim can be expressed as "the personality is the dynamic organization within the individual of those

psycho-physical systems that determines his unique adjustment to his environment." Later on, he revised the definition and said that. Personality is the dynamic organization within the individual of those psycho-physical systems that determine his characteristic behaviour and thought".

Personality is a concept that is concerned with and can be deduced from all the behaviour relations between an organism and its environment. It predicts behaviour in given circumstances. Jing (2007) defined personality can be seen as the "distinctive patterns of behaviour which comprises thoughts and emotions that characterize each individual's adaptation to the situations of his or her life". Personality, according to Denga, is "the total aggregate of configuration of an individual's unique characteristic and mode of behaviour which includes his internal mediating state. Hence, he states that an individual's personality would include his thoughts, behaviours, feelings, emotions, attitude, physique, adjustment, unique learning history response patterns, habits and general poise" (Denga, 2002). Thus, the personality of any individual comprises the mental, emotional, physical, physiological, social and perceptual factors.

Camilus (2011) opined that personality is an individual's unique variation on the general evolutionary design for human nature, expressed as a developing pattern of dispositional traits, characteristic adaptations, and integrative life stories complexly and differentially situated in culture. Personality is an individual's unique thoughts, feelings and behaviour that persist over time and different situations. Every personality is said to be the product of a combination of a few basic and primary traits. According to Feldman (1994) in Daminabo (2008), personality is the sum total of the characteristics that

differentiates people, or the stability of a person's behaviour across different situations. In other words, it means those qualities the individual is noted for. A personality trait is the consistent differences between the behaviours characteristic of two or more people. It is also defined as "any distinguishable, relatively enduring way in which one individual varies from another" (Agbakwuru 2000).

Personality Trait and Academic Performance

Lawler (2012) carried out a study titled academic performance beyond cognitive ability: personality, emotional intelligence and self-efficacy- a mixed cross-sectional and longitudinal study. The participants (N=120) comprised of male (N=47) and female (N=73) students at a secondary college in Merseyside. A within-participant design was employed utilizing quantitative cross-sectional survey method (based on self-reports) with a longitudinal component linked to archival indicators of performance data (General Certificate School Examination results) which were aggregated into a grade point average (GPA). The study's hypotheses were tested through bivariate and multivariate analysis. Good quality of data was evidenced by low levels of skewness and kurtosis. Correlation analysis revealed that openness, conscientiousness were positively associated with GPA. Agreeableness was negatively associated with academic performance. Hierarchical regression demonstrated the best predictor of grades was agreeableness.

Ali, Hussain and Iqbal (2018) conducted a study to investigate the relationship of the personality traits of students with their academic achievement in international context. This area, however, has yet been rarely explored in the context of Pakistan. This cross-sectional survey study, therefore, investigated the degree to which selected primary

source traits of the personality of students can serve as a predictor of their academic achievement at secondary school level in the context of Pakistan. Three hundred fifty-seven (357) secondary school students (182 boys and 175 girls) attending class 10th participated in this study. A 43-item Likert 5-point trait scale, following the example of the items included in the “Big Five Questionnaire – Children version (BFQ-C)” by Barbaranelli (2003), was developed for measuring the eight selected primary source traits, namely: independence, intelligence, sociable, easy going, generous, friendly, emotionally stable, and dominance. Academic achievement of the representative sample of the students was measured on the basis of their annual examination results of class 9th. Collected data were analyzed and interpreted by applying descriptive and the inferential statistics as well as factor analysis. Values of regression analysis revealed that, among the eight primary source traits, “Independence”, “Intelligence” “Emotionally stable” and “Friendly” were the only factors that predicted students’ academic achievement to some extent while the role of other four traits found to be minimal or negative in predicting academic achievement.

Eyong, David, and Umoh (2014) investigated the influence of personality traits on academic achievements of secondary school students in Cross River State. Two research questions and hypotheses were tested at .05 levels of significance to guide the conduct of the study. The research design used was casual-comparative or ex-post facto. The population of the study consisted of 13, 838 SSI students in all 239 public secondary schools throughout Cross Rivers State. A total of 7 Local Government Areas were randomly drawn out of 23. Then 20 schools were randomly selected, from which a

sample of 8530 SSI students was finally drawn. The instrument adapted for the study was the 44-item standardized questionnaire known as the big five personality model by Robert McCrae and Paul Costa (1999). This was validated by expert in the field of measurement and evaluation; the reliability was established using the test re-test method and the reliability coefficient was calculated using Pearson moment correlation coefficient (r) and the reliability indices obtained were, 0.68, and 0.62 respectively for conscientiousness and agreeableness. The data collected were analyzed using the mean (\bar{x}) and standard deviation (SD) to answer the research question. The independent sample t- test was used to test the hypothesis in order to determine whether there is a significance difference between the means two independent groups being compared for each trait. A significant difference was found between the achievements of students with high level of conscientiousness and agreeableness, and those with low levels of the traits.

Apeh and Ezemaduka (2015) studied the influence of extroversion-introversion and subject preference in the academic performance of secondary school students. It is a departure from traditional pattern where academic performance has been typically associated with intelligence rather than personality or subject preference. The specific objectives of this study include to find out possible differences in the subject preferences and academic performance of secondary school students who manifest different types of personality traits and to examine the possible differences in the subject preferences and academic performance of the two personalities along gender lines. Two research questions and six null hypotheses were formulated. The study sampled secondary school students in Nigeria using the descriptive survey design. The total population for this

study is 14,189 students and the sample for this study was 375. Three different instruments were used for this study to assess personality, subject preference and academic performance of students. Psychometric properties of the instruments were determined and reliability coefficients of 0.74 and 0.78 were obtained for the SPQ and SSPI respectively. Mean scores, frequency counts, percentages and t-test statistics were used in the analysis of data that were collected. This study found significance of difference between subject preferences between students showing extroverted and introverted traits as well as significant difference between the academic performances of students due to personality type.

Akomolafe (2013) investigated the relationship of personality characteristics to academic performance of secondary school students. The correlational type of descriptive research design was used for the study. Three hundred and ninety-eight students constituted the study's sample. Both the independent and dependent variables were measured with relevant standardized instruments. Two research questions were answered in the study. Findings showed that personality dimensions jointly and relatively predicted academic performance except neuroticism. The findings imply that teachers should construct learning environments that take into consideration students' individual differences and strengths.

Camilus (2011) determined the influence of students' personality characteristics on their academic performance in Agricultural Science in secondary schools in Uyo Municipality, Akwa State, Nigeria. The sample for the study consisted of 160 students. Twenty students were randomly selected from the senior secondary classes in the eight

selected secondary schools in the study area. The selection was done through random sampling technique. The questionnaire entitled “student’s personality characteristics and their academic performance in Agricultural Science in Secondary Schools” was the main instrument for data collection. Pearson Product Moment Correlation Coefficient and Chi-square were the statistical tools used to analyze data to test all the hypotheses of the study. The result from the analyzed data indicated that student’s self-concept, motivation, attitude and anxiety are significantly related to academic performance in Agricultural Science. In the light of the above findings, it was concluded that personality characteristics of students have influence on their academic performance in Agricultural Science.

Al-Naggar, Osman, Ismail, Bobryshev, Ali and Menendez-Gonzalez (2015) carried out a study to determine the relationship between types of personality and level of academic performance among health sciences students in Malaysia. A total number of 246 students participated in this study. The questionnaire was distributed randomly from students of each semester. Data were entered and analyzed using PASW Statistics Version 18.0. Relationship between GPA and BFA were analyzed using the multiple linear regressions. The Spearman’s correlation, multiple linear regression were used in this study. Findings were presented with adjusted OR, 95% CI and p-value. The results indicated that the majority of the study participants were single (98%), Malay (62.2%). This study revealed that the most dominant personality trait was openness (32.8 ± 5.1) and the least dominant was neuroticism (23.9 ± 4.4). Spearman’s correlation analysis showed that there was correlation between GPA and the following types of personality:

openness ($p=0.001$), conscientiousness ($p<0.001$), extraversion ($p=0.018$). Multiple linear regression analysis showed that openness and conscientiousness personalities were positively associated with academic performance ($p=0.047$, $p=0.036$; respectively).

Ciorbeaa and Pasaricaa (2013) aimed to identify the relationship between personality and academic performance using 80 participants aged between 22 and 28 who graduated university. The study used EPQ to measure Neuroticism, Extraversion, Psychoticism; MBTI for the level of organization during activities and Rosenberg's Self-Esteem Scale. Academic performance was evaluated by the final project grade and by the overall grade of the last academic year. The result revealed that neuroticism negatively influences the academic performance; a weak relationship exists between extraversion and academic performance in the form of the final project grade and no significant correlation with the overall grade of the last academic year; psychoticism is negatively associated with academic performance and the judgment-perception dimension correlates with academic performance.

Hazrati-Viaria, Rada and Torabib (2012) examined the effect of personality on academic motivation and academic performance. Participants were college students who voluntarily participated in the study. They were asked to complete a personality questionnaire (NEO-FFI), and an academic motivation questionnaire (AMS-C 28, included GPA and demographic data). Results showed that conscientiousness predicted both of intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, as expected, academic motivation mediated the

relationship between openness to experience and conscientiousness with academic performance.

Martey and Aborakwa-Larbi (2016) assessed and predicted the impact of personality traits on academic performance evidence from Tertiary students in Ghana. The main objective is to investigate the association between the personal traits (extraversion, neuroticism, openness to experience, agreeableness and conscientiousness) and academic performance. The target population of the study comprised of students who have studied a minimum of three semesters at selected tertiary institutions in Ghana. 627 out of the 700 participants returned their questionnaires. Respondents were recruited from, Greater Accra Region of Ghana. The study adopted purposive sampling technique to select the tertiary institution whereas convenience sampling techniques were employed to select the students. With the aid of SPSS the following statistics were used: descriptive statistics in order to have a clear picture of study variables, Cronach's alpha to measure the internal consistency of the construct, Kurtosis and Skewness values to check the normality of each variable used and regression analysis to measure the effect of independent variables on dependent variables. The findings revealed that, there is a significant positive relationship between the academic achievements of tertiary student's that are conscientious, agreeable and openness, however extroversion and neuroticism failed to pass the hypothesis test.

Poropat (2014) researched on other-rated personality and academic performance. The result indicated that a meta-analysis of other-rated personality demonstrated substantially higher correlations of academic performance with all of the dimensions of

the Five-Factor Model of personality, which were not accounted for by associations with intelligence. The combined association of academic performance with all of the Five-Factor Model dimensions was one of the largest so far reported in education. The findings have implications for personality measurement. Teachers are able to assess students' personalities to match educational activities to student dispositions, while students' development of learning capacities can be facilitated by feedback on how their personalities are linked with effective learning.

Poropat (2010) reported a meta-analysis of personality-academic performance relationships, based on the Five-Factor Model (FFM), with cumulative sample sizes ranging to over 70,000. Most analyzed studies came from the tertiary level of education, but there were similar aggregate samples from secondary and tertiary education. There was a comparatively smaller sample derived from studies at primary level. Academic performance was found to significantly correlate with Agreeableness, Conscientiousness and Openness to Experience. Where tested, correlations between Conscientiousness and academic performance were largely independent of intelligence. When secondary academic performance was controlled for, Conscientiousness added as much to the prediction of tertiary academic performance as did intelligence. Strong evidence was found for moderators of correlations. Academic level (primary, secondary or tertiary), average age of participant, and the interaction between academic level and age significantly moderated correlations with academic performance.

Lievens, Coetsier, De Fruyt & De Maeseneer (2002) investigated which personality traits are typical of medical students as compared to other students, and

which personality traits predict medical student performance in pre-clinical years. This study reports a cross-sectional inventory study of students in nine academic majors and a prospective longitudinal study of one cohort of medical students assessed by inventory during their first preclinical year and by university examination at the end of each pre-clinical year. In 1997, a combined total of 785 students entered medical studies courses in five Flemish universities. Of these, 631 (80.4%) completed the NEO-PI-R (i.e. a measure of the Five-Factor Model of Personality). This was also completed by 914 Year 1 students of seven other academic majors at Ghent University. Year-end scores for medical students were obtained for 607 students in Year 1, for 413 in Year 2, and for 341 in Year 3. The results revealed that Medical studies falls into the group of majors where students score highest on extraversion and agreeableness. Conscientiousness (i.e. self-achievement and self-discipline) significantly predicts final scores in each pre-clinical year. Medical students who score low on conscientiousness and high on gregariousness and excitement-seeking are significantly less likely to sit examinations successfully.

Sex Difference in Personality Trait and Emotional Intelligence in Academic Performance

A 246 University sample study published by Day and Carroll (2004) journal personality and individual differences found women scored significantly higher than men on all scales of the MSCEIT. Another 330 sample study published in the same journal by Van Rooy DL and Viswesvaran C. in 2005 also found women scored significantly higher in emotional intelligence ability than men.

A 2006 sample study of 946 participants involving the University of Malaga and Yale University by Extremera N, Fernandez-Berrocal and Peter Salovey found significantly higher scores obtained by women on overall scale and branches. 2010 meta-analysis published in the journal of applied psychology by researchers Dana L. Joseph and Daniel A. Newman found that women scored higher than men by around half a deviation which amounts to 6-7 points difference.

A 2016 study by researcher Tiziana Quarto published in the journal PloS ONE found women had higher Emotional Intelligence abilities among a group of 63 participants.

Chapman, Duberstein, Sorensen, & Lyness, 2007; Costa, Terracciano, & McCrae, 2001 found that women tend to have higher means of agreeableness and neuroticism than men.

A research by Susan, South, Jamecle and Collin (2011) on the Sex differences in the Big Five model personality traits: A behavior genetics exploration found that quantitatively, on the genetic and environmental variance, contributing to BFM personality domains. Results from a nationally representative U.S. adult twin sample (N = 973 pairs) supported phenotypic (i.e., mean level) sex differences in three of five personality traits (Neuroticism, Agreeableness, Conscientiousness) but did not support genetic or environmental sex differences in any trait.

A study on “personality differences between sexes are largest in the most gender, equal countries” by Petri Kayonius in 2018 in the University of Gotheburg. In the study over 130,000 people from 22 different countries filled in a validated personality test. The

test measured the “big five personality traits” it was found that women generally rated themselves as more worried (neuroticism) social extroversion, inquisitive (openness) caring (agreeableness) and responsible (conscientiousness) than men and these relative differences were larger in gender equal countries.

A research on gender differences in personality traits across cultures by Paul, Terracciano, Robert (2001) using secondary analyses of revised NEO personality inventory data from 26 cultures (N=23, 031) suggests that gender differences are small relative to individual variation with gender; differences are replicated across cultures for both college - age and adult samples and differences are broadly consistent with gender stereotype: women reported themselves to be higher in neuroticism agreeableness, warmth and openness to feelings where as men were higher in assertiveness and openness to new ideas.

Summary of Reviewed Literature

In this chapter, the following concepts were looked into: Theoretical Framework of the study, the concept of academic performance, the concept of emotional intelligence, the concept of personality traits, emotional intelligence and academic performance, personality traits and academic performance, sex and emotional intelligence, and a detailed discussion on sex and personality traits.

The theoretical framework for the study which is based on the big five personality theory and on bar model of emotional intelligence was reviewed. Personality as a construct was described as dynamics underlying human behaviours. In addition, literature was reviewed on the definition of emotional intelligence. It was found that

emotional intelligence is more of a mental ability to accurately perceive, appreciate and comprehend one's emotion as well as that of others. Three different models extensively described emotional intelligence; they are developed by Mayer's ability model, Reuven Bar-On model and Goleman's model of EI. The models have different components and sub-components. For example, Goleman's model has five key competencies which are self-awareness, managing emotions or self-regulation, motivating oneself, empathy and social skills which are clearly described in the review. In addition, Sania and Sehrish (2016) evaluated the impact of emotional intelligence on academic performance of business students; Chew, Zain and Hassan (2013) examined the effect of EI on academic performance in first- and final-year medical students in Malaysia; Petrides, Frederickson and Furnham (2004) examined the role of trait emotional intelligence (trait EI) in academic performance; Ahmed, Mehak, Ali, Khan, Shehzad, Baloch and Abid (2017) examined the relationship between EI and academic performance or workforce of preclinical medical students; Azimifar (2013) investigated the relationship between emotional intelligence (EI) and academic achievement in among Iranian students in elementary schools; and Mavroveli and Sanchez-Ruiz (2011) investigated the associations between trait EI and school outcomes, such as performance in reading, writing, and maths.

However, from the available research literature within the reach of the researcher, it was found that there is a dearth of literature on the influence of personality traits and emotional intelligence on academic performance especially among secondary school students in Egor LGA of Edo State, the influence of each attributes of personality traits

and emotional intelligence on academic performance has not earned so much research effort and recognition in the area of this study. Even the few available studies are foreign and did not examine how personality and emotional intelligence jointly influenced academic performance. Neither to the knowledge of the researcher was there any study that used the intervening variable of sex on academic performance among senior secondary school students in Egor Local Government Area of Edo State, the gap this study seeks to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the method and procedure that was adopted in the conduct of this study are described and presented as follows:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The design that was being adopted for this study is the survey research design, using the correlational approach because it sought to investigate the influence of variables of interest which are personality traits and emotional intelligence as independent variable on academic performance which is the dependent variable of the study. In this research design, the researcher collected data from a large number of students, the design is considered appropriate because only a part of the population will be studied and the findings will be used to generalize the entire population.

Population of the Study

The population of the study consisted of senior secondary students in public mixed secondary schools in Egor Local Government Area of Edo State. There are 7 public mixed secondary schools with 1693 male and 3157 female making a total of 4850 secondary school students in Egor Local Government Area in Edo State.

Sample and Sampling Techniques

The sample for this study consists of one hundred (100) students from mixed public school and was selected using simple random sampling technique through balloting without replacement. In doing this, the names of the schools was written on a sheet of paper, folded and put into a blind bag from which the researcher picked. This was achieved by randomly selecting 4 from the 7 mixed public senior secondary schools in Egor Local Government Area. From each school, 25 students each was randomly selected from SS1, SS2 and SS3 classes making a total of 75 senior secondary school students selected from each of the sampled school.

Research Instrument

Two instruments was adapted for this study. The first is the Big Five Personality Inventory (BFPI) adapted from John and Srivastava (1999). Originally, the inventory comprised 44-items on the personality facets, but a short version of 15 items was devised by the researcher. Items 1-3 will measure Extraversion, items 4-6 will measure Agreeableness; item 7-9 will measure Conscientiousness and items 10-12 measure Neuroticism while items 13-15 will measure Openness. The scale was designed with the

response based on a 4-point scale of the Likert type, that is strongly disagree (1), disagree (2), agree (3) and strongly agree (4).

The changes made are; the response was on 5-point scale but the researcher decided to strike out the “neither agree nor disagree” column because with such response, the respondent is not specific. In addition, the items in the original copy of the instrument were arranged according to each personality traits for easy scoring and computation and words such as “ingenious”, “deep thinker”, “cold and aloof” which were in the original instrument were simplified to suit the respondent’s level of understanding.

The second instrument is the Emotional Intelligence Questionnaire (EIQ). This is a Likert-type and self-report questionnaire designed by London Leadership Academy (new edition) but modified by the researcher and was used to measure emotional intelligence. The original form had fifty (50) items and five (5) subscales including: social skill, empathy, motivating oneself, managing emotions and self-awareness. A brief version of the instrument structured by the researcher, with fifteen (15) items and five (5) subscales was used in this study; and would yields Emotional Intelligence score for each of the five subscales. Each item consisted of a 4 point Likert scale with a response of; strongly disagree (1), disagree (2), agree (3) and strongly agree (4).

A student’s Proforma will also be developed to measure the performance of students in Mathematics and English.

Validity of the Instrument

To determine the validity of the instrument, the researcher sought the expert judgment of her supervisor and two other lecturers in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. All suggested corrections were effected, this made the instrument valid for use.

Reliability of the Instruments

The internal reliability of the instrument was established by the researcher using a sample of (20) students outside the area of study. The Cronbach Alpha Statistic was used to establish the internal consistency of the items. A reliability coefficient value of ____ was obtained for Student's Personality traits scale and ____ for Emotional Intelligence scale thus ascertaining that the instrument is reliable.

Method of Data Collection

The researcher obtained permission from the school principal of each of the schools that was used for the study. The instruments were administered personally to the students in the selected secondary schools in Egor Local Government Area, Edo State. The instruments were retrieved from participants as soon as they finished filling the instrument the same day.

Method of Data Analysis

In analyzing the data, hypotheses 1-2 were tested using Pearson Product moment Correlation Statistics. Hypotheses 3-4 were tested using Fisher's z-test statistics while hypothesis five was tested using Regression analysis. The hypotheses were tested at a significant level of 0.05.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data collected from the field based on the tested hypotheses and the discussion of findings are presented.

PRESENTATION OF RESULTS

Hypothesis 1: There is no significant relationship between personality trait and academic performance of secondary school students in Egor Local Government Area.

Table 1: Correlation Analysis Personality Trait and Academic Performance

Variables	N	r	Sig (2-tailed)
Personality Trait	100	0.711	0.000
Academic Performance			

Table 1 above shows that the correlation coefficient between personality trait and academic performance is 0.711 with a p-value of 0.000. Testing at an alpha level of 0.05, the p-value is less than the alpha level of significance ($p < 0.05$) and as such the null hypothesis which states that “There is no significant relationship between personality trait and academic performance of secondary school students in Egor Local Government Area” is rejected. This implies that there is significant relationship between personality trait and academic performance of secondary school students in Egor Local Government Area of Edo State.

Hypothesis 2: There is no significant relationship between emotional intelligence and academic performance of secondary school students in Egor Local Government Area.

Table 2: Correlation Analysis Personality Trait and Academic Performance

Variables	N	r	Sig (2-tailed)
Emotional Intelligence	100	0.731	0.000
Academic Performance			

Table 2 above shows that the correlation coefficient between emotional intelligence and academic performance is 0.731 with a p-value of 0.000. Testing at an alpha level of 0.05, the p-value is less than the alpha level of significance ($p < 0.05$) and as such the null hypothesis which states that “There is no significant relationship between emotional intelligence and academic performance of secondary school students in Egor Local Government Area” is rejected. This implies that there is a significant relationship between emotional intelligence and academic performance of secondary school students in Egor Local Government Area of Edo State.

Hypothesis 3: There is no significant relationship between personality trait and academic performance of secondary school students in Egor Local Government Area based on Sex.

Table 3: Fishers Z- test Analysis of Personality Trait and Academic Performance by Sex

Variables (Sex)	N	r	Zr	Z-cal	Z-value
Male	36	.448	.4847	-3.110	1.96
Female	64	.822	1.1568		

Table 3 above shows the Fishers Z- statistics of personality trait and academic performance based by Sex. The coefficient values of male students and female students are 0.448 and 0.822 respectively, testing at an alpha level of 0.05, the calculated Z of -3.110 is greater than the critical value of 1.96. With this, the null hypothesis which states “There is no significant difference in the relationship between personality trait and academic performance of secondary school students in Egor Local Government Area based on Sex” is rejected. This implies that there is a significant difference in relationship between personality trait and academic performance of secondary school students in Egor Local Government Area by sex.

Hypothesis 4: There is no significant relationship between emotional intelligence and academic performance of secondary school students in Egor Local Government Area based on Sex.

Table 4: Fishers Z- test Analysis of Emotional Intelligence and Academic Performance by Sex

Variables (Sex)	N	r	Zr	Z-cal	Z-value
Male	36	.573	.6475	0.736	1.96
Female	64	.794	1.0714		

Table 4 shows the Fishers Z- statistics of administrators’ job satisfaction and administrative effectiveness in the University of Benin based by sex. The coefficient values of male staff and female staff are 0. .573 and 0.794 respectively, testing at an alpha level of 0.05, the calculated Z of 0.736 is less than the critical value of 1.96. With this, the null hypothesis which states “There is no significant relationship between emotional intelligence and academic performance of secondary school students in Egor Local Government Area based on sex” is retained. This implies that there is no significant difference in relationship between emotional intelligence and academic performance of secondary school students in Egor Local Government Area by sex.

Discussion of Findings

The result showed that personality traits do not significantly influence academic performance of secondary school students. Meaning that there is no significant relationship between personality traits and academic performance of senior secondary school students in Egor Local Government Area of Edo State. It is evident that people who are high in in displaying the personality behaviour of being trusted, straight forward,

cooperative, tender-minded, sympathetic and good-natured do not have the tendency to cope with academic challenges better than those who do not. Through cooperation and straightforwardness, their academic problems are shared and eventually perform better academically.

This result agrees with the study carried out by Ciorbeaa and Pasaricaa (2013) who found out that personality trait was negatively associated with academic performance and the judgment-perception dimension correlates with academic performance. This finding agrees with the study carried out by Apeh and Ezemaduka (2015) who studied the influence of extroversion-introversion and subject preference in the academic performance of secondary school students and found significance of difference between subject preferences between students showing extroverted and introverted traits as well as significant difference between the academic performances of students due to personality type. Furthermore, this finding also disagrees with the findings of Martey and Aborakwa-Larbi (2016) which confirmed positive relationship between personality traits and academic performance.

It was also found that Emotional Intelligence does not significantly influence academic performance of secondary school students. Meaning that there is significant negative relationship between Emotional Intelligence and academic performance of senior secondary school students in Egor Local Government Area of Edo State. From this result, it could be safe to say that emotional intelligence does not influence academic performance. This result was corroborated by various researchers who have found negative relationship between emotional intelligence and academic performance (Sharma,

Mangal, and Nagar 2016, Azimifar, 2013, Asmari, 2014, Sama & Sehrish, 2016). The reason for this finding could be the fact that Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how one's emotions affect people in one's community. Emotional intelligence also involves a person's perception of others. Understand how people around feel allow you to manage relationships more effectively. People with high emotional intelligence are usually successful in the most things they do. They make others feel good, they go through life much more easily than people who are easily angered or upset.

This finding disagrees with the study of Chew, Zain and Hassan (2013) who investigated the effect of Emotional Intelligence on academic performance in first- and final-year medical students in Malaysia. The result showed that Emotional intelligence score was a predictor of good overall continuous Assessment (OR 1.01), a predictor of the good overall results (OR 1.07) and was significantly related to the final-year marks (adjusted R² =0.43). It was concluded that medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination.

The finding also revealed that the influence of Personality traits on academic performance of secondary school students does not significantly differ by sex. Meaning that sex of participants had moderate negative correlation between personality traits and academic performance. The finding in this study corroborate the finding of Susan, South, Jamecle and Collin (2011) who found no gender differences in three of five personality traits (Neuroticism, Agreeableness, Conscientiousness). However this study is in contrast

with the study carried out by Paul, Terraciano, Robert (2001) who found in their study that women reported themselves to be higher in neuroticism agreeableness, warmth and openness to feelings where as men were higher in assertiveness and openness to new ideas.

The finding also revealed that the influence Emotional Intelligence on academic performance of secondary school students does not significantly differ by sex. Meaning that 'sex' had high negative correlation between emotional intelligence and academic performance. This finding is in contrast with the study carried out by Tiziana, (2016) who found women had higher Emotional Intelligence abilities among a group of 63 participants.

The findings of the study further showed that Personality traits and Emotional Intelligence will not significantly influence academic performance of secondary school students. It was discovered through statistical analysis that academic performance was negatively correlated with all the independent variables in the study. The reason for this finding could have been the fact academic performance is both an environmental and behavioural problems. In this sense, emotional intelligence is related to lower academic performance among secondary school students. The implication is that there is no considerable influence of emotional intelligence on whether a student would achieve academic success or not. In congruence with this finding, Sama & Sehrish, (2016) found out that emotional intelligence was negatively correlated with academic performance of students. Similarly, personality traits had negative significant relationship with academic performance, this could have been caused by the fact that personality is the integration of

many characteristics, no person is exactly the same as any other person and it is a combination of qualities that makes one unique and gives an individual identity. Consistent with this finding, Ciorbeaa and Pasaricaa (2013) found out that personality trait was negatively associated with academic performance and the judgment-perception dimension correlates with academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary, conclusions and recommendations, implications for counselling, contribution to knowledge and suggestion for further studies are presented.

Summary

The study was carried out to investigate the influence of Personality traits and Emotional Intelligence on academic performance of secondary school students in Egor Local Government Area of Edo State. The main focus of this study was to find out the relationship between personality trait, emotional intelligence and academic performance and to examine the sex differences among the influence of personality traits, emotional intelligence and academic performance of secondary school students in Egor Local Government. To achieve this, five research questions were raised and formulated into five hypotheses and tested at 0.05 level of significance. The study reviewed relevant literature based on Theoretical framework, Concept of Academic Performance, Concept of Emotional Intelligence, Concept of Personality Traits, Emotional Intelligence and Academic Performance, Personality Traits and Academic performance, Sex and Emotional Intelligence, and Sex and Personality Traits

Survey research design using correlational approach was adopted for the study. The instruments were validated by experts and a Cronbach alpha method was carried out to determine its reliability coefficient and it was found to have 0.89 and 0.92. The target population of the study consisted of all the 4850 secondary school students in Egor Local

Government. A total number of three hundred (300) were selected as the sample of the study using simple random sampling technique. The questionnaires were administered to the participants in their various classes with the assistance of two trained research assistants. The data collected from the 30 respondents analyzed using descriptive statistics of frequencies, means and standard deviation and inferential statistics of Pearson Product Moment Correlation and Regression Analysis.

The following were the findings of this study:

1. Personality traits do not significantly influence academic performance of secondary school students.
2. Emotional Intelligence does not significantly influence academic performance of secondary school students.
3. The influence of Emotional Intelligence on academic performance of secondary school students does not significantly differ by sex.
4. The influence of Personality traits on academic performance of secondary school students does not significantly differ by sex.
5. Personality traits and Emotional Intelligence do not significantly influence academic performance of secondary school students.

Conclusion

Based on the findings of this study, it is hereby concluded that Personality traits and Emotional Intelligence do not significantly influence academic performance of secondary school students and that the influence of Emotional Intelligence and personality traits on academic performance of secondary school students does not significantly differ by sex.

This study has obviously demonstrated that sex, personality traits, and emotional intelligence do not have overreaching influence on academic performance. It can also be concluded that there is no significant relative prediction of each of sex, personality traits, and emotional intelligence on academic performance. Academic performance was also negatively and significantly correlated with each of the independent variables.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Counselling units should be established in all secondary schools in the country so as to impact emotional intelligence to students having low academic performance.
2. Counselling seminars should be emphasize for parents and students so as enlighten them on factors causing low academic performance.
3. Schools should offer individual and group counselling sessions to students who are in dire need of rehabilitation as a result of low academic performance
4. School environment should be clean and conducive for learning in an attempt to reduce low interest of students in learning.
5. Services of adolescents' counselling psychologists should be provided for in-school adolescents; this would help them in sharing their personal problems with a helping professional.
6. To form an effective learning environment in which the needs of all students are met and their success is promoted, schools and school systems need sound planning and strong leadership.

Implication for Counselling

1. Future researchers can embark on a new direction by studying the adolescents' personality traits and academic performance and its correlates on academic performance
2. Further research can also integrate psychological factors, environmental factors and social factors and examine how these factors relate to academic performance among students.
3. Furthermore, more correlational and longitudinal studies could be carried out. This would further authenticate the findings of the present study.
4. The study can be replicated on a larger sample.
5. Further studies can also include more variables such as marital status, self-esteem and several other variables that may be perceived to influence academic performance
6. The study could also be carried out in an organized private secondary school.
7. It can also be replicated in other states to confirm the generalization of the finding.

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APPENDIX A

**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING
PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

Please, you are kindly requested to answer the questions below honestly. Your answers will be treated with utmost confidentiality.

SECTION A: DEMOGRAPHIC DATA

Instruction: Please, complete appropriately and honestly. Tick where applicable.

Sex: Male [] Female []

SECTION B

Please read carefully and tick (√) to indicate your response in the appropriate box as there are no rights or wrong answers.

s/n	Extraversion I see myself as someone who...	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Enjoys socializing				
2.	Is full of energy				
3.	Expresses his or her feelings strongly				
	Agreeableness I see myself as someone who...				
4.	Is generally trusting				
5.	Tends to find fault with others				
6.	Likes to cooperate with others				
	Openness I see myself as someone who...				
7.	Likes to learn new skills				
8.	Is open to new ideas				
9.	Likes to initiate events				
	Neuroticism I see myself as someone who...				
10.	Handles stress well				
11.	Remains calm in tense situations				

12.	Can be easily tensed up				
	Conscientiousness I see myself as someone who...				
13.	Does a thorough job				
14.	Is a reliable worker				
15.	Tends to be disorganised				

APPENDIX B

EMOTIONAL INTELLIGENCE QUESTIONNAIRE (EIQ)

Please, you are kindly requested to answer the questions below honestly. Your answers will be treated with utmost confidentiality.

SECTION A: DEMOGRAPHIC DATA

Instruction: Please, complete appropriately and honestly. Tick where applicable.

Sex: Male [] Female []

SECTION B

Please read carefully and tick (√) to indicate your response in the appropriate box as there are no rights or wrong answers.

s/n	Self-awareness I see myself as someone who...	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Knows when he or she is happy				
2.	Usually recognises when he or she is stressed				
3.	can explain why he or she is feeling anxious				
	Managing Emotions I see myself as someone who...				
4.	Does not hide his feelings				
5.	Others can hardly tell what kind of mood he or she is in				
6.	Accommodates difficult people				
	Motivating Oneself				
7.	I always encourage myself to do difficult tasks				
8.	Prioritise important activities at work is what do always				
9.	I am always focused to achieve set goals				
	Empathy (Others' Emotional Appraisal)				
10.	I usually understand peoples' emotions towards him or her.				
11.	I am able to see things in the other person's				

	viewpoint				
12.	I can detect if someone is not happy with him or her				
	Social Skill				
13.	I see myself as someone who listen always				
14.	I am good at adapting and mixing with a variety of people				
15.	I like to meeting new people and get to know what makes them angry				

APPENDIX C
A PROFORMA FOR TABLE OF DISTRIBUTION FOR ACADEMIC
PERFORMANCE

S/N	Score in Mathematics	Score in English	Average
1.			
2.			
3.			
4.			
5.			
6.			
7.			
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33.			
34.			
35.			
36.			

Frequencies

FREQUENCIES VARIABLES=SEX
/ORDER=ANALYSIS.

Statistics

SEX

N	Valid	100
	Missing	0

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	36	36.0	36.0	36.0
	Female	64	64.0	64.0	100.0
Total		100	100.0	100.0	

CORRELATIONS

/VARIABLES=PersolityTrait AcadPerfmace
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

Correlations

Correlations

		PersolityTrait	AcadPerfmace
PersolityTrait	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	100	100
AcadPerfmace	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

CORRELATIONS

```

/VARIABLES=EmotnalIntgt AcadPerfmace
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

Correlations

		EmotnalIntgt	AcadPerfmace
EmotnalIntgt	Pearson Correlation	1	.731**
	Sig. (2-tailed)		.000
	N	100	100
AcadPerfmace	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

```

SORT CASES BY SEX.
SPLIT FILE SEPARATE BY SEX.
CORRELATIONS
/VARIABLES=PersolityTrait AcadPerfmace
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

Correlations

SEX = Male

		PersolityTrait	AcadPerfmace
PersolityTrait	Pearson Correlation	1	.448**
	Sig. (2-tailed)		.006
	N	36	36
AcadPerfmace	Pearson Correlation	.448**	1
	Sig. (2-tailed)	.006	
	N	36	36

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

a. SEX = Male

SEX = Female

Correlations^a

		PersolityTrait	AcadPerfmace
PersolityTrait	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	64	64
AcadPerfmace	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	64	64

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

a. SEX = Female

```

CORRELATIONS
/VARIABLES=EmotnalIntgt AcadPerfmace
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.
  
```

Correlations SEX = Male

Correlations^a

		EmotnalIntgt	AcadPerfmace
EmotnalIntgt	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
	N	36	36
AcadPerfmace	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	36	36

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

a. SEX = Male

SEX = Female

Correlations^a

		EmotnalIntgt	AcadPerfmace
EmotnalIntgt	Pearson Correlation	1	.794**
	Sig. (2-tailed)		.000
	N	64	64
AcadPerfmace	Pearson Correlation	.794**	1
	Sig. (2-tailed)	.000	
	N	64	64

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

a. SEX = Female

FISHER'S Z STATISTICS

VARIABLE	r1	r2	N1	N2	Zr1	Zr2	SQR(M)	Zcal.
SEX	0.448	0.822	36	64	0.4847	1.1568	0.216094	-3.11023
SEX	0.573	1.0714	36	64	0.5361	0.3769	0.216094	0.736718