

PERCEIVED EFFECTS OF PERSONALITY TRAITS ON READING HABITS OF LAW STUDENTS IN UNIVERSITIES IN NIGERIA

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Abstract:

This study examined the perceived effects of personality traits on the reading habits of law students in universities in Nigeria. The study adopted a descriptive survey. The population of the study comprises law students of the University of Ilorin, Kwara State University, and Al-Hikmah University. The total number of law students is 1714 from the three (3) selected universities. The simple random sampling technique was adopted to give all the respondents an equal chance of being selected. The study used a sample size calculator for a population of 1714 to get a sample size of 324. The study used a questionnaire as an instrument for data collection, and percentage, table, frequency, and mean were used for analysis of research questions, and PPMC was used for the hypothesis. The study found out that extraversion, conscientiousness, neuroticism, and openness to experience of personality traits have a significant influence on the reading habits of law students in Nigeria. The study also found out that the agreeableness personality trait has no influence on the reading habits of law students in Kwara State, as shown by the majority of respondents. The study also revealed there is a significant relationship between personality traits and the reading habits of law students. The study recommends that university management should offer reading materials that focus on empathy, teamwork, and conflict resolution to foster their cooperative nature.

The concept of gender, culture, and ideology in translation will be examined to reflect how the translator's linguistic choices figure out the depiction of gendered dynamics and feminist struggle. The goal of this paper's results is to show how much the translation can either support, question, or analyze the feminist presence in the source text. This will give you an idea of how translation can be used to bring feminist discourse to people from different cultures.

Keywords: *Personality Traits, Reading Habits, Law Students, Nigeria*

التأثيرات المدركة لسمات الشخصية على عادات القراءة لدى طلاب القانون في الجامعات النيجيرية

الملخص:

هدفت هذه الدراسة إلى فحص التأثيرات المدركة لسمات الشخصية على عادات القراءة لدى طلاب القانون في الجامعات النيجيرية. اعتمدت الدراسة منهج المسح الوصفي. تألف مجتمع الدراسة من طلاب القانون في جامعة إورين، وجامعة ولاية كوارا، وجامعة الحكمة. بلغ العدد الإجمالي لطلاب القانون 1714 طالباً من الجامعات الثلاث المختارة. تم اعتماد أسلوب العينة العشوائية البسيطة لإتاحة فرصة متساوية لجميع المستجيبين في الاختيار. استخدمت الدراسة حاسبة حجم العينة لمجتمع يبلغ 1714 فرداً للحصول على عينة حجمها 324. استخدمت الدراسة الاستبيان كأداة لجمع البيانات، وتم استخدام النسب المئوية والجداول والتكرارات والمتوسط الحسابي لتحليل أسئلة البحث، بينما تم استخدام معامل ارتباط بيرسون (PPMC) لاختبار الفرضية.

كشفت الدراسة أن سمات الشخصية مثل الانبساطية، والضمير الحي، والعصابية، والانفتاح على التجارب لها تأثير كبير على عادات القراءة لطلاب القانون في نيجيريا. كما وجدت الدراسة أن سمات القبول في الشخصية ليس لها تأثير على عادات القراءة لطلاب القانون في ولاية كوارا، وفقاً لما أظهرته أغلبية المستجيبين. كما أظهرت الدراسة وجود علاقة ذات دلالة إحصائية بين سمات الشخصية وعادات القراءة لطلاب القانون. أوصت الدراسة بأن تقوم إدارات الجامعات بتوفير مواد قراءة تركز على التعاطف والعمل الجماعي وحل النزاعات لتعزيز الطبيعة التعاونية لدى الطلاب.

سيتم أيضاً فحص مفهوم الجندر والثقافة والأيديولوجيا في الترجمة لتعكس كيف تبرز الخيارات اللغوية للمترجم تصوير الديناميكيات الجندرية والنضال النسوي. تهدف نتائج هذه الورقة إلى إظهار مدى قدرة الترجمة على دعم أو تشكيك أو تحليل الحضور النسوي في النص المصدر. وهذا سيعطي فكرة عن كيفية استخدام الترجمة لنشر الخطاب النسوي بين الأشخاص من ثقافات مختلفة.

الكلمات المفتاحية: سمات الشخصية، عادات القراءة، طلاب القانون، نيجيريا

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Introduction

Reading is an important phenomenon that provides individuals with critical thinking skills, competencies, and knowledge to become functional members of any society. Cherri and Rout (2013) observed that reading provides experience through which the individual may expand his horizons of knowledge and identity and extend and intensify his interests to gain a deeper understanding of himself. Sulaiman and Akanbi (2020) observed that university students that read often develop reading traits and develop a wider knowledge base. Developing reading habits becomes an important trait that is expected of students that require better academic performance (Sulaiman et al., 2023). There is no general definition of reading among the scholars. Baron (2017) described reading as the interpretation of the visual information provided by any system or code. Shokkumar and Lakshmi (2022) described reading as the cognitive process of decoding symbols and reading text to derive meaning, acquire knowledge, develop personality, and enhance social progress. This implies that reading is an act of assimilating and comprehending phenomena for self and societal development.

Nurhadi (2016) concurred that reading is a creative-critical process carried out by readers to gain a thorough understanding of the subject matter of the reading by assessing the circumstances, values, functions, and impact of reading. Therefore, students who engage in reading often become habitual readers. A reading habit is a behavioral pattern an individual puts in place to follow in reading. Wulandari et al. (2021) noted the habit of reading helps understanding and logic because it can empower students to absorb material analytically. Reading habits are usually measured in terms of frequency of reading, materials of reading, and the time spent on reading (Florence et al., 2017). Students who read more and more books are likely to become proficient readers (Krashen, 2009). However, reading habit is a continuous process in which an individual organizes his/her reading culture in a worthwhile literacy. Eiriemiokhale and Sulaiman (2024) noted reading habit is a method and pattern in which individuals organize reading at a particular period.

Reading habit is simply defined as the desire to keep reading, which involves the style and preferences of reading (Fatiloro et al., 2017; Iftanti, 2012). By having a good reading habit, students can perform better in writing. In other words, students who are being more exposed to reading will do better in writing. Yaqoob (2023) noted that good reading habits are highly essential in students because they are one of the most important factors of education, as they enhance the ability to read, understand, and comprehend the text. Davidovitch and Gerkerova (2023) reported that reading habits are developed in childhood under the influence of significant adults, primarily parents and secondary teachers, and the education of parents plays an important role. The study also found that reading habits and academic performance are closely related, and people who maintain consistent reading habits

tend to achieve high levels of educational success. Additionally, crises have a significant impact on the changes in the number of books read and digital literacy, which considerably increased. s. Wittkamp (2023) noted that they explored the role of emotion regulation and mental well-being in group-based interventions, shedding light on how sociocultural factors, particularly in emotional regulation, influence mental health outcomes.

However, to be able to inculcate reading habits, students must read books on a daily basis (Yusuf, 2015). Therefore, there are many factors that influence the reading habits of students, such as motivation, emotional disorder, and personality traits. However, for this study, personality traits would be used to examine the reading habits among law students. Ashokkumar and Lakshim (2022) described personality as a dynamic system in the psychological system that creates the person's characteristic patterns of thoughts, feelings, and behaviors. Simchon et al. (2021) noted that personality is the long-lasting qualities and behavior that make up an individual's unique way of responding to life, such as hobbies, motivations, beliefs, self-image, talents, and emotional makeup. These features have long been used to build identity- and values-concordant messages to increase persuasion. Personality consists of relatively stable and consistent characteristics (traits) that are unique for each individual (Litvinova et al. 2015). Traits are mental sets or readiness of individuals to respond to different varieties of situations in a consistent and stable way.

Therefore, Wright and Woods (2020) posited that the Big Five personality traits were created in 1993 and consist of extraversion (expressive, friendly, sociable), agreeableness (trust others easily,) and affection. Conscientiousness (thoughtful, organized), neuroticism (emotionally unstable), and openness to experience (full of curiosity, wanting to try lots of new things). Big Five Personality Traits are often used to predict students' learning outcomes and students reading habits. In addition, Ashokkumar and Lakshmi (2022) noted that conscientiousness is described as a person's ability to regulate their impulse control to engage in goal-directed behaviors such as reading and habit, and it predicts elements such as control, inhibition, and persistence of behavior in reading practice. Ebenezer et al. (2023) observed that agreeableness referred to how people tend to treat relationships with others. Unlike extraversion, which consists of pursuing relationships, agreeableness focuses on people's orientation and interactions with others while reading, and people with high agreeableness traits are identified by selflessness, caring, and offering emotive support to others during reading.

Aside from agreeableness, openness is another factor. Openness to experience refers to one's willingness to try new things and engage in imaginative and intellectual activities. It includes the ability to "think outside of the box (John & Srivastava, 1999). People open to experience are generous, escalate innovation, and are associated with intellect, culture, education, and creativity. Neuroticism is

another personality trait that refers to the overall emotional stability of an individual through how they perceive the world. It considers how likely a person is to interpret events as threatening or difficult. Neurotics are concerned, erratic, and sad. Literature views that people with high neuroticism are not motivated to seek help because of negative emotions (Kwon & Weed, 2007). Such people rely on a few familiar and easily accessible information sources and avoid trying new ones (Ahmed et al., 2019). Neuroticism encompasses various negative dispositions, namely sadness, nervousness, and worriedness. It also involves negative emotions like anger, anxiety, and depression, negatively influencing information-seeking behavior.

Extraversion According to John and Srivastava (1999), it is posited on the tendency and intensity to which someone seeks social interaction with their environment. It encompasses the comfort and assertiveness levels of people in social situations. The extroverts are active both verbally and physically. They search purposely for their needs and seek information with high passion. Teryima (2019) posited that the personality of an individual or student seems to have a greater impact on reading action or reading habit. This indicated that students with open minds and introverts were perceived to have a better tendency to read often and regularly. Cao and Meng (2020) affirmed that extraversion and conscientiousness are the best predictors of students' reading habits in universities. Against this background, this study examines the effect of personality traits on reading habits on Law students in Kwara State.

Statement of the Problem

Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattoo, 2012).

The Five-Factor Model was first introduced by Goldberg (1993, in Wright & Woods, 2020). The Big-Five Factor Structure: Goldberg explained that he selected 1,710 trait-descriptive adjectives within the 75 categories adopted from Norman's (1967, in Diener & Lucas, 2019) findings. Employing the lexical study, analyzing the structure of each category, and grouping them in terms of synonyms, Goldberg (1993) found out that there were five irreplaceable factors that later on were called the Big Five. The Five-Factor Model of personality, or "The Big Five," consists of openness to experience (full of curiosity, wants to try lots of new things), conscientiousness (thoughtful, organized), extraversion (expressive, friendly, sociable), agreeableness (trusts others easily, affectionate), and neuroticism (emotionally unstable).

As asserted by Diener and Lucas (2019), many of the words that describe traits are overlapping each other. Someone adaptable, friendly, and sociable can be categorized as an extrovert and thus can influence reading habits. Big Five Personality Traits are often used to predict students' learning outcomes and students reading habits. In addition, Cao and Meng (2020) affirmed that extraversion and conscientiousness are the best predictors of students' reading habits in universities. Rosito (2018) noted that neuroticism, extraversion, and conscientiousness significantly affected the reading habits of students. Along with that, the result of the study done by Abba and Isa (2019) revealed that agreeableness and conscientiousness can predict students' GPA very well. However, a study by John et al. (2020) noted that neuroticism and extraversion are perceived to have an influence on students' reading habits when students are conscious of their reading methods. However, this study focuses on Nigerian law students, considering the cultural and socio-economic nature of Nigerian law students. Against this background, this study examines the effect of personality traits on reading habits of law students in Kwara State.

Objectives of the Study

The main objective of this study is to examine the effect of personality traits on reading habits of law students in Kwara State. Specific objectives are as follows:

- 1- To examine the influence of extraversion personality traits of reading habits on law students of Kwara State;
- 2- To determine the influence of agreeableness personality traits of reading habits on law students of Kwara State;
- 3- To examine the influence of conscientiousness personality traits of reading habits on law students of Kwara State;
- 4- To examine the influence of neuroticism personality traits of reading habits on law students of Kwara State; and
- 5- To Examine the influence of openness to experience personality traits of reading habits on law students of Kwara State.

Research Hypotheses

H01: There is no significant relationship between personality traits and reading habit among Law students in universities in Kwara state

REVIEW OF RELATED LITERATURE

Concept of Personality Traits

The American Psychological Association (2018) defined personality traits as "a relatively stable, consistent, and enduring internal characteristic that is inferred from a pattern of behaviors, attitudes, feelings, and habits in the individual." Personality traits can be useful in summarizing, predicting, and explaining an individual's conduct, and a variety of personality (Soto, 2018). Parks-Leduc et al. (2014) also

defined personality traits as typically defined as descriptions of people in terms of relatively stable patterns of behavior, thoughts, and emotions. Teryima (2019) defined personality traits as persistent features that uniquely characterize an individual's behavior.

Being obedient, timid, aggressive, sluggish, ambitious, shy, assertive, opinionated, introverted, outspoken, evasive, etc., are a few examples. " When these characteristics are displayed frequently, they develop into personality traits. Put another way, a trait's significance in characterizing an individual increases with its stability, consistency, and frequency of occurrence in a variety of contexts. The Big Five personality traits, social traits, personal conception traits, and emotional adjustment traits are the categories under which personality traits are divided. In organizational settings, all of these characteristics are predictive of employees' job performance behavior (Teryima, 2019).

Extraversion Personality Traits on Reading Habits

Extraversion is the measure of how active, person-oriented, and sociable an individual is, and it describes his/her interpersonal status, excitability, assertiveness, and expressiveness. Individuals that belong to the extraversion dimension are characterized as active, person-oriented, talkative, etc. (Lampropoulos et al. 2022). Being extraverted means being at ease, able to interact with others and the environment with ease, friendly, vivacious, and feeling good. In addition, extraverts are passionate, driven people who frequently seize and turn down opportunities for personal fulfillment, like to talk, have a clear stance, and stand out more while among other people (Yunuset al. 2018).

Furthermore, Teryima (2019) noted that extravert and introvert traits are used in various fields, such as sales, politics, and the arts, while introvert traits are useful in production management and the physical and natural sciences. Extraverts are gregarious, warm, and positive, while introverts are reserved and shy. Moreover, Inimfon et al. (2023) identified two familiar ends of its spectrum: extroversion and introversion. It concerns where individuals draw their energy from and how they interact with others. Extroverts draw energy from interacting with others, while introverts get tired from interacting with others and replenish their energy from solitude. Those high in extroversion are likely to value performance and stimulation and unlikely to value tradition or conformity. Extroverts are often assertive, active, and sociable, shunning self-denial in favor of excitement and pleasure.

Extroverts are friendly, lively, aggressive, emotional, and highly charged individuals. Individuals in this group are friendly and get their energy from social interactions (Cervone & Pervin, 2013). Individuals who exhibit this opposite behavior are referred to as introverts; they are typically highly reserved and tend to hold back while interacting with others. Lama and Ahmad (2017) posited that extraverted people are characterized by the following traits: warmth, activity, sociality,

assertiveness, search for stimulation, and availability of positive emotions. Sani (2014) examined poor performance of students in biology at the senior secondary school level over the years, which has raised a serious concern among stakeholders, particularly in Osun State. The study noted that variance observed in biology achievement was accounted for by extroversion. Ukpaka (2018) investigated the impact of personality and motivation on workers's burnout. The study revealed that developing an extrovert personality in secondary school among students is key to having more productivity among young ones.

Agreeableness Personality Traits of Reading habits

Lampropoulos et al. (2022) described agreeableness as the measure of how friendly people are and how easily an individual connects with others, and it describes people that are usually sympathetic, kind, and altruistic. Individuals that belong to the agreeableness dimension are characterized as good-natured, straightforward, helpful, trusting, etc. People that are agreeable tend to be confident, selfless, empathetic, and kind. Agreeableness is a personality trait concerning intrapersonal and interpersonal relations (Lama & Ahmad 2017).

Shyam and Monolisha (2015) noted that the primary characteristics of these personality traits are cooperation, empathy, modesty, altruism, and trust. These individuals advocate fostering social harmony and tranquility within the workplace. It's not always appropriate to be agreeable in the workplace surroundings. Those with poor agreeableness make excellent scientists, critics, or military personnel. Individuals that frequently exhibit coldness, distancing, and lack of cooperation (Shyam & Monolisha, 2015). This implies that students with all these traits of cooperation and modesty seem to have a better reading culture.

Agreeableness traits, ranging from "Adapter" (A+) to "Challenger" (A-), are essential in various fields such as teaching, social work, psychology, advertising, management, and military leadership (Teryima, 2019). Agreeable individuals are straightforward, compliant, and sympathetic, while low-agreeableness individuals are quarrelsome and oppositional and involve traits such as self-sacrifice, helpfulness, and open-mindedness (Lampropoulos et al., 2022). Its employees are generous, calm, trusting, truthful, and sincere, leading to more constructive interactions and effective working behaviors. They develop positive perceptions of work efficiency and are more involved in their jobs, resulting in increased work efficiency (Teryima, 2019).

This characteristic relates to interpersonal relationships. It gauges students' propensity for kindness, empathy, trust, cooperation, and sympathy. It demonstrates how well you fit in with society (Parks-Leduc, Feldman, & Bardi 2014). Consistently valuing tradition, charity, and obedience, agreeable people avoid overemphasizing authority, achievement, or the pursuit of self-serving pleasures. Being agreeable might be driven by the need to fulfill social duties, adhere to accepted standards, or

originate from a sincere concern for the well-being of others. Whatever the reason, cruelty, ruthlessness, or selfishness are rarely present (InimfonAbasi & Erinma, 2023).

Conscientiousness Personality Traits on Reading Habits

Conscientiousness is the measure of how thoughtful and organized an individual is, and it describes task- and goal-directed behavior and socially required impulse control as well as the individual's orderliness, thoroughness, and work ethic. Individuals that belong to the conscientiousness dimension are characterized as reliable, self-disciplined, ambitious, etc. (Lampropoulos et al. 2022). This group of individuals is more responsible, organized, structured, and careful in carrying out an assignment and will follow the set schedule. Unconscientious are unreliable individuals, and unstructured individuals. They also like to put things unorganized and do not replace the goods they have used in their original place. Also, this individual often ignores the given task (Yunuset al. 2018). Teryima (2019, p. 5): These traits range from focused (C+) to flexible (C-), and are useful for leaders, senior executives, researchers, detectives, and management consultants.

High-conscientiousness individuals are logical, reliable, and risk-averse, while low-conscientiousness individuals are lazy, inefficient, and disorganized. Conscientious employees are best related to job satisfaction and performance, leading to significant job performance, higher motivation, and job satisfaction. Highly conscientious employees are task-based, focusing on goal achievement and exhibiting a sense of purpose. Conversely, low-conscientiousness employees may focus on immediate demands, lack a sense of goals, and perform tasks poorly. This indicates that if these traits are exhibited toward reading by students, therefore, high conscientiousness would lead to better reading habits.

This is the quality of caution and alertness. This group of persons is characterized by high degrees of thinking, good impulse control, and goal-directed activity. They plan ahead and consider how their ideas may affect other people (Soto, 2018). This attribute, which was once referred to as having a character, is also included in the HEXACO model of personality. They tend to be compulsive, workaholics, perfectionists, and trustworthy in their behavior. People that score low on this characteristic are less goal-oriented and will participate in antisocial activities (Shyam & Monolisha, 2015).

Neuroticism Personality Traits on Reading Habits

Lampropoulos et al. (2022) posited that neuroticism is the measure of an individual's affect and emotional control and stability. Individuals that belong to the neuroticism dimension are characterized as worrying, anxious, nervous, insecure, stressed, etc. It has been discovered that neuroticism has a negative correlation with an internal locus of control, general self-efficacy, and self-esteem (feeling that one

has control over his or her own life). Low motivation, particularly motivation for goal-setting and self-efficacy, has been connected to neuroticism and poor academic performance (Judge & Ilies, 2012).

Probably not surprisingly, instability, susceptibility to stress, and anxiety do not facilitate optimal performance. Additionally, neuroticism's anxiety and self-consciousness components have a negative correlation with performance values and a positive correlation with more conventional values. Hedonism, or the pursuit of pleasure without consideration for the long term or morality, is favorably correlated with the anger and impulsivity components of neuroticism and negatively correlated with benevolence, tradition, and conformity (InimfonAbasi & Erinma, 2023).

Lama and Ahmad (2017) noted that neuroticism is a personality disorder that affects a person's life and his/her sense of happiness. Typically, these individuals are characterized by anxiety, aggression, depression, and impulsivity, which are perceived to have an effect on reading habits. Teryima (2019) posited that neuroticism is also known as negative affectivity, and it refers to individuals' negative emotional states, distress, and negative perceptions of the world that influence the way people react to phenomena. High-intensity neuroticism managers often feel angry, dissatisfied, and critical of their work performance, leading to improvement and critical thinking.

Ebenezer et al. (2023) explored the perceived effect of personality traits on information literacy skills among college of education students. A cross-sectional descriptive survey. However, the study found out that neurotic traits had a statistically significant effect on information literacy skills. The orientation and personality type of neurotic pupils strengthened their desire to learn more. Madhura and Aarathy (2022) conducted a study on understanding the influence of reading on personality. The study adopted a qualitative research design. The study revealed that people's capacity for empathy is affected by extended reading.

Guilherme (2019) examined parents's personality traits and children's reading ability. The study revealed that there is no correlation between neuroticism and the other four Big Five personality traits and children's outcomes. Additionally, the study discovered that regular reading activities with the child at home by emotionally healthy parents are a potential system. Seidman (2013) sought to pinpoint the link between the Big Five personality traits and the use of Facebook with a view to fulfilling users' needs of belonging and self-presentation. She came to the conclusions that the best predictors of belongingness-related behaviors and motivations were high agreeableness and neuroticism, while low conscientiousness and high neuroticism were the best predictors of self-presentational behaviors.

Openness to Experience Personality Traits on Reading Habits

Openness is the measure of how open to experience, open-minded, creative, and imaginative an individual is, and it describes the breadth, depth, and complexity

of an individual's mental and experiential life. Individuals that belong to the openness dimension are characterized as curious, creative, original, etc. (Lampropoulos et al. 2022). Lama and Ahmad (2017) noted that students who are characterized by openness to experience are mentally mature, curious, ambitious, competitive, enthusiastic, sensitive, and respectful of values. According to Teryima (2019), openness to experience is a personality trait that involves the ability to expand and examine experiences, allowing oneself to be affected by external or internal influences. It includes imagination, aesthetics, feelings, actions, ideas, and values.

Erac (2015) investigated the effect of personality on academic performance. The correlation type of descriptive research design was used for the study. The study showed that personality traits of openness to experience were negatively correlated with academic performance. Mahmuda (2017) examined the correlation between personality traits and English achievement of the eleventh-grade students of SMA Muhammadiyah Palembang [SKRIPSI]. The result showed that openness to experience significantly influences English achievement. Lampropoulos et al. (2022) examined the role that personality traits play in the psychological dynamics underlying social media use and engagement. The study revealed that. Openness emerged as the most significant positive predictor of social media use.

Ross et al. (2009) identified that a high level of openness was associated with greater online sociability function use. In addition, they reported that although individuals with high extraversion were part of more online groups, this specific trait was not significantly related to the time spent online, the use of the communicative Facebook features, or the number of online friends. Correa et al. (2010) investigated the relationship between personality traits and social media use as well as the effect of age and gender. Their study revealed that openness to experiences was positively related to social media use, whereas emotional stability was a negative predictor.

Skueset al. (2012) examined the relationships between Facebook use, self-esteem, loneliness, narcissism, and three of the Big Five personality traits, namely neuroticism, extraversion, and openness. Their results showed that Facebook use did not have significant associations with extraversion, neuroticism, self-esteem, and narcissism. Additionally, individuals with higher levels of openness reported spending more time on Facebook.

Methods

This study investigated the effect of personality traits on the reading habits of law students in Kwara State. A descriptive survey was adopted. A descriptive survey was adopted because it describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject. In other words, descriptive research primarily focuses on describing the nature of a demographic segment.

The population of the study comprises law students of the University of Ilorin, Kwara State University, and Al-Hikmah University. Therefore, the population for this study is 1714 students from the three (3) selected universities. The simple random sampling technique was adopted to give all the respondents an equal chance of being selected for the study. The study employed a sample size calculator for a population of 1714 to get a sample size of 324. The breakdown of the sample size selection is shown below. This study used a self-designed questionnaire titled "Effect of Personality Traits on the Reading Habit of Law Students in Kwara State" (EPTRHLSKS). The questionnaire was validated by experts in library and information science and educational psychology. Descriptive statistics were used to analyze the data collected for the study using a simple percentage table, frequency count, and mean for research questions, and PPMC was used to test the only hypothesis.

Table 1: Sample Size

SN	Names of University	Population	Sample size
1	University of Ilorin	890	$890 \times 324 / 1714 = 168$
2	Kwara State University, Malete	395	$395 \times 324 / 1714 = 75$
3	Al-Hikmah University, Ilorin	429	$420 \times 324 / 1714 = 81$
Total		1714	324

Data Presentation and Analysis

This section deals with the result of data collected from the study; the result was based on the variables focused on in the study. 324 copies of the questionnaire were administered, and only 298 copies of the questionnaire were retrieved and found usable, with 92% returned as presented below.

Table 2: Demographic Information of Respondents

Gender	Frequency	Percentage
Male	156	52.3
Female	142	47.7
Total	298	100
Age Range	Frequency	Percentage
16-22 years	102	34.2
21-29 years	137	46.0
30 year and above	59	19.8
Total	298	100

Educational Level	Frequency	Percentage
s100 Level	80	26.8
200 Level	68	22.8
300 Level	60	20.1
400 Level	52	17.4
500 Level	38	12.8
Total	298	100

Source: Authors' Field work, (2024)

Table 2 is on demographic information of respondents, with 156 (52.3%) being males, while 142 (47.7%) are female. Respondents 102 (34.2%) are between the ages of 16 and 22 years, while 137 (46.0%) are between 21 and 29 years, and 59 (19.8%) are 30 years and above. This indicates that the majority of respondents are between 21 and 29 years of age. On the educational level, respondents 80 (26.8%), 68 (22.8%), and 60 (20.1%) are in the 100, 200, and 300 levels, respectively. This is followed by 400 level with 52 (17.4%) of respondents; the fewest respondents are 500 level with 38 (12.8%).

Analysis of Research Questions and Hypothesis

RQ1: What is the influence of extraversion personality traits on reading habits of law students in Kwara State?

Table 3: Influence of Extraversion Personality Traits on Reading Habits on Law Students of Kwara state

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Mean
Active students read often	44(14.8%)	44(14.8%)	48(16.1%)	73(24.5%)	89(29.9%)	2.6
Sociality students always read	80(26.8%)	68(22.8%)	61(20.5%)	56(18.8%)	33(11.1%)	3.5
Friendly students often read	35(11.7%)	36(12.1%)	87(29.2%)	70(23.5%)	70(23.5%)	2.7
Assertive individual always read	44(14.8%)	44(14.8%)	57(19.1%)	76(25.5%)	77(25.8%)	2.7
Talkative students often read	82(25.5%)	85(26.5%)	65(20.2%)	33(13.9%)	33(13.9%)	3.5

Source: Authors' Field work, (2024)

Weighted Mean: 2.8

Table 3 shows the influence of extraversion personality traits on the reading habits of law students. This study shows that active students read often (2.6), social students always read (3.5), friendly students often read (2.7), assertive individuals always read (2.7), and talkative students often read (3.5). This implies that social and talkative students with extraversion personality traits have a positive influence on reading habits.

RQ2: What is the influence of agreeableness personality traits on the reading habits of law students in Kwara State?

Table 4: Influence of Agreeableness Personality Traits on Reading Habits of Law Students of Kwara State

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Mean
Sympathetic student read regularly	44(14.8%)	44(14.8%)	48(16.1%)	73(24.5%)	89(29.9%)	2.6
Kind student read always	35(11.7%)	36(12.1%)	90(30.2%)	66(22.1%)	71(23.8%)	2.7
Selfless individual always read	42(14.1%)	44(14.8%)	59(19.8%)	85(28.5%)	68(22.8%)	2.7
Good-natured individual read often	30(10.1%)	32(10.7%)	98(32.9%)	70(23.5%)	68(22.8%)	2.6
Straight forward individual usually read	43(14.4%)	51(17.1%)	52(17.4%)	71(23.8%)	81(27.2%)	2.7

Source: Authors' Field work, (2024)

Weighted mean = 2.8

The table 4 is on the influence of agreeableness personality traits on the reading habits of law students. The finding shows that sympathetic students read regularly with a mean score of 2.6, kind students always read with a mean score of 2.7, selfless individuals always read with a mean score of 2.7, good-natured individuals read often with a mean score of 2.6, and straightforward individuals usually read with a mean score of 2.7. This study found out that agreeableness personality traits have no influence on the reading habits of law students in Kwara State, as shown in the table.

RQ3: What is the influence of conscientiousness personality traits of reading habits on law students of Kwara State?

Table 5: Influence of Conscientiousness Personality Traits on Reading Habits of Law Students of Kwara State

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Mean
Work-Ethic individual usually read	37(12.4%)	52(17.4%)	43(14.4%)	66(22.1%)	100(33.6%)	2.5
Self-disciplined individual rarely read	33(11.1%)	35(11.7%)	87(29.2%)	69(23.2%)	74(24.8%)	2.6
Ambitious individual read regularly	78(26.2%)	81(27.2%)	59(19.8%)	50(16.8%)	30(10.1%)	4.8
Thoughtful individual read always	83(27.9%)	80(26.8%)	55(18.5%)	46(15.4%)	34(11.4%)	3.5
Organized individual read regularly	83(27.9%)	74(24.8%)	54(18.1%)	47(15.8%)	40(13.4%)	3.4

Source: Authors' Field work, (2024)

Weighted mean=2.8

Table 5 is on the influence of conscientiousness personality traits on the reading of law students. The study revealed that work-ethic individuals usually read with a score mean of 2.55, self-disciplined individuals rarely read with a score mean of 2.66, ambitious individuals read regularly with a score mean of 4.8, thoughtful individuals always read with a score mean of 3.55, and organized individuals read regularly with a score mean of 3.44. This implies that students with ambitious and thoughtful conscientiousness personality traits have a positive influence on their reading habits.

RQ4: What is the influence of neuroticism personality traits on the reading habits of law students in Kwara State?

Table 6: Influence of Neuroticism Personality Traits on Reading Habits of Law Students of Kwara State

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Mean
Emotional student often read	60(20.1%)	70(23.5%)	60(20.1%)	48(16.1%)	60(20.1%)	3.1
Anxious student read most of the time	144(48.3%)	62(20.8%)	44(14.8%)	37(12.4%)	11(3.7%)	3.5
Nervous student rarely read	82(27.5%)	100(33.6%)	63(21.1%)	34(11.4%)	19(6.4%)	3.6
Self-esteem student usually read	49(16.4%)	53(17.8%)	92(30.9%)	44(14.8%)	60(20.1%)	3.0
Aggressive students read always	46(15.4%)	42(14.1%)	94(31.5%)	53(17.8%)	63(21.1%)	2.8

Sources: Authors' Field work (2024)

Weighted mean=2.8

Table 6 shows response on the influence of neuroticism traits on the reading habits of law students. The study found out that emotional students often read with

a score mean of 3.1, anxious students read most of the time with a score mean of 3.5, nervous students rarely read with a score mean of 3.6, while self-esteem students usually read with a score mean of 3.0, and aggressive students always read with a score mean of 2.8. The implication of this table is that neuroticism has a positive influence on the reading habits of law students in Kwara State.

RQ5: What is the influence of openness to experience personality traits on reading habits of law students in Kwara State?

Table 7: Influence of Openness to Experience Personality Traits of Reading Habits on Law Students in Kwara State

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Mean
Open-minded student usually Read	74(24.8%)	69(23.2%)	87(29.2%)	35(11.7%)	33(11.1%)	3.4
Creative student read all the time	93(31.2%)	90(30.2%)	43(14.4%)	50(16.8%)	22(7.4%)	3.6
Imaginative student read always	90(30.2%)	85(28.5%)	44(14.8%)	44(14.8%)	35(11.7%)	3.5
Curious student read always	33(11.1%)	35(11.7%)	87(29.2%)	62(20.8%)	81(27.2%)	2.6
Competitive student always read	34(11.4%)	44(14.8%)	49(16.4%)	88(29.5%)	83(27.9%)	2.5

Source: Authors' Fieldwork, 2024

Weighted mean=2.8

Table 7 shows response on the influence of openness to experience personality traits on the reading habits of law students. The table shows that open-minded students usually read with a score mean of 3.4, creative students read all the time with a score mean of 3.6, and imaginative students always read with a score mean of 3.5, while curious students always read with a core mean of 2.6 and competitive students always read with a score mean of 2.5. This implies that open-minded students, creative students, and imaginative students of personality traits have influence on the reading habits of law students.

Test of Hypotheses

H₀₁: There is no significant relationship between personality traits and reading habits among law students in universities in Kwara State.

Table 8: Relationship between Personality Traits and Reading Habit

Variables	Mean	SD	N	df	R-value	P-value	Remark
Personality Traits	3.5409	1.36791	298	296	.971**	.000	Sig...
Reading Habit	3.2536	1.30148					

** Correlation is significant at the 0.01 level (2-tailed).

It can be observed in Table 4.11 that the degree of freedom is 296. The r-cal is 0.971. The p-value is 0.000, which is less than 0.05. Hence, the null hypothesis is rejected. This denotes that there is a significant relationship between personality traits and reading habits.

Discussion of Findings

On the extraversion personality traits on reading habits, the study revealed that "talkative students and social individuals always read." However, it was revealed that "friendly and assertive students" do not read often. This finding disagreed with Sani (2014), who examined poor performance of students in biology at the senior secondary school level. The study noted that variance observed in biology achievement was accounted for by extroversion. Contrarily, Ukpaka (2018) investigated the impact of personality and motivation on workers' burnout. The study revealed that developing an extroverted personality in secondary school students is key to having more productivity among young ones.

On the agreeableness personality traits on reading habits, the finding revealed that agreeableness personality traits have no influence on the reading habits of law students in Kwara State, as shown by the majority of respondents. This finding is not aligned with findings by Lampropoulos et al. (2022) that agreeable individuals are straightforward, compliant, and sympathetic, self-sacrificing, helpful, and open-minded with the work at hand.

On the conscientiousness personality traits on reading habits, the study revealed that students with ambitious and thoughtful conscientiousness personality traits have a positive influence on their reading habits. However, it was declined that self-disciplined individuals rarely read. The finding of the study is contradictory to the study by Shyam and Monolisha (2015) that students with workaholic habits, perfectionists, and trustworthy behavior usually fail in their career pursuits.

On the neuroticism personality traits on reading, the finding revealed that "anxious, aggressive, and self-esteem students" read most of the time. However, this study noted that neuroticism has a positive influence on the reading habits of law students in Kwara State. This finding disagreed slightly with InimfonAbasi and Erinma (2023) that instability, susceptibility to stress, and anxiety do not facilitate optimal performance. Additionally, neuroticism's anxiety and self-consciousness components have a negative correlation with performance values and a positive correlation with more conventional values.

On the openness to experience personality traits on reading habits, the study revealed that "open-minded students, creative students, and imaginative students of personality traits have influence on the reading habits of law students. This finding disagreed with Erac (2015) that personality traits of openness to experience were negatively correlated with academic performance. The finding of this study is similar to Mahmuda (2017) in that openness to experience significantly influences English achievement. The study also revealed that there is a significant relationship between personality traits and reading habits.

Conclusion

It can be concluded that personality traits hugely determined the reading habits of students. While many are of the opinion that individuals with personality traits such as agreeableness, extraversion, conscientiousness, neuroticism, and openness to experience read regularly, many perceive some individuals with extraversion and conscientiousness traits, such as talkative students, social students, and self-disciplined students, otherwise. These traits represent relatively stable patterns of behavior and thinking, and each person tends to fall somewhere on a spectrum for each trait. Understanding these traits can help in personal growth, relationships, and career development. However, by understanding these personality traits, university management can create a supportive and inclusive learning environment that caters to the diverse needs of students, promoting healthy reading habits and academic success and growth.

Recommendations

In view of the foregoing, this study recommends that

1. University management should encourage group study sessions and book clubs to facilitate social learning and discussion. Provide access to audiobooks and podcasts that cater to their love for social interaction and oral communication.
2. University management should offer reading materials that focus on empathy, teamwork, and conflict resolution to foster their cooperative nature. Create a peaceful and comfortable reading environment that promotes harmony and calmness.
3. Provision of access to e-books and digital resources that cater to their organized and goal-oriented approach. Encourage setting reading goals and tracking progress to align with their planned and efficient nature.
4. University management should offer reading materials that address stress management, anxiety, and emotional well-being to support their emotional needs. Create a safe and quiet reading space that minimizes distractions and promotes relaxation.

5. University management should provide access to a diverse range of books, articles, and resources that cater to their curiosity and love for exploration. Encourage critical thinking and reflection through reading assignments and discussions that promote creativity and innovation.

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