

PERFECTIONISM, SPIRITUALITY AND PERSONALITY FACTORS AS
PREDICTORS OF ACADEMIC PERFORMANCE

BY

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CERTIFICATION

This is to certify that this project work was carried out and written by **FABIYI OLUWAKEMI RACHEAL, MATRIC NO: PSY/11/0204** and study was carried out under my wonderful supervision and has been approved for submission to the Department of Psychology, Faculty of the social sciences, in partial fulfillment of the requirements for the award of Bachelor of science in psychology from Federal University Oye- Ekiti, Ekiti State, Nigeria.

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DEDICATION

This project work is dedicated to God Almighty, for His unconditional love, guidance and the giver of Knowledge and wisdom towards me and my studies, from the beginning to the very end and who has spared and made my life worthy of living.

Also to my beloved parents Elder and Mrs. D.C. Fabiyi, siblings, relations and friends you all are vessels of inspiration, encouragement and help in various ways.

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ABSTRACT

Academic performance among students is an intricate issue, which requires immediate attention because it is declining continually at an alarming rate. Accordingly, the study examined the influence of perfectionism, spirituality and personality factors on academic performance among undergraduates using the ex post facto design and independent group design. Two hundred (200) undergraduates of Federal University Oye Ekiti (FUOYE) were sampled using convenience sampling method. Self-report Instruments comprising of Clinical perfectionism Scale, The Daily Spiritual Experience Scale DSES and The Big Five Inventory (BFI) Scale was used for data collected. Seven hypotheses were tested using t-test for independent samples and one-way Analysis of Variance. Results showed that high conscientiousness trait was a determinant of high academic performance. In contrast, Perfectionism, Spirituality, Extraversion, Agreeableness, Neuroticism and Openness to experience did not influence academic performance. Findings were discussed in line with previous literature and it was recommended that students should manifest the conscientiousness trait of their personality so as the academic performance can be increased. School psychologists and counselors should also manifest the conscientiousness trait in their personality so that academic performance should increase among students.

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Keywords: Perfectionism, Spirituality, Personality factors and academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The level of student's academic performance appears to be declining every day, without education, individual will find it difficult to move with technological development as many aspects of our daily life are being computerized. Quality education is essential for humans as this predicts the level of overall achievement in life (Staffolani and Bratti, 2002).

This is an intricate issue of special concern which requires immediate attention of the researchers and other stakeholders in the society. Excellent academic performance is very important to students if they are to secure better jobs in a competitive labor market (Staffolani and Bratti, 2002). In the majority of our higher institution of learning, the level of academic performance of the students is not encouraging at the level of failure is increasing every day (Ali et,al, 2013). Academic success is important because it is strongly linked to the positive outcomes we value. The positive outcomes we values are; job opportunity, increase per-existing knowledge, increase self esteem and better social economic status. Adults who are academically successful and with high levels of education are more likely to be employed, have stable employment, have more employment opportunities than those with less education and earn higher salaries, are more likely to have health insurance, are less dependent on social assistance, are less likely to engage in criminal activity, are more active as citizens and charitable volunteers and are healthier and happier. Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. Considering the

issues raised above, the present study is aimed at investigating the influence of perfectionism, spirituality and personality factors which influences student academic performance.

Academic Performance

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. According to Wikipedia (2013), academic performance is the outcome of education; it is the extent to which a student, teacher or institution has achieved their educational goals. It is observed that academic performance is an issue to investigate because the rate at which students are failing nowadays is deteriorating and that has become an issue in which various researchers tried finding solutions to it.

Definition of perfectionism

According to Flett and Hewitt(2002), perfectionism is a personality variable characterized by a person's striving for flawlessness and setting excessively high performance standards, accompanied by overly critical self-evaluations and concerns regarding others' evaluations. Frost, Lahart, and Rosenblate (1990) defined perfectionism as the setting of excessively high standards for performance accompanied by overly critical self-evaluations. Traditionally, perfectionism has been regarded as a sign of psychological maladjustment and disorder (Burns, 1980; Pacht, 1984) because people seeking psychological help for anxiety and depression often showed elevated levels of perfectionism. While normal perfectionism may be beneficial, neurotic perfectionism has been reported to be problematic and predisposes victims of depression. Perfectionists often engage in overly critical self-evaluations. Failure experiences are often overgeneralized, and they will often pay particular attention to their failures at the expense of their successes. Perfectionists often experience all-or-none thinking, where they believe they

are failures if not all of their goals are completed without any mistakes, they have inflexible notions of what constitutes success and failure. They often experience a fear of making mistakes, and measure their self-worth in terms of productivity and accomplishment. Failure to achieve their goals results in a lack of personal worth (Blankstein, Flett, Hewitt & Eng, 1993; Broday, 1988; Brophy, 2005; Ellis, 2002; Frost & Marten, 1990; Shafran, Cooper & Fairburn, 2002). Several studies have used student's cumulative Gpa as a measure of academic achievement and performance at the university level (burger, 1992; mckenzie, gow & schweitzer, 2004; nguyen, allen, & fraccastoro, 2005; svanum & zody, 2001). The one exception is academic performance where numerous studies following a view prominent in personality and individual differences and counseling psychology that perfectionism is a "normal" personality characteristic that has positive and negative aspects, in which they have to investigate how perfectionism is related to students' exam performance, grades, and grade point average (gpa). Yang and Stoeber (2012) claim that high level neurotic perfectionism tends to predispose students to set high goals that they can never achieve, in other word, when they fail to achieve these goals their self-esteem is threatened and may develop depression.

The concept of spirituality

Also, spirituality can be defined as the individual level of faith or belief in God. High level of spiritual activities is good for an individual as this improve the closeness of the individual to God. Spirituality is concerned with the transcendent, addressing ultimate questions about life's meaning, with the assumption that there is more to life than what we see or fully understand. Spirituality can call us beyond self to concern and compassion for others. While religions aim to foster and nourish the spiritual life and spirituality is often a salient aspect of

religious participation. It is possible to adopt the outward forms of religious worship and doctrine without having a strong relationship to the transcendent.

Meaning of Personality

Personality is “an individual’s unique constellation of consistent behavioral traits. Personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to the intra psychic, physical, and social environments (Larsen & Buss, 2005). Students have distinctive personality characteristics which makes them prepared for having different world views, and thus for behaving differently in various social and educational settings. Taking these differences into account can help educators recognize their students’ individual differences. Personality factors such as traits of conscientiousness, openness to experiences and extroversion has been reported to be significant predictors of student academic performance.

1.2 Statement of Problem

Education is the backbone of any nation aiming to have speedy economic growth and development. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The level of students' academic performance is very important in determining their level of overall success in Life. The attitude of the students toward learning and their overall academic performance are declining every day as students are no longer interested in studying but looking for shortcut in making it in life. In Nigeria higher institution of learning students are showing negative attitude toward active and committed learning which in turn have a negative effect on their level of academic achievement (Staffolani and Bratti, 2002).

Additionally, various institutions in Nigeria have made several attempts in the past to resolve the problem of low or poor academic Performance and lack of enthusiasm among students. These unfavorable conditions most times lead to low self-esteem, low morale and poor performance.

It can be readily observed that research on the concept of perfectionism, spirituality and personality factors and also academic performance among undergraduates of the university of Oye-Ekiti is very scarce.

1.3 Research Questions

1. Does clinical perfectionism predict poor academic performance?
2. Does a higher level of spirituality enhance academic performance?
3. Does an extraversion personality type have an influence on academic performance?
4. Does agreeableness trait of personality influence academic performance?
5. Does conscientiousness trait predict academic performance?
6. Does neuroticism trait enhance academic performance?
7. Does openness to experience influence poor academic performance?

1.4 Objectives of study

The study objectives are to examine the influence of personality factors, spirituality and perfectionism on academic performance, among undergraduates of Federal University OyeEkiti.

The following are the specific objectives

1. To examine the influence of perfectionism on academic performance
2. To investigate whether spirituality predict academic performance
3. To assess the influence of extraversion on academic performance

4. To investigate the influence of agreeableness on academic performance
5. To examine the influence of conscientiousness on academic performance
6. To analyze the effect of neuroticism on academic performance
7. To assess the influence of openness to experience on academic performance

1.5 Significance of Study

Theoretically, this study will add to the body of existing knowledge by making us understand the contributing factors to academic performance. While studies on this concept has been widely conducted in the western world, their findings, however may not be applicable to the situation in this part of the world, based on this it is necessary to further improve the body of knowledge by examining how perfectionism ,spirituality and personality factors influences academic performance of Undergraduates of Federal University of OyeEkiti. The result of this study will also be useful to both teachers, counselors, school psychologist, parents and religious leaders in making concerted efforts at developing student's strategies that will enhance good performance in the institution. Furthermore, it will help reduce student's indifference to institutions objectives, setting high standard that will not be achieved and other dysfunctional model related activities that arise as a result of lack of performance at school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Theory of Perfectionism

Multidimensional theory of perfectionism

The theory stipulates that generally two higher order dimensions have been focused on: adaptive or 'benign' forms of perfectionism, and pathological or 'problematic' forms (Frost, Marten, Lahart, & Rosenblate, 1990). The former typically involves high self-imposed, personal standards (PS), while the latter involves self-critical evaluative concerns (EC) including excessive concern over mistakes and doubts about actions. The belief that the highest standards of performance must always be achieved may cause significant distress and dysfunction (Flett & Hewitt, 2002). Setting high personal standards of performance is generally considered a central aspect of perfectionism, but is typically not perceived as a maladaptive dimension of perfectionism I (Dunkley, Blankstein, Masheb, & Grilo, 2006; Enns & Cox, 2002; Flett & Hewitt, 2002; Frost, Marten, Lahart, & Rosenblate, 1990; Hamachek, 1978; Slaney, Rice, & Ashby, 2002; Stoeberl & Otto, 2006; Terry-Short, Owens, Slade, & Dewey, 1995).

These early psychological conceptions regarded perfectionism as a one-dimensional personality disposition (Burns, 1980). In the 1990s, however, a more differentiated view emerged conceptualizing perfectionism as multidimensional and multifaceted (Frost et al., 1990; Hewitt & Flett, 1991; Enns & Cox, 2002).

2.1.2 THE INTEGRATIVE SPIRITUAL DEVELOPMENT MODEL

Fowler's Theory of Faith Development According to Miller and Thoresen (2002), spirituality is a comprehensive construct that consists of practice, belief, and individual experience. The Integrative Spiritual Development Model (ISDM) for clinical supervision is designed to support the spiritual development of counselors-in-training. Grounded in Fowler's (1981) theory of the stages of faith development, the model is supported by Kohlberg's (1981) theory of moral development and developmental models of clinical supervision (Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981; Stoltenberg & Delworth, 1987). Fowler defined faith as "a person's way of seeing him or herself in relation to others against the backdrop of shared meaning and purpose", and he endorsed the idea of faith as a "human universal". That is, faith to a greater or lesser degree is a part of the human experience. Fowler suggested that levels of spiritual development mark important distinctions in the degrees of complexity with which individuals understand self, others, and social situations. Spiritual development expands toward progressively more complex levels of understanding, integration, meaning making, and interpersonal relationships (Fowler, 1981; Miller, 2003).

Fowler's (1981) theory is made up of six stages of faith development that mark increased maturity and personalization of an individual's spiritual "identity." The stages of faith development are: Intuitive-Projective Faith, Mythic-Literal Faith, Synthetic- Conventional Faith, Individuation-Projective Faith, Conjunctive Faith, and Universalizing Faith. In applying Fowler's stages to counselor supervision, it is necessary to understand how supervisees' develop in each stage. In the first stage, Intuitive-Projective Faith, supervisees tend to exhibit naive cognitive egocentric and they lack perspective taking abilities. They demonstrate significant dependence on the perceptions of authority figures/supervisors or past parental messages in

regard to spiritual or religious beliefs. In the Mystic-Literal Faith stage, supervisees continue to rely heavily on the guidance of supervisors but begin to develop improved capabilities for simple perspective taking and meaning making. However, they still lack the ability to fully understand the experiences and beliefs of others/clients. This is evidenced by black-and-white thinking and a strong belief in "right" and "wrong." Individuals in the Synthetic-Conventional stage attempt to form a spiritual identity that is integrated into their personal and professional experience. Though still somewhat rigid and self-focused in their approach to spiritual issues, they have more capacity for social perspective taking and a broader understanding of mutual interpersonal perspectives regarding spirituality.

In stage four, Individuative-Projective Faith, individuals begin to individuate instead of conforming to the faith of significant others. They critically examine the system of beliefs, symbols, values, and commitments they previously accepted uncritically. This analysis is often filled with angst and a sense of confusion. However, with guidance and encouragement in a nonjudgmental supervisory environment, individuals develop a new sense of spiritual autonomy from which they begin to understand the spiritual experiences and meaning making of others in a more expansive way. In the Conjunctive Faith stage, individuals begin to develop an ability to live with the paradoxical complexities of faith. This fosters their ability to engage in non-defensive, mutual dialogue with clients whose traditions differ from their own. Individuals in stage six, Universalizing Faith, have reached a level of spiritual maturity that promotes a vision for a universal or interconnected community that is different from that they have previously experienced (Fowler, 1981; Fowler & Dell, 2006; Ripley, Jackson, Tatum, & Davis, 2007).

2.1.3 PIAGET THEORY OF ACADEMIC PERFORMANCE

Piaget Theory of cognitive Development Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. Piaget believed that one's childhood plays a vital and active role in a person's development. Piaget's idea is primarily known as a developmental stage theory. The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. To Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, and then adjust their ideas accordingly.

Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development. Piaget's earlier work received the greatest attention. Many parents have been encouraged to provide a rich, supportive environment for their child's natural propensity to grow and learn. Child-centered classrooms and "open education" are direct applications of Piaget's views. This theory explains academic performance of student because one's childhood plays an important role in education and person's development. And it helps human to acquire, construct new skills from childhood and to make use of it in adulthood, this theory also helps to know if it is as a result of biological maturation and environmental experience that makes student to perform excellently or not.

2.1.4 PERSONALITY THEORIES

2.1.4.1 BIG FIVE Personality theory

'Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought' (Allport, 1961, p. 28). The Big Five model is able to account for different traits in personality without overlapping. Empirical research has shown that the Big Five personality traits show consistency in interviews, self-descriptions and observations. Moreover, this five-factor structure seems to be found across a wide range of participants of different ages and of different cultures. The five factor structure is presented as follows:

- i. **Openness to experience:** Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. Some disagreement remains about how to interpret the openness factor, which is sometimes called "intellect" rather than openness to experience. Examples of sample items used in openness to experience are; I am full of ideas, I use difficult words, I have a vivid imagination, I am quick to understanding things.
- ii. **Conscientiousness:** A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement against measures or outside expectations and prefer planned rather than spontaneous behavior. It is related to the way in which people control, regulate, and direct their impulses. High scores on conscientiousness indicate a preference for planned rather than spontaneous behavior. The average level of conscientiousness rises among young adults and then declines among older adults..

Example of sample items used in conscientiousness are; I am always prepared, I pay attention to details, I get chores done right away, I like order, I follow a schedule, I am exacting in my work.

iii. **Extraversion:** is characterized by breadth of activities (as opposed to depth), surgency is a trait aspect of emotional reactivity in which a person tends towards high levels of positive affect from external activity/situations, and energy creation from external means. The trait is marked by pronounced engagement with the external world. Extraverts enjoy interacting with people, and are often perceived as full of energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. They tend to be enthusiastic, action-oriented individuals. They possess high group visibility, like to talk, and assert themselves. Introverts have lower social engagement and energy levels than extraverts. They tend to seem quiet, low-key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression; instead they are more independent of their social world than extraverts. Introverts need less stimulation than extraverts and more time alone. This does not mean that they are unfriendly or antisocial; rather, they are reserved in social situations. Example of sample items used in extraversion; I am the life of the party, I don't mind being the center of attention, I feel comfortable around people, I start conversations, I talk to a lot of different people at parties, I don't talk a lot, I think a lot before I speak or act, I don't like to draw attention to myself, I am quiet around strangers.

iv. **Agreeableness:** A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and

helpful nature, and whether a person is generally well tempered or not. Agreeable individuals value getting along with others. They are generally considerate, kind, generous, trusting and trustworthy, helpful, and willing to compromise their interests with others. Agreeable people also have an optimistic view of human nature. Because agreeableness is a social trait, research has shown that one's agreeableness positively correlates with the quality of relationships with one's team members. Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative. Example of sample items used in agreeableness; I am interested in people, I sympathize with others' feelings, I have a soft heart, I take time out for others, I feel others' emotions, I make people feel at ease, I am not really interested in others, I insult people.

- v. **Neuroticism:** The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". Example of sample items used in neuroticism; I am easily disturbed, I change my mood a lot, I get irritated easily, I get stressed out easily, I get upset easily, I have frequent mood swings, I worry about things, I am much more anxious than most people.

The Big five personality trait was the model to comprehend the relationship between personality and academic behaviors. These five factor domains have been found to contain and subsume most known personality traits and are assumed to represent the basic structure behind

all personality traits. These five factors provide a rich conceptual framework for integrating all the research findings and theory in personality psychology. Studies indicate that the Big Five traits are not nearly as powerful in predicting and explaining actual behavior as are the more numerous facet or primary traits.

2.1.4.2 EYSENCK'S PERSONALITY THEORY

Eysenck was a theorist who focused on personality traits. Traits are broad behavioral elements that define who you are, like calm or easily excited. Eysenck described one's personality as a hierarchy of traits. At the top of that hierarchy, we see broad primary characteristics known as higher-order traits. The few broad higher-order traits then determine several lower-order traits. The lower-order traits help to make up our habitual behaviors and our specific responses. According to Eysenck, personality traits are genetically inherited.

Extraversion and Introversion

Eysenck's theory of personality focused on two dimensions of higher-order traits, extraversion vs. introversion and emotional stability vs. neuroticism, or emotional instability. Extraverts are commonly known as being loud and outgoing while introverts are often thought of as quiet and reserved. Eysenck described extraversion and introversion differently, looking at their natural states of arousal. In psychology, the term *arousal* refers to any excitation. According to Eysenck, introverts have a higher natural base level of excitation and therefore do not need to seek out stimulating environments. Extraverts have a lower base arousal and choose environments that provide more stimulation.

Eysenck's idea coincides with the arousal theory of motivation that states people seek out activities that either increase or decrease levels of arousal. The optimum arousal theory proposes

that someone involved in a low-arousal activity will eventually seek out an activity that raises their level of arousal to its optimum level. Every person's natural level of arousal differs genetically and by situation.

Neuroticism vs Stability

Neuroticism: Below-average emotional control, will-power, and capacity to exert self; slowness in thought and action; suggestibility; lack of persistence; tendency to repress unpleasant facts; lack of sociability; below-average sensory acuity but high level of activation. Below are the characteristics listed out by Eysenck;

High Neuroticism: Anxious, Tense, Worried, Depressed and Moody.

Low Neuroticism (Stability): Sense of Well Being, Freedom from Upset, Emotionally Stable and Easygoing.

2.2 REVIEWS OF LITERATURE

2.2.1 Relationship between Perfectionism and Academic Performance

Perfectionism is a personality disposition characterized by striving for flawlessness and setting exceedingly high standards for performance accompanied by tendencies for overly critical evaluations (Flett & Hewitt, 2002; Frost, Marten, Lahart, & Rosenblate, 1990). The core reason that people become perfectionistic is related to the way they see themselves and the world. Our view of ourselves and the world starts to develop very early in life and is influenced by our early experiences (our family, society, school, peer group.) and by our temperament. Perfectionists have had experiences that lead them to develop a view of the world that encourages the pursuit of unrelenting high standards (e.g., "I must never make mistakes").

Several researchers have demonstrated that high personal standards were positively associated with positively valenced variables such as self-esteem, problem-focused coping, and physical health (Bieling, Israeli, & Antony, 2004; Dunkley, Blankstein, Halsall, Williams, & Winkworth, 2000; Enns & Cox, 2002; Molnar, Reker, Culp, Sadava, & DeCourville, 2006; Slaney et al., 2002). Furthermore, difficult and specific goals have typically been found to be associated with focused attention, effort, and persistence, all of which are likely to enhance performance (Ford, 1992; Locke & Latham, 1990). It is a disposition that pervades all areas of life, particularly work and school, and may also affect one's personal appearance and social relationships (Stoeber & Stoeber, 2009). Traditionally, perfectionism has been regarded as a sign of psychological maladjustment and disorder (Burns, 1980; Pacht, 1984) because people seeking psychological help for anxiety and depression often showed elevated levels of perfectionism. Perfectionists may feel that they are under heavy pressure to succeed because they feel that both they and others are obliged to live up to high standards. These early psychological conceptions regarded perfectionism as a one-dimensional personality disposition (e.g., Burns, 1980). In the 1990s, however, a more differentiated view emerged conceptualizing perfectionism as multidimensional and multifaceted (Frost et al., 1990; Hewitt & Flett, 1991; see Enns & Cox, 2002).

Conroy (2003) has suggested that a fear of failure in perfectionists has been associated with problems in achievement. On the other hand, adaptive perfectionism is thought to have a positive association with achievement. Flett, Sawatzky and Hewitt (1995) also found an association between high personal standards and high academic achievement at school. Additionally, a study by Accordino et al. (2000) found that high personal standards was positively and significantly associated with GPA, and supports the idea that students with adaptive forms of perfectionism tend to have higher levels of achievement. Regarding the Flett and Hewitt perspective, self-

oriented perfectionism is seen as the most relevant to achievement-related outcomes at school (Blankstein & Dunkley, 2002).

2.2.2 Relationship between Spirituality and Academic Performance

Spirituality and academic performance studies suggest that spirituality has a positive impact upon students' academic performance amongst other things. Students who take the time to commit to spiritual activities enhance their ability to excel academically (Maryam Tabibi, et. al. 2011, p. 79). Another study (Walker & Dixon, 2002) found that spiritual beliefs and religious participation were positively related to academic performance. Students who participated in religious activities and/or had spiritual beliefs had better academic performance. The study raised the important question of how to incorporate spirituality into academic programming.

Jeynes (2002) also found that religious schooling and religious commitment both had a positive impact on the academic performance of students and also on their school-related behaviour. Students who were committed to their religion were well behaved in school and had better academic performance. Line (2005) found a strong relationship between academic performance and personal religiosity, especially in the area of personal scripture study, living up to church standards, and personal prayer life. When students enrich themselves from scripture, abiding by their church standards (regardless of faith) and have a consistent prayer life, their academic performance responds positively. Similarly, in their sample of rural Iowa families, Elder and Conger (2000) found that religiously involved youths tended to excel in school: as their religiosity increased, so did their academic achievement.

2.2.3 Relationship between Personality factors and Academic Performance

Multiple studies have shown that academic achievement is strongly correlated with various measures of individual personality traits. Though meta-analytic studies (Poropat, 2009 and DeRaad and Schouwenberg, 1996) give a more or less consistent picture of the relationship between personality and academic success, the evidence given by separate studies has been less clear-cut. The meta-analytic studies showed that academic success among university students is significantly related with two Big Five traits: conscientiousness and openness to experience (Poropat, 2009; Trapmann et al., 2007; O'Connor et al., 2007). The Big Five traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness) have been related to a wide range of behaviors (Ozer and Benet-Martinez, 2006), including job performance, academic achievement, leadership and well-being (John, Srivastava, 1999; Heckman, et al. 2006; Judge, Jackson, Shaw, Scott, and Rich, 2007, Fairweather, 2012; Singh, 2012). But there are some differences in those studies, which may have been tied to sample peculiarities. Separate studies give less consistent results. Most of them name conscientiousness as a major performance predictor, but then the results are diverse. Thus, a study of Iranian university students shows that neuroticism and extraversion are also significant predictors and both of them are negative (Hakimi et al., 2011). A UK study shows conscientiousness to be the only significant predictor of academic success in university (Duff et al., 2004). A study of American college students shows the significance of conscientiousness, agreeableness and extraversion for academic performance (Furnham et al., 2009).

2.3 Hypotheses

1. Participants who have low scores on perfectionism will have high scores on academic performance than their counterparts with high scores on perfectionism.
2. Participants who have high scores on spirituality will perform better academically than those with low scores on spirituality.
3. There will be a significant difference in the academic performance of students with high and low scores on extraversion trait.
4. There will be a significant difference in the academic performance of students with high and low scores on agreeableness.
5. There will be a significant difference in the academic performance of students with high and low scores on conscientiousness.
6. There will be a significant difference in the academic performance of students with high and low scores on neuroticism.
7. There will be a significant difference in the academic performance of students with high and low levels of openness to experience.

2.4 Operational Definition of Key Terms

Perfectionism: Perfectionism, in psychology, is a personality trait characterized by a person's striving for flawlessness and setting excessively high performance standards, accompanied by overly critical self-evaluations and concerns regarding others' evaluations. Higher score on scale

reflect less perfectionism. Perfectionism was measured with Clinical Perfectionism Questionnaire and developed by Riley et al., (2007).

Spirituality: This can be defined as the level of individual religiousness. it is also an independent variable in this study. Lower score on spirituality reflect more frequent daily spiritual experience. Spirituality will be measured by using Daily Spiritual Experience scale developed by Underwood & Teresi, (2002).

Personality Factors: Personality is conceptualized as “the set of psychological traits and mechanisms within the individual that are organized and relatively enduring. People with low scores on openness tend to have more conventional interest, High scores on conscientiousness indicate a preference for planned, Personality factors will be measured using Big Five Personality Inventory developed by Beatrice and Olive, (2007).

Academic performance: this can be defined as the level of student overall academic success which was assessed through their CGPA.

CHAPTER THREE

METHOD

3.1 Research Design

This study made use of ex-post facto design and independent group design. Data was collected based on the use of self-report instruments.

3.2 Settings of Study.

The study was conducted in Federal University Oye Ekiti, Campuses (Oye-Ekiti and Ikole-Ekiti). The University premise was conducive enough for research to take place.

3.3 Study Sample

The sample for this study was drawn from the population of students in the four faculties in the University. The study consisted of 200 participants and Participants with a mean females 83 (41.5%), males 117 (58.5%), Participants were selected using non probability convenience sampling method from the population of students. Based on Ethnic identity, 153 (76.5) were Yoruba, Igbo 27 (13.5%), Edo 3 (1.5%), Uhrobo 1 (.5%) Idomia 1 (.5%), Ebira 1 (.5%) and Hausa 1 (.5%) while 13(6.5%) didn't indicate ethnic identity. Marital status of students showed that, 4 (2.0%) were Married and 194 (97.0%) were Single while 2(1.0%) didn't indicate marital status. Based on Religiosity 176(88.0%) were Christianity, Islam 21 (10.5%) and Others 3 (1.5%). Level of study showed that 200level 48(24.0%), 300level 78(39.0%) and 400level 74 (37.0%). Based on faculty 45 (22.5%) were Science, Social sciences 84 (42.0%), Agric science 29 (14.5%) and Engineering 41 (20.5%) while 1(.5%) didn't indicate their faculty.

3.4 Instrument

The instruments used for the study were self-report instruments. The instruments consisted of 4 sections A-D: The first Section contains questions designed by the researcher to collect demographic data of respondents such as Age, Gender, Ethnic Identity, Marital status, Religion, Level of Study, Faculty and CGPA.

Section B contains the Clinical Perfectionism Scale (10-item) developed by Riley et al., (2007) and (Dickie, Surgenor, Wilson, McDowall, 2012) to measure perfectionism. This scale has been shown to have adequate convergent validity ($r = .57$), and that it could distinguish between clinical and non-clinical samples, although the data relating to these samples are yet to be published (see Riley et al., 2007). Steele, O'Shea, Murdock, and Wade (2011) reported high internal consistency ($\alpha = 0.83$). The response categories ranged from four-point Likert scale from 1 ("not at all") to 4 ("all of the time"), with items 2 and 8 reverse scored.

Section C contain the Daily Spiritual Experience Scale (16- items) developed by Underwood & Teresi, (2002) to measure spirituality. The internal consistency reliability coefficients .94 and .95 estimates obtained from two different samples yielded Cronbach's alpha respectively (Underwood & Teresi, 2002).

Evidence of the DSES construct validity was evaluated by correlating it with health and quality of life variables. The response categories ranged from 6 point Likert-type scale 'many times a day' to 'never or almost never' while item 16 is scored using a 4-point scale ranging from 'not close at all' to 'as close as possible'. Scores on each of the first 15 items are added together while Item 16 is scored separately. Lower scores reflect more frequent daily spiritual experience. All items are direct coded.

Section D contain the Big Five Inventory (BFI) Scale (10- items) developed by Beatrice and Olive, (2007) and was derived from the 44 test items of the Big Five Inventory (BFI) (John & Srivastava, 1999) to measure personality type. It is a 5- point likert scale format ranging from disagree strongly (1) to agree strongly (5). This scale has a large samples and the overall mean correlation was .83 (Beatrice and Olive, 2006). A Test- retest reliability procedure which spanned between 6-8weeks gave rise to an average .75 for the different BFI dimensions. The convergent validity correlations with the NEO-PI-R (Costa & McCrae, 1992) domain scales averaged .67 across Big Five domains (Beatrice and Olive, 2006). It will be scored using a reversed process.

3.5 Ethical Consideration

In the study, the students consent and approval to participate in the study was gotten through a written informed consent, whereby their acceptance was derived by ticking the box reserved for it. Confidentiality was of utmost adherence, because students CGPA were involved, whereby the nature of the information does not permit disclosure.

3.6 Procedures For Data Collection

The researcher made sure that the questionnaires were administered to many of the students in the university. In which some were reluctant to fill or even accept the questionnaires, but the researcher persuaded them by explaining the purpose of the research. The researcher observed that those that accepted were confused about the CGPA in which the researcher tries to explain to them and respondent were given enough time to fill the questionnaire. The participants were also assured of data confidentiality and the data was used for academic purpose only. Out of a total of 210 questionnaires that administered, 200 were completely filled and coded for data

analysis. The questionnaire were administered on 5 different occasions, with a day for science, 2 days for social science and 2 day for Engineering and Agriculture and they were collected on the same day of the administration.

3.7 Statistical Analysis

The statistical techniques that were used in this research were t-test for independent sample and one way ANOVA to analyze the data collected from the study participants. t-test for independent sample were employ to test for the first, second, third, fourth, fifth, seventh hypotheses and one way ANOVA was employ to test for the sixth hypothesis.

CHAPTER FOUR

RESULTS

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

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

Variable N=200	M (SD)	1	2	3	4	5	6	7	8	9
1.Age	21.40(2.35)	-	0.09	0.10	0.04	0.04	0.22**	-0.16*	-0.02	-0.03
2.Clinical Perfectionism	24.90(4.60)	0.58	-	-0.02	-0.06	0.07	0.04	0.16	-0.7	-0.001
3.Spirituality	73.91(14.12)	0.69		-	-0.03	0.22**	0.15*	-0.08	-0.01	-0.05
4.Extraversion	5.40(2.07)	-	-	-	-	-0.05	-0.04	-0.02	-0.09	0.05
5.Agreeableness	7.59(1.87)	-	-	-	-	-	0.17*	-0.12*	0.12*	-0.02
6.Consc.	7.06(1.87)	-	-	-	-	-	-	-0.13*	0.16*	0.13*
7. Neuroticism	5.30(2.11)	-	-	-	-	-	-	-	-0.14*	-0.06
8.Openness	6.85(1.44)	-	-	-	-	-	-	-	-	0.09
9.Academic Performance	3.37(0.77)	-	-	-	-	-	-	-	-	-

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

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

Hypothesis One

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

Table 2: Independent t-test analysis comparing mean scores of students with low and high levels of perfectionism

Variables	Perfectionism	N	X	S.D	df	t	Sig. (2-tailed)
Academic Performance	Low Perfectionism	99	3.40	0.81	195	0.43	$P > 0.05$
	High Perfectionism	98	3.35	0.75			

$t(195) = -0.43, P > 0.05$

Table 2 shows that there is no significant difference in the mean scores of participants with low (3.40) and high perfectionism (3.35) on levels of academic performance [$t_{195} = 0.43$, $P > 0.05$]. This shows that perfectionism does not have influence on academic performance. Therefore, hypothesis one is not supported.

Hypothesis Two

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

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

Variables	Agreeableness	N	X	S.D	df	t	Sig. (2-tailed)
Academic Performance	Low Spirituality	91	3.41	0.83	197	0.53	P > 0.05
	High Spirituality	108	3.34	0.72			

$t(197) = 0.53$, $P > 0.05$

Table 3 shows that there is no significant difference in the mean scores of participants with low (3.41) and high spirituality (3.34) on levels of academic performance [$t_{197} = 0.53$, $P > 0.05$]. This shows that spirituality does not have influence on academic performance. Therefore, hypothesis two is not supported.

Hypothesis Three

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

Table 4: 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	99	3.36	0.69	195	-0.13	P > 0.05
	High Extraversion	98	3.37	0.84			

$t(195) = 0.31, P > 0.05$

Table 4 shows that there is no significant difference in the mean scores of participants with low (3.36) and high extraversion trait (3.37) on levels of academic performance [$t_{111} = 0.13, P > 0.05$]. This shows that the extraversion trait does not have influence on academic performance. Therefore, hypothesis three is not supported.

Hypothesis Four

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

Table 5: 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	89	3.39	0.85	196	0.28	P > 0.05
	High Agreeableness	109	3.35	0.70			

$t(196) = 0.28, P > 0.05$

Table 5 shows that there is no significant difference in the mean scores of participants with low (3.39) and high agreeableness trait (3.35) on levels of academic performance [$t_{196} = 0.28, P >$

0.05]. This shows that the agreeableness trait does not have influence on academic performance.

Therefore, hypothesis four is not supported.

Hypothesis Five

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

Table 6: one-way ANOVA analysis comparing mean scores of students with low and high agreeableness trait on levels of academic performance

Variables	Conscientiousness	N	X	S.D	df	F	Sig. (2-tailed)
Academic Performance	Low Conscientiousness	39	3.10	0.93	2, 185	3.17	P < 0.05
	Moderate Conscientiousness	97	3.42	0.80			
	High Conscientiousness	50	3.48	0.57			

$F(2) 185 = 3.17, P < 0.05$

Table 6 shows that there is a significant difference in the mean scores of participants on academic performance based on level of conscientiousness [$F(2) 185 = 3.17, P < 0.05$]. Post hoc test (scheffe) revealed that participants with low scores on conscientiousness (3.10) have significant lower mean score on academic performance than those with high and moderate levels of conscientiousness (3.48 & 3.42 respectively). This means that students who possess high conscientiousness trait are more academically successful than those with low conscientiousness trait. Therefore, hypothesis five is supported.

Hypothesis Six

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

Table 7: 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	101	3.40	0.74	192	0.75	P < 0.05
	High Neuroticism	93	3.31	0.81			

$$t(192) = 0.75, P > 0.05$$

Table 7 shows that there is no significant difference in the mean scores of participants with low (3.40) and high neuroticism trait (3.31) on levels of academic performance [$t_{192} = 0.75, P > 0.05$]. This shows that the neuroticism trait does not have influence on academic performance. Therefore, hypothesis six is not supported.

Hypothesis Seven

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

Table 8: 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	92	3.31	0.78	195	-1.06	P > 0.05
	High Openness	105	3.42	0.76			

$t(195) = -1.06, P > 0.05$

Table 8 shows that there is no significant difference in the mean scores of participants with low (0.78) and high openness to experience trait (0.76) on levels of academic performance [$t_{195} = -1.06, P > 0.05$]. This shows that the openness to experience trait does not have influence on academic performance.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 GENERAL DISCUSSION

This study attempted to investigate how perfectionism, spirituality and personality factors influence academic performance. Hypothesis one stated that there will be a significant difference in the academic performance of students with low and high scores on perfectionism. Contrary to the hypothesis, this study found that participants who have low scores on perfectionism did not perform better than those with high scores on perfectionism on academic performance. The reason why perfectionism does not relate to academic performance can be deduced from the response to the instruments.

An explanation for this result may be that, both high and low perfectionism students have come to view their performance as only significant to meet basic needs of their life. In other words, both adaptive, and pathological forms of perfectionism may not be the actual factors that could cause variation in performance but the view that perfectionism serves as means of meeting standard needs at present. Therefore the result of the hypothesis is against the findings of Flett, Sawatzky and Hewitt (1995b) also found an association between high personal standards and high academic achievement at school. Additionally, a study by Accordino et al. (2000) found that high personal standards was positively and significantly associated with GPA, and supports the idea that students with adaptive forms of perfectionism tend to have higher levels of achievement.

In assessing the influence of spirituality on academic performance, independent t-test analysis showed that there is no significant difference in the mean scores of participants with low and

high spirituality on levels of academic performance. This shows that student faith and transcendent does not mean the person will perform academically and high and low spirituality does not predict academic performance. Therefore it is against the findings of (Walker & Dixon, 2002) who found that spiritual beliefs and religious participation were positively related to academic performance. Students who participated in religious activities and/or had spiritual beliefs had better academic performance. The findings of this research work are not similar to the previous studies that were carried out on different population at different period of time.

In assessing the influence of extraversion on academic performance, independent t-test analysis shows that there is no significant difference in the scores of participants with low and high agreeableness trait on levels of academic performance. This shows that students who are sociable, talkative and interacting with people did not account for any variation in performance among Federal University Oye Ekiti. Therefore the result is not in line with the findings of Hakimi et al., 2011 which shows that students who are extraversion are also significant predictor and it is negative. The findings are not similar with the previous studies carried out.

In assessing the influence of agreeableness on academic performance, independent t-test analysis shows that there is no significant difference in the mean scores of participants with low and high agreeableness trait on levels of academic performance. Participants who are cooperative, compassionate and trusting do not account for academic performance of Federal University students. Therefore the result of the hypothesis is against the study of American college students which shows the significance of conscientiousness, agreeableness and extraversion for academic performance (Furnham et al., 2009).

The influence of conscientiousness on academic performance, independent t-test analysis shows that there is a significant difference in the academic performance of students with high and low scores on conscientiousness, and the result was significant. Participants who are organized, dependable and self-discipline accounts for academic performance of Federal University Oye-Ekiti. This result is in line with the findings of a UK study that shows conscientiousness to be the only significant predictor of academic success in university (Duff et al., 2004). A study of American college students shows the significance of conscientiousness for academic performance (Furnham et al., 2009).

One way ANOVA were employed to test for neuroticism on academic performance, in which there is no significant difference in the mean scores of participants with low (3.40) and high neuroticism trait (3.31) on levels of academic performance. Participants who are emotionally stable and have impulse control does not totally account for academic performance. Therefore the result is not in line with the findings of Hakimi et al., 2011 which shows that Iranian university students shows that neuroticism are also significant predictors of academic performance and it is negative (Hakimi et al., 2011).

An independent t-test was employed to test hypothesis seven at 0.05% significant level which states that there will be a significant difference in the academic performance of students with high and low levels of openness to experience, in which the result shows that there is no significant difference in the mean scores of participants with low (0.78) and high openness to experience trait (0.76) on levels of academic performance. This shows that the openness to experience trait does not have influence on academic performance. Participants who are imaginative or independent and depicts does not predict academic performance of Federal University Oye-Ekiti. Therefore the result of hypothesis seven is not in line with meta-analytic

studies which showed that academic success among university students is significantly related with two Big Five traits: conscientiousness and openness to experience (Poropat, 2009; Trapmann et al., 2007; O'Connor et al., 2007).

5.2 CONCLUSION

Based on the findings of this research project the result shows that perfectionism and spirituality cannot account for the various level of academic performance among FUOYE students. Therefore, it is concluded that the above mentioned independent variables does not influence academic performance. On the third independent variable which is personality only conscientiousness accounts or influences academic performance. Whereas other domains of personality does not show any influence on academic performance

5.3 RECOMMENDATIONS

It was recommended that students should manifest the conscientiousness trait in their personality so as the academic performance can be increased. And school psychologists, counselors should try to understand the recent and the current awareness among students striving for equal opportunities with their counterparts. This thesis also help us to realize that the type of training students are exposed to will either increase or decrease their level of the need to achieve which invariably can be an encumbrance or a facilitator to student performance in scholastic tasks. Finally, it is hoped that the insight gained in perfectionism, spirituality and personality factors on academic performance of this study will represent a spring board for future research. It is therefore suggested that further studies on perfectionism, spirituality and personality factors can be done to bring more light to their nature and relationship of students and could be studied instead of limiting it to the student's population.

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APPENDIX I
FEDERAL UNIVERSITY OYE EKITI
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Dear Correspondent,

I am a final year student of the above-named Department conducting a survey on perfectionism, spirituality and personality factor on academic performance. This survey constitutes part of the project work. The aim of this project is to equip students with knowledge on the application of perfectionism, spirituality and personality factor to solve problems in academic setting

Kindly note that your identity is not required in order to participate in this survey and the information provided will be taken confidential. This survey usually takes between 8 to 10 minutes to complete. Please give your immediate impressions about the questions in this survey. There is no right or wrong answers.

Thank you for your cooperation.

Sincerely,

Fabiyioluwakemi .R.

SECTION A

Please indicate the level of agreement to the following statements by ticking the appropriate number that corresponds with the answer.

1. Not at all

2. Most time

3. Once in a day

4. All of the time

NO		1	2	3	4
1	Have you pushed yourself really hard to meet your goals?				
2	Have you been told that your standards are too high?				
3	Have you raised your standards because you thought they were too easy?				
4	Have you repeatedly checked how well you are doing at meeting standards (for example, by comparing your performance with that of others)?				
5	Do you think that other people would have thought of you as "perfectionist"?				
6	Have you kept trying to meet your standards, even if this has meant that you have missed out on things?				

7	Have you tended to focus on what you have achieved, rather than on what you have not achieved?				
8	Have you felt a failure as a person because you have not succeeded in meeting your goals?				
9	Have you been afraid that you might not reach your standards?				
10	Have you avoided any tests of your performance (at meeting your goals) in case you failed?				

SECTION B

Below are a number of statements concerning your experience of daily life. Read each item and decide whether many times a day or never or almost never. Tick the most appropriate applicable to you.

1. Many times a day

2. Every day

3. Most days

4. Some days

5. Once in a while

6. Never or almost never

NO							
		1	2	3	4	5	6
1	I feel God's presence.						
2	I experience a connection to all of life.						
3	During worship, or at other times when connecting with God, I feel joy which lifts me out of my daily concerns.						
4	I find strength in my religion or spirituality.						
5	I find comfort in my religion or spirituality.						
6	I feel deep inner peace or harmony.						
7	I ask for God's help in the midst of daily activities.						
8	I feel guided by God in the midst of daily activities.						
9	I feel God's love for me, directly.						
10	I feel God's love for me, through others.						
11	I am spiritually touched by the beauty of creation.						
12	I feel thankful for my blessings.						
13	I feel a selfless caring for others.						
14	I accept others even when they do things I think are wrong.						
15	In general, how close do you feel to God?						
16	I desire to be closer to God or in union with Him.						

SECTION C

Below are statements concerning personal characteristics and traits. Please indicate by ticking the appropriate number that best describes your identity. The numbers stand for:

1= Disagree Strongly

2= Disagree a Little

3=Neither Agree Nor Disagree

4= Agree a Little

5= Agree Strongly

N	I see myself as someone who ...	1	2	3	4	5
1	... is reserved.	1	2	3	4	5
2	... is generally trusting.	1	2	3	4	5
3	... tends to be lazy.	1	2	3	4	5
4	... is relaxed, handles stress well.	1	2	3	4	5
5	... has few artistic interests.	1	2	3	4	5
6	... is outgoing, sociable.	1	2	3	4	5
7	... tends to find fault with others.	1	2	3	4	5
8	... does a thorough job.	1	2	3	4	5
9	... gets nervous easily.	1	2	3	4	5
10	...has an active imagination.	1	2	3	4	5

SECTION D

Demographic Survey

Please tick as appropriate.

- Age: _____
- Gender: Female () Male ()
- Ethnic Identity: _____
- Marital Status: a. Married () b. Single () c. Divorced ()
- Religion: Christianity () Islam () other ()
- Level of study: 200 () 300 () 400 ()
- You are kindly requested to write your current Cumulative Grade Point Average (CGPA) in this part. Please, be truthful in this section as your sincerity will make this research more useful. **REMEMBER THAT YOUR NAME OR IDENTITY IS NOT REQUIRED** in this questionnaire.

My CGPA as at last semester is _____

Thanks for your participation!

APPENDIX II

Frequencies

		Statistics					
		GENDER	Ethnic Group	Marital Status	Religion	LS	Faculty
N	Valid	200	200	200	200	200	200
	Missing	0	0	0	0	0	0

Frequency Table

GENDER					
	Frequency	Percent	Valid Percent	Cumulative Percent	
1	83	41.5	41.5	41.5	
Valid 2	117	58.5	58.5	100.0	
Total	200	100.0	100.0		

Ethnic Group						
	Frequency	Percent	Valid Percent	Cumulative Percent		
Yoruba	153	76.5	76.5	76.5		
Igbo	27	13.5	13.5	90.0		
Edo	3	1.5	1.5	91.5		
Urhobo	1	.5	.5	92.0		
Idoma	1	.5	.5	92.5		
Ebira	1	.5	.5	93.0		
Hausa	1	.5	.5	93.5		
No Indication of Ethnic Group	13	6.5	6.5			
Total	200	100.0	100.0	100.0		

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	4	2.0	2.0	2.0
Single	194	97.0	97.0	99.0
Valid No Indication of MS	2	1.0	1.0	100.0
Total	200	100.0	100.0	

Religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	176	88.0	88.0	88.0
Islam	21	10.5	10.5	98.5
Valid Other	3	1.5	1.5	100.0
Total	200	100.0	100.0	

LS

	Frequency	Percent	Valid Percent	Cumulative Percent
200L	48	24.0	24.0	24.0
300L	78	39.0	39.0	63.0
Valid 400L	74	37.0	37.0	100.0
Total	200	100.0	100.0	

Faculty						
	Frequency	Percent	Valid Percent	Valid Percent	Cumulative Percent	
Science	45	22.5		22.5	22.5	
Social Sciences	84	42.0		42.0	64.5	
Valid Agric Science	29	14.5		14.5	79.0	
Engineering	41	20.5		20.5	99.5	
No Indication	1	.5		.5	100.0	
Total	200	100.0		100.0	100.0	

Descriptives

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Clinical Perfectionism	200	11	36	24.90	4.599	
Spirituality	200	0	126	73.91	14.124	
Extraversion	198	0	10	5.40	2.074	
Agreeableness	199	0	10	7.59	1.872	
Conscientiousness	186	2	10	7.06	1.870	
Neuroticism	199	0	10	5.30	2.115	
Openness to Experience	197	4	10	6.85	1.437	
Academic Performance	200	1.05	4.71	3.3779	.77238	
Valid N (listwise)	183					

RELIABILITY

/VARIABLES=CP1 CP2 CP3 CP4 CP5 CP6 CP7 CP8 CP9 CP10
 /SCALE=(Clinical Perfectionism Questionnaire) ALL
 /MODEL=ALPHA.

Reliability

Scale: Clinical Perfectionism Questionnaire

Case Processing Summary

	N	%
Valid	188	94.0
Cases Excluded ^a	12	6.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.588	10

RELIABILITY

/VARIABLES=SP1 SP2 SP3 SP4 SP5 SP6 SP7 SP8 SP9 SP10 SP11 SP12 SP13 SP14 SP15 SP16
/SCALE('Daily Spiritual Experience Scale') ALL
/MODEL=ALPHA.

Reliability

Scale: Daily Spiritual Experience Scale

Case Processing Summary

	N	%
Valid	152	76.0
Cases Excluded ^a	48	24.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.687	16

RELIABILITY

/VARIABLES=P1 P6
/SCALE('Extraversion') ALL
/MODEL=ALPHA.

Reliability

Scale: Extraversion

Case Processing Summary

	N	%
Valid	194	97.0
Cases Excluded ^a	6	3.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.275	2

RELIABILITY

/VARIABLES=P2 P7
/SCALE('Agreeableness') ALL
/MODEL=ALPHA.

Reliability

Scale: Agreeableness

Case Processing Summary

	N	%
Valid	194	97.0
Cases Excluded ^a	6	3.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.198	2

RELIABILITY

/VARIABLES=P3 P8
/SCALE('Conscientiousness') ALL
/MODEL=ALPHA.

Reliability

Scale: Conscientiousness

Case Processing Summary

	N	%
Valid	184	92.0
Cases Excluded ^a	16	8.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.001	2

```
RELIABILITY
/VARIABLES=P4 P9
/SCALE('Neuroticism') ALL
/MODEL=ALPHA.
```

Reliability

Scale: Neuroticism

Case Processing Summary

		N	%
Cases	Valid	194	97.0
	Excluded ^a	6	3.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.261	2

RELIABILITY
 /VARIABLES=P5 P10
 /SCALE('Openness') ALL
 /MODEL=ALPHA.
Reliability
Scale: Openness

Case Processing Summary

		N	%
Cases	Valid	194	97.0
	Excluded ^a	6	3.0
Total		200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha ^a	N of Items
-.524	2

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Clinical Perfectionism	200	11	36	24.91	4.599
Spirituality	199	28	126	74.28	13.144
Extraversion	196	2	10	5.45	2.024
Agreeableness	198	2	10	7.63	1.797
Conscientiousness	186	2	10	7.06	1.870
Neuroticism	194	2	10	5.41	2.009
Openness to Experience	197	4	10	6.85	1.437
Valid N (listwise)	181				

T-TEST GROUPS=EX1(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=CGPA
 /CRITERIA=CI(.95).
 T-Test

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Fabiyi Kemi\KEMI DATA SPSS.sav

Group Statistics

	EX1	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	Low High	99 98	3.3574 3.3712	.69345 .84208	.06969 .08506

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	
Academic Performance	1.059	.305	-.126	195	.900	-.01385	
Performance			-.126	187.369	.900	-.01385	

Independent Samples Test

Academic Performance	Equal variances assumed	Equal variances not assumed	t-test for Equality of Means			
			Std. Error Difference	95% Confidence Interval of the Difference		Upper
				Lower	Upper	
			.10986	-.23052	.20282	
			.10997	-.23079	.20308	

T-TEST GROUPS=AG1(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=CGPA
 /CRITERIA=CI(.95).

T-Test

Group Statistics

AG1	N	Mean	Std. Deviation	Std. Error Mean
Low	89	3.3851	.85144	.09025
High	109	3.3539	.69936	.06699

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	
Academic Performance	3.2999	.071	.283	196	.777	.03120	
Performance			.278	169.698	.782	.03120	

Independent Samples Test

Academic Performance	Equal variances assumed	Equal variances not assumed	t-test for Equality of Means			
			Std. Error Difference	95% Confidence Interval of the Difference		Mean Difference
				Lower	Upper	
			.11020	-.18613	.24853	
			.11240	-.19067	.25308	

T-TEST GROUPS=CON1(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=CGPA
 /CRITERIA=CI(.95).

T-Test

Group Statistics

	CON1	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	Low	106	3.3236	.85998	.08353
	High	80	3.4356	.67498	.07546

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	
Academic Performance	4.365	.038	-.963	184	.337	-.11204	
	Equal variances assumed						
	Equal variances not assumed		-.995	183.698	.321	-.11204	

Independent Samples Test

		t-test for Equality of Means			
		Std. Error Difference	95% Confidence Interval of the Difference		
			Lower	Upper	
Academic Performance	Equal variances assumed	.11639	-.34168	.11760	
	Equal variances not assumed	.11257	-.33414	.11006	

ONEWAY CGPA BY CON12
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS
 /POSTHOC=LSD ALPHA(0.05).

5.5

5

Oneway

Academic Performance

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Low	39	3.0972	.92627	.14832	2.7969	3.3974	1.05	4.55
Moderate	97	3.4261	.80195	.08143	3.2645	3.5877	1.05	4.63
High	50	3.4806	.57246	.08096	3.3179	3.6433	2.34	4.71
Total	186	3.3718	.78575	.05761	3.2581	3.4854	1.05	4.71

Academic Performance

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.819	2	1.909	3.165	.045
Within Groups	110.400	183	.603		
Total	114.219	185			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Academic Performance
LSD

(I) CON12 (J) CON12	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Low	Moderate -.32890*	.14727	.027	-0.6195	-.0383
	High -.38342*	.16593	.022	-.7108	-.0560
Moderate	Low .32890*	.14727	.027	.0383	.6195
	High -.05452	.13522	.687	-.3213	.2123
High	Low .38342*	.16593	.022	.0560	.7108
	Moderate .05452	.13522	.687	-.2123	.3213

*. The mean difference is significant at the 0.05 level.

T-TEST GROUPS=NEURO1(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=CGPA
 /CRITERIA=CI(.95).
 T-Test

Group Statistics

NEURO1	N	Mean	Std. Deviation	Std. Error Mean
Low	101	3.3972	.73818	.07345
High	93	3.3135	.80850	.08384

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Academic Performance	Equal variances assumed .846	.359	.754	.751	192	.452	.08368
Academic Performance	Equal variances not assumed			.751	186.402	.454	.08368

Independent Samples Test

	t-test for Equality of Means	95% Confidence Interval of the Difference	
		Lower	Upper
Academic Performance	Equal variances assumed Std. Error Difference .11104	-.13534	.30270
Academic Performance	Equal variances not assumed Std. Error Difference .11146	-.13621	.30357

T-TEST GROUPS=OP1(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=CGPA
 /CRITERIA=CI(.95).
T-Test

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Fabiyi Kemi\KEMI DATA SPSS.sav

Group Statistics

	OP1	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	Low	92	3.3053	.78196	.08153
	High	105	3.4222	.76177	.07434

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	
Academic Performance	Equal variances assumed	.875	.351	-1.061	195	.290	-.11688	
	Equal variances not assumed			-1.059	190.191	.291	-.11688	

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Academic Performance	Equal variances assumed	.11014	-.33408	.10035
	Equal variances not assumed	.11033	-.33449	.10077

T-TEST GROUPS=CPC1(1 2)
MISSING=ANALYSIS
/VARIABLES=CGPA
/CRITERIA=CI(.95).
T-Test

Group Statistics

	CPC1	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	Low	99	3.4012	.80725	.08113
	High	98	3.3534	.74770	.07553

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Academic Performance	Equal variances assumed Equal variances not assumed	.646	.423	.431	195	.667	.04784
				.432	194.146	.666	.04784

Independent Samples Test

Academic Performance	Equal variances assumed Equal variances not assumed	t-test for Equality of Means			
		Std. Error Difference	95% Confidence Interval of the Difference		
			Lower	Upper	
		.11089	-.17085	.26654	
		.11085	-.17077	.26646	

T-TEST GROUPS=SPCI(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=CGPA
 /CRITERIA=CI(.95).

T-Test

Group Statistics

SPCI	N	Mean	Std. Deviation	Std. Error Mean
Low	91	3.4113	.83017	.08703
High	108	3.3419	.72165	.06944

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	
Academic Performance	1.318	.252	.631	197	.529	.06937	
			.623	179.787	.534	.06937	

Independent Samples Test

	t-test for Equality of Means		95% Confidence Interval of the Difference	
	Sid. Error Difference	Lower	Upper	
Academic Performance	.11001	-.14758	.28633	
	.11133	-.15032	.28906	