

Original Research Article  
**Relationship among Secondary School  
Students' Academic Interest, Self-esteem and  
Academic Achievement in English Language in  
Anambra State**

---

**ABSTRACT**

**Aims:** The study determined relationship among secondary school students' academic interest, self-esteem and academic achievement in English language in Anambra state.

**Study design:** Correlational survey research designs.

**Place and Duration of Study:** Secondary school students in Anambra State, between December 2021 and March 2022.

**Methodology:** The population for this study comprises 18,297 senior secondary school two SS2 students from 261 secondary schools situated in the six education zones in Anambra state, proportionate stratified random sampling technique was employed to select 2,160 SS 2 secondary school students. The instruments adopted for data collection are: students' academic interest scale, self-esteem scale and students' academic achievement scores in English language. Data collected was analyzed using the Pearson Product Moment Correlation (*Pearson-r*) and Multiple Regression Analysis. (*R*, *R*<sup>2</sup> and *R*<sup>2</sup> adjusted).

**Results:** Result in ~~table~~ Table 1, 2 and 3 show moderate positive relationship exists between secondary school students' academic interest, self-esteem as well as jointly relationship existing between both and their academic achievement in English language. Similarly, hypothesis in ~~Table~~ Table 4, 5 and 6 shown that at 0.05 level of significance and 2158df, the calculated *t* 15.95 with *P*value 0.000 which is less than 0.05, the second hypotheses is rejected. The relationship existing between self-esteem and academic achievement of secondary school students in English language in Anambra State is significant. Also, at 0.05 level of significance 3df numerator and 2045df denominator, the calculated *F*314.12 with *P*value 0.000 which is less than 0.05, the third null hypothesis is rejected. The relationship existing among secondary school students' academic interest and self-esteem jointly with academic achievement in English language is significant.

**Conclusion:** Based on the findings of the study obtained, secondary school students spend significant part of their time in the classroom with teachers and peers, there is need to help them understand and improve their interest in learning as well as develop belief in themselves to succeed academically.

*Keywords:* Academic interest, Self-esteem, Academic achievement, Students,

**INTRODUCTION**

The goal of secondary education as stated in the National policy on education document and cited by different scholars is among other to create the right consciousness in individuals and members of the society. This implies that the idea behind the establishment of schools is to impart knowledge and skills to students who enrol for school activities. Behind this idea is the goal of enhancing student's academic achievement in subjects taught in secondary schools. However, observations and statistics have shown that while some students achieve high academically in Nigeria, while some student's academic achievement in specific states is dwindling. This has been a major concern to many and research effort is geared towards

investigating factors such as secondary student's academic interest and self-esteem. secondary school student's academic interest could be another variable which could hamper academic achievement among secondary school students. According to [1], academic interest is the affective reaction triggered by specific or appealing stimuli in the learning environment. [1] further stated that academic interest is said to be enhanced through the manipulation or modification of certain aspects of the learning environment and contextual factors such as teaching strategies, task presentation and structuring of learning experiences. Similarly, academic interest denotes a positive or negative predisposition towards schooling and every other activity in the school environment which could be cognitive, emotional, or behavioural [1]. According to [2], the past years have witnessed the evolution in research pertaining to interest. This therefore led to the assertion that the importance of interest cannot be underestimated, because when it comes to making choice, interest is of considerable importance. More particularly, academic interest implies student's interest in school activities. Buttressing further, [3] affirm that academic interest is a psychological construct which plays a major role in various school activities including academic achievements. Academic interest is the decision to engage or not to engage in school activity, the desire to persist and the degree of effort and time put into school activities are mainly judged by the level of interest shown by students.

Lack of academic interest in school activities discourages students from staying in class and working hard to achieve good grades and prevents them from being enthusiastic and taking the class seriously. Adding anti-social dimension to it, loss of academic interest leads students into engaging in unlawful activities such as cultism, robbery and truancy among other vices. Lack of academic interest among school students could be due to daunting self-esteem among students which although has received attention from researchers, but still seem to affect students' academic interest. Operationally, academic interest is measured as student's interest in school activities. Academic interest can also be described as a self-determined zeal which is linked with students' achievement with the subject being learned.

Similarly, the value individual's places on his or herself could also be a factor causing the evident change in secondary school students' academic achievement. According to [4], self-esteem can be defined as a person's judgment regarding their self-worth. Aryana further stated that this construct emerges when students compare their self-evaluation with actual performance on verity of task. Similarly, [5] defined self-esteem as how an individual self-evaluate themselves and whether they perceive the self-evaluation in a positively or negatively manner. The concept of self-esteem is very important because it influences a person in achieving set goals and have major influence in decision making as well. Self-esteem among secondary school students seem to have received much attention over the years and found to positively correlate with academic achievement. Furthermore, studies have shown that self-esteem is seen as one of the influential factors which affect's academic achievement among secondary school students. It is also stated correspondingly that high self-esteem may lead to high academic achievement. Self-esteem is related to ones' ego, and individuals with low self-esteem are said to be suffering from inferiority complex. In practical terms, self-esteem can be classified as low self-esteem or high self-esteem, people with high self-esteem generally feel worthy of good life and all that entails while those with low self-esteem feel they are of less value [6]. They further posited that low self-esteem or possessing an inferiority complex is often attributed to self-defeating behaviours. This is because accomplishing the task that someone intends or attempts will give the person a feeling of better self-esteem, which will conflict with the low self-esteem such individual feel. Based on this, self-esteem in the context of this study can be deduced as the value students place on themselves which involves a feeling of self-worth, an attitude of approval or disapproval that indicates the extent to which students believe in themselves to be capable, significant and successful. Self-esteem can be classified as low self-esteem or high self-esteem, people with high self-esteem generally feel worthy of good life and all that entails while those with low self-esteem feel they are of less value [6]. Their study further revealed

that self-esteem is seen as one of the influential factors which affect's academic achievement among secondary school students. It was further stated that high self-esteem could correspondingly lead to high academic achievement.

Academic achievement among students has remained a source of concern to educators, the society and researchers, particularly as the academic achievement of secondary school students is deemed to be declining. Olusegun in [7] reported that less than 40 percent of the candidates who sat for public examination in Nigeria obtained up to credit passes in five subjects which are the minimum academic qualifications for admission into tertiary institutions in Nigeria almost every year. Similarly, the West African Examination Council (WAEC, 2020) reported that in May/June WAEC examinations 816,016 candidates representing 49.98 per cent obtained credits and above in a minimum of five subjects including English Language and Mathematics. This further revealed fluctuation and decline in the performance of students when compared with that of 2018 which was 52.97 per cent, and in 2019 which was 59.22 per cent.

Academic achievement in English language is described as fair and seems to compare favourably to those of the previous years. The public persistent outcry over the declining state of education particularly in Anambra state is most prominent following the annual release of the West African Examination Council (WAEC) results [8]. They further stated that the academic achievement of secondary school students in Anambra state is measured through examinations conducted at the National level. They are, the West African Examination Council (WAEC) and the National Examination Council (NECO) with a criterion-reference score required of students in each subject being C6 (minimum) to A1 (maximum) in at least five subjects, including English language to be scored by students after graduation from secondary schools.

In secondary schools, every classroom plays host to different personality types of learners who come into the classroom differently prepared with uniquely set characteristics that determine their levels of aspirations within the same classroom environment. These personality types could determine their level of academic achievement in any given subject including English Language as is the focus of the study. Accordingly, [9] stated that the importance and role of English language has not diminished since the attainment of independence rather it has taken additional roles in all spheres of life. The language is an important factor in the educational system, more especially when it functions as a medium of instruction in schools. Buttressing further, [10] stated that English language is the language of science and technology and a passport to educational advancement and prestigious employment, the language of commerce, trade and administration, and a means of national and international communication.

[11] in the National Policy on Education stipulates the importance of English language as one of the core subjects that will enable students offer any course in higher institution. As one of the core subjects, it is naturally expected that the level of attainment of the students in English language will be evident in their performance in other subject areas. Due to this, failure in English language automatically invalidates grades obtained in other subjects no matter how high the grades are, despite the importance of English language in pursuing higher education, its academic achievement seems dwindling. This worrisome state bothers on all and sundry and more so if not rectified, it could lead these students into being involved in all sort of societal crimes like drug abuse, dropping out of school, loss of interest in academic pursuit and some may turn out to become street urchins. In view of this unsatisfactory state of affairs, the researcher is motivated to determine the relationship among secondary school students' academic interest, self-esteem and academic achievement in English language, Specifically, the study will determine:

1. The type of relationship existing between secondary school student's academic interest and academic achievement in English language in Anambra State.

2. The type of relationship existing between secondary school student's self-esteem and academic achievement in English language in Anambra State.
3. The joint relationship existing among secondary school student's academic interest, self-esteem and academic achievement in English language in Anambra State.

### **Research Questions**

The following research questions guided the study.

1. What type of relationship existing between secondary school student's academic interest and academic achievement in English language in Anambra State?
2. What type of relationship existing between secondary school student's self-esteem and academic achievement in English language in Anambra State?
3. What type of joint relationship existing among secondary school student's academic interest, self-esteem and academic achievement in English language in Anambra State?

### **Hypotheses**

The null hypotheses raised was tested at 0.05 level of significance

1. There is no significant relationship existing between secondary school student's academic interest and academic achievement in English language in Anambra State.
2. There is no significant relationship existing between secondary school student's self-esteem and academic achievement in English language in Anambra State.
3. There is no significant joint relationship existing among secondary school student's academic interest, self-esteem and academic achievement in English language in Anambra State.

## **REVIEW OF EMPIRICAL STUDIES**

In relation to the present study, [3] conducted a study on classroom environment and academic interest as correlates of achievement in senior secondary school chemistry in Ibadan South west Local Government area, Oyo State, Nigeria. The study adopted the correlational research design. Four hypotheses were tested at 0.05 level significance. The sample for the study comprised of 208 SS II students from ten randomly selected public secondary schools in Ibadan Oyo State, Nigeria. The instrument for data collection were classroom environment students' questionnaire, students' academic interest scale and chemistry achievement test with reliability coefficients of  $r = 0.85$ ,  $r = 0.76$  and  $r = 0.81$  respectively. The statistical tool used for data analysis was Pearson product moment correlation and multiple regression analysis. The findings of the study revealed among others that composite contribution of classroom environment and academic interest was significant. However, classroom environment better predicted achievement than students' academic interest. Ezike's study is related to the present as it examined classroom environment and academic interest as correlates of achievement in senior secondary school chemistry, an adopted similar statistical tool as that which was adopted for use in the present study. However, the study differs from the present study because it determined the relationship of only one variable (academic interest) and one subject (chemistry), nevertheless, the present study is set to determine the correlation between students' academic interest, self-esteem and secondary school students' academic achievement in English language.

According to [12], who investigated personality traits, self-esteem and academic achievement in secondary school students in Campania, Italy. The study adopted the ex-post facto research design. The sample for the study comprised of 439 subjects (225 males) with an average age of 12.36 years from three first level secondary school classes of Southern Italy. The instruments for data collection were Academic Achievement Scores, The Big five Questionnaire Children, Multidimensional Self-Concept Scale and the Barratt Simplified Measure of Social Status with reliability

coefficients of 0.85, 0.95 and 0.66 respectively. The statistical tool for data analyses were student's t-test, Pearson's correlation coefficient  $r$ , and hierarchical multiple linear regression. The findings of the study revealed that academic results correlated significantly both with personality traits and with some dimensions of self-esteem. Moreover, hierarchical regression analyses brought to light, in particular, the predictive value of openness to experience on academic marks. The findings, stressing the multidimensional nature of academic performance indicated the need to adopt complex approaches for undertaking action addressing students' difficulties in attaining good academic achievement. Troncone, Drammis and Labellas' study is related to the present study as it examined variables (independent and dependent) similar to those in the present study. However, Troncone, Drammis and Labellas' study differs from the present study in terms of research design and location. The present study adopted the correlational survey research design to determine the correlation between secondary school students' academic interest, self-esteem and academic achievement of secondary school students.

In the same vein, [1] conducted a study on academic achievement prediction: Role of interest in learning and attitude towards school in secondary schools in Bayelsa State. The study adopted the multiple prediction design. Six research questions guided the study, while six hypotheses were tested at 0.05 level of significance. The sample for the study comprised of 518 students drawn with the aid of table of random numbers from the 14459 students who enrolled for the 2013 May/June Senior Secondary Certificate Examination (SSCE) in Bayelsa State. The instrument for data collection were the Interest in Learning and Attitude to School Scale, which had a reliability coefficient of 0.79. Multiple regression statistical technique was used for analysis with SPSS to test tenability of each postulated null hypothesis at 0.05 alpha level. The findings of the study revealed a significant correlation and multiple prediction of students' academic achievement with the predictor variables; accounting for 21.60% of the variance in students' academic performance. The findings further revealed that improvement of students' interest in learning and attitude to school could contribute in boosting their performance academically. Kpolovie et al.'s study is related to the present study due to the content coverage of the title. However, the study differs in terms of the research design adopted and sample differential, in this wise the present study will be conducted to determine the relationship among academic interest, self-esteem and academic achievement of secondary school students in Anambra state to fill the gap created in the Kpolovie et al.'s study.

[9] conducted a study on performance of senior secondary school student in English Language as correlate of academic performance in general subjects in Ogun State. The study adopted the Ex-post facto research design. Three hypotheses were tested at 0.05 level of significance. The sample for the study comprised of 200 senior secondary school students from selected secondary schools in Ogun State. Two instruments, performance in English and General Subjects (PEGS), and an achievement test in English and General subjects (ATES) were used for data collection. The validity and reliability of the instrument were established accordingly. Data collected were analysed using Pearson Product Moment Correlation Coefficient. The findings from this study revealed that there exists a significant relationship between the achievement of students in Mathematics, Biology, Economics and by their performances in English. Adekola, Shoaga, and Lawals' study is related to the present study as it revealed the relationship between English language, its importance and other core subjects. The study differs from the present study as it adopted the ex-post facto research design in conducting this study, however, the present study adopted the correlational survey design.

## 2. METHODOLOGY

Correlation survey research design was adopted for this study. According to [13], a correlational research design seeks to establish relationship between two or more variables as well as indicates the direction and magnitude of the relationship between the variables. Correlational survey design is more suitable for this study because it seeks to observe the values of variables such as academic interest, and self-esteem in order to examine the relationship existing between these variables under study and secondary school students' academic achievement. The area of the study is Anambra state. The population for this study comprises 18,297 senior secondary school two SS2 students from 261 secondary schools situated in the six education zones in Anambra state (Awka = 4476, Ogidi = 3075, Aguata = 1899, Nnewi = 2373, Onitsha = 5674 and Otuocha = 800). The sample for this study comprises 2,160 SS 2 secondary school students drawn from the six education zones in the state. This represents more than 12% of the total population. To arrive at this sample size, multi-stage sampling procedure was employed. The instruments adopted for data collection are: students' academic interest scale, self-esteem scale and students' academic achievement scores. The students' academic interest scale was adopted for this study. The scale was earlier adapted from the academic interest scale, a self-report 30-item inventory developed by Althoff (2010). The scale consists of four subscales of motivation, organization, responsibility and self-awareness. The SAIS consists of 30-item statements structured on a 4-point scale type of SA = 4, A = 3, D = 2, and SD = 1. The SAIS was assigned a scoring range of 30 – 120, where 30 – 60 = low interest, 61 – 90 = moderate interest, 91 – 120 = high interest. More so, the students' academic interest scale yielded a reliability coefficient of 0.81 as reported by [3] and 0.734 as reported by [14].

Self-Esteem scale for adults was developed by ~~Sociologist Dr. Morris~~ Rosenberg (1965). The primary use/purpose of the scale was developed originally to assess self-esteem among adolescents. More so, the domains measured by the self-esteem scale is the global and unidimensional self-esteem of adolescent and adults, hence the adoption of the instrument in the present study. While designed as Guttman scale, the SES is now commonly scored as a 4-point scale. The scale consists of 10-items, the 10 items are answered on a 4-point scale from strongly agree to strongly disagree. Five statements were positively scored whereas the rest five statements were negatively scored. Items 3, 5, 8, 9 and 10 are scored in reverse valence of strongly agree – 1, agree – 2, disagree – 3, strongly disagree – 4. Items 1, 2, 4, 6, and 7 are scored as strongly agree – 4, agree – 3, disagree – 2, strongly disagree – 1. Self-esteem scale can range from 10 to 40. A score of 20 would indicate a trusty neutral self-esteem. The instrument was re-validated for local use by [3] and then administered to a parallel sample. The SES has been validated for use with both male and female adolescent, adult and elderly populations. The criterion validity yielded and coefficient of 0.55, construct validity correlated with anxiety (- 0.64), depression (- 0.54), and anomie (- 0.43). The Rosenberg self-esteem scale generally has a high reliability. The test-retest correlations were typically in the range of 0.82 to 0.88, and Cronbach alpha for various samples are in the range of 0.77 to 0.88. Similarly, the coefficient as reported by Tella et al. [2] is 0.79, and a reproducibility coefficient of 0.92 and test-retest correlation of 0.85 for the self-esteem scale as reported by Okwaraji, Aguwa and Shiweobi-Eze (2016). Furthermore, these instruments adopted for this study have been previously adopted and validated by experts and used in conducting studies in Nigeria.

In administering the instruments for data collection, this was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of regular teachers in each of the sampled school who served as research assistants. Data collected was analyzed using Statistical Package for Social Sciences (SPSS) to determine the Pearson Product Moment Correlation (Pearson  $r$ ) and Multiple Regression Analysis ( $R$ ,  $R^2$  and  $R^2$  adjusted).

### 3. RESULTS AND DISCUSSION

**Research question 1:** What type of relationship existing between secondary school student's academic interest and academic achievement in English language in Anambra State?

**Hypothesis 1:** There is no significant relationship existing between secondary school student's academic interest and academic achievement in English language in Anambra State.

Data presented in Table 1 shows that a moderate positive relationship of 0.544 exists between secondary school students' academic interest and their academic achievement in English language. Similarly in Table 4 reveals that at 0.05 level of significance and 2158df, the calculated  $t$  5.03 with Pvalue 0.000 which is less than 0.05, hence the null hypothesis is rejected. The relationship existing between academic interest and academic achievement of secondary school students in English language in Anambra State is significant. This finding aligns with the findings of [3] which found that composite contribution of classroom environment and academic interest was significant.

**Research question 2:** What type of relationship existing between secondary school student's self-esteem and academic achievement in English language in Anambra State?

**Hypothesis 2:** There is no significant relationship existing between secondary school student's self-esteem and academic achievement in English language in Anambra State.

The results presented In Table 2 observed that a moderate positive relationship of 0.577 exists between secondary school students' self-esteem and their academic achievement in English language. On the other hand, Table 5 shows that at 0.05 level of significance and 2158df, the calculated  $t$  15.95 with Pvalue 0.000 which is less than 0.05, the second hypothesis is rejected. The relationship existing between self-esteem and academic achievement of secondary school students in English language in Anambra State is significant. In agreement with [12] as it revealed that academic results correlated significantly both with personality traits and with some dimensions of self-esteem. Furthermore, the findings stressing the multidimensional nature of academic performance indicated the need to adopt complex approaches for undertaking action addressing students' difficulties in attaining good academic achievement in Mathematics.

**Research question 3:** What type of joint relationship existing between secondary school student's academic interest, self-esteem and academic achievement in English language in Anambra State?

**Hypotheses 3:** There is no significant joint relationship existing between secondary school student's academic interest, self-esteem and academic achievement in English language in Anambra State.

Table 3 shows that a moderate positive relationship of 0.562 exist among secondary school students' academic interest and self-esteem jointly with academic achievement in English language. Table 6 further reveals that at 0.05 level of significance 3df numerator and 2045df denominator, the calculated  $F$ 314.12 with Pvalue 0.000 which is less than 0.05, the third null hypothesis is rejected. The relationship existing among secondary school students' academic interest and self-esteem jointly with academic achievement in English language is significant.

This finding is in agreement with the findings of [1] which revealed a significant correlation and multiple prediction of students' academic achievement with the predictor variables; accounting for 21.60% of the variance in students' academic performance. Similarly, the findings of the study revealed that the relationship existing among secondary school students' locus of control, academic interest and self-esteem jointly with their academic achievement in English language is significant.

**Table 1: Relationship existing between secondary school student's academic interest and academic achievement in English language (N=2160)**

Sources of variation	N	Academic interest r	English language r	Remark
Academic interest	2160	1.00	0.544	Moderate positive relationship
English language	2160	0.544	1.00	

**Table 2: Relationship existing between secondary school student's self-esteem and academic achievement in English language (N=2160)**

Source of Variation	N	Self-esteem r	English language r	Remark
Self-esteem	2160	1.00	0.577	Moderate positive relationship
English language	2160	0.577	1.00	

**Table 3: Summary of regression analysis on secondary school students' academic interest, self-esteem and academic achievement in English language in Anambra State (N=2160).**

R	R Square	R <sup>2</sup> Adjusted	Remark
0.562	0.315	0.314	Moderate positive relationship

**Table 4: t-test on the relationship between secondary school student's academic interest and academic achievement of secondary school students in English language (N=2160).**

N	Cal. r	Df	Cal. T	Pvalue	Decision
2160	0.527	2158	5.03	0.000	S

\*S-significant

**Table 5: t-test on the relationship between self-esteem and academic achievement of secondary school students in Mathematics (N=2160)**

N	Cal. r	Df	Cal. T	Pvalue	Decision
2160	0.654	2158	15.95	0.000	S

\*Significant

**Table 6: Summary of regression analysis on the relationship existing among secondary school students' academic interest, self-esteem jointly with academic achievement of secondary school students in English language (N=2160)**

N	R	R Square	R <sup>2</sup> adjusted	Df	Cal. F	Pvalue	Remark
2160	0.562	0.315	0.314	2158	314.122	0.000	S

\*Significant

#### 4. CONCLUSION

In conclusion, joint relationship existing among academic interest, self-esteem jointly with the academic achievement of secondary school students in English language is moderate and positive. Nevertheless, secondary school students spend significant part of their time in the classroom with teachers and peers, there is need to help them understand and improve their interest in learning as well as develop belief in themselves to succeed academically. On the contrary, the students in school only spend 45 to 90 minutes per day with each teacher, so it is nearly impossible for them to unconsciously transmit all of the knowledge they need to get to them within that time frame. So therefore, there is need for parents as well to fulfil their first job, which is to be a teacher to their children.

#### REFERENCES

1. Kpolovie, P.J., Joe, A.I. and Okoto, T. Academic achievement prediction: Role of interest in learning and attitude towards school. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2014; 1(11), 73-100.
2. Tella, A., Tella, A. and Adeniyi, S.O. Locus of control, interest in schooling and self-efficacy as predictors of academic achievement among junior secondary school's students in Osun State, Nigeria. *New Horizon in Education*, 2011; 59(1), 25-37.
3. Ezike, B.U. Classroom environment and academic interest as correlates of achievement in senior secondary school chemistry in Ibadan south west local government area, Oyo state, Nigeria. *Global Journal of Educational Research*, 2016; 17, 61-71.
4. Aryana, M. Relationships between self-esteem and academic achievement amongst pre-university students. *Journal of Applied Sciences*, 2010; 10(20), 2474-2479.
5. Mamat, A.A.B. *A study of self-esteem and academic achievement of adolescents in Urban and Rural area*. A project submitted to the Faculty of Cognitive Sciences and Human Development; 2016.

6. Nwankwo, B.E., Balogun, S.K., Chukwudi, T.O. and Ibeme, N.C. Self-esteem and locus of control as correlates of adolescents well-functioning. *British Journal of Arts and Social Sciences*, 2012; 9(2), 214-229.
7. Akunne, L.I and Anyamene, A.N. Relationship among locus of control academic interest and secondary school students' academic achievement in Anambra state. *Asian journal of Education and Social Studies*, 2021; 16(1); 9-15.
8. Anyamene, A., Nwokolo, C. and Akunne, L. School connectedness as correlates of academic achievement among in-school adolescents in Onitsha education zone. *Journal of Guidance and Counselling Studies*, 2019; 3(1), 44-53.
9. Adekola, B.O., Shoaga, O. and Lawal, F.O. Performance of senior secondary school student in English language as correlate of academic performance in general subjects. *British Journal of Education, Society & Behavioural Science*, 2015; 6(4), 335-340.
10. Adekola, B.O. Perceived causes of poor performances in senior secondary school in English language Internal Examinations in Ogun state. *International Journal of Multidisciplinary Studies and Sports Research*, 2011, (3), 234-238.
11. Federal Republic of Nigeria, (FRN) *National policy on education (2<sup>nd</sup> Ed.)*. Lagos: NERDC Press; 2013.
12. Troncone, A., Drammis, M.L. and Labella, A. Personality traits, self-esteem and academic achievement in secondary school students in Campania, Italy. *Universal Journal of Educational Research*, 2014, 2(7), 512-520.
13. Nworgu, BG. *Educational Research: Basic issues and methodology (6<sup>th</sup> ed.)*. Enugu, Nigeria: University Publishers; 2015.
14. Anigbo, LC. Factors affecting students' interest in mathematics in secondary schools in Enugu state. *International Journal of Education and Evaluation*, 2016; 2 (1), 6-10  
www.iiardpub.org IIARD.