

COMPARATIVE ANALYSIS OF PERSONALITY TYPES, ACADEMIC PROCRASTINATION AND ACADEMIC PERFORMANCE OF UNDERGRADUATES IN NORTH-CENTRAL, NIGERIA

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Abstract

This study examined comparative analysis of personality types, academic procrastination and academic performance of undergraduates in North-Central, Nigeria. The research design adopted was correlational type. The sample for this study was made up of 1,332 undergraduates in North Central, Nigeria. Multi-stage sampling technique was used to select the respondents. Three instruments; (i) Personality types A and B Questionnaire); Academic Procrastination Scale (APS) and Academic Performance test were used for data collection. The instruments were validated by experts in educational measurement and evaluation. Test re-test method of reliability was adopted and Pearson Product Moment Correlation Statistics yielded 0.83; 0.80 and 0.78 for personality type, academic procrastination and academic performance respectively. The data collected were analyzed using Multiple Regression Analysis at 0.05 level of significance. The finding of the study revealed that there was a significant positive relationship between personality types, academic procrastination and undergraduates' academic performance in North central, Nigeria. ($F_{1,331} = 37.40$, $p = 0.000$ at $P < 0.05$). It was recommended that undergraduates regardless of their personality types should develop and cultivate good study habits towards learning and productive academic styles.

Keyword: Personality types, academic procrastination, academic performance, undergraduates

Introduction

Personality is one of the major concepts in education, specifically in educational psychology because it contributes a lot to academic putsults. Every individual differs in some ways, and people often react differently to the same set of circumstances. In every case, how an individual responds to situations depends on his personality. It is only through the study of personality that the relevant differences among individuals can be made clear. Personality makes us not only human, but also different from one another. Thus, we might think of personality as the "default setting" for our individually unique patterns of motives, emotions and perceptions along with our learned schemes for understanding ourselves and our world (Mc Adams & Pals, 2006). Personality is conceptualized by many theorists as the pattern of behaviour exhibited by an individual, attributes, traits, and mannerisms distinguishing one person from another. People are often categorized by the personality type they display, for

instance, dominance, aggressiveness, friendliness, sociability, dependent, achievement oriented, and type A and B among others (Seema, Ulfat, Azra, Sadiq, & Farthan, 2009). Colman (2006) submitted that personality is the total of the behaviour and mental characteristics that are distinctive of an individual. Personality is also described as a categorized set of attributes that is found in a person and such attributes that influence and define the individual's cognition, motivation and behaviours. Larson and Buss (2008) described personality as a set of psychological traits and mechanisms within an individual that are organized and are relatively within an individual enduring within an individual. It influences his/her interactions with the environment. Personality is the psychological qualities that bring continuity to an individual's thoughts and actions in different situations and at different times. The traits we develop and the sense of self we form are affected by both nature (our inherited tendencies) and nurture (our unique experiences and environment). It is also a process that produces our choices and actions (Philip, 2000). Personality is a dynamic organization within an individual. It is made up of the psychophysical system that creates a person's characteristic patterns of behaviour, thoughts, and feelings. The dynamic organization suggests on-going readjustment adaptations to experience. The psychological system suggests that the physical system is also involved in whom we are; characteristic pattern implies "the consistency and continuity that are unequally identifying the individual". Behaviours, thoughts and feelings indicate that personality includes a wide range of psychological experiences (Carver & Scheier, 2000).

There are many different psychological theories of personality, but they all have one thing in common. They attempt to simplify the most important ways of describing individual differences. Individuals' level of scholastic performance, as well as those other factors responsible for academic performance, has always been areas of high concern to educational psychologists. Some researchers are interested in knowledge acquisition processes or learning and understanding of students' performance while other researchers are concerned with identifying the determinants of academic performance (Mayer, 2005). Personality type refers to the psychological classification of different types of individuals. Thus, a teacher who recognizes a common personality type in a learner can use an understanding of the characteristics involved in guiding a development wisely. The variety of personality types in every school or class actually offers the teacher the opportunities for arranging beneficial interpersonal contacts which are in the group so as to promote the open ideal envisioned for each differing learner. Personality is seen as a psychological construct that helps in defining an individual's likely disposition towards an event (Olowonirejuaro, 2007).

The study of procrastination has received increased empirical attention within the field of psychology over the past several years. Procrastination has long been identified as a negative behaviour and psychologists perceive this behaviour as a problem that they wanted to reduce because it has serious negative consequences on people (Ruhsan, 2011). Academic procrastination is typically viewed as an irrational tendency to delay activities at the beginning of academic tasks. Students may have the intention of performing an academic activity within the desired or expected time frame, yet not motivated to do so. This is particular on the tasks that should be completed by a specific deadline (Blunt & Pychyl, 2000). It is an irrational tendency to delay at the beginning or completion of academic tasks within the time frame, but they lack the motivation to get started due to their self-defeating behaviour, academic procrastinators often experience dire consequences, which include: low self-esteem, depression and academic failure. Procrastination is at the center of several societal problems (Rice, Richardson & Clark, 2012).

It is one of the most important reasons for poor performance of undergraduates in Nigerian universities. Procrastination in the academic setting holds many negative consequences including wasting of time, increased stress, lower grades, poorer health, decreased long time learning and lower self-esteem (Hoover, 2005). According to Noran (2000), the term academic procrastination refers to avoiding doing a task that needs to be accomplished. He explained further that one would be spending time socializing with friends or relatives rather than working on something important that is due soon. One would be watching exciting movies at the cinema or on the television, his/ her smart phone or computer rather than studying for upcoming test or examination. Ferrari and Emmons (1995) found that procrastinators have low self-esteem and delay tasks completion because they believed that they lacked the ability to achieve a task successively.

In the light of the above statement, academic performance is an important variable in this study which depends on the other variable (independent variable i.e personality types and academic procrastination). Academic performance in literature refers to the knowledge obtained or skills developed in the school subjects which are usually designed by test scores or by marks assigned by teachers. It is also seen as something a learner do or achieve at school, college or university, in class, in a laboratory or field work (Stiggings, 2001). Similarly, academic performance refers to achievement of individual's objective to various types of knowledge and skill (Wentling, 2000). The type A person differs in many respects from his type B counterparts. They do have different characteristics behaviours. Some of these behavioural characteristics do influence academic performance either positively or negatively. In other words, while some of the behavioural characteristics enhance or facilitate academic performance other have debilitating effect toward academic performance. One of the differences in behavioural characteristics between type A and B individuals can be observed in their approach to problem solving. Type A individuals' because of their characteristics nature will always try to find solution to problems within the shortest possible time. This can be attributed to their being impatient and their characteristics of sense of time urgency. The type B individuals on the other hand will take time to solve problems. In fact, the type A individuals are known to be impulsive while their type B counterparts are more reflective.

Similarly, Arsalan (2009) found that there is a negative correlation between type A behaviour and procrastination. Type A personalities are workaholics, always busy, driven to deadlines, somewhat impatient, excessively time-conscious, highly competitive, hostile and aggressive and do not feel relaxed. Type A people get irritated at the grocery store, they often are in a rush. On the other hand, procrastination is a form of behaviour that is characterized by deferment of actions or tasks to a later time. So, one can assume that Type A personality would not usually procrastinate. Research findings revealed that Type A students procrastinate and in contrast other findings revealed that personality Type B tertiary institution students procrastinate less than Type A students. Majeed, Adediji, and Adeyinka (2007) found that there was a significant relationship among personality types, academic procrastination and academic performance of higher institutions students. McCown, Petzel, and Rupert (1987) found that there was a relationship among personality types, academic procrastination and academic performance of students, Hess, Sherman and Goodman (2000) found that a significant relationship existed among personality types, academic procrastination and academic performance. In contrast, Lubber, .Gill, Cox and Gill (2008); Milgram and Tenne, (2000); Schouwenburg, (1994); Schouwenburg Lay (1995); and Watson, (2001) found that there was a negative relationship between personality types, and academic procrastination, Arsalan (2009) found that there was

a negative correlation among personality types, academic procrastination and academic performance of students. The major problem of this study, therefore, is to examine the contradictions that have emanated from the various findings of previous researches on personality type A and B personality academic procrastination and academic performance. Besides, from the available literature at the researcher's disposal, it has been discovered that those past studies left some gaps unfilled. And from the review of related literature conducted by earlier researchers, none of these studies dealt with the personality types, academic procrastination and academic performance of undergraduates in North Central, Nigeria. As a result of the limitations observed in the past studies with particular reference to the variables covered, the area of their operation and sample size, to make up part of this study therefore, this study examined personality types, academic procrastination and academic performance of undergraduates in North Central Nigeria.

Purpose of the Study

The main purpose of this study was to examine relationship between personality Types A and B, academic procrastination and undergraduate's academic performance in Nigeria.

Research Hypotheses

Only one null hypothesis was formulated and tested in this study:

HO₁: There is no statistically significant relationship between personality Types A and B, academic procrastination and academic performance of undergraduates in Nigeria.

Methods

The study adopted a descriptive survey of correlational type. The population for this study consisted of all undergraduates in universities in North Central, Nigeria. The target population for this study consisted of all two hundred (200) Level Science students in the eight (8) selected universities from the four out of the six states in the North Central Geo-Political Zone of Nigeria including Federal Capital Territory (FCT). The study sample consisted of 1,332 undergraduates selected across eight selected universities in North-Central, Nigeria. A multi-stage sampling technique was adopted for the selection of sample needed for the study. This is in line with Sambo's (2008) submission that when population involves more than two clusters, the best approach a researcher can adopt for the selection of the research subjects is the multi-stage approach. The first stage involved a purposive sampling of four (4) states out of the seven states. This consisted of the states that have both federal and state universities and also have faculties of sciences respectively. These are Kwara, Niger, Benue and Plateau States. This is in line with Ujo's (2000) views stressing that a researcher can purposively sample respondents for use if the researcher finds any attribute of interests in the population. The second stage involved sampling of two-hundred level science undergraduates from their respective universities in the selected states. The proportionate sampling technique was used to select the respondents from each university. In line with this, Sambo (2008) posited that the best procedure for selecting a sample from an unequal population is the proportionate sampling technique.

In this study, the collection of data was carried out with the use of three instruments (i) Personality types (A &B) questionnaire adapted from Abidoye (2011) it consists of twenty-eight items on personality Type A and B. The instrument embedded the four major factors of personality Type A and B patterns of achievement striving, aggressiveness/ hostility and impatience, competitiveness and a sense of time urgency The instrument was scored on a

modified four-point Likert-type scale as shown A. Always True of Me= 4, B. Sometimes True of Me= 3, C. Rarely True of Me= 2, D. Never True of Me=1. The questionnaire items are positive in concept. A positive response indicated a preponderance of Type A personality. The points 4, 3, 2, and 1 as indicated in the scale option above was given to responses as A, B, C and D. The higher the score chosen for each item, the closer the respondent possesses personality Type A. Therefore, responses A and B represent Type A personality while responses C and D represent Type B personality. The second instrument is academic Procrastination Scale (APS) developed by Lay (1986) which was adapted for the study. It was used to measure the dispositional levels of procrastination. The instrument was used to assess the academic procrastination of undergraduates in North Central Nigeria. In this study, the academic procrastination scale consists thirty (30) items used to elicit responses which were used to determine undergraduates' procrastinatory habit. The instrument was also scored on five point Likert-type scales as shown: A All the time=5, B Often=4, C Sometimes= 3, D Rarely=2, E Not at All=1. The third instrument was academic performance test in general studies (The use of English Language). It was used to determine academic performance of undergraduates in North-Central, Nigeria. This instrument consists of one hundred (100) objective questions. To develop the test items, table of specification was developed to select one hundred questions that are common to undergraduates irrespective of their universities and course of study. Each item on the objective test attracted 1 mark for a maximum of 100 marks. 70 to 100 was considered as high academic performance, 45 to 69 was considered as average academic performance and 1 to 44 was considered as low academic performance. The instruments contained two sections: A and B. Section A contained demographic data of the respondents and this includes: gender, age, and type of institution, while section B contained items on the instruments. The instruments were validated by experts in educational measurement and evaluation through face and content validity. Test re-test method of reliability was adopted and Pearson Product Moment Correlation Statistics yielded 0.83; 0.80 and 0.78 respectively. The instruments were administered to the respondents (undergraduates) by the researchers and with the assistance of six trained research assistants. SPSS software was employed for the analysis. The data collected were analyzed using Multiple Regression Analysis at 0.05 level of significance. .

Hypotheses Testing

The hypothesis was tested using multiple regression statistical technique at level of significance 0.05.

HO₁: There is no statistically significant relationship between personality Types A and B, academic procrastination and undergraduates' academic performance in Nigeria.

In order to test this hypothesis data were collected on personality types, academic procrastination and academic performance of undergraduates in Nigeria. These sets of data were then subjected to statistical analysis through the use SPSS using multiple regression at level of significance 0.05. The output of the analysis is shown in table 1.

Table1: Relationship among personality types, academic procrastination and undergraduates' academic performance in North central, Nigeria

Model	Sum of Squares	df	Mean Square	Cal. F-Value	P-v	Decision
Régression	13.392	2	6.696			
Résiduel	237.891	1329	.179	37.40	.000	S
Total	251.283	1331				

Significant at P < 0.05

It was revealed that the calculated F-Value is 37.40 with degree of freedom 2 and 1329 computed at level of significance 0.05. Since calculated P-value of 0.000 is less than 0.05 level of significance, therefore, hypothesis is rejected. This implies that there is a significant relationship between personality types, academic procrastination and undergraduates' academic performance in Nigeria $F(1,1331) = 37.40$, $p = 0.000$. To examine the contribution of the two independent variables together, "R" Square was computed and output is reported in Table 2

Table 2: Model summary of relationship among personality types, academic procrastination and undergraduates' academic performance in North central, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.652	0.573	0.581	0.452

Table 2 revealed that both independent variables (Personality Types and Academic Procrastination) contributed R Square of 0.573 representing 57.3% to the dependent variable (academic performance). In order to ascertain the contribution of each of the independent variables, Beta weight and t-values were computed and the output is reported table 3.

Table 3: Contributions of personality types and academic procrastination to academic performance in North central, Nigeria

Model	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t-val	P-va	Decision
	B		Beta			
Constant	.174	.086		2.033	.043	S
Personality Types	.311	.079	.409	3.792	.000	S
Academic Procrastination	.481	.082	.498	6.108	.000	S

P < 0.05

It was revealed in this table that the contribution of each of the independent variables (personality types and academic procrastination) to the model. It revealed that personality types contributed Beta weight of 0.409 and the t-value of 3.792 while academic procrastination contributed Beta weight of 0.498 and the t-value of 6.108. This implies that academic procrastination is the most significant independent variable on academic performance of undergraduates in North Central, Nigeria. These contributions are best presented as in the equation below:

$$\hat{Y} = \hat{b}_0 + \hat{b}_1 X_1 + \hat{b}_2 X_2 + \dots + \hat{b}_k X_k$$

A These are Beta weight of the independent variables in the equation derived from table 8.

Constant (Academic performance) = .174

Personality Types (\hat{b}_1) = .409

Academic procrastination (\hat{b}_2) = .490

$$\hat{b}_0, \hat{b}_1, \hat{b}_2, \dots, \hat{b}_k$$

The equation weight of each of the independent variables in this hypothesis can therefore be substituted in the equation as

$$\hat{Y} = .174 + .409X_1 + .498X_2$$

Discussion

The finding of this study revealed that there was a significant relationship between personality types, academic procrastination and undergraduates' academic performance in North central, Nigeria. ($F_{1,331} = 37.40, p = 0.000$). It revealed that academic procrastination is the most significant independent variable with Beta weight of .409 greater than the Beta weight of personality types .409 on academic performance of undergraduates in North Central, Nigeria. This finding is in agreement with the finding of Aremu (2011) who found that there was a significant positive relationship among personality types, academic procrastination and academic achievement of students. The findings also in agreement with the finding of Majeed, Adedeji, and Adeyinka (2007) who found that there was a significant relationship among personality types, academic procrastination and academic performance of higher institutions students. In the same vein, this finding is in agreement with the findings of McCown, Petzel, and Rupert (1987) who found that there was a relationship among personality types, academic procrastination and academic performance of students. This finding is in agreement with the findings of Hess, Sherman and Goodman (2000) who found that a significant relationship existed among personality types, academic procrastination and academic performance. In contrast, Arsalam (2009) found that there was a negative correlation among personality types, academic procrastination and academic performance of students. Lubber .Gill, Cox and Gill, (2008); Milgram and Tenne, (2000); Schouwenburg, (1994); Schouwenburg Lay (1995); and Watson, (2001) found that there was a negative relationship between personality types, academic procrastination.

Conclusion

Conclusively, undergraduates in North Central, Nigeria irrespective of their personality types (A and B) procrastinated in their academic tasks. This behavior contributed negatively to undergraduates' academic performance. In the light of this evidence, there is a need for solutions to this behavioural and psychological problem that brings about the academic problem.

Recommendations

In the light of the findings of this study, it is recommended that undergraduates in North-Central, Nigeria universities regardless of their personality types should develop and cultivate good study habits towards learning and productive academic styles. This could be achieved through effective time management and study habits that could enable them (undergraduates) to achieve their desire goals and objectives in their academic pursuit.

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