

School Administrators' Personality Traits as Correlates of Academic Performance of Students in Polytechnics in Abia State

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Abstract

This study determined the relationship between school administrators' personality traits and academic performance of Polytechnic students in Abia State. Three research questions guided the study with corresponding hypotheses. The study adopted a correlation survey research design. A sample of 380 Polytechnics Students in Abia State drawn from population of 7, 608 using Taro Yamane formula were used. The study adopted a Two-staged sampling technique. Instruments for data collection were 30-item researchers' developed questionnaire titled: School Administrators Personality Trait Questionnaire (SAPTQ) and a 15-item Students' Academic Performance Questionnaire (SAPQ) and were validated by three experts in College of Education, Michael Okpara University of Agriculture, Umudike. Pearson product moment correlation statistic was used to determine the stability of the two instruments which yielded reliability indices of 9.17 and 9.11 for SAPTQ and SAPQ respectively while Cronbach Alpha was used to determine the internal consistency which yielded .881 and .844 for SAPTQ and SAPQ respectively. Six well-briefed research assistants helped in the administration and collection of the instruments. Out of the 380 copies of the questionnaires administered, 374 copies each representing 98 percent return rate, were retrieved and used for data analysis. Pearson product moment correlation was used to answer the research questions while linear regression analysis was used to test the null hypotheses at 0.05 level of significance. The findings showed among others that that school administrators' openness to experience had high positive relationships with academic performance of students in Polytechnics in Abia State. However, Extraversion and agreeableness had low positive relationships with students' academic performance. Based on the findings, it was recommended among others that Polytechnics should invest in the continuous professional development of school administrators to enhance their personality traits and overall leadership effectiveness.

Keywords: School Administrators, Personality Traits, Relationship, Polytechnics, Academic Performance

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INTRODUCTION

Polytechnics are higher institutions set up primarily to produce in-depth technical manpower in administrative, technical and commercial fields for the development of national economy (Jahun, 2017). From an academic perspective, a polytechnic is seen as a type of tertiary institution that focuses on providing practical training and education in specific fields, such as technology, engineering, and business (Okoro, 2017). Professionally, a polytechnic is viewed as a training institution that offers programs in various fields, including engineering, technology, and business, and is accredited by professional bodies such as the Council for the Regulation of Engineering in Nigeria (COREN) and the Nigerian Institute of Management (NIM) (Akpakwu, 2019). The Polytechnic system was established by the Federal Government of Nigeria via decree No 33 of 25th July 1979 when it became apparent that Nigeria cannot compete favourably with other countries in high technology as the level of manpower required for driving and growing technology is lacking. Therefore, for the country to thrive in a technodominant global economy, technically oriented institutions like Polytechnics needed to be established to produce the technical manpower that will drive technological advancement. Polytechnic education in Nigeria was established with the aims of producing high level and

middle-level manpower as appropriate in areas necessary for agricultural, industrial, commercial and economic development, identifying and solving technological problems and needs of industry and production of technicians and technologist and similar business-related personnel for direct employment in industry (FRN, 2014).

However, the actualization of these aims can be said to be reflected in academic performances of the student and desired character exhibition. Academic performance is a critical aspect of a student's educational journey. It reflects a student's ability to learn, understand, and apply knowledge in a particular subject or field (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2019). Academic performance is often measured by grades, test scores, and other forms of assessment. A student's academic performance can have a significant impact on their future career prospects, earning potential, and overall well-being (Bowen, Chingos, & McPherson, 2019). Given the importance of academic performance, it is essential to undertake research in this area, particularly in the context of polytechnic education in Abia State, Nigeria. Polytechnics play a vital role in providing technical and vocational education to students, equipping them with the skills and knowledge needed to succeed in the workforce (NBTE, 2019). It is therefore an established fact that academic performance is a critical aspect of a student's educational journey without which the students' objectives of being in the school will be defeated. It reflects a student's ability to learn, understand, and apply knowledge in a particular subject or field (Kuh et al., 2019). Studies such as Ekechukwu (2025), Arinze (2024) and Ekechukwu, (2017) indicate that academic performance in polytechnics in Abia State is currently low to moderate, reflecting challenges that affect students' ability to meet academic standards effectively. Addressing this situation is essential to enhance student success and their preparedness for the workforce. In polytechnic education, academic performance is particularly important, as it prepares students for the workforce and equips them with the skills and knowledge needed to succeed in their chosen careers. Research has shown that various factors can influence academic performance, including student motivation, teacher quality, and school environment (Creswell, 2024). However, one factor that has received relatively little attention is the personality trait of school or education administrators.

School administrators are professionals who manage the daily operations of schools and educational institutions, from elementary schools to universities. Their responsibilities include overseeing staff, managing budgets, developing curriculum, and ensuring compliance with standards. Common roles include principals, deans, superintendents, and admissions officers. School or district administrators have several key responsibilities. They ensure that daily operations run smoothly and efficiently. They manage financial planning, handle budgets, and oversee financial records. They hire, supervise, and provide professional guidance to teachers and staff. They develop and evaluate the curriculum to meet educational standards. They oversee student admissions, advise students, and plan student activities. Other duties include maintaining school buildings, equipment, and facilities. They implement and enforce school policies and procedures. They also serve as a link between the school, parents, and the community. These duties are shaped by the administrators' personality traits, which influence how they manage their roles (Betterteam, 2025; Learn.org, 2025).

Traits are generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behavior, McCrae and Costa in Widiger, (2020) defined traits as "broad dimensions of personality that capture the basic tendencies and styles that characterize an individual's behavior, emotions, and thoughts. These traits are relatively stable and enduring, influencing an individual's interactions with the

environment and shaping their overall personality. Hence Goldberg in Goldberg (2020), describes traits as relatively enduring patterns of thoughts, feelings, and behaviors that define an individual's personality. Personality traits refer to the characteristic patterns of thoughts, feelings, and behaviors that distinguish one individual from another. Personality traits are relatively stable patterns of thoughts, feelings, and behaviors that are shaped by a combination of genetic, environmental, and cultural factors, and that influence an individual's interactions with the world around them" (DeYoung, 2017,). According to Widiger, (2020) Personality traits are characteristic patterns of thinking, feeling, and behaving that are relatively consistent across time and situations, and that distinguish one person from another

Furthermore, the Big Five personality traits model, also known as the Five Factor Model (FFM), defines personality traits as five broad dimensions: Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Aba & Isa, 2019). These dimensions capture the basic tendencies and styles that characterize an individual's behavior, emotions, and thoughts. In addition, the HEXACO model of personality, which includes the six dimensions of Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to experience, also provides a comprehensive framework for understanding personality traits (Ashton & Lee, 2017). The Five-Factor Model is a wide based scientific categorization of personality that ostensibly represent the 'base number of characteristics' expected to portray personality" (Abba & Isa, 2019). The identified personality traits are according to the Five Factor Model (FFM) Agreeableness (A), Conscientiousness (C), Extraversion (E), Neuroticism (N), and Openness (O). This study will be delimited to Extraversion (E), Agreeableness (A), and Openness (O) personality trait of school administrators and their relationship with students' academic performance

Extraversion is a measurement of the Big Five Factors Model of Personality which is concerned about interpersonal connections, dynamic, need for incitement and limit with respect to euphoria, somebody scoring high on this attribute would be friendly, dynamic, loquacious, person-arranged, idealistic, carefree and affectionate (Vearing & Mak, 2017). Extraversion is a personality trait characterized by a tendency to be outgoing, sociable, and assertive (DeYoung, 2017). Individuals high in extraversion tend to seek social interaction, enjoy being around others, and are often described as talkative, enthusiastic, and energetic (Widiger, 2020). In the context of school administrators, extraversion can manifest in various ways, such as being approachable, communicative, and visible in the school community. All in all, extraversion has an interpersonal component that can allude somebody to be cordial, agreeable, well disposed, eager, prevailing in friendly circumstances; though thoughtful people will in general be less amiable, slower to self-divulgence, show up less vivacious, and are slanted to disguise psychological cycles. Extraversion has been seen in not many studies examining students' performances adequacy. Ezike (2017) found that there is a negative correlation between extraversions and students' academic performances. However, on the contrary Obilor and Sakpege (2022) found extraversion to have positive significant relationship with students' academic performances. Based on these inconsistencies, it therefore becomes imperative that the present study will determine how extraversion as a personality factor of the students correlates their academic performances in polytechnic.

Openness mirrors the level of scholarly interest, innovativeness and an inclination for curiosity and assortment of a person (Olajide & Adebayo, 2018). It reflects appreciation for workmanship, feeling, experience, strange thoughts, interest and assortment of experience (Agomuo, 2021). It is likewise portrayed as the degree to which a person is imaginative or free and portrays a personal performance for an assortment of exercises over an exacting daily

schedule. Openness to experience is a personality trait characterized by a tendency to be curious, open-minded, and imaginative (DeYoung, 2017). Individuals high in openness tend to seek out new experiences, enjoy learning, and are often described as creative, innovative, and intellectually curious (Widiger, 2020). In the context of school administrators, openness can manifest in various ways, such as being receptive to new ideas, encouraging innovation and creativity, and fostering a culture of lifelong learning. Research suggests that openness can have a positive influence on academic performance. Open administrators may be more likely to adopt innovative teaching methods, incorporate technology into the classroom, and provide opportunities for students to engage in hands-on learning experiences (Leithwood, Harris, & Hopkins, 2020). Openness can also facilitate effective communication and collaboration between administrators, teachers, and students, leading to a more positive and supportive learning environment (Bass, 2018). Moreover, openness can promote a growth mindset, encouraging students to view challenges as opportunities for growth and development (Dweck, 2016). This can lead to increased motivation, engagement, and resilience, ultimately resulting in improved academic performance (Blackwell et al., 2017). Similar studies have investigated the relationship between openness and academic performance in various educational settings. For example, a study by Komarraju, Karau, and Schmeck, (2021) found that openness was positively correlated with academic achievement, particularly in subjects that required creative thinking and problem-solving. Another study by Poropat (2019) found that openness was a significant predictor of academic performance, even after controlling for other personality traits and cognitive ability.

Agreeableness is a personality trait characterized by a tendency to be cooperative, compassionate, and polite (DeYoung, 2017). Individuals high in agreeableness tend to prioritize harmony and stability in their relationships, and are often described as warm, empathetic, and sensitive to the feelings of others (Widiger, 2020). In the context of school administrators, agreeableness can manifest in various ways, such as being supportive, approachable, and willing to listen to others. Agreeableness is another dimension of the Big Five Factors Model of Personality (Agomuo, 2021). Agreeableness like extraversion has a social component that refers to a disposition of being friendly, pleasant, considerate, compassionate and cooperative. Agreeableness is concerned with the teacher's interpersonal orientation and their quality in thoughts, feelings and actions, someone scoring high on agreeableness would be softhearted, good natured, trusting, helpful, forgiving, gullible, and straightforward. Furthermore, there is evidence that agreeableness is linked to high levels of social support (Obilor & Sakpege, 2022). Research suggests that agreeableness can have a positive influence on academic performance. Agreeable school administrators may be more effective in creating a positive and supportive learning environment, which can enhance student engagement and motivation (Leithwood et al., 2020). Agreeable administrators may also be more likely to establish strong relationships with students, teachers, and parents, which can lead to better communication, collaboration, and problem-solving (Bass, 2018). Moreover, agreeableness can also influence academic performance by promoting a sense of belonging and social connection among students. When students feel supported and connected to their peers and teachers, they are more likely to be motivated and engaged in their learning (Wentzel, 2019). Similar studies have investigated the relationship between agreeableness and academic performance in various educational settings. For example, a study by Komarraju et al. (2021) found that agreeable students tended to perform better in team-based learning environments, while disagreeable students performed better in individualized learning settings. Another study by Chamorro-Premuzic, and Furnham, (2020) found that agreeable teachers were more effective in promoting student engagement and motivation but also tended to be less effective in managing classroom behavior. In the context of polytechnic education in Abia State, Nigeria,

the relationship between agreeableness and academic performance may be influenced by cultural and environmental factors. For instance, the collectivist culture in Nigeria may emphasize the importance of social harmony and cooperation, potentially amplifying the positive effects of agreeableness on academic performance (Hofstede, 2021).

The relationship between personality traits and academic performance has been a topic of interest in educational research for several decades. While there is a growing body of research on this topic, there is a paucity of studies that have investigated the specific relationship between school administrators' personality traits and academic performance of polytechnic students in Nigeria especially in Abia State. One of the significant gaps in the existing literature is the limited understanding of the relationship between school administrators' personality traits and academic performance. While there is some evidence to suggest that personality traits such as extraversion, agreeableness, conscientiousness, and neuroticism can influence academic performance, the specific relationship between these traits and academic performance in the context of polytechnic education in Nigeria is not well understood. For instance, a study by Komarraju et al. (2021) found that conscientiousness was positively correlated with academic achievement, but this study was conducted in a Western context, and its findings may not be generalizable to the Nigerian context. Another significant gap in the existing literature is the lack of research on the role of school administrators in shaping the learning environment. Most studies on personality traits and academic performance have focused on individual students, with little attention paid to the role of school administrators in shaping the learning environment.

The academic performance of students in polytechnics in Abia State, Nigeria, is generally low to moderate, indicating challenges in achieving high educational standards. This situation creates a significant need to explore various factors that may influence academic performance, including the personality traits of school administrators. Research shows that in the Nigerian context, cultural dimensions such as high-power distance and collectivism, as described by Hofstede, shape how leaders and administrators interact with their environment and influence student outcomes. Nigeria scores high in power distance, meaning hierarchical structures are accepted, and it is a collectivist society where group loyalty influences behaviors. These cultural factors may affect the relationship between administrators' personality traits and academic performance differently than in Western contexts. This justifies the need for this study to examine how school administrators' personality traits correlate with academic performance in Nigerian polytechnics, particularly in Abia State, where existing studies are limited and academic challenges persist. Thus, the low to moderate academic performance status of polytechnic students in Abia State highlights the necessity of investigating administrator traits as potential influences on educational outcomes within this unique cultural setting.

Statement of the Problem

In an ideal educational context, polytechnic students achieve high academic performance. This success is supported by effective school administrators whose positive personality traits foster a conducive learning environment, promote accountability, and enhance student outcomes.

However, in Abia State, Nigeria, academic performance among polytechnic students is generally low to moderate. Various factors affect student outcomes, including student-related, teacher-related, and institutional influences. Despite the recognized importance of school administrators in shaping the academic environment, there is limited research on how their personality traits impact students' academic performance in this region.

This study addresses the gap by investigating the correlation between school administrators' personality traits and the academic performance of polytechnic students in Abia State. Understanding this relationship is crucial to identifying which administrator traits most strongly influence student success and to improving academic outcomes.

Purpose of the Study

The purpose of this study is to determine the correlation between school administrators' personality traits and students' academic performances in Polytechnics in Abia State. Specifically, the study sought to.

1. determine the relationship between school administrators' extraversion personality traits and academic performance of polytechnic students in Abia State,
2. ascertain the relationship between school administrators' openness to experience personality traits and academic performance of polytechnic students in Abia State,
3. find out the relationship between school administrators' agreeable personality traits and academic performance of polytechnic students in Abia State,

Research Questions

The following research questions were posed to guide the study.

1. What is the relationship between school administrators' extraversion personality traits and academic performance of polytechnic students in Abia State?
2. What is the relationship between school administrators' openness to experience personality traits and academic performance of polytechnic students in Abia State?
3. What is the relationship between school administrators' agreeable personality trait and academic performance of polytechnic students in Abia State?

Hypotheses

The following null hypotheses were formulated to guide the study. The hypotheses were tested at 0.05 level of significance.

HO₁: There is no significant relationship between school administrators' extraversion personality trait and academic performance of polytechnic students in Abia State.

HO₂: There is no significant relationship between school administrators' openness personality traits and academic performance of polytechnic students in Abia State.

HO₃: There is no significant relationship between school administrators' agreeable personality traits and academic performance of polytechnic students in Abia State.

METHODOLOGY

This study determined the relationship between school administrators' personality trait and academic performance of Polytechnic students in Abia State. Three research questions and null hypotheses in line with three specific objectives guided the study. The study adopted a

correlation survey research design. The sample of the study was all the 380 Polytechnics Students in Abia State, Nigeria drawn from population of 7, 608 using Taro Yamen formular. The study adopted a Two-staged sampling technique. The study employed proportionate stratified random sampling to select a representative sample of students from the three polytechnics while the sample sizes for each polytechnic were determined proportionate to their population sizes. The instruments for data collection were a 30-item researcher developed questionnaire titled: School Administrators Personality Trait Questionnaire (SAPTQ) and a 15-item Students' Academic Performance Questionnaire (SAPQ). The response format was a 4-point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 point), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point).

The face validation of the instrument was carried out by three experts. Their corrections and recommendations, which include adjusting the wordings and correct spellings of the items were affected to produce the final draft of the instrument. To determine the reliability of the instruments, the researcher employed two methods: the test-retest method, which assessed the stability of the instrument over time, and the Cronbach Alpha method, which evaluated internal consistency. The overall stability and the internal consistency reliability coefficients of the instrument were high enough to be used for data collection. The questionnaire used for the study was administered by the researcher directly to the respondents in the institutions with the aid of 6 research assistants who were properly guided for this purpose (2 from each school) within the area of the study. Out of the 380-instrument administered to the respondents, 374 copies of the questionnaire were filled and returned to the researcher giving 98% return rate. The data collected for this study was analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions while linear regression analysis was used to test the hypotheses at 0.05 level of significance. The strength of relationship was established using Creswell (2024) correlation coefficient. $\pm .70 - 1.00$ (Very Strong/very high correlation) $\pm .40 - .69$ (Strong/High correlation); $\pm .30 - .39$ (Moderate/Medium correlation) and $\pm .00 - .29$ (No correlation/ weak/Low relationship). More so, null hypotheses were accepted as the alternative will be rejected if the F-ratio is less than the F-tabulated.

RESULTS

Research Question One: What is the relationship between school administrators' extraversion personality trait and academic performance of polytechnic students in Abia State?

Data for answering research question 1 is presented in Table 1.

Table 1: Correlation Matrix of Relationship between school administrators' extraversion personality trait and academic performance of polytechnic students in Abia State?

		SAP	EPT
SAP	Pearson Correlation	1	.185**
	Sig. (2-tailed)		.000
	N	374	374
EPT	Pearson Correlation	.185**	1
	Sig. (2-tailed)	.000	
	R ²	.032 (0.032%)	
	N	374	374

***. Correlation is significant at the 0.01 level (2-tailed). SAP = Students' Academic Performance; EPT = Extraversion Personality Trait*

Data in Table 1 indicate a correlation coefficient (r) of .185 which is positive and within the coefficient limit of $\pm .00 - 29$ and indicating weak, positive and low extent relationship. This however implies that school administrators' extraversion personality trait to a low extent relates to academic performance of polytechnic students in Abia State. The coefficient of determination (R^2) of 0.032 indicates that 03.2% of the variance observed in the students' academic performance in Polytechnics in Abia State was accounted for by school administrators' extraversion personality trait.

Hypothesis One: There is no significant relationship between school administrators' extraversion personality traits and academic performance of polytechnic students in Abia State.

Table 2: Linear Regression Analysis of the Relationship between school administrators' extraversion personality trait and academic performance of polytechnic students in Abia State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.000	1	8.000	13.224	.000 ^b
Residual	225.051	372	.605		
Total	233.051	373			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 2 showed a probability (P) - value of 0.000 which is less than the alpha value 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between school administrators' extraversion personality trait and academic performance of polytechnic students in Abia State.

Research Question Two: What is the relationship between school administrators' openness to experience personality traits and academic performance of polytechnic students in Abia State?

Table 3: Correlation Matrix of Relationship administrators' openness to experience personality trait and academic performance of polytechnic students in Abia State?

		SAP	OEPT
SAP	Pearson Correlation	1	.312**
	Sig. (2-tailed)		.000
	N	374	374
OEPT	Pearson Correlation	.312**	1
	Sig. (2-tailed)	.000	
	R ²	.097 (09.7%)	
	N	374	374

***. Correlation is significant at the 0.01 level (2-tailed). SAP = Students' Academic Performance; OEPT = Openness to Experience Personality Trait*

Data in Table 3 indicate a correlation coefficient (r) of .312 which is positive and within the coefficient limit of $\pm .30 - 39$ and indicating moderate, positive and High extent relationship. This however implies that school administrators' openness to experience personality trait to a high extent relates to academic performance of polytechnic students in Abia State. The coefficient of determination (R^2) of 0.097 indicates that 09.7% of the variance observed in the students' academic performance in Polytechnics in Abia State is accounted for by school administrators' openness to experience personality trait.

Hypothesis Two: There is no significant relationship between school administrators' openness personality trait and academic performance of polytechnic students in Abia State.

Table 4: Linear Regression Analysis of the Relationship between school administrators' openness personality trait and academic performance of polytechnic students in Abia State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.680	1	22.680	40.106	.000 ^b
Residual	210.370	372	.566		
Total	233.051	373			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 4 showed a probability (P) value of 0.000 which is less than the alpha value 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between school administrators' openness personality trait and academic performance of polytechnic students in Abia State.

Research Question Three: What is the relationship between school administrators' agreeable personality traits and academic performance of polytechnic students in Abia State?

Table 5: Correlation Matrix of Relationship administrators' agreeableness personality trait and academic performance of polytechnic students in Abia State?

		SAP	APT
SAP	Pearson Correlation	1	.166**
	Sig. (2-tailed)		.001
	N	374	374
APT	Pearson Correlation	.166**	1
	Sig. (2-tailed)	.001	
	R ²	.028 (02.8%)	
	N	374	374

***. Correlation is significant at the 0.01 level (2-tailed). SAP = Students' Academic Performance; APT = Agreeableness Personality Trait*

Data in Table 5 indicate a correlation coefficient (r) of .166 which is positive and within the coefficient limit of $\pm .00 - .29$ indicating weak, positive and low extent relationship. This however implies that school administrators' agreeable personality trait to a low extent relates to academic performance of polytechnic students in Abia State. The coefficient of determination (R²) of .028 indicates that 2.8% of the variance observed in the students' academic performance in Polytechnics in Abia State was accounted for by school administrators' agreeableness personality trait.

Hypothesis Three: There is no significant relationship between school administrators' agreeable personality trait and academic performance of polytechnic students in Abia State.

Table 6: Linear Regression Analysis of the Relationship between school administrators’ agreeable personality trait and academic performance of polytechnic students in Abia State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.429	1	6.429	10.557	.001 ^b
Residual	226.622	372	.609		
Total	233.051	373			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 6 showed a probability (P) - value of 0.000 which is less than the alpha value 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between school administrators’ agreeable personality trait and academic performance of polytechnic students in Abia State.

Discussion of Findings

The findings of the study were discussed according to the research questions and the major findings of the study. The findings of this study revealed that school administrators' extraversion personality trait has a low positive relationship with the academic performance of polytechnic students in Abia State. This suggests that students' academic performance is influenced by school administrators who exhibit outgoing and sociable behaviours, such as enjoying interactions with students and staff, being assertive in expressing their opinions, and taking the lead in group projects. Additionally, administrators who are comfortable speaking in front of large groups, have a strong presence in school events, are approachable, and actively participate in school activities tend to create a positive learning environment that fosters academic success. This did not agree with the findings of Ezike (2017) on big five personality factors as predictors of academic achievement in senior secondary school science which revealed that Extraversion and neuroticism though made positive contributions are not necessary conditions for achievement. The difference between the findings of this study and those of Ezike (2017) may be explained by differences in the target populations and contexts.

The study additionally found that school administrators' openness to experience personality traits has a high positive relationship with the academic performance of polytechnic students in Abia State. This suggests that administrators who are open to new ideas, encourage creative thinking, and are willing to try new approaches tend to foster a learning environment that promotes academic success. Additionally, administrators who value diverse perspectives, are curious about new developments in education, open to feedback and suggestions, receptive to new ideas from students, and adaptable to changing circumstances are more likely to have a positive impact on student outcomes. This is in line with the findings of Mugo, Mutweleli, Ireri and Mwangi (2022) on personality traits as predictors of academic achievement of students in public secondary schools in Murang’a County, Kenya which revealed that openness to experience had a significant positive correlation with academic achievement.

The study finally revealed that school administrators' agreeable personality trait has a low positive relationship with the academic performance of polytechnic students in Abia State.

This suggests that administrators who exhibit kind, cooperative, and empathetic behaviours, such as being willing to listen to students' concerns, polite, and forgiving when students make mistakes, tend to have a slightly positive impact on student outcomes. Additionally, administrators who avoid conflicts and show appreciation for students' efforts also contribute to a supportive learning environment. While the relationship is not extremely strong, the findings indicate that school administrators' agreeableness traits can play a role in promoting students' academic performance. This agrees with the findings of Abba and Isa (2019) on the relationship between Personality Traits and Academic Achievement among NCE Students. The result revealed that consciousness and agreeableness are the best predictors of students' academic achievement.

CONCLUSION

Based on the data collected and the analysis carried out, it could be concluded that school administrators' personality traits to a low extent relate to academic performance of polytechnic students in Abia State. Specifically, openness to experience personality trait of school administrators respectively and significantly to a positive high extent relate to academic performance of polytechnic students in Abia State, while extraversion and agreeable personality traits significantly to a positive low extent relate to academic performance of polytechnic students in Abia State.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were made.

1. School administrators should be encouraged to develop their interpersonal and social skills to enhance their extraversion traits.
2. Principals and heads of departments in polytechnics should prioritize openness to experience in their leadership approach, encouraging creative thinking, innovation, and flexibility to foster a positive learning environment.
3. School administrators should be trained on effective communication and interpersonal skills to enhance their agreeableness traits, which can contribute to a supportive learning environment.

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