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EMOTIONAL INTELLIGENCE, PERSONALITY TRAITS AND ACHIEVEMENT MOTIVATION OF STUDENTS IN SENIOR SECONDARY SCHOOLS IN RIVERS-EAST SENATORIAL DISTRICT, RIVERS STATE

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Abstract

The study investigated emotional intelligence, personality traits and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. Correlational research design was used for the study. Four research questions and four null hypotheses were formulated to guide the study. The population of the study consisted of 82,649 public senior secondary school students in Rivers-East Senatorial District. Simple random sampling technique was used to select a sample of 400 respondents for the study. A self-designed questionnaire titled: 'Personality Traits and Emotional Intelligence Questionnaire" (PTEIQ) and "Achievement Motivation Scale" (AMS) was used for data collection. The (PTEIQ) and (AMS) yielded a reliability index of r=0.77 and r=0.75 respectively. Product Moment Correlation (PPMC) was used to answer research questions and test the null hypothesis at 0.05 level of significance. The study revealed that there was a high positive relationship between conscientiousness personality trait, openness to experience personality trait, interpersonal skills, empathy and achievement motivation of students in

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senior secondary schools in Rivers-East Senatorial District, Rivers State. It further revealed that there was significant relationship between conscientiousness personality trait, openness to experience personality trait, interpersonal skills, empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. It was recommended among others that; students should be counselled on ways to improve their emotional intelligence, knowing too well that their level of emotional knowledge has a significant influence on their achievement motivation and their general wellbeing.

Introduction

The primary element influencing a student's interest in studying is motivation. Without motivation, even students with high intelligent quotient may not be able to accomplish much academically. Hugar (2020) noted that achievement motivation is a social psychology term that describes when individuals are driven, inspired or stimulated by successes or accomplishments. Doeryin (2021) stated that achievement motivation is orchestrated by several internal and external factors which manifest in low school turnout, poor school grades, class disruptive behaviours, inattentiveness, truancy and examination malpractice. In the field of education, it is imperative that educators and policymakers comprehend the elements that impact students' achievement motivation (Obany, 2020). One important aspect to consider is the influence of emotional intelligence and personality traits on students achievement motivation.

Salovey (2019) observed emotional intelligence as one's assessment of his own and others' emotions, to express feelings appropriately and process emotional information including the regulation of emotion to make him/her better. Sawaf (2017) revealed that emotional intelligence is the ability of using effectively emotions' power and acumen, as a source of human energy, information, connection and influence. Goman (2020) evinced emotional intelligence as recognizing and managing feelings, self-action, the ability of understanding others' feelings and to conduct cordial relationships. Trusman (2018) observed that emotional intelligence is a mental skill and requires not only having emotions, but also to understanding their meanings. In this case, Ghaba (2017) opined that

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emotional self-awareness, interpersonal skills and empathy are strong components of emotional intelligence.

Yang (2019) supported this case, that empathy is the most powerful aspect for the development of learning relationships and achievement of students as empathy is often communicated nonverbally through facial expressions and body language which if well managed influences their adjustment in school. Empathy is seen as a driving force for selfless and pro-social behaviour in an individual as it is simply the ability to view oneself as being in someone else's condition.

For interpersonal skills, Nundy (2019) insisted that they are the students' cooperative learning behaviours as well as communicative skills that connect them to express, communicate, help, share, and give compliments to others effectively in an educational setting. Moreover, interpersonal skills are effective for communicating and building relationships with others which are often called personal skills which can be used in dealing with other members of the school system. In describing interpersonal skill as an aspect of emotional intelligence, Parajes (2020) noted that interpersonal skill (interpersonal intelligence) is the ability to understand and be sensitive to the feelings, intentions, motivations, characters and temperaments of others; sensitivity of showing expression, voices and gestures of other people, and the ability to establish relationships and communication with various other people.

The personality traits of individuals for Bubic (2018) could be predicted through their interactions with people in the social environments. Thus, personality trait is seen as a set of psychological traits and mechanisms within the individuals that are organized and relatively enduring that influence the individuals interactions with, and adaptations to, the physical and social environs. In such instance, sustainability of any academic activity could be affected by behavioural adjustment problems relating to personality traits of the students. Similarly, Daminabo (2018), viewed personality traits as the sum total of the qualities that differentiates people or the stability of a person's behaviour across different situations.

Accordingly, an individual's personality is the totality of a persons behaviour which encompasses his thoughts, feelings and observable behaviour. This means that personality accounts for consistent and persistent behaviour of individuals. Kommers (2021) disclosed that there are several personality traits such as

extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. These traits are examined in this study as possible predictors of students achievement motivation in schools.

The personality trait of conscientiousness is concerned with people who tend to be diligent, disciplined, well organized, punctual and dependable. Conscientiousness is associated with higher productivity in a variety of occupational areas and with greater longevity (Bogg, 2020). Similarly, Doeryin (2021) noted that agreeableness is a personality trait that has to do with being compassionate and cooperative instead of suspicious and antagonistic towards others. People who score high in agreeableness fancy getting along with others; they are usually honest, decent and trustworthy. They are considerate and friendly, generous, helpful and often compromise their interest with others. They are optimistic of the human nature. Hugar (2020) noted that people who score at the opposite end of this personality dimension are characterized as suspicious, antagonistic and aggressive.

From the foregoing, it could be understood that personality traits are characteristic behaviours that consistently differentiates one individual from another. On the other hand, individuals with high emotional intelligence, are persons who grew up in families that are emotionally sensitive, open to criticism, know how to express their feelings in effective ways, share and discuss their feelings, have advanced level of knowledge related to problem solving and spiritual issues (Salovey, 2019). There is therefore the need to determine how far students varying personality traits and emotional intelligence can lead to achievement motivation or demotivation.

Statement of the Problem

Education plays a vital role in shaping individuals and societies. However, one disturbing trend that has gripped schools worldwide is the demotivation of students in regular schools. Secondary school students have consistently trailed behind their normal counterparts in academic performance. The researcher's experience shows that poor academic performance in national examinations like West African Examination Council (WAEC), may be linked to students achievement demotivation. Majority of these learners rarely make six-credits including English Language and Mathematics. The problem in the researchers view may be linked

to lack of achievement motivation which is central to educational psychology and has been the subject of interest and inquiry for some time now.

Keen observation by the researcher indicated that low achievement motivation among learners may result to loss of many rewarding opportunities in life both for the individual who may miss out on gainful employment and opportunity to further their education and also the society which may miss out on skilled man power to meet the demands for wealth creation of their society.

The researcher further observed that the behaviours often exhibited by students are the students sometimes feelings inferior, fighting, violating school rules, opposing teachers, not carrying out classwork, playing truant, been late to school, difficulty in getting along with friends; which are obstacles to successful schooling. Could it be that personality traits and emotional intelligence which may have been underplayed in place of cognitive intelligence could have effects on the achievement motivation of students in schools? It therefore became necessary to provide answers to this questions by examining emotional intelligence, personality traits and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

Aim and Objectives of the Study

The main aim of the study was to investigate emotional intelligence, personality traits and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. Specifically, the study intended to:

1. Determine the relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State
2. Examine the relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State
3. Ascertain the relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State
4. Examine the relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State

Research Questions

The following research questions guided the study

1. What is the relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?
2. What is the relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?
3. What is the relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?
4. What is the relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State
2. There is no significant relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State
3. There is no significant relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State
4. There is no significant relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State

Method

The study employed Correlational research design. The study was conducted in Rivers-East Senatorial District, Rivers State, Rivers State, Nigeria. The survey comprised 82,649 public senior secondary school students in Rivers-East Senatorial District. The sample size was 400 senior secondary school students

which was adopted using simple sampling technique. The research instrument were self-designed instruments titled "Personality Traits and Emotional Intelligence Questionnaire" (PTEIQ) and "Achievement Motivation Scale" (AMS). The PTEIQ contained Seven (7) sections. Section A; contained bio-data of the respondents, Section B; contained items on conscientiousness personality trait, Section C; contained items on openness to experience personality trait, Section D; contained items on agreeableness personality trait, Section E; contained items on self-awareness, Section F; contained items on interpersonal skills. Section G; contained items on empathy. The "Personality Traits and Emotional Intelligence Questionnaire" (PTEIQ) had a total of 32 item statements. The "Achievement Motivation Scale (AMS) contained 20 item statements. The "Personality Traits and Emotional Intelligence Questionnaire" (PTEIQ) and "Achievement Motivation Scale" (AMS) were structured on a four point modified Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.
The (PTEIQ) and (AMS) yielded a reliability index of r=0.77 and r=0.75 respectively. Pearson Product Moment Correlation (PPMC) was used to answer research questions and test the null hypothesis at 0.05 level of significance. The data collected were analysed with the aid of Statistical Package for Social Science (SPSS) version 25.0. A decision rule was taken from Pearson's Product Moment Correlation as follows: 0.00 – 0.09 -No relationship; 0.10 – 0.39 - Weak or low relationship; 0.40 – 0.69 – Moderate relationship; 0.70 – 0.99 - Strong or high relationship; 1.00 – Perfect relationship.

Results

Research Question One:

What is the relationship between conscientiousness personality trait and achievement motivation of students with hearing impairment in special schools in Rivers-East Senatorial District, Rivers State?

Hypothesis One:

There is no significant relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

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Table 1: ***Pearson's Product Moment Correlation of Conscientiousness Personality Trait and Achievement Motivation of Students***

		Conscientiousness Personality Trait	Achievement Motivation
Conscientiousness Personality Trait	Pearson Correlation	1	0.811
	Sig. (2-tailed)		0.000
	N	400	400
Achievement Motivation	Pearson Correlation	0.811	1
	Sig. (2-tailed)	0.000	
	N	400	400

**. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the Pearson's Product Moment Correlation results on the relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The result showed that the r-value =0.811 and p-value =0.000. The positive r-value (0.005) indicated that there is a strong positive relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. Since the p-value (0.000) is less than the chosen significant level (0.005), the null hypothesis is ***rejected***. It therefore indicates that there is significant positive relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

Research Question Two:

What is the relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?

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Hypothesis Two:

There is no significant relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

Table 2: ***Pearson's Product Moment Correlation of Openness to Experience Personality* Trait *and Achievement Motivation of Students***

		Openness to Experience Personality Trait	**Achievement Motivation**
Openness to Experience Personality Trait	Pearson Correlation	1	0.742
	Sig. (2-tailed)		0.000
	N	400	400
Achievement Motivation	Pearson Correlation	0.742	1
	Sig. (2-tailed)	0.000	
	N	400	400

**. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the Pearson's Product Moment Correlation results on the relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The result showed that the r-value =0.742 and p-value =0.000. The positive r-value (0.005) indicated that there is a moderate positive relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. Since the p-value (0.000) is less than the chosen significant level (0.005), the null hypothesis is ***rejected.*** It therefore indicates that there is significant positive relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

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Research Question Three:

What is the relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?

Hypothesis Three:

There is no significant relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

Table 3: ***Pearson's Product Moment Correlation of Interpersonal Skills and Achievement Motivation of Students***

		Interpersonal Skills	Scholastic Adjustment
Interpersonal Skills	Pearson Correlation	1	0.769**
	Sig. (2-tailed)		0.000
	N	400	400
Achievement Motivation	Pearson Correlation	0.769**	1
	Sig. (2-tailed)	0.000	
	N	400	400

**. Correlation is significant at the 0.05 level (2-tailed).

Table 3 of Pearson's Product Moment Correlation results reveal that r-value of 0.769 with its corresponding p-value of 0.000< 0.05 (which is less than) the chosen level of significance was gotten. This shows a strong positive relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. Since the p-value is less than the chosen significant level, the null hypothesis is ***rejected***. It therefore indicates that there is significant relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

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Research Question Four:

What is the relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State?

Hypothesis Four:

There is no significant relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

Table 4: ***Pearson's Product Moment Correlation of Empathy and Achievement Motivation of Students***

		Empathy	Achievement Motivation
Empathy	Pearson Correlation	1	0.821**
	Sig. (2-tailed)		0.000
	N	400	400
Achievement Motivation	Pearson Correlation	0.821**	1
	Sig. (2-tailed)	0.000	
	N	400	400

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 of Pearson's Product Moment Correlation results reveal that r-value of 0.821 with its corresponding p-value of 0.000< 0.05 (which is less than) the chosen level of significance was gotten. This shows a strong positive relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. Since the p-value is less than the chosen significant level, the null hypothesis is ***rejected***. It therefore indicates that there is significant relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

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Discussion of Findings

Conscientiousness Personality Trait and Achievement Motivation of Students

Data in table 1 of Pearson Product Moment Correlation results revealed that r-value of 0.811 with its corresponding p-value of 0.000<0.05 (which is less than) the chosen level of significance was obtained. This shows a strong positive relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The study revealed that students with high conscientiousness personality trait have higher achievement motivation than those with low conscientiousness personality trait. Since the p-value was less than the chosen significant level, the null hypothesis was rejected. It therefore indicated that there was significant relationship between conscientiousness personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The finding collaborates with the study of Bubic (2018) who revealed that conscientiousness individuals tend to be diligent, disciplined, well organized, punctual and dependable as conscientiousness is associated with higher productivity and are able to translate this positive energy into the school or learning environment.

Openness to Experience Trait and Achievement Motivation of Students

Data in table 2 of Pearson Product Moment Correlation results revealed that r-value of 0.742 with its corresponding p-value of 0.000<0.05 (which is less than) the chosen level of significance was gotten. This shows a strong positive relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The study revealed that students with higher openness to experience personality trait have high achievement motivation than those with low openness to experience personality trait. Since the p-value was less than the chosen significant level, the null hypothesis was rejected. It therefore indicated that there was significant relationship between openness to experience personality trait and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The finding is in line with the revelation of Trusman (2018) who observed that students who exhibit characteristics that hold a clear view about things, spend more time reflecting on

things and pay attention to details were more desirous to achieve in school than their counterparts who were on the opposite end.

Interpersonal Skills and Achievement Motivation of Students

Data in table 3 of Pearson Product Moment Correlation results revealed that r-value of 0.769 with its corresponding p-value of 0.000<0.05 (which is less than) the chosen level of significance was gotten. This shows a strong positive relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The study revealed that students with interpersonal skills have high achievement motivation than those with poor interpersonal skills. Since the p-value was less than the chosen significant level, the null hypothesis was rejected. It therefore indicated that there was significant relationship between interpersonal skills and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The finding is in tandem with the study of Yang (2019) who revealed that interpersonal skills correlate positively with various metrics in the labor market, the trend of change in the labour market in the digital age requires adjustments on the axis between entering the labour market, agreement on the skills list, and agreed measurement tools for improving interpersonal skills training programs and their implementation while at work. The finding also concurs with the study of Obany (2020) that showed a strong correlation between interpersonal skills and students' motivation in secondary schools. The test of the hypotheses indicated that interpersonal skills predicted achievement motivation of male and female students in special schools. The finding is also not surprising to the researcher as interpersonal skills are presumed to be an important aspect of social competence; hence students who develop interpersonal skills are definitely going to maintain cordial relationship with peers and teachers alike.

Empathy and Achievement Motivation of Students

Data in table 4 of Pearson Product Moment Correlation results revealed that r-value of 0.821 with its corresponding p-value of 0.000<0.05 (which is less than) the chosen level of significance was gotten. This shows a strong positive relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The study revealed that

students with empathy have high achievement motivation than those with lower level of empathy. Since the p-value was less than the chosen significant level, the null hypothesis was rejected. It therefore indicated that there was significant relationship between empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. The finding is in consonance with the study of Daminabo (2018) who revealed a positive and significant relationship between the number of books read and gender variable and empathy scores, and it was concluded that as the number of books read by students increased, their empathy scores increased as well, and the girls had higher empathy scores than the boys. In addition, a negative significant relationship was found between the duration of daily internet use and empathy scores. While no significant relationship between school type and empathy was identified, students at secondary schools located in city centers were observed to have higher empathy scores than those located in small towns. In all the findings of Kommers (2021) indicated that students with high scores on empathy were more adjusted and had higher level of achievement motivation than their counterparts with low scores on empathy.

Conclusion

Based on the results of the study, the researcher concluded that there was a high positive relationship between conscientiousness personality trait, openness to experience personality trait, interpersonal skills, empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State. It further revealed that there was significant relationship between conscientiousness personality trait, openness to experience personality trait, interpersonal skills, empathy and achievement motivation of students in senior secondary schools in Rivers-East Senatorial District, Rivers State.

Recommendations

Based on the findings of the study the researcher made the following recommendations:

1. The school environment should be stimulating enough to help students focus on learning experiences that enhance the development of emotional intelligence for better achievement motivation;
2. Since the researcher found that emotional intelligence and achievement

motivation were significantly related, teachers should come up with training programs for students in the development of emotional intelligence skills. It is important to ensure that this is developed and avoid stressing on intelligent quotient only;

3. Students should be enlightened and counselled on ways to improve their emotional intelligence, knowing too well that their level of emotional knowledge has a significant influence on their achievement motivation and their general wellbeing;
4. There is need to raise awareness of students with hearing impairment about different types of personalities and how they influence their achievement motivation and affects their academic performance;
5. Students with hearing impairment should be encouraged to seek professional guidance and counselling services in order to help them deal with negative personality traits that acts as a barrier to their achievement motivation;
6. Further research into other personality traits such as neuroticism should be studied in relation to how it affects the achievement motivation of students with hearing impairment.

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