

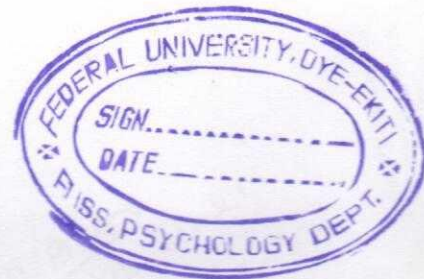
**INFLUENCE OF PERSONALITY TRAITS AND SELF-EFFICACY ON ACADEMIC
PERFORMANCE AMONG FEDERAL UNIVERSITY OYE-EKITI (FUOYE)
STUDENTS**

BY

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MATRIC NO: PSY/11/0208

**PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY
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CERTIFICATION

This study was carried out by **Okoye Tochukwu Mercy**, (matriculation number PSY/11/0208) of the Department of Psychology under my supervision and has been submitted with my approval and confirmation as supervisor



.....
DR. ALEXANDER O. EZE
Project Supervisor



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DATE

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PROF. B.O OMOLAYO
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.....
DATE

DEDICATION

This project is dedicated to God Almighty who is my greatest help, My parents Mr & Mrs John Okoye, who tirelessly support and encourage me to be better and never stop striving for excellence, my nieces and nephew Chisom, Ebube and Somtochukwu Udechukwu .whom I want to be positively exemplary to.

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I would like to thank the following people who in many ways contributed to this particular research project. I am forever grateful and indebted to my God whose faithfulness, grace and mercy upon my life hasn't even for a second ceased.

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I thank you all very much.

ABSTRACT

Academic performance is the outcome of education and the extent at which students, teachers or institutions have reached their educational goals; which can be the function of several factors. The study examined influence of personality traits and self-efficacy on academic performance among Federal University Oye-Ekiti (FUOYE), Ekiti state. The survey made use of ex-post facto research design; where 113 students were sampled using cluster sampling technique. Questionnaires comprise of demographic data, 44-item personality scale, and 10-item self efficacy scale were administered to the participants. Eight hypotheses were tested with t-test for independent samples. Results showed that openness to experience has a significant influence on academic performance, self-efficacy does not have a significant influence on academic performance, age has a significant influence on academic performance and gender does not have a significant influence on academic performance among FUOYE students. Findings were discussed in line with past studies. It is concluded that certain psychological variables are influential to eliciting high academic performance among FUOYE students.

KEYWORDS: personality, self-efficacy, academic performance, FUOYE students.

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CHAPTER ONE

INTRODUCTION

1.1: BACKGROUND OF THE STUDY

In recent times, it has been noted that student academic performance in Nigeria tertiary institutions is at a declining rate (Egbule, 2004; Nnamanni, Dikko & Kinta, 2014). This issue has necessitated researchers in the academia to investigate on the factors predicting academic performance and improving it to the point of excellence such that each student is academically successful. Among several factors that have been identified as predictors of academic performance are ability, intellectual capability and motivation (Owiti 2001, & Bandura 1997). Aside, these factors personality traits and self efficacy may exert some influence on academic performance. For example, Usher and Pajares (2008) noted that self efficacy has received ample educational research, where it has been found to predict student's academic achievement across academic areas and levels. According to Usher and Pajares (2008), self-efficacy is also associated with key motivational constructs such as self-concept, optimism, achievement goal orientation, academic help-seeking, anxiety and value. This shows that self-efficacy beliefs has a positive influence on achievement outcomes is a pointer to the influence of self efficacy on academic performance.

The Roman poet Virgil observed that "they are able who think they are able." The French novelist Alexander Dumas wrote that, when people doubt themselves, they make their own failure certain by themselves being the first to be convinced of it. There is now ample evidence to suggest that Virgil and Dumas were absolutely correct. Since Bandura first introduced the construct of self-efficacy in 1977, researchers have been very successful in demonstrating that individuals' self-efficacy beliefs powerfully influence their attainments in diverse fields. A search for the term "self-efficacy" in most academic databases reveals that,

by the year 2000, over 2500 articles had been written on this important psychological construct.

Self-efficacy has generated research in areas as diverse as medicine, athletics, media studies, business, social and political change, psychology, psychiatry, and education. In psychology, it has been the focus of studies on clinical problems such as phobias, depression, social skills, assertiveness, smoking behaviour, and moral development. Self-efficacy has been especially prominent in studies of educational constructs such as academic achievement, attributions of success and failure, goal setting, social comparisons, memory, problem solving, career development, and teaching and teacher education. In general, researchers have established that self-efficacy beliefs and behaviour changes and outcomes are highly correlated and that self-efficacy is an excellent predictor of behaviour. The depth of this support prompted Graham and Weiner (1996) to conclude that, particularly in psychology and education, self-efficacy has proven to be a more consistent predictor of behavioural outcomes than have any other motivational constructs. Clearly, it is not simply a matter of how capable one is, but of how capable one believes oneself to be.

Personality as predictor of academic performance is also an area of investigation in this study. As it is one of the factors affecting academic performance. The blend of personality traits is also important in predicting success in various domains. The Five-Factor Model (FFM) of personality is one of the prominent models in contemporary psychology and defines personality in terms of five broad factors, namely, Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness. According to McCrae and Costa (1990), the Five Factor Model (FFM) is an organization of personality traits, and traits in turn are dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions.

McCrae (1990) further defines traits as endogenous basic tendencies that, within a cultural context, give rise to habits, attitudes, skills, beliefs, and other characteristic. Many scholars have accepted five- factor model of personality as a replicable and unifying taxonomy of personality (Dogmant1997) and have found personality traits to be significantly related to successful job and school performance, both logically and statistically. There is no one method that can be used to increase students' academic performance, but several studies have made it possible to determine efficient pathways. Each individual have some abilities that can be expanded and enhanced, in order to develop their ability in a more systematic and efficient way.

1.2: STATEMENT OF THE PROBLEM

The problem of poor academic performance seen among students of the various universities in Nigeria is of high prevalence (Nnamanni, Dikko & Kinta, 2014), and the students of Federal University Oye-Ekiti (FUOYE) are not exempted.

Recently, the issue of poor academic performance among FUOYE students has attracted the concern of academic and non-academic members in the university. It appears that a substantial number of students in the university fall below the CGPA of 3.0 as noted by some staffs of the university.

In the research literature, it has been suggested that personality factors could account for academic performance (Furnham, A., Chamorro-Premuzic, T., & McDougall. 2003). For example a student who has a dominant trait of extraversion will be more assertive, active and sociable, hence if not directed towards academic endeavours could perform low academically. Also, neuroticism is characterized by traits such as anxiety and self pity. people high on this trait could be imbalanced and exhibit neurotic tendencies towards their academics thereby leading to poor academic performance, students that have the dominant

trait of Agreeableness, will exhibit traits like been helpful, supportive, sympathetic and these traits do not really reflect academic driven endeavours and may not result into high academic performance. Students high on Conscientiousness traits are disciplined, goal driven, hardworking and organized, students who possess this as a dominant trait are likely to record high academic performance as they will be focused and goal-driven towards their academic endeavours. Students who have the dominant trait of Openness to Experience are, intellectually driven, curious, and open to change, students high on this trait are most likely to record high academic performance because, they are thinkers, and derive satisfaction from knowing.

Apart from personality factors, another major factor that could influence academic performance is level of self efficacy of students (Lane & Lane, 2001). Students' level of self efficacy is highly prevalent to exerting their present level of academic performance. Students that believe in their ability to perform and carry out a course of action are likely to record better academic performance than students who do not believe in their ability to perform or achieve a goal.

The study aims at answering the following questions at the end.

- i. Will there be any significant influence of personality traits on academic performance?
- ii. What particular personality domain is mostly influential to high academic performance?
- iii. What is the influence of neuroticism on FUOYE students towards academic performance?
- iv. Will extraversion traits among FUOYE student account for high academic performance?
- v. Will openness to experience trait among FUOYE student influence academic performance?
- vi. Will self efficacy account for the academic performance of FUOYE students?
- vii. Will age have an influence on academic performance among FUOYE students.
- viii. Will gender have an influence on academic performance among FUOYE students?

1.3: PURPOSE OF STUDY

The purpose of this study is to examine the influence of personality and self efficacy on academic performance among FUOYE students. The study is directed towards these specific objectives.

To investigate the influence of Extraversion trait on academic performance among FUOYE students;

Examining the influence of Agreeableness to experience trait on academic performance among FUOYE students;

Determining the influence of Conscientiousness trait on academic performance among FUOYE students;

To determine the influence of Neuroticism on academic performance among FUOYE students;

To determine the influence of openness to experience trait on academic performance among FUOYE students;

To examine the influence of self efficacy on academic performance among FUOYE students.;

To understand the influence of age on academic performance among FUOYE students; and

To examine the influence of gender on academic performance among FUOYE students.

1.4: RELEVANCE OF STUDY:

Previous studies have focused on the influence of achievement motivation, self-esteem and peer influence on academic performance with little attention paid to how self efficacy and personality influence academic performance. Accordingly, this study is poised to

assess how self efficacy and personality traits influence academic performance. First, it will add to the existing body of knowledge in the area of factors that predict academic performance among students of tertiary institutions .Additionally, the findings of this study will inform students, counsellors, psychologists, and parents about the determinants of academic performance, so as to know the necessary steps to take when the problem of academic failure occur. The findings of this study can equally be adopted by students of other institution to make informed decision as to what pattern of behaviour will cause the yielding of their academic dreams. This study provides information to students as to what exact personality factor necessitates academic success and the ways on how to develop high self efficacy, this study nevertheless is also a source of reference for not only student but workers in the academia, the findings is not restricted to only undergraduate students but post graduate and PHD students.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. THEORETICAL FRAMEWORK

2.1.1 SOCIAL COGNITIVE THEORY OF SELF-EFFICACY

Albert Bandura (1986) advanced a view of human functioning that accords a central role to cognitive, vicarious, self-regulatory, and self-reflective processes in human adaptation and change. People are viewed as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses. From this theoretical perspective, human functioning is viewed as the product of a dynamic interplay of personal, behavioural, and environmental influences. For example, how people interpret the results of their own behaviour informs and alters their environments and the personal factors they possess which, in turn inform and alter subsequent behaviour. This is the foundation of Bandura's (1986) conception of *reciprocal determinism*, the view that (a) personal factors in the form of cognition, affect, and biological events, (b) behaviour, and (c) environmental influences create interactions that result in a *triadic reciprocity*. Bandura altered the label of his theory from social learning to social "cognitive" both to distance it from prevalent social learning theories of the day and to emphasize that cognition plays a critical role in people's capability to construct reality, self-regulate, encode information, and perform behaviours.

In school, for example, teachers have the challenge of improving the academic learning and confidence of the students in their charge. Using social cognitive theory as a framework, teachers can work to improve their students' emotional states and to correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behavior), and alter the school and classroom structures that may work to undermine student success (environmental factors). Social cognitive theory is rooted

in a view of human agency in which individuals are agents proactively engaged in their own development and can make things happen by their actions. Key to this sense of agency is the fact that, among other personal factors, individuals possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions, that "what people think, believe, and feel affects how they behave" (Bandura, 1986). Bandura provided a view of human behaviour in which the beliefs that people have about themselves are critical elements in the exercise of control and personal agency. Thus, individuals are viewed both as products and as producers of their own environments and of their social systems. Because human lives are not lived in isolation, Bandura expanded the conception of human agency to include collective agency. People work together on shared beliefs about their capabilities and common aspirations to better their lives. This conceptual extension makes the theory applicable to human adaptation and change in collectivist-oriented societies as well as individualist-oriented societies.

Environments and social systems influence human behaviour through psychological mechanisms of the self system. Hence, social cognitive theory posits that factors such as economic conditions, socioeconomic status, and educational and familial structures do not affect human behaviour directly. Instead, they affect it to the degree that they influence people's aspirations, self-efficacy beliefs, personal standards, emotional states, and other self-regulatory influences. For this reason, how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, among FUYOYE students, academic performance can also be immensely influenced by their personal belief in their ability to excel academically. Self-efficacy perceptions help determine what individuals do with the knowledge and skills they have. This helps explain why people's behaviours are sometimes disjoined from their actual capabilities and why their behaviour may differ widely even when they have similar knowledge and

skills. For example, many intelligent students suffer frequent (and sometimes debilitating) bouts of self-doubt about capabilities they clearly possess, just as many individuals are confident about what they can accomplish despite possessing a modest level of intelligence. Belief and reality are seldom perfectly matched, and individuals are typically guided by their beliefs when they engage the world.

2.1.2 THEORY OF PERSONALITY

THE FIVE FACTOR MODEL

The five factor model of personality represents five core traits that interact to form human personality. The big five theory which is the same as five factor model was proposed by Lewis Goldberg (1993) this is a five dimension model of personality nicknamed the BIG FIVE.. These have been gathered through the result of decades' worth of psychological research into personality. While they don't capture the idiosyncrasies of everyone's personality, it is a theoretical framework in which to understand general components of our personality that seem to be the most important in our social and interpersonal interactions with others. Decades of research on personality has uncovered five broad dimensions of personality. These Big Five dimensions are called:

- Extraversion (your level of sociability and enthusiasm)
- Agreeableness (your level of friendliness and kindness)
- Conscientiousness (your level of organization and work ethic)
- Emotional Stability (your level of calmness and tranquillity)
- Intellect (your level of creativity and curiosity)

These are not "types" of personalities, but *dimensions* of personality. So someone's personality is the combination of each of their Big Five personality characteristics. For

example, someone may be very sociable (high Extraversion), not very friendly (low Agreeableness), hard working (high Conscientiousness), easily stressed (low Emotional Stability) and extremely creative (high Intellect). Therefore, this is the main personality theory this present research is based upon, and the different traits peculiar to each personality domain, can be said to be universal, as it can be seen, among FUOYE students that students behave differently, not just situationally, but that is the kind of people they are known to be, and among students of FUOYE personality variation, actually influences the variance in academic performance. That is, neurotic students are prone to be less academically successful because they are more nervous, self-pitiful and anxious than other students, therefore, making them unable to express what they know even when they know the right thing to do.

2.1.3 THEORIES OF ACADEMIC PERFORMANCE

EXPERIENTIAL LEARNING THEORY:

Kolb (1984) postulated the experiential learning theory, which emphasizes the role that true experiences play in the learning process. It is this emphasis that distinguishes itself from other learning theories. Cognitive learning theories emphasize cognition over affect and behavioural learning theories deny any role for subjective experience in the learning process. The first view defines experiential learning as a sort of learning which enables students to apply newly acquired knowledge in a relevant setting. The relevant setting can be a sponsored institution of learning with trainers, instructors, teachers, or professors to guide the lesson. The other school of thought defines experiential learning as "education that occurs as a direct participation in the events of life" Kolb (1984). Thus, learning is not achieved in a formal setting, but in the practice of reflection of daily experiences. Kolb furthers the second definition of experiential learning by developing a model which details learning process

through experiences. Kolb (1984) experiential learning model is a continuous spiral process which consists of four basic elements:

- Concrete experience
- Observation and reflection
- Forming abstract concepts
- Testing in new situations

Immediate or concrete experiences are the basis for observation and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. The learner can enter the process at any one of the elements. The adult learner moves to the next step once he or she processes their experience in the previous step.

2.1.4: JARVIS LEARNING PROCESS AND ADULT LEARNING THEORY:

The theory stipulates that One of the most significant qualities unique to adult learning as compared to that of children, teens, and traditional college students is life experience. That experience offers adult learners a meaningful advantage in the learning process. The sum of those experiences provides many reference points for exploration, new application, and new learning. Merriam & Caffarella (1999) review Jarvis's Learning Process in a wider discussion of adult learning. These authors quote Jarvis (1987) who suggests, "All learning begins with experience." Real learning begins when a response is called for in relation to an experience. If an individual is unchanged by a situation, Jarvis questions whether real learning has taken place. He proposes that new experiences need to be experimented with, evaluated, reflected upon and reasoned about for the most effective change and therefore learning to take place. Jarvis continues, suggesting that these post experience behaviours culminate in the best and highest form of learning where change and

increased experience have happened. Jarvis's model offers an excellent learning model that can assist both facilitators and learners in advancing education and learning situations.

Both Kolb's experiential learning theory and Jarvis' adult learning theory emphasizes the influence of experience as principle determinant of knowledge acquisition. Learning, is a relatively permanent change in behaviour brought about by experience, Because learning hasn't actually occurred if there is no a change in behaviour, the concept of this theory, contradicts Piaget theory of cognitive development, as it assumes that as soon as children reach the age of 12 i.e the formal operational stage, they can perform cognitively like a full grown adult, if everyone can cognitively function at the same level in the university judging by piaget's theory what is the possible cause of performance variation , in a situation whereby younger students are under performing academically, what can be responsible, they probably lack sufficient life experiences to shape their behaviour into been more focus. According to experiential learning theory and Jarvis adult learning theory it can be insinuated that even though an adolescent is intellectually sound, he/she cannot posses the same level of knowledge on the affairs of life like an adult because of numerous experience the adult has been already exposed to. This means that academic performance is not just a cognitive ability working solely, but it is also the impact of the environment influencing one's psychology and principles in life. Therefore, learning is the base for academic performance. It is not a biological phenomenon caused alone by brain development it is also a function of experience,

2.2: REVIEW OF EMPIRICAL STUDIES:

2.2.1: SELF EFFICACY AND ACADEMIC PERFORMANCE

Self-efficacy belief is defined as the extent of belief one has on his/herself as capable or incapable of carrying out a course of action. Self-efficacy beliefs are different with different individuals; instead, they vary under different circumstances, undergo

transformations with time, and increase the academic achievements as determined by the following factors: mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. Usher and Pajares (2008), noted that self-efficacy has received ample educational research, where it has been found to predict student's academic achievement across academic areas and levels. According to Usher and Pajares (2008). Self-efficacy is also associated with key motivational constructs such as self-concept, optimism, achievement goal orientation, academic help-seeking, anxiety and value. Maddux (2005) noted that when the world seem predictable and controllable, and when our behaviours, thoughts, and emotions seem within our control, we are better able to meet life's challenges, build up healthy relationships, and achieve personal satisfaction and peace of mind.

In the past 15 years, many studies have shown that a relationship between self efficacy and academic performance exists. Previous studies have found that, among undergraduate as well as postgraduate college students, self efficacy and academic performance were positively and moderately correlated. Lane & Lane,(2001) also found that Self efficacy was a significant and moderately positive predictor of Academic performance. Similarly, Chemers, Hu, and Garcia (2001) found that Self efficacy was directly and strongly related to Academic performance among 1st-year college students, and Caprara et al. (2008) found that high Self efficacy levels among junior high school students contributed to their academic performance. In the past 15 years, many studies have shown that a relationship between self efficacy and academic performance exists. Additionally, Bouffard-Bouchard (1990) found that, among undergraduate as well as postgraduate college students, self efficacy and academic performance were positively and moderately correlated.

Chemers et al. (2001) meta-analytic study in educational settings found that self-efficacy was related both to academic performance ($r = .38$) and to persistence ($r = .34$).

Students who harbour negative beliefs about themselves limit their potential for achievement. They feel they are unable to perform well on a task or not good enough to perform above expectations hence mediocrity is maintained.

According to the Social Cognitive theory, self-efficacy is one of the most important variables that influence the academic performance and achievement. Collins (1982) demonstrated in a clear way the importance of self-efficacy beliefs and skill application on academic performance. The study showed that people may perform poorly on tasks not necessarily because they lack the ability to succeed, but because they lack belief in their capabilities. Zimmerman (1990). Different researches indicate that the way learners make use of the learning strategies increases their academic achievements (Hwang and Vrongistinos 2002). Bandura (1993) has also found that the perceived self-efficacy increases academic achievement in a direct and an indirect way, by influencing individuals' goals. Self-efficacy, together with the goals, influences academic performance. Individuals with a high level of self-efficacy assign higher goals to themselves and exercise more effort and willingness to have them accomplished. Locke and Latham (1990) defined that the more challenging the goals are, the more motivation they stimulate. A high level of self efficacy and willingness bring about higher academic accomplishments.

2.2.2: PERSONALITY TRAIT AND ACADEMIC PERFORMANCE:

During the last many decades, large number of work has been conducted to investigate the term "Personality". It is always viewed as organised, enduring and characteristics. However, several definitions of personality do offer a representative outlook on the subject.

Following are some definitions regarding the term, which are suggested by Personality Psychologists:

Salvator R. Maddi writes, "Personality is a stable set of characteristics and tendencies, which determine those commonalties and differences, in psychological behaviour (thoughts, feelings, and actions) of the people, that have continuity in the time, and that time may not be easily understood as the sole result of the social and biological pressures of the moments".

1 Allport, G.W. argued that "... the dynamic organisation within the individual of those psychological systems, that determine his/her characteristic behaviour and thought".

2 Sullivan, H.S. argued that "The relatively enduring pattern of recurrent interpersonal situations, which characterise a human life".

3 According to Guild-Ford, J.P. "... a person's unique pattern of traits".

Many personality researchers have argued that personality traits account for a significant portion of variance in academic performance (Chamorro-Premuzic & Furnham, 2003; Duff, Boyle, Dunleavy, & Ferguson, 2004; Furnham et al., 2003; Komarraju & Karau 2006; Martin et al 2006). Martin (2006) found that individual differences in personality played a unique role in undergraduate performance across 4 years of coursework over and above the effects due to high-school performance and Cognitive ability (i.e, achievement test scores) using two longitudinal samples of British university students, examined the relationship between personality factors and academic performance. Personality scores assessed during the first few weeks of the academic year resulted significantly associated to final exam and course work assessed 3 years later. In addition, when the predictive power of personality traits was related to both academic behaviours such as attendance and class participation and teacher's predictions, personality traits were found to account for an additional 10–17% of unique variance in academic performance.

Furnham et al. (2003), personality traits accounted for about one-fifth of the variance in exam marks and as much as one-third of the variance in essay grades for a 2-year period. Conscientiousness has been considered as the basic trait of the Big Five Model most closely linked to will to achieve Digman, (1997). Recent meta-analysis pointed to Conscientiousness as the strongest predictor of academic performance at both the secondary and tertiary levels of education, even after controlling for intelligence (Poropat, 2009). It was associated with sustained effort and goal setting (Barrick, Mount, & Strauss, 1993), both of which contribute to academic success to compliance and concentration on homework, to time management and effort regulation in learning. This is in accordance with previous findings attesting to the association of conscientiousness with course performance, class attendance, and final grades (Conard, 2006). Moreover, each specific facet of conscientiousness (e.g., diligence, dependability, self-discipline, prudence, competence, dutifulness, order, and achievement striving) was conducive to performance academic settings, attainment of academic honours, and lower disciplinary infractions and independently predicted Grade Point Average(GPA) (Chamorro Premuzic & Furnham, 2003), academic motivation, effective learning styles and academic aspirations. Other findings have pointed to openness as a major correlate of academic achievement and success (De Raad & Schouwenburg, 1996), effective learning style and higher academic aspiration. Furthermore, openness has been positively associated to final school grades and to strategies that emphasize critical thinking approach to learning and learning motivation, found openness positively related to intelligence and intellectual curiosity.

Other studies have further underlined the predictive value of both conscientiousness and openness. Mervielde, Buyst, and De Fruyt (1995) analysed teacher ratings on different age groups (from 4 to 12 years) and found that both traits showed high correlations with academic achievement. Similar results were found by John, Caspi, and Robins (1994) who

developed scales for the Big Five from Q-sorts of 12- to 13-year-old boys rated by their mothers. In particular, teacher reports of school performance correlated with conscientiousness and openness while verbal, performance, and full scale IQ correlated with openness. Conscientiousness and openness were the most important personality correlates of academic achievement across several studies.

Other major traits like extraversion, neuroticism, and agreeableness have shown less consistent associations with academic achievement than conscientiousness and openness. Few studies have reported a negative association between neuroticism and academic performance, but most studies have reported non-significant. In reality, neuroticism fails to predict scholastic achievement over and above cognitive ability. (Extraversion has shown controversial association (i.e., positive, negative, and non-significant) with academic performance. In reality, different facets of extraversion may relate to academic success in different ways. Whereas agreeableness was associated with classroom behaviour and compliance with teacher instructions, its impact on academic achievement was rather small and not always consistent across samples ability (Lounsbury et al., 2004).

Extraversion and Academic Performance

Extraversion is characterized by sociability, assertiveness, emotional expressions and excitability. Those who are high in this trait are often described as being outgoing and talkative while those who are low in this trait are described as quiet and reserved. Research examining extraversion as a predictor of academic performance has produced mixed results. Many research findings revealed that extraversion negatively correlated with academic performance (Furnham, Chamorro-Premuzic, & McDougall, 2003; Hair & Hampson, 2006). On the other hand, A positive association between extraversion and academic achievement was also found.

Neuroticism and Academic Performance

Neuroticism is a long term tendency to be in a negative emotional state. People with neuroticism tend to have more depressed moods, anxious, angry and vulnerable. Studies have found negative associations between Neuroticism and academic performance. On the other hand, neuroticism was found in some studies to be positively related to academic performance (De Raad & Shouwenburg, 1996).

Agreeableness and Academic Performance

Agreeableness is the tendency to be pleasant, compassionate, cooperative and accommodating in social situations rather than being antagonistic and suspicious of others. An agreeable person is good, natured, cooperative and functioning. Agreeableness have been found to be positively related to academic performance in some studies (Lounsbury, Sundstrom, Loveland, & Gibson, 2003; Farsides & Woodfield, 2003). Negative association between agreeableness and academic performance has also been found. Paunonen (2007).

Openness to Experience and Academic Performance

Openness reflects the degree of intellectual curiosity, creativity and a reference for novelty and variety. Investigation of openness as a predictor of academic performance has also produced mixed results. On one hand, a number of studies have identified a positive association between openness and academic performance (Chamorro-Premuzic & Furnham, 2008). On the other hand, couple of other studies did not found association between openness and academic performance.

Conscientiousness and Academic Performance

Conscientiousness is a tendency to show self-discipline, act dutifully and aim for achievement amidst various challenges. It has been one of the big five factors most consistently linked to academic performance. Many studies have found a positive association between conscientiousness and academic performance (Chamorro-Premuzic & Furnham,

2003). Even reported that conscientiousness was the strongest predictor of academic performance and the other form traits have weak or mixed relationship with GPA. Given the mixed and inconsistent findings reported by researchers on the association between the Big Five personality dimensions and academic performance, it is important that a study is carried out to investigate the relationship between these variables for the purpose of bridging the gap. Interest in the relation between personality traits and academic performance has persisted throughout the 20th century. During this period, investigators have adopted several theoretical approaches to the topic, involving distinct conceptualizations of the relevant personality dimensions. Early research efforts focused on the relation between academic performance and a broad personality trait termed persistence of motives. More recently, research has examined the relations between academic achievement and the personality dimensions proposed in Eysenck's (1963).

The concern is with the most recent theoretical approach to the study of personality traits and academic achievement; namely, that based on the Five-Factor Model of personality structure. The Five-Factor Model of personality (McCrae & Costa, 1990) represents the dominant conceptualization of personality structure in the current literature. This model posits that the Big Five personality factors of Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness reside at the highest level of the personality hierarchy. These factors are thought to encompass the entire domain of more narrow personality traits that fall at lower-levels of the hierarchy.

Recent investigations of the relations between personality traits and academic performance tend generally to operate under the framework provided by the Five-Factor Model of personality structure. Under this framework, however, contemporary researchers have adopted two broad approaches to the study of Big Five personality dimensions and academic performance. In the first method, investigators have examined how well the broad

Big Five personality factors (i.e., those factors residing at the highest level of the personality hierarchy) predict academic performance. In the second method, researchers have evaluated more narrow personality traits, at lower levels of the personality hierarchy.

2.3: STATEMENT OF HYPOTHESIS:

1. There will be a significant difference in the academic performance of students with high and low scores on extraversion trait.
2. There will be a significant difference in the academic performance of students with high and low scores on agreeableness.
3. There will be a significant difference in the academic performance of students with high and low scores on conscientiousness.
4. There will be a significant difference in the academic performance of students with high and low scores on neuroticism.
5. There will be a significant difference in academic performance of students with high and low levels of openness to experience.
6. There will be a significant difference in academic performance of students with high and low levels of self efficacy.
7. There would be a significant difference in the academic performance of older and younger student of FUOYE.
8. There would be a significant difference in the academic performance of male and female student of FUOYE.

2.4: OPERATIONAL DEFINATION OF TERMS:

Self efficacy: is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Self efficacy was measured by the general self- efficacy scale developed by (Schwarzer, R., & Jerusalem, M. 1995). High scores on the subscale reflect higher composition of self efficacy.

Personality: can be defined as an enduring characteristic of an individual that makes him unique from other individuals. It was measured by the Big Five Personality Inventory (Goldberg, 1993). High scores on the subscales reflects higher composition of the extraverted trait, agreeableness trait, openness to experience trait, conscientiousness trait and neuroticism trait in individuals. The meaning of these subscales are presented below

Agreeableness: Includes traits like sympathetic, kind, and affectionate.

Conscientiousness: Includes traits like organized, thorough, and planful.

Neuroticism: Includes traits like tense, moody, and anxious.

Openness to Experience: (sometimes called or Intellect/Imagination) Includes traits like having wide interests, and being imaginative and insightful.

Extraversion: The broad dimension of Extraversion encompasses such more specific traits as talkative, energetic, and assertive

Academic performance: In this study academic performance is defined in terms of examination and other and results of other academically related exercises which are measured through students CGPA.

Gender: This is defined as whether male or female.

Age: this is defined as older and younger. And students between the ages of 19-22 are categorized as younger while students between the ages of 23-26 are categorized as older.

CHAPTER THREE

METHOD

3.1: RESEARCH DESIGN:

The study used a survey of federal university oye-ekiti students. using expo-facto research design, the reason for using expo-facto design is because the event has already occurred and no manipulation of variables was done by the researcher. Data were collected through the use of self-report questionnaire. The independent variables are personality traits and self efficacy, and the dependent variable was academic performance.

3.2: SETTING:

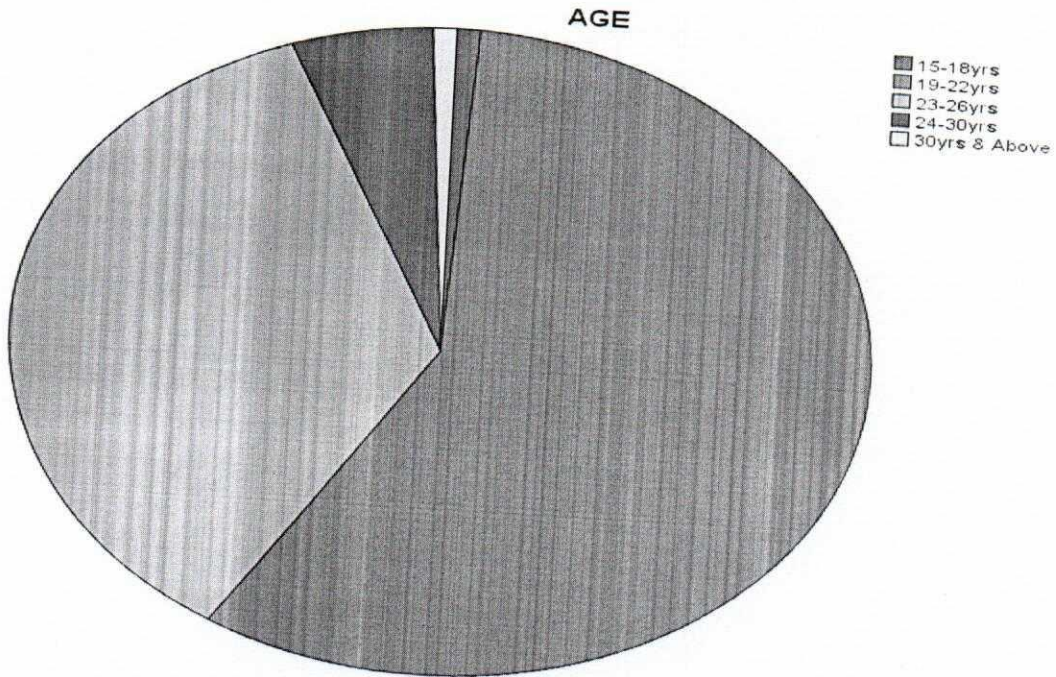
The study was conducted in Federal University Oye-Ekiti, Ekiti State Nigeria. Federal University Oye-Ekiti is a Federal Government owned and operated Nigerian university. The university is in the ancient city of Oye-Ekiti, Ekiti state Nigeria. The university was established in year 2011, and opened in the year 2012 and has about 1,350 undergraduate students.

3.3: PARTICIPANTS:

The study sampled 113 participants with mean age of 22.6, 63 (55.8%) males, 50 (44.2%) females. Participants were selected using probability cluster sampling method from the population of interest which is undergraduate students of FUOYE. According to age distribution, 1 participant is within the age range of 15-18, 65 participants (57.5%) are between the ages of 19-22years, 40 participants,(35.4%) are between the ages of 23-26years, 6 participants(5.3%) are between the ages of 24-30, and 1 participant(9%) fell in the age level of 30years and above. Based on department, 19 (16.8%) were from Theatre and media arts(TMA) 20, (17.7%)were from economic and developmental studies (EDS). 20 (17.7%) were from Demography and social statistics(DSS). 20, (17.7%) are from English and literary studies(ELS). 16 (14.2%) are from Microbiology. 9(8.0%) are from mathematics

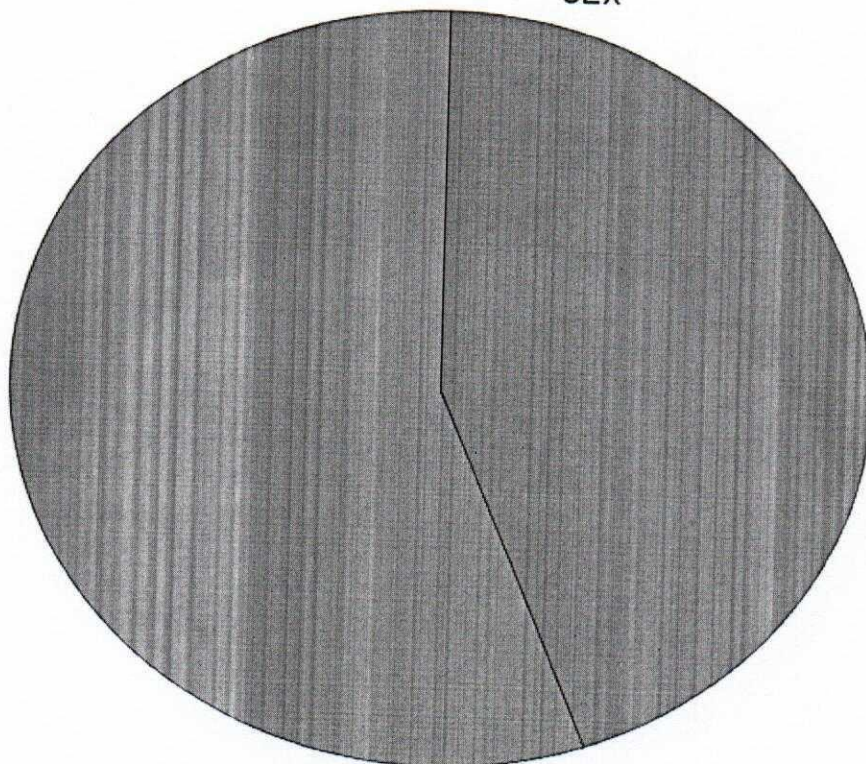
department(MTH) 9(8.0%) are from Geophysics department (GPH) all the participants are in 300 level respectively.

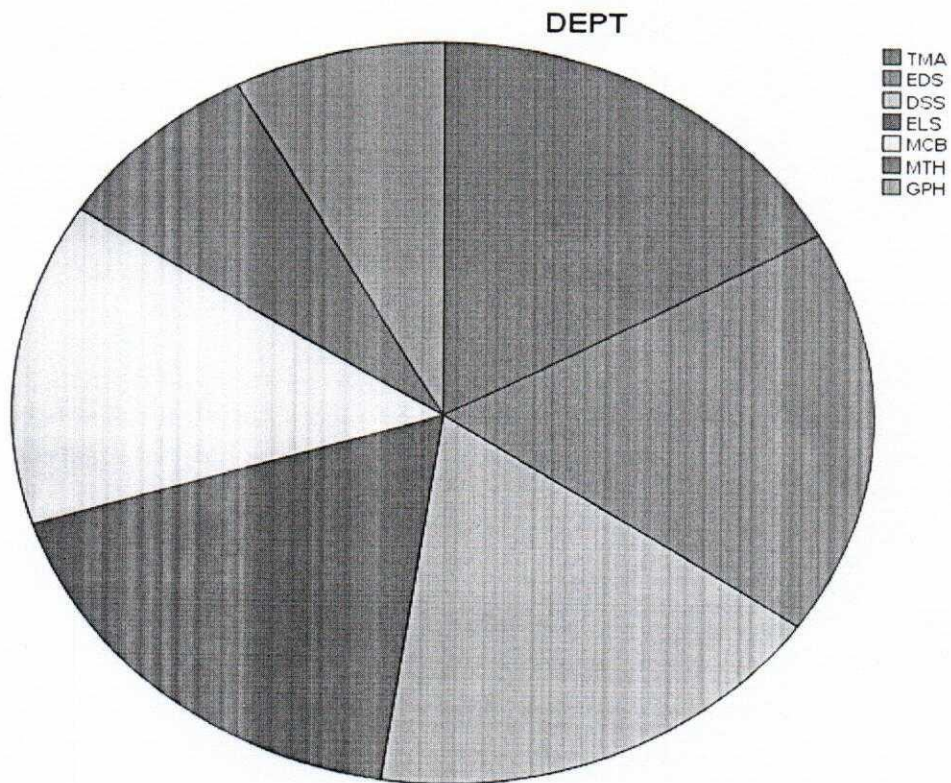
A PICTORIAL DESCRIPTION OF SOME OF THE DEMOGRAPHIC VARIABLES USING PIE CHART



SEX

■ Female
■ Male





3.5: INSTRUMENTS:

Structured psychological instruments were used to obtain necessary data from participants. The instruments used in this study are divided into 3 sections. They are:

3.5.1: SECTION A

This section consists of the consent form of the researcher and some personal data of the respondent like, name, age level, gender, department, and undergraduate level. It also comprise of the segment for the signature of the participant if they agree to participate in the study.

3.5.2: SECTION B:

Personality was measured using the 44 item big five personality scale. The big five was coined by Lew Goldberg, (1995). This scale was designed to measure five facets of personality and to decipher which one is dominant. The 44 items on the scale is a five point

rating scale, ranging from strongly disagree (1)- strongly agree(5). On direct items 1 means low score and. 5 means high score and on reverse items, 1 means high score and 5 means low score. Using Cronbach's alpha reliability estimate Authors reliability coefficient was .88 on extraversion and researcher reported reliability co efficient of .32, on agreeableness trait, authors reliability coefficient was .79 and researcher reported a reliability co efficient of .50, on conscientiousness facet authors reliability co-efficient was .82 and researcher reported a reliability co efficient of .48, on neuroticism facet, authors reliability co-efficient was .84 and researcher reported reliability coefficient of .46, on openness to experience facet, authors reliability co-efficient was .81 and researcher reported a reliability coefficient of .28..

3.5.3: SECTION C

This contains instrument to measure self efficacy. The general self efficacy scale, developed by Schwarzer, R., & Jerusalem, M. (1995). Target audiences are Adolescents and adults, It consist of 10 items all direct and measured on a Likert scale of 1-4. 1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true. Higher scores reflect higher level of self efficacy. A sample question is "I can handle whatever comes my way". Information on reliability of the measure, using Cronbach's Alpha reliability estimate on the ten items on the scale Authors reliability coefficient was .80 and researcher reported reliability coefficient of .80 was derived using Cronbach's alpha reliability estimate

3.6: ETHICAL CONSIDERATION:

Information's on students' academic performance are properties of the university asides being the property of the students individually. Due to the fact that there were reluctant, and unyielding about divulging their CGPA to the researcher, another means was devised. This means made use of deception, by cajoling the students to include their names in the questionnaire, they were also reluctant but after informing them that it is just to adhere to

participation instructions they heeded. These names are used to identify the student's academic record and their CGPA was gotten through that means.

Letter of approval to access the academic record was sent to the registrar of the university and it was approved after agreeing to the terms of confidentiality. The data entered was anonymously coded and therefore cannot be used to identify any participant.

3.7: PROCEDURE:

The procedure involved administering the typed questionnaires to the study sample which are 120 students and 113 were retrieved. Administering the questionnaire was done by going to the various departments and sampling half of the total number of their 300 level students. During the process of administering the questionnaire the participants are asked to read the consent form section and sign if they agree to participate in the study and they cooperated. Filling each questionnaire took a minimum of 20 minutes, some participants insist on taking the questionnaire home to return next day but some were never returned. The retrieved questionnaire was used for data analysis.

3.8: STATISTICAL TOOLS:

Data were analyzed using the Statistical Package for Social Sciences (SPSS). Demographic variables were analyzed with the use of descriptive statistics such as mean, standard deviation. Hypotheses were tested with the use of inferential statistics. Specifically, all hypotheses were tested with t-test for independent samples in order to determine group difference on the variables of study.

CHAPTER FOUR

RESULTS

The data collected were scored and analysed. The following are the results:

Table 1: Means (M), Standard Deviations (SD) and Correlations among the Study

Variables

Variable	M (SD)	a	2	3	4	5	6	7
N=113								
1. Extraversion	24.55(3.66)	0.32	-0.30	0.06	-0.11	0.18*	0.17*	0.04
2. Agreeableness	34.90(3.94)	0.50	-	0.38**	-0.22**	0.22**	0.12	-0.08
3. Conscientiousness	33.02(4.31)	0.48	-	-	-0.38**	0.23**	0.34**	0.02
4. Neuroticism	22.59(4.09)	0.46	-	-	-	-0.003	-0.36**	-0.02
5. Openness	36.69(3.63)	0.28	-	-	-	-	0.21*	0.21*
6. Self-Efficacy	32.29(4.66)	0.80	-	-	-	-	-	0.13
7. Academic Performance	3.11(0.94)	-	-	-	-	-	-	-

*Correlation significant at $P < 0.05$ (2-tail) **Correlation significant at $P < 0.01$ (2-tailed)

4.1: Hypothesis One

There will be a significant difference in the academic performance of students with high and low scores on extraversion trait.

Table 2: Independent t-test analysis comparing mean scores of students with low and high extraversion trait on levels of academic performance

Variables	Extraversion	N	X	S.D	Df	T	Sig. (2-tailed)
Academic Performance	Low Extraversion	65	3.13	0.97	111	0.31	P > 0.05
	High Extraversion	48	3.08	0.92			

$$t(111) = 0.31, P > 0.05$$

Table 2 shows that there is no significant difference in the mean scores of participants with low (X=3.13) and high extraversion (X=3.08) on levels of academic performance [$t_{111} = 0.31, P > 0.05$]. This shows that the extraversion trait does not have influence on academic performance. Therefore, hypothesis one is not supported.

4.2: Hypothesis Two

There will be a significant difference in the academic performance of students with high and low scores on agreeableness.

Table 3: Independent t-test analysis comparing mean scores of students with low and high agreeableness trait on levels of academic performance

Variables	Agreeableness	N	X	S.D	Df	T	Sig. (2-tailed)
Academic Performance	Low Agreeableness	48	3.17	0.91	111	0.55	P > 0.05
	High Agreeableness	65	3.07	0.98			

$$t(111) = 0.55, P > 0.05$$

Table 3 shows that there is no significant difference in the mean scores of participants with low (3.17) and high agreeableness trait (3.07) on levels of academic performance [$t_{111} = 0.55$, $P > 0.05$]. This shows that the agreeableness trait does not have influence on academic performance. Therefore, hypothesis two is not supported.

4.3: Hypothesis Three

There will be a significant difference in the academic performance of students with high and low scores on conscientiousness.

Table 4: Independent t-test analysis comparing mean scores of students with low and high agreeableness trait on levels of academic performance

Variables	Conscientiousness	N	X	S.D	df	T	Sig. (2-tailed)
Academic Performance	Low Conscientiousness	56	3.16	0.95	111	0.53	$P > 0.05$
	High Conscientiousness	57	3.06	0.95			

$t(111) = 0.53$, $P > 0.05$

Table 4 shows that there is no significant difference in the mean scores of participants with low (3.16) and high conscientiousness trait (3.06) on levels of academic performance [$t_{111} = 0.53$, $P > 0.05$]. This shows that the conscientiousness trait does not have influence on academic performance. Therefore, hypothesis three is not supported.

4.4: Hypothesis Four

There will be a significant difference in the academic performance of students with high and low scores on neuroticism.

Table 5: Independent t-test analysis comparing mean scores of students with low and high neuroticism trait on levels of academic performance

Variables	Neuroticism	N	X	S.D	Df	T	Sig. (2-tailed)
Academic Performance	Low Neuroticism	57	3.12	0.76	111	0.07	P > 0.05
	High Neuroticism	56	3.10	1.10			

$$t(111) = 0.07, P > 0.05$$

Table 5 shows that there is no significant difference in the mean scores of participants with low (3.12) and high neuroticism trait (3.10) on levels of academic performance [$t_{111} = 0.07, P > 0.05$]. This shows that the neuroticism trait does not have influence on academic performance. Therefore, hypothesis four is not supported.

4.5: Hypothesis Five

There will be a significant difference in the academic performance of students with high and low levels of openness to experience.

Table 6: Independent t-test analysis comparing mean scores of students with low and high openness to experience trait on levels of academic performance

Variables	Openness to Experience	N	X	S.D	df	T	Sig. (2-tailed)
Academic Performance	Low Openness	54	2.89	0.94	111	-2.45	P < 0.05
	High Openness	59	3.31	0.92			

$t(111) = -2.45, P > 0.05$

Table 6 shows that there is a significant difference in the mean scores of participants with low (2.89) and high openness to experience trait (3.31) on levels of academic performance [$t_{111} = -2.45, P > 0.05$]. This means that students who possess high openness to experience trait are more academically successful than those with low openness to experience trait. Therefore, hypothesis five is supported.

4.6: Hypothesis Six

There will be a significant difference in the academic performance of students with high and low levels of self-efficacy.

Table 7: Independent t-test analysis comparing mean scores of students with low and high self-efficacy on levels of academic performance

Variables	Self-Efficacy	N	X	S.D	Df	T	Sig. (2-tailed)
Academic Performance	Low Self-Efficacy	59	3.05	1.05	111	-0.75	P > 0.05
	High Self-Efficacy	54	3.18	0.81			

$t(111) = -0.75, P > 0.05$

Table 7 shows that there is no significant difference in the mean scores of participants with low (3.05) and high self-efficacy (3.18) on levels of academic performance [$t_{111} = -0.75, P > 0.05$]. This shows that self-efficacy does not have an influence academic performance. Therefore, hypothesis six is not supported.

4.7: Hypothesis seven

There will be a significant difference in academic performance of older and younger student of FUOYE.

Table 8: Independent t-test analysis comparing mean scores of students with older and younger ages on levels of academic performance

Variables	Age	N	X	S.D	Df	T	Sig.(2-tailed)
Academic performance	19-22yrs	65	2.97	0.98	103	-2.08	P < 0.05
	23-26yrs	40	3.37	0.88			

$t(103) = -2.08, p < 0.05$

Table 8 shows that there is a significant difference between younger and older students mean score, mean score of younger student (2.97) and mean score of older student (3.37) on levels of academic performance ($t_{111} = -2.08, p < 0.05$) this means that older students are more academically successful than younger students of FUYOYE. Therefore hypothesis 7 is supported.

4.8: Hypothesis eight

There will be a significant difference in academic performance of male and female students of FUYOYE.

Table 9: Independent t-test analysis comparing mean scores of male and female students on levels of academic performance

Variables	Gender	N	X	S.D	Df	T	Sig. (2-tailed)
Academic performance	Male	63	2.9929	1.63257	111	1.487	P>0.05
	Female	50	3.2578	1.80930			

$t(111)=1.49, p>0.05$

Table 9 shows that there is no significant difference in the mean score of male participants (2.9929) and female participants (3.2578) on levels of academic performance ($t_{111}= 1.487, p >0.05$) this shows that gender does not have an influence on academic performance of FUYOYE students. Therefore, hypothesis 8 is not accepted.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1: DISCUSSION

The general objectives of the study were to investigate personality traits and self efficacy on academic performance among fuoye students. Past and recent literature was drawn to support or refute the finding. Eight hypotheses were tested, of all, two hypotheses were supported and the rest were not supported.

Hypotheses one states that there would be a significant difference in the academic performance of students with high and low scores on extraversion trait. The findings showed that there's no significant difference in the academic performance of students with high and low scores on extraversion traits, i.e, extraversion trait does not influence academic performance among FUOYE students .The reason for this finding could be that extraversion cannot directly influence academic performance, because of the trait encompassed within extraversion domain such as, talkative, outgoing, and sociable. This finding however conflict with literature on extraversion and academic performance, which showed influence on academic performance. De Raad and Schouwenburg (1996) argued that students who are high on Extraversion will perform better academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand. On the other hand, they cited Eysenck (1992) who suggested that these same students would be more likely to socialize and pursue other activities rather than studying, leading to lower levels of performance. The findings shows a contrary opinion to literature which, shows an influence either positive or negative influence of extraversion trait on academic performance.

Hypothesis two states that there will be a significant difference in the academic performance of students with high and low scores on agreeableness trait. The findings however, showed that there's no significant influence of agreeablenss trait on academic

performance, as it is seen that there's no significant difference on academic performance of students who score high or low on the trait. This is also not agreeable with literature as previous findings found a positive influence of agreeableness trait on academic performance, for example, De Raad and Schouwenburg (1996) argued that Agreeableness may have some positive impact on academic performance by facilitating cooperation with learning processes. This is consistent with later research that found Agreeableness was linked to compliance with teacher instructions, effort and staying focused on learning tasks. A possible rationale for our findings could be that agreeableness which is characterized by been sympathetic, helpful and selfless is not also related to academic endeavours, as it doesn't require much rationality, but feelings towards others.

Hypothesis three states that there will be a significant difference in academic performance of students with high and low scores on conscientiousness. This hypothesis was not supported because the findings showed no significant difference in the academic performance of students high and low on extraversion trait, thereby leading to the understanding that conscientious and non-conscientious students of FUYOYE do record any significant difference in the academic performance of these two groups. This finding is highly incoherent with literature, as several past studies had showed a positive influence, relationship or prediction of conscientiousness on academic performance, this is evident in Trapmann et al., (2007) meta-analysis, where a sample of 58 studies were included, a mean correlation was found between academic performance and conscientiousness at .269, while in 31 of the 41 studies including both the variables the latter was by far the most powerful performance predictor. According to Barrick, Mount, & Strauss (1993), This factor is associated with sustained effort and goal-setting both of which contribute to academic success as well as compliance with and concentration on homework and learning-related time management and effort regulation. A rationale for this finding could be that we should be sceptical in the

generalization of the influence of this trait outside their cultural context. i.e in FUYOYE students might be organized, disciplined, dutiful but not fully engaged in intellectual exploration that is directly connected to academic activity.

Hypothesis four states that there will be a significant difference on academic performance of students with high and low scores on neuroticism. The findings showed that there is no significant difference in the academic performance of students who score high and low on this trait. Therefore, the hypothesis was not supported. This is also not in alliance with literature which often shows a negative influence of this trait on academic performance. According to Farside (2003) who opined that people who have high scores on this trait interpret ordinary situation as threatening, frustrating and hopelessly difficult, hence he found a negative influence of academic performance on academic performance. In the opinions of Wolfe & Johnson (1995). Such students worry unnecessarily about academics which affect both performance and relationship with peers. Examination tension is mostly suffered by such students and because their tensed mindset robs them off the ability to relax and answer questions no matter how hard they have studied. A possible explanation why no significant influence of neuroticism was found on academic performance of FUYOYE students that are high and low on the trait could be because even though some students are neurotic they still manage to direct it positively whereby they fear failure and so they sit up. the difference in performance with does low on the trait will not be too obvious.

The fifth hypothesis states that there will be a significant difference in academic performance of students with high and low scores on openness to experience trait. The findings showed that students who score high on openness to experience trait, report better academic performance than students who score low on the trait, the hypothesis was supported. This is in harmony with previous findings, which showed that openness to experience significantly influenced academic performance (Lounsbury et al., 2003; Chamorro

-premuzic & Nofle and Robins, 2007). The findings could be interpreted that students that score high on this trait are more imaginative, curious, aesthetically sensitive, independent minded and have divergent thinking. These traits enhance good academic performance. Also those who are high on this trait tend to have an intellectual style that is well suited to contexts in which intellectual autonomy is relevant and rewarded.

The sixth hypothesis stated was that there will be a significant difference in the academic performance of students with high and low levels of self efficacy. This hypothesis was not supported, because the findings showed no significant difference in academic performance of students with high and low levels of self efficacy. This finding is not in harmony with literature as several studies conducted by researchers on the subject matter shows an influence of self efficacy on academic performance. Multon (1991). The finding could be accorded to the assumption that self efficacy towards academic endeavour is not highly influential.

This finding is contrary to Lane et al. (2001) who found that self efficacy influence performance accomplishment. Lane and Lane (2001) who found that self-efficacy toward intellectual ability predicted subsequent academic performance; thus, a student's self-efficacy influenced how he/ she would perform academically. Lane and Lane (2001) also found significant relationship between self-efficacy and academic performance. This findings also is not in support with Bandura's (1986) findings which state that self efficacy significantly influence performance and operates partially independent of underlying skills that students posses. In line with these results it was found that students' motivation was undermined if they had low-grade expectations and were willing to settle for low or mediocre grades; if students anticipate low grades, their academic motivation is undermined as a result they will be willing to take poor results and make little efforts to get good results.

Hypothesis seven states that there will be a significant difference in academic performance of older and younger students of FUYOYE. The hypothesis was supported, as the finding revealed that older student's i.e students between the ages of 23-26 perform better academically than younger student's i.e, students between the ages of 19-22. This finding is not totally in support with findings from previous studies which often show younger students performing better than older students. This finding can be rationalized to be a function of the focus level of these sets of people as it can be assumed that older students have higher level of focus, can delay gratification and exhibit lower level of impulsivity than younger student, and this attributes are contributors to behaviour or performance outcome.

According to literature, student's age matters when it comes to mathematics. Specifically a higher proportion of older students perform at higher success levels than younger students. A meta-analysis by La Paro and Pianta (2000) also concluded that older children in school performed better academically than younger students.

The eighth hypothesis stated that, there will be a significant difference in the academic performance of male and female students of FUYOYE. This hypothesis was not supported, there was no significant difference found in academic performance of FUYOYE students on basis of gender. This finding is not in support with literature which opines that gender has significant influence on academic performance. In one of the earliest studies Morris (1959) referring to the psychic and social differences between sexes claims that the education outcomes of men and women will, at least in part, be different at the collegiate and graduate level. In higher education women are often found to outperform men. Hyde and Kling (2000) state this to be the case irrespective of the measure of success used. Braymen (1987) report that sex remains a significant predictor of CGPA after controlling for various individual attributes such as ethnic background, SAT scores and the high school attended.

5.2: CONCLUSION

This research is basically geared towards assessing the influence of personality and self-efficacy on academic performance among FUOYE students. Based on the findings in the study the following are the conclusions made:

Students who possess more of the Openness to experience trait showed higher academic performance, than their counterparts with low composition of the trait. Additionally, this study found out that other personality domain such as conscientiousness, neuroticism, agreeableness and extraversion did not influence academic performance. Furthermore, self efficacy was not found to influence academic performance. In terms of demographic variables, older students were academically successful than younger students. While, gender was found not to determine academic performance. Age was found to have a significant influence on academic performance, but according to the findings gender does not determine academic performance.

5.3: IMPLICATION OF FINDINGS

The findings of this study have definite implications first on FUOYE student who are directly involved, then on parents and guardians who are the custodians, on teachers, lecturers, and even the government who are the policy makers. Openness to experience of all the BFI traits under this particular study is found to influence academic performance. Whereby students high on this trait performs better academically than students low on this trait, this is most likely due to the imaginative, creative, curious and readiness to explore behaviours that this students exhibit. The implication of this is that lecturers and academician should encourage this trait, give room for questioning, and criticism, encourage further research and finding, propagate exploration of knowledge as this has been found to be impeccably influential to high academic performance.

Conscientiousness which has been found to be profoundly related to high academic performance on several previous studies, hence this investigation however has a contrary finding but, that does not imply that the relevance of conscientiousness should be overlooked, rather it should be brought to the knowledge of students of the relevance of the trait of conscientiousness should be encouraged. Though, this study didn't find a significant influence of self-efficacy beliefs on academic performance among FUYOYE students. Nevertheless, it is imperative that students are highly self efficacious towards their endeavours, as the connection between how one feels due to belief in influencing a course of action cannot be over emphasized. Self efficacy beliefs can be developed through the four forms discussed by Albert Bandura these are: Vicarious experience, mastery experience, and verbal persuasion, psychological and emotional state.

5:4. RECOMMENDATIONS

Considering the findings of this research it is recommended that FUYOYE and other academic institution adopt mechanism to encourage creativity, curiosity and exploration by putting things in place in each course that will arouse students to be tinkers and not basing all knowledge on existing theories. It is important that ideas or solutions to a problem in class are sought from students and their ideas should be guided and counselled by their teachers. The teaching method of narrowing the scope of student's knowledge based on only what is taught in class should be discouraged. Students should be encouraged to carry out more research even as the lecturer or teacher does same, and when they meet in class it should be a point of discussion for verification and clarification, this broadens the horizon of knowledge even on just a topic. This will encourage critical thinking which is the best form of reasoning instead of holding an existing knowledge that could have been modified tenaciously. Openness to experience makes one abreast of information, as information is a panacea for

deformation in any sense. It is recommended also that students should be encouraged to be organized, discipline and hardworking as these are important factors to success generally.

Even, though our finding does not show an influence of conscientiousness on academic performance it should be encouraged. It is recommended that teachers/lecturers and even guardians pay closer attention to younger students so as to Theses sets can be easily misled. People should attain a certain age at least 18 before coming to tertiary institution. And they should be under close scrutiny and supervision of both guardian and academicians. It is recommended that further studies be carried out to investigate the reason older adult students perform better than younger adult students.

5.5: LIMITATION OF STUDY

As with most study researches, this study is subject to several limitation. Firstly, due to the small sample size used in the study it May not be representative enough to characterize the whole population of interest. Also, because data were collected at only point in time, drawing causal, inferences among constructs may not be appropriate. Secondly, the data obtained was through self report, participants would have responded to put themselves in a desirable light, therefore, social desirability response bias would have occurred. This limitation could however be controlled by emphasizing on the true responses from respondents, however, participants can decide to heed or not. For researcher who might want to replicate this study it is suggested that they use a larger sample, to have more viable findings and be able to generalize findings.

Cultural implication of unveiling confidential information among Africans like, name, age, and mostly CGPA. Is another limitation to this study, this is evident when students have been persuaded to include their name on the questionnaire, they only include first name, and a situation whereby more than 3 people bear the same name in a department, it could be

challenging to identify who answered what. This is necessary because their names are used to identify their real CGPA due to the fact that they were uncooperative with telling their real CGPA.

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APPENDIX A:

Section

Dear Respondent,

My name is OKOYE TOCHUKWU MERCY I am a 400l student of psychology (FUOYE) conducting a research to better understand human behaviour. I'd like you to please participate in this research which serves as a project work for first degree. Please be ensured that your responses and identity will be taken confidential. Please I crave your indulgence to 6honestly respond to the questionnaire. Thanks for your participation.

Please tick the option that mostly applies to you.

Sex: female () male ()

Age: 19-22 () 23-26() 24-30 () 30 and above ()

Department: _____

Level: _____

Most recent CGPA _____

Section B:

Here are a number of characteristics that may or may not apply to you

Please tick the extent to which you agree or disagree with each statement as it applies to you.

Item	Items	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree little	Agree Strongly
1	Is talkative					
2	Tends to find fault with others					
3	Does a thorough job					
4	Is depressed, blue					
5	Is original, comes up with new ideas					
6.	Is reserved					
7	Is helpful and unselfish with others					
8	Can be somewhat careless					
9	Is relaxed, handles stress					
10	Is curious about many different things					
11	Is full of energy					
12	Starts quarrels with others					
13	Is a reliable worker					
14	Can be tense					
15	Is ingenious, a deep thinker					
16	Generates a lot of enthusiasm					
17	Has a forgiving nature					
18	Tends to be disorganized					
19	Worries a lot					
20	Has an active imagination					
21	Tends to be quiet					

22	Is generally trusting					
23	Tends to be lazy					
24	Is emotionally stable, not easily upset					
25	Is inventive					
26	Has an assertive personality					
27	Can be cold and aloof					
28	Perseveres until the task is finished					
29	Can be moody					
30	Values artistic, aesthetic experiences					
31	Is sometimes shy, inhibited					
32	Is considerate and kind to almost everyone					
33	Does things efficiently					
34	Remains calm in tense situations					
35	Prefers work that is routine					
36	Is outgoing, sociable					
37	Is sometimes rude to others					
38	Makes plans and follows through with them					
39	Gets nervous easily					
40	Likes to reflect, play with ideas					

41	Likes to cooperate with others					
42	Likes to cooperate with others					
43	Is easily distracted					
44	Is sophisticated in art, music, or literature					

Please tick the option as an indication of the extent at which you agree with the statement.

S/N	ITEMS	NOT AT ALL TRUE	HARDLY TRUE	MODERATELY TRUE	EXACTLY TRUE
1	I can always manage to solve difficult problems if I try hard enough.				
2	If someone opposes me, I can find the means and ways to get what I want				
3	It is easy for me to stick to my aims and accomplish my goals.				
4	I am confident that I could deal efficiently with unexpected events.				
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6	I can solve most problems if I invest the				

	necessary effort.				
7	I can remain calm when facing difficulties because I can rely on my coping abilities.				
8	When I am confronted with a problem, I can usually find several solutions.				
9	If I am in trouble, I can usually think of a solution.				
10	I can usually handle whatever comes my way.				



FEDERAL UNIVERSITY OYE EKITI
PSYCHOLOGY DEPARTMENT
INTERNAL MEMO

31/7/15

To: Registrar	From: H.O.D., Psychology Department
Our Ref: FUOYE/PSY/02/Vol. I	Date: 30 th July, 2015

REQUEST TO RELEASE THE RESULT CONTAINING THE CGPA OF 300 LEVEL STUDENTS- 2013/2014 ACADEMIC SESSION

With respect to the above subject-matter, I write to request that the result be released to enable Miss Tochukwu Okoye, a student of Psychology Department, carry out a research on *'the influence of some psychological variables (self efficacy and personality) on academic performance'*.

This information is being requested to ascertain the authenticity of the records obtained from the students through the questionnaire. Your assistance in this regard will be greatly appreciated.

The information provided will be handled with optimum confidentiality.

Best Regards

Dr A. O. Eze
H.O.D, Psychology Department

④ Sec/A5B
Pls make copy for Miss T. Okoye and put a copy in her file. Jul 5/8/15

① Ms. Okeke
al 3/7/15

② Head Exams & Recd
pls act soon

③ Head Psychology
Sir, the copy of all the senate approved results has been sent to your department for proper release.
Okemei 8/3/15