

Effects of learners' personality identity traits in mathematics achievement among secondary school students in Kilifi County Kenya

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Sense of identity related to learners' personality traits in Social and cultural contexts play great role in the Teaching and Learning of Mathematics. This study seek to explore the influence of learners' personality identity traits on mathematics achievement. Objectives are: To determine the extent to which learners' openness to experience influences achievement in Mathematics; to establish the influence of learners' conscientiousness on achievement towards Mathematics; to establish the effect of learners' extraversion on achievement in mathematics; To assess the effect of learners' agreeableness on achievement in mathematics; and To determine the extent to which learners' neuroticism influences achievement in Mathematics. Descriptive survey research design on sample size of 1500 students from 50 Kilifi County secondary schools will employ Mathematics learners' Openness to Experience Questionnaire, Mathematics learners' Conscientiousness Questionnaire, Mathematics learners' Extraversion Questionnaire, Mathematics learners' Agreeableness Questionnaire, Mathematics learners' Neuroticism Questionnaire, and Mathematics Students' Test to collect both qualitative and quantitative data. Correlational Analysis on the data will determine the null hypothesis, " there is no statistical significant effect of learners' personality identity traits on achievement in mathematics" , before presented in text and tabular forms.

Keywords: Personality identity; Mathematics achievement; Social context.