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CONTENTS

Administrator's Awareness of Fundamental Human Rights in the Administration of Secondary Schools in Bayelsa State Samuel O. Oluwuo, Ph.D & Ngozi Tari Gede, M. Ed	1
Assessment of the Status of Educational Facilities for Quality Education Delivery in UBE Schools in Imo State Fidelis Eze Amaeze M. Ed & Powell Kehinde Odunlade, M. Ed	9
Availability of E-learning Facilities for Quality Education Delivery in Universities in South-West Geopolical Zone of Nigeria Samuel O. Oluwuo, Ph.D & Olukemi Anike Lawanson, M. Ed	22
Demographic Variables as Determinants of Instructional Quality in Colleges of Education in Osun State, Nigeria. Olugbenga Timothy Ajadi, Ph. D	31
Effective Implementation of Knowledge and Learning Management in Nigerian Public Universities: The Administrator's Concern Emmanuel C. Ibara, Ph.D	44
Financial Management Practice of Secondary School Principals in Anambra State. Samuel O. Oluwuo, Ph.D & Onyema Nnaemego	50
Global Competitiveness and Teacher Production in Colleges of Education in South-East Nigeria Chidi Alexander Ozochi M. Ed	60
Managing Education for Technological Enhancement Samuel O. Oluwuo, Ph.D & Onyema Nnaemego	70
Relationship between Personality Types and Students' General Academic Performance in Kwara State ✓ Yekeen Bello, Ph. D, Michael Olarewaju Ogundele, Ph. D, Agboola F. M.	76
Role of Counselling in Effective School Administration and School Growth Jonathan N. Onukwufor, Ph. D	90
Quality Delivery for Improving Performance in Public Secondary Schools in Rivers State Josephine M. Ebong Ph. D & Agabi, O. G. Ph.D, & Enyi Meshach J. M. Ed	101

Strategies for Improving Financial Management Practice of Secondary School Principals in Anambra State Onyema Nnaemego, M. Ed & Fidelis Eze Amaeze, M. Ed	115
Women Empowerment and Human Capital through Education: The Sub-Saharan African (SSA) Experience Nkechi Okoli, Ph. D	124
Workload Management for Effective Teacher Classroom Performance. Barida Gloria Suanukordo	133
Principals' Perception of Effect of Environmental Pollution on the Secondary Schools in Rivers State Sabainah Obibi Jaja M. Ed	143
Impact of Work Place Health Promotion Programme on Wellness of Workers in Vegetable Oil Companies in Nsukka Local Government Area of Enugu State. J. E. F. Okpako, Ph D. & Asogwa Emmanuel U.	161
Female Genital Mutilation in Nigeria: Implications for Health Education Mfrekemfon P. Inyang, Ph. D & Dolfina Olaitari Ikemike M. Ed	173
Challenges of Entrepreneurship Education Programme in Public Senior Secondary Schools (PSSS) in Abia State Gideon Ndubuisi, M. Ed., Mouritha Emmanuel Njah & Ledee Boreh	195
Effective Time Management for Quality Education in Secondary Schools in Rivers State Ibinabo Hamilton Dawari, Soala Obadia Abali & Deborah Green	204

RELATIONSHIP BETWEEN PERSONALITY TYPES AND STUDENTS' GENERAL ACADEMIC PERFORMANCE IN KWARA STATE

BELLO, Yekeen Ph.D;
OGUNDELE, Michael Olarewaju, Ph.D.
& AGBOOLA, F.M.

Abstract

This study investigated the relationship between personality types and students' general academic performance in Kwara state, Nigeria. The study adopted descriptive correlation survey method. Stratified random sampling technique was used to select 10 Art, Commercial and Science students respectively from each of three Senatorial District of Kwara State, making 90 students in all, and a purposive sample of 45 students perceived to be hyperactive (tagged personality type 'A') and 45 easy going (tagged personality type "B") as pointed out by their form maters. Two researcher-designed instruments were used in this study.(1) 20 item personality related questionnaire meant for all the respondents and (2) researcher-designed 20 item questionnaire each based on Art, Commercial and Science subjects for all respective class of the respondents. The questionnaires were given to experts in the Psychology, Art, Commercial and Science departments for validation. To ensure reliability of the instruments, the instruments were subjected to test re-test statistical method using Person Product Movement Correlational Co-efficient at 0.05 alpha level of significance, resulting in 0.61 and 0.73 as reliability indexes. Mean and Standard Deviation Statistical method was used to analyze research questions 1-6 while Pearson statistical method was used to analyse hypotheses 1-6. The findings however revealed that there were positive and high significant relationships between students' personality types "A" and "B" and their performances in Art, Commercial and Science subjects in Kwara State, Nigeria. In line with the findings and the conclusions, it was recommended that teaches should encourage all students as much as possible to extensively read, and not for examination purposes alone, hence, not regarding particular students as permanently possessing personality type "A" or "B". This is because much as an individual could belong to a type of these two types of personality "A" and "B" an individual can as well exhibit the characteristics of both types since, it has been concluded that all of the students regardless of their personality type performed positively high in the Art, Commercial and Science subjects.

Keywords: *Personality, Performance, Behavioural Pattern Type 'A', Behavioural Pattern Type 'B', General Academic Performance.*

Introduction

Education is an instrument necessary for individual, Societies and National development. Owan and Bamangah (1992) described Education as a social responsibility which every citizen should enjoy as a member of that country. But the matters arising from the interaction of academic performance and students' personality

type has attracted a great concern and interest owing largely to the problems facing students on their general academic performance. Some of these problems include lack of teachers' competence, downward trend of students' performance in English language, the medium through which all subjects are taught, and students' apathy towards their academic work generally.

General academic performance of students has witnessed and attained a frightened level. Studies have shown that the general academic performance of students have not been encouraging due to some seeming factors such as students' negative attitude, low aptitude and low motivation towards their academic work which could lead to examination malpractices, has graduated from mere "giraffing" of neighbours' works to more advanced level of buying examination materials or even examination officers (Eromolese,2005). Eromolese posited further that often other forms of examination malpractice (peculiarity of downward trend of academic performance) includes syndicates who use to organize special centres for special candidates after paying certain amount of money to enable them get good grades.

Good grades in any examination are the goals of candidates because they are the gateway for further education and entry into the world of work, but if the educational value systems of the society are well structured, students would develop positive attitude, high aptitude and high motivation towards their academic work (Bello, 2011). Of considerable importance are the aptitude, motivation, attitude of students, teachers and parents towards the general academic performance of their wards. Attitudes, therefore refers to an individual's tendency to react towards an object, situation or value usually accomplished by emotions and feelings. Closely related to attitudes is the personality variables otherwise known as personality characteristics which are motivation, aptitude, introversion and extroversion. According to Rosem (2001), personality as a psychological construct helps in explaining individual's likely disposition towards an event, and in this study, general academic performance is the focus.

The study of Chopra (2003) asserted that personality type is most widely used in career counselling development and education. The personality type in the academics stems partly from the fact that it is assumed that in the whole, personality can be divided into four independent area of scales: energizing, attending, deciding and living. These four areas are further grouped under two major personality types, namely "personality type A" and "personality type B", signifying distinct and discontinuous types such as you are either this or that, or either one or the other. Chopra (2003) went further that these two types of personalities are artificial (outer) and natural (inner), and that the artificial (outer) type is material-oriented, grossly external and short-lived, while the natural (inner) personality type is quality-oriented, subtle, grossly internal and permanent.

Studies on these types of outer and inner personalities elaborated a most comprehensive hierarchical view of personality. Eysenk (1999) postulated that at the

peak are personality type followed by traits, habitual response and specific response levels. As such, he posited that personality organization in terms of three basic types are:

1. Introverts versus extroverts
2. Normality versus neuroticism and
3. Psychotism

By inference, the first two dimensions of introverts versus extroverts and normality versus neuroticism can be regarded as normal personality due to the fact that there are interdependency of personality characteristics and a connection between the levels of personality organization which undermines the fundamental types. Studies personality types and general academic performance, Malomo (2000) states that personality type tend to excel in verbal type of language exercises while personality type 'B' do excel in quantitative and spatial problems. School achievement tests show that personality type 'A' are superior in all kind of language materials while personality type 'B' demonstrates superiority in mathematics and sciences Abdullah (2004). In another development, Nwazuoke (1991) in is research found that most students who are quality-oriented and subtle in nature (personality type B) are more interested in reading exercises than those students who only read for examination purposes (personality type A).

In clear contrast with the findings above, non-significant personality type difference manifests in language performance. Benard (2000) carried out studies on personality types as factors in general academic performance with three thousand (3000) students randomly picked from fifteen (15) schools in three (3) Nigeria states. A thirty (30) standardized achievement test was used for the study. The findings showed that personality type has no influence on students' academic performance. But in support of Nwazuoke (1991), Eliot (1997) analyzed the academic performance of students who exhibited type 'A' characteristics and those that exhibited type 'B' characteristics in G.C.E A' Level examination found out that students with type 'A' characteristics (quality-oriented and subtle in nature) outperformed students with type 'B' characteristics (who only read for examination purposes alone) in all academic disciplines.

While lending credence to Nwazuoke (1991), Melgosa (1996) posits that much as individual must belong to a type of the two types of personality 'A' and 'B', an individual can as well exhibit the characteristics of both types. In another development, Rosem (2001) contended that an individual who exhibits type 'A' characteristics is generally impatient, always having a chronic urgency, competitiveness and generally hyperactive while those that possess type 'B' are often found relaxed, easy-going, less aggressive, but by no means timid. However, Cartel (2007) stressed that other factors such as environmental variables may affect type 'A' personality easily due to the fact that, if life events are very challenging, stressful and nerve racking, type 'A' would inadvertently change, and if otherwise, type 'A' would go into oblivion.

Conceptual Frame Work

An adapted conceptual frame work in the figures 1 and 2 below show the schematic representation of the personality types, general academic performance and the learning or academic success:

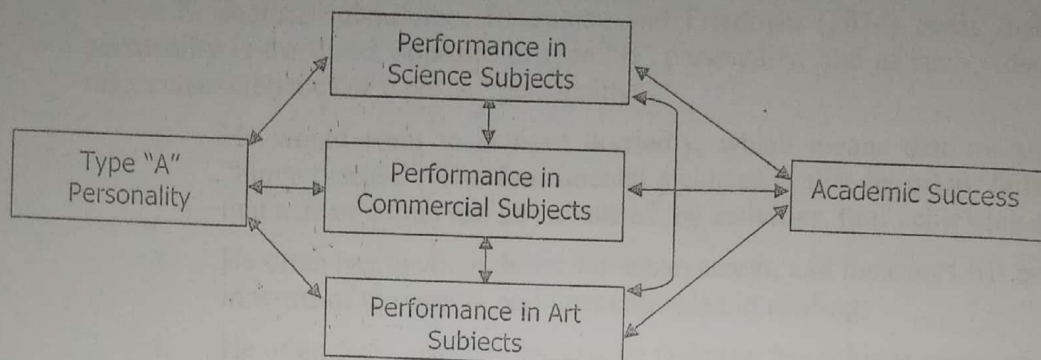


Figure 1: Schematic model of possibility of mutual relationship between type "A" personality and performance in all subjects i.e. Arts, Commercial and Science subjects Adapted from Lawal, A. (1989).

The schematic model above shows that type "A" personality could enhance better performance in Sciences, the Commercials and Arts, and vice-versa. As well, performance in one discipline could also enhance performance in other subjects and vice versa. All the lines are bi-directional, indicating the possibility of reciprocal influence.

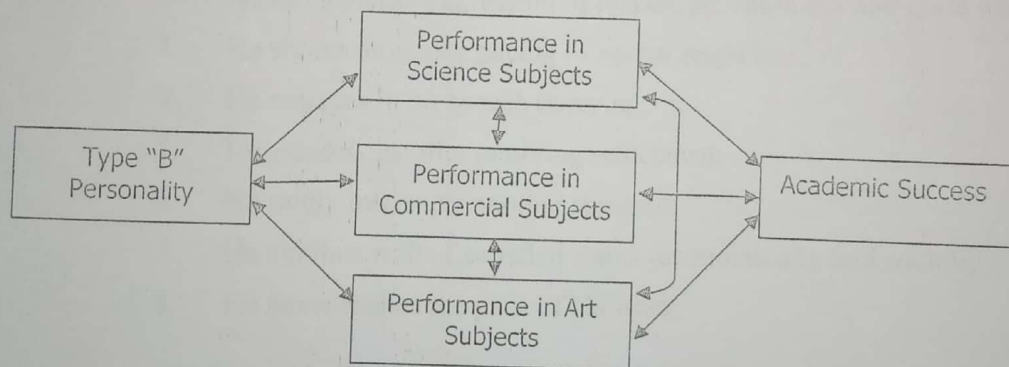


Figure 2: Schematic model of possibility of mutual relationship between type "B" personality and performance in all subjects i.e. Arts, Commercial and Science subjects. Adapted from (Lawal 1989)

The schematic model above indicates that type "B" personality could enhance better performance in Sciences, the Commercials and Arts, and vice-versa.

As well, performance in one discipline could also enhance performance in other subjects and vice versa. All the lines are bi-directional, indicating the possibility of reciprocal influence.

In another submission, Resenman and Friedman (1974) posit that type "A" personality is the direct opposite of type "B" personality, and as such, identified four major characteristics of type "A" personality:

1. He would want to achieve hurriedly, which means that he suffers from "hurry disease". The fundamental sickness is that he often fails to realize that a man's time can be exhausted by activities, thus achieving steadily;
2. He often has the high desire for achievement, and measures his achievement in terms of the energy and time expended in reading;
3. He often feels insecure because he feels that his achievements are judged by his peers and subordinates, and as such he wants to his achievements to increase all the time ; and
4. He is often aggressive and hostile as a result of the quest to achieve which is so inherent in him.

In another development, Resenman (1986) identified the following traits as the behavioural pattern of type "B" personality:

1. He never cares to compete excessively or forms a race with time;
2. He has general expression of relaxation, calmness and quite attention;
3. He shows moderate pacing of verbal responses;
4. He engages in no speech hurrying;
5. He exhibits lengthy rambling reluctance;
6. He rarely interrupts another speaker;
7. He exhibits trait of satisfied status (economically and socially); and
8. He never rushes the pace of his work.

In line with the above, Burrow (1990) is of the opinion that controversies still surround the issues of personality traits and academic performance, but this researcher believes that a lot of factors like interest, environment, socio-economic background of parents, motivation, attitude and aptitude have serious influence on students' academic performance regardless of the personality type the students might possess.

Statement of the Problem

The deteriorating performance of students in their general academic work calls for urgent attention if teaching/learning processes in our educational sector were to be improved upon. (Rivers, 2003) observed that major factors responsible for recurring

poor performance of secondary schools students in general academic could be as a result of shortage of specialist teachers to hand specific subjects, over loaded syllable, poor method of teaching, lack of motivation either intrinsic or extrinsic, negative attitude, low aptitude, as well as introversion or extroversion. Similarly, Chopra (2003) argued that academic performance of students is made or marred by either or both of behaviour patterns of individuals (type "A" and "B" behaviours patterns). In a similar vein, Alutu and Alutu (2003) posited that for social, political and economic structures of any nation is be on the fast lane of development, there should be an improved general academic performance, since high academic performance as a virtue once cultivated, takes one through life endeavours and forms the foundation for an enduring success.

This study therefore wished to find out the relationship between personality types and students' general academic performance. The understanding of this study will facilitate the modification of the students' characters that have hitherto been perceived as inimical to academic success.

Purpose of study

The purpose of this study was to find out the relationship between the personality types and students' general academic performance in Kwara State, Nigeria.

Research Questions

1. What is the level of Art students with personality type 'A' behavioural pattern?
2. What is the level of Commercial Students with personality type 'A' of behavioural pattern?
3. What is the level of Science students with personality type 'A' behavioural pattern?
4. What is the level of Art students with personality type 'B' behavioural pattern?
5. What is the level of Commercial students with personality type 'B' behavioural pattern?
6. What is the level of Science students with personality type 'B' behavioural pattern?

Research Hypotheses

In order to translate the research questions into testable statements, the following hypotheses were derived for testing in this study:

- H₀₁.** There is no significant relationship between students with personality type 'A' behavioural pattern and their performance in Art subjects.

- H₀₂. There is no significant relationship between students with personality type 'A' behavioural pattern and their performance in commercial subjects.
- H₀₃. There is no significant relationship between students with personality type 'A' behavioural pattern and their performance in science subjects.
- H₀₄. There is no significant relationship between students with personality type 'B' behavioural pattern and their performance in Art Subjects.
- H₀₅. There is no significant relationship between students with personality type 'B' behavioural pattern and their Performance in Commercial Subjects.
- H₀₆. There is no significant relationship between students with personality type 'B' behavioural pattern and their Performance in Science subjects.

Methodology

This study is a descriptive correlational study that sought to find out the relationship between students' personality types and their performance in Art, Commercial and Science subjects in Kwara State, Nigeria. Correlational studies relate variables which may be two or more.

Sample and Sampling Techniques

The population for this study was all the year two Senior School Students (SS11) in Kwara State. A stratified random sampling technique was used to select ten(10) Art, Commerce and Science students from each of the three Senatorial Districts of Kwara State, making a total of ninety(90) students, and a purposive sample of 45 students perceived to be hyperactive (tagged personality type "A") and 45 easy-going (tagged personality type "B" as perceived and suggested by their form masters.

Instrumentation

Two researcher-designed instruments were used in this study for data collection. The instruments are: (1) 20 item personality related questionnaire which was administered on all the respondents and (2) researcher-deigned 20 item questionnaire each based on Art, Commercial and Science subjects for respective class of the respondents. These four (4) groups of questionnaires were given to two psychology, two Art, two Commercial and two Science lecturers for their content validity. The experts' suggestions and corrections were used to draft the final copies that were used for the study. The following subjects were randomly picked from Sciences, Arts and Commercials as indicated: (Sciences: Chemistry and Physics; Arts: English and C.R.K/I.R.K; and Commercial: Accounting and Commerce).

To ensure reliability of the instruments, the questionnaires were subjected to that test re-test technique of three weeks interval after the first administration. Responses obtained were correlated using Pearson Product Moment Correlation Statistics, which resulted in 0.61 and 0.73 at 0.05 alpha level of significance as

reliability indexes respectively for psychological and subjects' questionnaires, which were regarded reliable.

Data Analysis and Result

The data collected were analysed using Mean and Standard Deviation for research questions 1 - 6 while Pearson r Statistic was used to analyse hypotheses 1-6 at 0.05 alpha level of significance. The results of the analyses are as presented below:

Research Question 1: What is the level of Art students with personality type 'A' behavioural pattern?

Table 1: Analysis of the Level of Art Students with Personality Type 'A' Behavioural Pattern

N	Maximum obtainable score	Mean	SD	Decision
45	20	17.03	11.251	Good

The results presented in table 1 above, indicate that the level of Art students with Personality type 'A' behavioural pattern obtained a Mean Score of 17.03 and a Standard Deviation of 11.251. This implies that the level of personality type A of Art students is good. This finding is in agreement with the finding of Malomo (2000) that students who possess personality type 'A' tend to excel in verbal types of language exercises as a result of their being material-oriented, as observed by Chopra (2003).

Research Question 2: What is the level of Commercial students with personality type 'A' behavioural pattern?

Table 2: Analysis of the Level of Commercial Students with Personality Type 'A' Behavioural Pattern

N	Maximum obtainable score	Mean	SD	Decision
45	20	12.12	7.05	average

The results of the analysis presented in table 2 above indicate that the level of commercial students with personality type "A" behavioural pattern of commercial student obtained a Mean Score of 12.12 and a Standard Deviation of 7.05. This result shows that the level of personality type 'A' of Commercial students is average. This result seems to agree with Chopra (2003) that personality type "A" students are material-oriented, grossly external and with short-lived intent.

Research Question 3: What is the level of the Science students with personality type 'A' behavioural pattern?

Table 3: Analysis of the level of the Science students with personality type 'A' behavioural pattern.

N	Maximum Obtainable score	Mean	SD	Decision
45	20	18.33	12.177	Good

The results of the analysis in table 3, above show that the Science students with personality type 'A' behavioural pattern obtained a Mean Score of 18.33 and a Standard Deviation of 12.117, an indication, that personality type 'A' of Science students is good. This is in consonance with Rosen (2001) that individuals who exhibits type A characteristics is generally impatient, always having chronic urgency, competitiveness and generally hyperactive. This could suggest why the mean is so high.

Research Question 4: What is the Level of Art Students with Personality Type 'B' Behavioural Pattern?

Table 4: Analysis of the Level of Art Students with Personality type 'B' Behavioural Pattern.

N	Maximum Obtainable Score	Mean	SD	Decision
45	20	7.49	3.36	Poor

The results presented in table 4 above showed that the Art students with personality type 'B' behavioural pattern obtained a Mean Score of 7.49 and a Standard Deviation of 3.36. This implies that the level of the personality type 'B' of Art students is poor. This finding seems to agree with Rosem (2001) that students who possess type 'B' personality are often found relaxed, easy-going, less aggressive but by no means timid (It could therefore be inferred that the students' relaxed mood was responsible for their low mean score).

Research Question 5: What is the level of Commercial students with personality type 'B' behavioural pattern?

Table 5: Analysis of the level of commercial students with personality type 'B' behavioural pattern.

N	Maximum Obtainable Score	Mean	SD	Decision
45	20	15.13	8.23	Good

The results of the analysis in table 5 above showed that the personality type 'B' of Commercial students obtained a Mean Score of 15.13 and a Standard Deviation of

8.23. This is an indication that the level of personality type 'B' of Commercial students is good. This result conforms with the findings of Nwazuoke (1991) that this category of students are easy-going, subtle and quality-oriented in nature (This probably informed their desire to achieve).

Research Question 6: What is the level of Science students with personality type 'B' behavioural pattern?

Table 6: Analysis of the level of Science students with personality type 'B' behavioural pattern

N	Maximum Obtainable Score	Mean	SD	Decision
45	20	18.01	12.119	Good

The results in the analysis presented in table 6 above showed that the personality type 'B' of Science Students obtained a Mean Score of 18.01 and a Standard Deviation of 12.119. This implies that the level of personality type 'B' of Science students is good. This finding also agrees with the findings of Nwazuoke (1991) that personality type 'B' students are easy-going, subtle and quality-oriented (this probably was responsible for their intent desire to achieve).

Ho₁: There is no significant relationship between students with personality type 'A' behavioural pattern and their performance in Art subjects.

Table 7: Pearson r analysis of the relationship between Art students with personality type: "A" behavioural pattern and their academic performance.

Variables	N	Mean	SD	df	Critical r-value	Calculated r-value	decision
Personality type 'A'	45	17.03	11.251	73	.232	5.707	Ho ₁ rejected
Art Subjects	30	15.27	10.53				

The results of the analysis presented in table 7 above showed that the calculated r-value of 5.707 is greater than the critical r-value of .232 at 0.05 alpha level of significant and this in a positive and high significant relationship. Thus the null hypothesis which says that there is no significant relationship between Art students with personality type 'A' and their academic performance is rejected. This finding affirms the finding of Malomo (2000) that personality type 'A' students tend to excel in verbal and language exercises (English language by implication).

HO₂: There is no significant relationship between Commercial students with personality type 'A' behavioural pattern and their academic performance.

Tables 8: Pearson r Analysis of the Relationship between Commercial students with personality type 'A' and their academic performance.

Valuables	N	Mean	SD	Df	Critical r value	Calculated r value	Decision
Personality Type 'A'	45	12.12	7.05	73	.232	2.268	Ho ₂ Rejected
Commercial subjects	30	5.48	3.66				

The results of the analysis presented in table 8 above show that the calculated r-value of 2.268 is greater than the critical r-value of .232 at 0.05 significance level, signifying a positive and high significant relationship. As a result, the null hypothesis which says that there is no significant relationship between Commercial students with personality type 'A' and their academic performance is rejected. This finding is in conformity with the findings of Malomo (2000) that school achievement tests show that students with personality type 'A' are superior in all kinds of language materials than in Sciences.

Ho₃: There is no significant relationship between Science students with personality type 'A' behavioural pattern and their academic performance.

Table 9: Pearson r Analysis of the relationship between Science students with personality type 'A' behavioural pattern and their academic performance.

Variables	N	Mean	SD	df	Critical r-Value	Calculate d r-Value	Decision
Personality type 'A'	45	18.33	12.117	73	.232	.39	H0 ₃ Rejected
Science subjects	30	16.45	10.73				

The result presented in table 9 shows that the calculated r-value of .39 is greater than critical r-value of .232 at 0.05 significance level. This shows a positive significant relationship. as such, the null hypothesis which says that there is no significant relationship between science students with personality type 'A' behavioural pattern and their academic performance is rejected. This finding negated the findings of Malomo (2000) that school achievement tests show that students with personality type 'A' are superior in all kinds of language materials than in sciences.

H₀₄: There is no significant relationship between Art students with personality 'B' behavioural pattern and their academic performance.

Table 10: Pearson r Analysis of the relationship between Art students with personality type 'B' behavioural and their academic performance.

Variables	N	Mean	SD	Df	Critical r-Value	Calculated r-Value	Decision
Personality type 'A'	45	7.49	3.36	73	.232	1.226	H ₀₃ Rejected
Science subjects	30	5.48	2.01				

The results of the analysis presented in table 10 above show that the calculated r value of 1.226 is greater than the critical r value of .232 at 0.05 significant. Thus, the null hypothesis which says that there is no significant relationship between Art students with personality types 'B' behavioural pattern and their academic performance is rejected. This finding seems to negate the finding of Abdullahi (2004) that students who possess types 'B' personality usually demonstrate superiority in Mathematics and Science subjects than in other subjects.

H₀₅: There is no significant relationship between Commercial students with personality type 'B' behavioural pattern and their academic performance.

Table 11: Pearson r analysis of the relationship between Commercial students with personality types 'B' behavioural pattern and their academic performance.

Variables	N	Mean	SD	df	Critical r-Value	Calculated r-Value	Decision
Personality type 'B'	45	15.13	8.23	73	.232	2.650	H ₀₅ Rejected
Commercial subjects	30	10.32	6.76				

The results of the analysis shown in table 11 above indicate that the calculated r value of 2.650 is greater than the critical r value of .232 at 0.05 significance level. This result shows a positive and high significant relationship, and as such, the null hypothesis which says that there is no significant relationship between Commercial students with personality type 'B' behavioural pattern and their academic performance is rejected. This result conforms Nwazuoke's (1991) studies that students who are easy-going, quality-oriented and subtle in nature (personality type 'B') are more interested in

reading exercises (and as such, performing better) than those students who only read for examination purposes.

H₀₆: There is no significant relationship between Science students with personality types 'B' behavioural pattern and their academic performance.

Table 12: Pearson *r* analysis of the relationship between Science students with personality types 'B' behavioural pattern and their academic performance.

Variables	N	Mean	SD	df	Critical Value	Calculated Value	Decision
Personality type 'B'	45	18.01	10.10	73	.232	4.013	H ₀₄ Rejected
Science subjects	30	18.96	10.29				

The results of the analysis presented in table 12 above show that the calculated *r* value of 4.013 is greater than the critical *r* value of .232 at 0.05 significance level, an indicative of a positive and high significant relation. This implies that the null hypothesis which says that there is no significant relationship between Science students with personality types 'B' behavioural and their academic performance is rejected. This finding connotes the findings of Abdullah (2004) that students who possess personality type 'B' usually demonstrate superiority in Mathematics and in Science subjects.

Conclusion

As a result the analysis of the data collected and the results of the findings, it was discovered that there were positive and high significant relationships between students' personality types 'A' and 'B' and their performances in Art, Commercial and Science subjects in Kwara State Nigeria.

Recommendations

In line with analysis of the data collected and the conclusions, the following recommendations are made that

1. Teachers should encourage all students as much as possible to read extensively, and not for examinations alone.
2. Teachers should not regard particular students as permanently possessing personality type 'A' or 'B' this is so because much as individual must belong to a type of these two types of personalities 'A' and 'B', an individual can as well exhibit the characteristics of both types since it has been established that all of the students regardless of their personality type performed positively high in the Art, Commercial and Science subjects.

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