# Personality Traits and Achievement Motivation of Students with Hearing Impairment in Special Schools in Ikwerre Local Government Area, Rivers State

**Ubani, N. Samuel (PhD)**
**Head of Unit, Special Education**
**Ignatius Ajuru University of Education**
**Rumuolumeni, Port Harcourt, Nigeria.**
*Samuelubani22@gmail.com*

**Anaeto Chinwe Ann**
**Department of Special Education**
**Ignatius Ajuru University of Education**
**Rumuolumeni, Port Harcourt, Nigeria.**
*Anaetoann1@gmail.com*
**&**
**Chibueze Lydia Oluch**
**Department of Special Education**
**Ignatius Ajuru University of Education**
**Rumuolumeni, Port Harcourt, Nigeria.**
*Benlydia703@gmail.com*

## Abstract

The study investigated personality traits and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area, Rivers State. The study adopted the correlational research design. The study was guided by three research questions and three null hypotheses. The population of the study comprised 62 students with hearing impairment in inclusive secondary schools in the area. The sample size was 32 students with hearing impairment. The simple random sampling technique was used for the study. The instrument for data collection was a structured questionnaire, titled: "Personality Trait Questionnaire'' (PTQ) and Achievement Motivation Inventory (AMI)". The reliability of the instrument was determined through test re-test reliability method which yielded a reliability index of r=0.79 for (PTQ) and r=0.74 for (AMI). Pearson Product Moment Correlation (PPMC) was used

to answer research questions and test the null hypotheses at 0.05 level of significance. The study revealed there was a positively strong correlation between extraversion personality trait, openness to experience personality trait, agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area. It further revealed that there was significant relationship between extraversion personality trait, openness to experience personality trait, agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area. It was recommended among others that; 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.

**Keywords:** Achievement, motivation, special, hearing, impairment, students

## Introduction

Education refers to the acquisition or development of knowledge or skills through a learning process. It entails the passing down of information, skills, attitudes, culture and other values from one generation to the next. The primary element influencing a student's interest in studying is motivation. Hugar (2020) evinced that without motivation, even students with high intelligent quotient may not be able to accomplish much academically. Ubani and Sanikpege (2023) noted 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' academic performance and achievement motivation (Ubani, 2022). One important aspect to consider is the influence of personality traits on students achievement motivation.

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 individuals 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. For example, one can be said to be intelligent, cheerful, hopeful, outgoing or friendly. The impression any of such people have about an individual is interpreted as the individuals personality. Hence, in the context of this study, personality trait refers to human characteristics that are responsible for the difference which distinguishes one individual from another and could be used to predict ones behaviour.

Ubani et al., (2020) noted that personality trait include multiple traits that help to explain why students do not all act alike in the same situation. The personality traits that have received much attention in literature is the “Big Five” model by McCrae and Costa which consists of five aspects of personality, namely: extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. These traits are examined in this study as possible predictors of students achievement motivation in schools.

Ubani et al., (2019) added that people who score high in extraversion are characterized as outgoing, sociable, upbeat, friendly, assertive and gregarious. They are referred to as extraverts or positive emotionality in some trait models. They are usually talkative and always drawing attention to themselves. Likewise, people who score high in neuroticism are said to be anxious, hostile, self-conscious, insecure, and vulnerable. This personality trait is called negative emotionality. They are always anxious and tend to suffer from depression. Individuals here are often moody and easily discouraged. This state of emotion hinders them from thinking clearly, making rational decision and coping with stress.

Hugar (2020) maintained that openness to experience is a personality trait that people who register high on it are open to experience, have general appreciation for art, emotion and adventure. They are not stereotype but try new ideas. They are very imaginative and curious. They do not hold tenaciously to traditional or conventional ideas. They are intelligent, investigative and sensitive to beauty. They are creative; they can be controversial since they are unconventional. On the contrary people who score low on openness to experience are more reserved and conventional. They hold firmly to traditional beliefs. They are skeptical about new ideas and may not be comfortable with new scientific and technological developments.

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. Weiten (2019) noted that people who score at the opposite end of this personality dimension are characterized as suspicious, antagonistic and aggressive.

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). There is the tendency that there will be conflict between students who are not similar in their personality traits thereby resulting to achievement demotivation. For students with disabilities, vis-a-viz, those with hearing impairment, Ubani and Sanikpege (2020) disclosed that hearing is one of the senses, which has a vital role in determining an individuals life as hearing has a distinct function of transferring an aspect of the social and environmental components of reality to the brain. The significance of hearing sense is demonstrated by the fact that hearing is a source of learning and knowledge acquisition as well as earning direct and indirect experiences. From the foregoing, it could be understood that traits are characteristic behaviours that consistently differentiates one individual from another. There is therefore the need to determine how far students varying personality traits can lead to achievement

motivation or demotivation. Hence the study examined personality traits and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area, Rivers State.

**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. Rivers State like in many other state in Nigeria, students with hearing impairment 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 6-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 with hearing impairment 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. Low achievement motivation among students with hearing impairment may lead to a vicious cycle of poverty. Hence the need to examine personality traits and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area, Rivers State.

**Aim and Objectives of the Study**

The aim of the study was to investigate personality traits and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area, Rivers State, Nigeria. Specifically, the study intended to:

1. Determine the relationship between extraversion personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area

2. Examine the relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area
3. Ascertain the relationship between agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area

**Research Questions**

The following research questions guided the study.

1. What is the relationship between extraversion personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area?
2. What is the relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area?
3. What is the relationship between agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area?

**Hypotheses**

The following null hypotheses were formulated to further guide the study.

1. There is no significant relationship between extraversion personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area
2. There is no significant relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area
3. There is no significant relationship between agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area

**Method**

The study employed a Correlational research design. The survey comprised 62 students with hearing impairment in inclusive secondary schools in Ikwerre Local Government Area, Rivers State. Simple random sampling technique was used to

select a sample of 32 respondents for the study. The research instrument was a self-designed instrument titled: ''Personality Trait Questionnaire'' (PTQ) and Achievement Motivation Inventory (AMI). Section A; contained Bio-data of the respondents, Section B; contained items on extraversion personality trait, Section C; contained items on openness to experience personality trait, Section D; contained items on agreeableness personality trait, Section E; contained item statements on achievement motivation. The ''Personality Trait Questionnaire'' (PTQ) and Achievement Motivation Inventory (AMI) had 25 items 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 (PTQ) yielded a reliability index of r=0.79 and r=0.74 for (AMI). The Pearson Product Moment Correlation was used in answering the research questions and testing the null hypotheses at 0.05 level of significance. The data collected were analyzed with the aid of Statistical Package for Social Science (SPSS) version 25.0.

**Research Question One:**
What is the relationship between extraversion personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area?

**Hypothesis One:**
There is no significant relationship between extraversion personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area

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

| | | Extraversion Personality Trait | Achievement Motivation |
|---|---|---|---|
| **Extraversion Personality Trait** | Pearson Correlation | 1 | 0.845** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 32 | 32 |
| **Achievement Motivation** | Pearson Correlation | 0.845** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 32 | 32 |

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

Table 1 of Pearson's Product Moment Correlation results reveal that r-value of 0.845 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 extraversion personality trait and achievement motivation of students with hearing impairment in special schools. 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 extraversion personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area.

**Research Question Two:**
What is the relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area?

**Hypothesis Two:**
There is no significant relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area

**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 | 0.811** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 32 | 32 |
| **Achievement Motivation** | Pearson Correlation | 0.811** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 32 | 32 |

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

Table 2 of Pearson's Product Moment Correlation results reveal 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 gotten. This shows a strong positive relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools. 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 openness to experience personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area.

**Research Question Three:**
What is the relationship between agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area?

**Hypothesis Three:**
There is no significant relationship between agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area

**Table 3:** *Pearson's Product Moment Correlation of Agreeableness Personality Trait and Achievement Motivation of Students*

| | | Agreeableness Personality Trait | Achievement Motivation |
|---|---|---|---|
| **Agreeableness Personality Trait** | Pearson Correlation | 1 | 0.742** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 32 | 32 |
| **Achievement Motivation** | Pearson Correlation | 0.742** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 32 | 32 |

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

Table 3 of Pearson's Product Moment Correlation results reveal that r-value of 0.742 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 agreeableness personality trait and achievement motivation of students with hearing impairment in special schools. 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 agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area.

**Discussion of the Findings**

Data in table 1 of Pearson Product Moment Correlation results revealed that r-value of 0.845 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 extraversion personality trait and achievement motivation of students with hearing impairment in special schools. The study revealed that students with high extraversion personality trait have higher achievement motivation than those with low extraversion 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 extraversion personality trait and achievement motivation of students with hearing impairment in special schools in

Ikwerre Local Government Area. The finding collaborates with the study of Costa (2017) who revealed that extroverts are excitement seekers, gregarious, assertive and activity-oriented individuals and are able to translate this positive energy into the school or learning environment.

Data in table 2 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 gotten. This shows a strong positive relationship between openness to experience personality trait and achievement motivation of students with hearing impairment in special schools. 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 with hearing impairment in special schools in Ikwerre Local Government Area. The finding is in line with the revelation of Onyekuru (2015) who observed that students who exhibit characteristics that are 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 of the opposite end.

Data in table 3 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 agreeableness personality trait and achievement motivation of students with hearing impairment in special schools. The study revealed that students with agreeableness personality trait have high achievement motivation than those with low agreeableness 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 agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area. The finding is in tandem with the study of Banga (2018) who maintained that students who displayed personality traits of agreeableness always sort for means to maintain peace and tranquillity among self

and those around them hence they were better at maintaining high achievement standards.

**Conclusion**

Based on the findings of the study, the researchers'' concluded that there was a positively strong correlation between extraversion personality trait, openness to experience personality trait, agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area. It further revealed that there was significant relationship between extraversion personality trait, openness to experience personality trait, agreeableness personality trait and achievement motivation of students with hearing impairment in special schools in Ikwerre Local Government Area.

**Recommendations**

1. 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;
2. 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;
3. Further research into other personality traits such as neuroticism and contentiousness should be studied in relation to how it affects the achievement motivation of students with hearing impairment.

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