RELATIONSHIPS AMONG CAUSAL ATTRIBUTIONS, SELF-CONCEPT, PERSONALITY AND ACADEMIC ATTAINMENT AMONG COLLEGES OF EDUCATION STUDENTS IN NORTH-WESTERN NIGERIA

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A dissertation submitted to the Post Graduate School, Ahmadu Bello University, Zaria in partial fulfillment for the requirement of the award of Ph.D in Educational Psychology, Department of Educational Psychology and Counselling, Faculty of Education.

December, 2011

DECLARATION

I hereby declare that this research work has been written and compiled by me. The research is exclusively the report of the investigation conducted.

I also declare that this dissertation has not been written or submitted in any form whether partly or wholly for any other degree. All sources of related reports and publications cited in this study have been acknowledged.

_____ _____

Aminu Sambo Date

CERTIFICATION

This dissertation entitled: RELATIONSHIPS AMONG CAUSAL ATTRIBUTIONS, SELF-CONCEPT, PERSONALITY AND ACADEMIC ATTAINMENT AMONG COLLEGES OF EDUCATION STUDENTS IN NORTH-WESTERN NIGERIA by Sambo Aminu meets the regulations governing the award of the degree of Doctor of Philosophy, in Educational Psychology of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father Alhaji Sambo Saidu. May his gentle soul rest in perfect peace, amin.

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TABLE OF CONTENTS

		Page
Title page ……..		i
Declaration ……		ii
Certification ……..		iii
Dedication …….		iv
Acknowledgement ……		v
Table of Content ……..		vii
Abstract …….		xi
List of tables ……		xii
Operational definition of terms ……		xvi
List of appendices ……		xviii
***CHAPTER* ONE: INTRODUCTION**		
1.1	Background to the Study	1
1.2	Statement of the Problem	6
1.3	Objectives of the Study	8
1.4	Research Questions	8
1.5	Hypotheses	9
1.6	Basic Assumptions	12
1.7	Significance of the Study	12
1.8	Scope and Delimitations of the Study	14
***CHAPTER* TWO: REVIEW OF RELATED LITERATURE**		
2.0	Introduction	16
2.1	The Conceptual Framework on Attributions	17
2.1.1	The Nature of Attribution	17
2.1.2	History of Attributions	19

2.1.3 Theories of Attribution 21

2.1.4 Correspondence Inference Theory 23

2.1.5 Covariation Theory 30

2.1.6 Attribution and Academic Achievement 38

2.1.7 Attribution and Motivational Trends 48

2.2 Theoretical Framework on Personality 58

2.2.1. Nature of Personality 58

2.2.2 Theories of Personality 60

2.2.3 Eysenck Theory of Personality 68

2.2.4 Personality and Academic Achievement 70

2.3 Conceptual Framework on Self- concept 72

2.3.1 Nature of Self- Concept 72

2.3.2 Self- concept and Learned Helplessness 75

2.3.3 Self- concept and Academic Achievement 80

2.4 Review of Related Studies 84

2.4 Summary 92

***CHAPTER* THREE: METHODOLOGY**

3.0 Introduction 93

3.1 Research Design 93

3.2 Population 94

3.3 Sample and Sampling Technique 95

3.4 Instrumentation 96

3.4.1 Academic Causal Attribution Scale (ACAS) 96

3.4.2 Validity and Reliability of Academic Causal attributions 97

3.4.3 Self- concept As a Learner Scale (SCAL) 97

3.4.4 Validity and Reliability of Self- concept as a Learner Scale 98

3.4.5 Eysenck Personality Inventory (EPI) 98

3.4.6 Reliability and Validity of Eysenck Personality Inventory (EPI) 99

3.4.7 Validity and Reliability of Instrument 99

3.4.8 Academic Attainment Scores 99

3.5 Procedure for Data Collection 100

3.7 Procedure for Data Analysis 101

***CHAPTER* FOUR: DATA ANALYSES AND DISCUSSIONS**

4.0 Introduction 102

4.1 Demographic Distribution of Respondents 103

4.2 Answers to Research Questions 106

4.3 Hypotheses Testing 112

4.4 Summary of findings 133

4.5 Discussion on findings 135

4.5 Summary 146

***CHAPTER* FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.0 Introduction 147

5.1 Summary 147

5.2 Conclusion 149

5.3 Recommendations 151

5.4 Recommendation for Further Research 154

REFERENCES 155

Appendices 157

Introduction Letters 161

Academic Causal Attribution Scale 169

Self- Concept as a Learner Scale 172

Eysenck Personality Inventory 175

ABSTRACT

This study investigated the relationships among causal attributions, self- concept, personality, and academic attainment amongst Colleges of Education students in north- west of Nigeria. Basically, the study was designed to examine how the said variables affect students in learning situation. Academic Causal Attributions Scale (ACAS), Eysenck Personality Inventory (EPI) and Self- concept as a Learner Scale (SCAL) questionnaires were administered to 389 students (300 level) drawn from eight Colleges of Education in the north- western Nigeria. Furthermore, the students' cumulative grades per average (CGPA) were used as measures of academic attainment. Pearson Product Moment Correlation and t-test were employed to determine the degree of relationships and differences in order to test the hypotheses. Thus, the major findings of the results revealed that neuroticism has inverse relationship with academic attainment of student but students' level of causal attributions of success and failure have significant influence on their level of Self- concept. Science students on the other hand have high personality scores than their Arts (students) counterpart. Moreover, students' academic attainment is significantly influenced by their level of self- concept; therefore, self- concept is an important factor in predicting academic success of students; parental levels of education do not influence the academic attainment of students. The study further recommends that teachers should minimize punishment for failure as students' performance could be improved by encouraging them to put more efforts in their studies. The self- concept of students should be improved in order to create good atmosphere for learning; students should be encouraged to persist in academic task teachers should help them establish a sincere belief that they are competent and that occasional imperfections or failures are the result of some other factor (such as bad luck or a lack of sufficient effort) that need not be present on future occasions. Similarly, students should not be judged or evaluated on the basis of their personality but on the basis of their effort. The study also made recommendation for further research in the area using other variables.

LIST OF TABLES

Tables Page

3.1 Population of NCE III in the selected Arts and Science Students in the Colleges of Education 94

3.2 Sample of College by Gender 95

3.3 Internal consistency and Test- retest Reliability measures for Internal and External Attributions of Success and Failure 97

4.1.1 Distribution of colleges of education based on the number of respondents 103

4.1.2 Distribution of sampled school based on the nature of programme 104

4.1.3 Distribution of respondents by gender type 104

4.1.4 Distribution of respondents by their parental level of education 105

4.2.1 Chi- square statistics cross tabulation between students' causal attributions and personality 106

4.2.2 Chi- square statistics cross tabulation between students' causal attributions and measures of self- concept. 106

4.2.3 Chi- square statistics to determine if relationship exist between causal attributions and academic attainment of students 107

4.2.4 Chi- square statistics to determine if relationship exists between students' causal attributions and course of study 108

4.2.5 Chi - square tests cross tabulation between parental level of education and academic attainment. 108

4.2.6 Chi - square tests cross tabulation between courses of study and personality of students. 109

4.2.7 Chi - square tests cross tabulation between academic attainments and students' personality. 109

4.2.8 Chi - square tests cross tabulation between students' self- concept and

academic attainment. 110

4.2.9 Chi - square tests cross tabulation between causal attributions and gender. 110

4.2.10 Chi - square tests cross tabulation between academic attainment and gender. 111

4.3.1 Results of Pearson Product Moment Correlation of internal attributions of success and neuroticism. 112

4.3.2 Results of Pearson Product Moment Correlation of internal attributions of success and extroversion 112

4.3.3 Results of Pearson Product Moment Correlation of internal attributions of failure and neuroticism. 113

4.3.4 Results of Pearson Product Moment Correlation of internal attributions of failure and extroversion. 113

4.3.5 Results of Pearson Product Moment Correlation of external attributions of success and neuroticism. 114

4.3.6 Results of Pearson Product Moment Correlation of external attributions of success and extroversion. 114

4.3.7 Results of Pearson Product Moment Correlation of external attributions of failure and neuroticism. 115

4.3.8 Results of Pearson Product Moment Correlation of external attributions of failure and extroversion. 119

4.3.9 Results of Pearson Product Moment Correlation of internal attributions of success and measures of self- concept. 116

4.3.9b Multiple correlation of measures of self-concept and internal attribution of success 116

4.3.10 Results of Pearson Product Moment Correlation of internal attributions of failure and measures of self- concept. 117

4.3.10b Multiple correlation of measures of self-concept and internal attribution of failure 118

4.3.11 Results of Pearson Product Moment Correlation of external attributions of success and measures of self- concept. 119

4.3.11b Multiple correlation of measures of self-concept and external attribution of success 119

4.3.12 Results of Pearson Product Moment Correlation of external attributions of failure and measures of self- concept. 120

4.3.12b Multiple correlations of measures of self-concept and external attribution of failure 120

4.3.13 Results of Pearson Product Moment Correlation of internal attributions of success and academic attainment. 121

4.3.14 Results of Pearson Product Moment Correlation of internal attributions of failure and academic attainment. 122

4.3.15 Results of Pearson Product Moment Correlation of external attributions of success and academic attainment. 122

4.3.16 Results of Pearson Product Moment Correlation of external attributions of failure and academic attainment. 123

4.3.17 Results of t-test analyses on differences between internal attributions of success and course of study. 124

4.3.18 Results of t-test analyses on differences between attributions of failure and course of study. 124

4.3.19 Results of t-test analyses on differences between external attributions of success and course of study. 125

4.3.20 Results of t-test analyses on differences between external attributions of failure and course of study 125

4.3.21 Analyses of variance (ANOVA) between parental levels of education and academic attainment of students, 126

4.3.22 Results of t-test analyses on differences between neuroticism scores and course of study 127

4. 3.23 Results of T-test analyses on differences between extroversion Scores and course of study 127

4.3.24 Results of Pearson Product Moment Correlation' neuroticism and academic attainment. 128

4,3.25 Results of Pearson Product Moment Correlation of extroversion and academic attainment. 129

4,3.26 Results of Pearson Product Moment Correlation of measures of self- concept and academic attainment . 129

4.3.26b Multiple correlations of measures of self-concept and academic attainment 130

4.3.27 Results of t-test for gender and internal attribution of success 130

4.3.28 Results of t-test for gender and internal attribution of failure 132

4.3.29 Results of t-test for gender and external attribution of success 132

4.3.30 Results of t-test for gender and external attribution of failure 132

4.3.31 Results of t-test for gender and academic attainment 133

Operational Definition of Terms

Academic Attainment:- This is the Cumulative Grade Point per Average (CGPA) obtained by students at the end of second semester 200 level.

Attribution theory: - Explanations of ways students respond to success or failure by attributing their performance to interaction between ability, effort, luck and task difficulty.

Causal Attribution Scale: - Research instrument purported to measure the academic success and failure.

External attribution of failure: - Causality that is assigned to an outside factor agent or force responsible for failure in an examination.

External attribution of success: - Causality that is assigned to an outside factor agent or force responsible for success in an examination.

Extraversion: - This refers to person who is outgoing and sociable.

External locus of control: - This refers to task difficulty and luck.

Internal Attribution of failure: - Causality that is assigned to an inside factor agent or force responsible for failure in an examination.

Internal Attribution of success: - Causality that is assigned to an inside factor agent or force responsible for success in an examination.

Internal locus of control: - This refers to ability and effort

Introversion: - This refers to person who is withdrawn and inhibited.

Neuroticism: - This refers to enduring tendency to experience negative emotional state; individual who have high neuroticism are more likely than average to experience such feelings as anxiety, anger and depressed mood.

Personality Dimension: This refers to specific attribute of personality which may always in principle and often in practice be measured on a scale. The ends of a scale are often designated by objectives or descriptive phrases.

Personality trait:- This refers to enduring personality characteristics shared with one another and leading to a particular type of perception and/ or action over wide variety of situation.

Self- concept:- This is a set of belief an individual has about himself/herself which is presumed to be a dominant feature in social perception resulting from self evaluation.

Self concept as a Learner Scale: - Research instrument designed to measure students' level of Motivation, Task Orientation, Class Membership and Problem solving.

List of Appendices

Introduction Letters	161
Academic Causal Attribution Scale	169
Self- Concept as a Learner Scale	172
Eysenck Personality Inventory	175

CHAPTER ONE

Introduction

1.1 Background to the Study

The academic outcome of students is often used as a yardstick by educationist researchers, teachers and administrators to measure their achievement at various levels. However, such outcomes whether favourable or otherwise could be attributed to so many factors based on the extent to which students are motivated. Virtually, human beings experience various degrees of conflicts from varying social demands in their daily lives; it seems that some of us are more vulnerable to these pressures than others. Furthermore, individual differ in the ways they think about and explain our lives to ourselves (McMahon, 1982),

Teachers at all levels remain concerned about the motivation level of students in both public and private schools (However, one of the current theories of motivation- attribution theory-makes known the design of global learning environment.

It is therefore, very pertinent to note that Attribution theory is often employed to study the feelings or characteristics that are projected to others, or predicting success or failure based on how people explain their own or others past performance. Attribution theory is also related to success or failure in academic environment. It has been as a theory to explore a variety of domains such as pro-social or anti-social behaviour (Weiner, 1985). In a nutshell, attribution theory focuses on the inference we make, the attribution we give to various events in our lives, the kind of things we attribute to other people, the kind of causes we attribute to the outcome of a problem and so on. Kelly (1967) explained that attribution theory focuses on the inferences we make, the attribution we give to various events in our lives, the kind of motive we attribute to other people, and the causes we attribute to the outcome of a problem and so on.

The desire to succeed or perform well in all kind of task or in a career is often referred to the achievement motive or motivation. Balarabe (1989) revealed that individuals normally expect to succeed in achievement task, and hence have greater tendencies to attribute successful outcomes to internal causes. Furthermore, as individual experience repeated success (such as students who have undergone several assessment successfully) they tend to expect success more, and are thereby more likely to perceive stronger relationships between their actions and the successful outcomes, hence attributing success to the elements. On the other hand, students who tackled and generally managed to make most of their talents on the contrary, the learned helpless student often devise various ways and mean of attributing their academic success to some external factors, especially teacher as being responsible for their negative outcome. Seligman (1975) argued that one reason why people became depressed is the feeling that what effort they might make are doomed to failure.

It is very common to observe that if things go wrong at school or home people tend to blame someone else, even if they are fairly open-minded, they would like to say, yes! It was partly my fault but he was most responsible at least, he started it. Mandel and Marcus (1988) had attempt to settle the scores especially to individuals with academic problems by stressing the fact that people could be motivated to do poorly and get mediocre grades, just because they want to avoid success. Such individuals are afraid of achievement and want to avoid responsibility.

The under-achievers, for instance, would consciously utilize excuses to explain why he or she is doing poorly and why it isn't his or her fault. They may go to the extent of saying that, the exam didn't cover what the teacher said would or "everybody did badly or my parents had all kinds of things planned for me the night before the exams". The trouble here is they believe they want to succeed as they presented their own excuses. This is a typical case of self –deception

and Marcus (1985) describe it as “the crap gap”, the difference between what the student think he/she want “good grades” and his/her actual behaviour, (mostly avoidance of all responsible behaviour through the uses of excuses). Furthermore, Eliot, Kratochwill, Cook and Travers (2000) pointed out that even with the need, to achieve student will either succeed or fail, they do, and they search for reasons for their success.

Hayes (1998) revealed that the attribution, which children make about effort and achievement, would affect how much effort they put into succeeding. For example, if children attributed failure to lack of ability of some kind, though this will result in their not expecting to be able to achieve much in the future. As a result of this, they will be unlikely to persist in a task which requires effort; because they feel that their effort will not help them to greater success. On the other hand, if children attribute failure to some other causes, such as lack of effort, then faced, with, a similar task, they will put more effort into it and will be more likely to succeed in the long run.

Moreover, self- concept could also account for the nature of academic outcome of students especially at the higher institutions. In a broader sense, self- concept of students in particular could either be positive or negative depending on the way they perceive the entire learning situation as well as their ability to cope with many stresses enshrouding it, hence, students feel basically in charge of and able to affect the outcome of events in their lives especially the academic life.

McMahon and McMahon (1982) pointed out that people’s self concept does not necessarily fit their abilities and those expectations for the future do not follow from past experience. Also, once we form an idea or attitudes, we listen very closely to whether to support our position and we are not keen to hearing argument to the contrary. Moreover, we narrow the

range of potential information and experience by giving more attention and time to things we are already interested in or feel a need for.

This lack of objectivity, however, may not be such a bad things to some extent. In fact, it seems to be a natural process which serves a very useful purpose. Freud and many of his followers assumed ego as often embattled, struggling to hold some integrity and strength in the face of opposing forces, protection and defending itself against attack while trying to deal with reality at the same time (Maddi, 1980)

Cooley (1902) conceived feedback from others as being crucially important in the development of self-concept. According to him, the self-concept is like a looking glass reflecting what we believe other think of us. This looking glass include evaluative dimension, that is the judgment that \we believe people are making about us, therefore, the feelings of embarrassment, failure and even anger arise directly from these ideas we know about how other people are perceiving us. Mead (1972) opined that self-concept is ultimately created by society, and needs social supports to maintain it. This lies on the social role that we have learned to play.

Seeing self as an individual does not mean that social inferences can be entirely discounted. William James argued that self-concept develops from comparisons. He further maintain that we compare ourselves with significant others and use this information to develop an idea of what we are alike. We are much more willing to see ourselves as causing something good than something bad. This can extend the position of things that are solely due to chance and to negative things we clearly did cause, like failing an exam because of lack of serious study.

More often that not, people give different reason for success than failure. Successful individuals give some credit to themselves in the way of special knowledge while the failure it all on the other factors. An interesting example can be seen in the college debate club. When the

club wins, students are likely to say, “We won”. However, when the College is defeated, students are likely to say, “They lost”. By saying they lost.

Today, in most of our higher institutions, students are always apt to attribute their awkward academic outcomes (failures) or other shortcomings to external factors. Most often, students who perform poorly in exams always look at their teachers (lecturers) as scapegoats for the subsumed academic undertone. Sometimes they use phrases as, “my lecturer failed me” all in a bid to project their shortcoming or blame to teachers. Whereas there could hardly be a situation where student would openly confess that his lecturer assisted him to pass his exams.

The bias attitude of student toward attributing their failures to their teacher in becoming a serious cause for concern. This study will therefore basically attempt to examine the various ways by which higher institution students attribute their academic outcome to some variable. The self-concept of students will also be explored in order to determine is role on their academic outcome in relation to the magnitude of their attribution behaviour.

Presently, the rate at which higher institutions students fail their exams is gradually becoming alarming and very pathetic especially, the way in which semester programme is being operated. The workloads of students sometimes debilitate their efforts to perform well due to the various or stringent academic stress and eventually the whole onus will rest on teacher as scapegoats.

There could be many other stressful factors that might inhibit the performance of students. Burk (1985) revealed that daily stressors are associated with health and adjustment (internal attributions) and that they could accumulate. Physiologically, the stress of test taking (exams) can make students more vulnerable to negatives side effects.

As a result of numerous academic stresses, test anxiety school phobia etc. Students might be compelled to devise many ways of attributing their performance to some extent. These other ways by and large serving as stop-gap in emergency, the situation may persist as a sort of life strategy with some relief, but when carried out to an extreme they signify serious paranoid case.

The researcher was motivated to carry out this study in order to investigate the various ways by which student interpret or explain their academic success or failure due to the outcome of examinations in relation to their self- concept, personality vis-à-vis their academic attainment.

1.2 Statement of the problem

The researcher is interested in studying the various attributions for academic outcome, personality, self-concept and academic achievements amongst higher institution students. The researcher was motivated based on the seeming fact that students in the higher institution hardly associate themselves with failure in the cause of their studies especially or whenever they experience failure in examination or test. The syndrome used to be so serious to the extent that such students used to overtly accuse their lecturers or some other factor as being responsible to their failures.

Furthermore, some students are fond of adopting a peculiar defense mechanism known as ‘projection’ as a way out of impending disappointment as a result of poor performance in either test or examinations. However, such category of students are always ready to attribute their failure outcome to some or external factors without recourse to the role they played as well as the eventful repercussions to their excuses. In this case, the possible psychological syndrome of this excuse might lead to a particular schizophrenic adjustment known as ‘paranoid’ that is if such excuse is utilized excessively. On the other hand, students might strive to opt out of the system in order to protect their self-image as well as personality.

It is obvious that some teachers are always pre- occupied with variety of academic tasks in such a way that they hardly spare time to explain or educate their students on why they sometimes perform woefully in examination and suggest possible ways on how to overcome such unfortunate happening in the future. On the other hand, some lecturers are conspicuously unapproachable by their students while some are too permissive to the extent that their students have low level of confidence in them due to their non challant attitude to attend to their academic problems.

Naturally, students need attention, especially when confronted with insurmountable problems and if they experienced any hitch or failure in an attempt to address the problem, the situation may likely lead to poor adjustment to learning situation.

This research therefore is therefore basically intended to investigate the relationships among causal attributions, self-concept, personality and academic attainment of higher institution students with a view to finding out the extent to which these variables affect or influence the psychological well being of students.

1.3 Objectives of the study

The study basically aimed at investigating the various attributions made by students of colleges of education in the event of success or failure, especially the way they used to project such outcomes to different variables in an effort to conceal their poor academic performance or the effort they made toward achieving success. The study is also an attempt to relate the situation to other variables in order to make it more empirical. The study therefore focuses on the following objectives.

a) To investigate the relationship of causal attribution on personality, self- concept and academic attainment of students.

b) To identify the roles of personality on academic attainment and other important variables such as entry qualification, gender, course of study;

c) To find out the influence of self- concept in attributing success or failure in academic situation among students;

d) To evaluate the relative impact of self-concept on the academic achievement with a view to establishing the extent to which they are related; and

e) To suggest ways of assisting students especially the learned helpless overcome and/ or improve in their academic performance.

1.4 Research questions

The research primarily seeks to answer the following research questions:-

1. What are the relationships between causal attributions and personality dimensions?
2. What are the relationships between causal attributions and measures of self- concept?
3. What is the relationship between causal attributions and academic attainment of students?
4. Is there any relationship between causal attributions and courses of Study?
5. Does parental level of education influence the academic attainment of students?
6. Are there any difference in courses of study due to students' personality?
7. Are there any differences in students' academic attainment due to their personality?
8. Are there any relationship between students' self- concept and their academic attainment?
9. Are there any difference in causal attributions among gender?
10. Are there any gender difference in academic attainment of Students?

1.5 Hypotheses

The following hypotheses are formulated based on the research question:

1. a. i. There is no significant relationship between internal attributions of success and neuroticism.

   ii. There is no significant relationship between internal attributions of success and extroversion.

   b. i. There is no significant relationship between internal attributions of failure and neuroticism.

   ii. There is no significant relationship between internal attributions of failure and extroversion.

   c. i. There no significant relationship between external attributions of success and neuroticism.

   ii. There no significant relationship between external attributions of success and extroversion.

   d. i. There no significant relationship between external attributions of failure and neuroticism.

   ii. There no significant relationship between external attributions of failure and extroversion.

2.a There is no significant relationship between internal attributions of success and measures of self- concept.

   b. There is no significant relationship between internal attributions of failure and measures of self- concept.

   c. There is no significant relationship between external attributions of success and measures of self- concept.

d. There is no significant relationship between external attributions of failure and measures of self- concept.

3. a. There is no significant relationship between internal attributions of success and academic attainment of students.

b. There is no significant relationship between internal attributions of failure and academic attainment of students.

c. There is no significant relationship between external attributions of success and academic attainment of students.

d. There is no significant relationship between external attributions of failure and academic attainment of students.

4. a. There is no significant relationship between internal attributions of success and course of study.

b. There is no significant relationship between internal attributions of failure and course of study.

c. There is no significant relationship between external attributions of success and course of study.

d. There is no significant relationship between external attributions of failure and course of study.

5. There is no significant difference in academic attainment of students due to parental level of education.

6. There is no significant difference in students' personality due to the course of study.

7. There is no significant difference in academic attainment of students and their personality.

8. There is no significant relationship between students' self- concept and their academic attainment.

9. a. There is no significant difference in internal attributions of success between male and female students.

   b. There is no significant difference in internal attributions of failure between male and female students.

   c. There is no significant difference in external attributions of success between male and female students.

   d. There is no significant difference in internal attributions of failure between male and female students.

10. There is no significant gender difference in academic attainment..

1.6 Basic assumptions

The study was based on the following assumptions:-

1. It is assumed that students in higher institution of learning are attributing success or failure in examination as a normal academic outcome.
2. It is also assumed that students in higher institutions persist in their academic pursuit with a view to avoiding failure in examination.
3. That students' academic success in colleges of education depend on their positive self-concept and failure might be due to negative self- concept

4. Causal attributions can be internal or external depending on the personality dimension of students.
5. It is assumed that causal attributions and academic achievements are dependent on the behaviour attributes and course of study.
6. Causal attributions are also dependent on gender type.

1.7 Significance of the study

The performance of students at all levels of learning is an important factor to reckon with in their academic pursuit. Most often than not, student's academic achievement is being hampered by some salient factors which could as well be detrimental to their success. There is therefore the need to figure out those factors in an attempt to ameliorate and make learning situation meaningful and more realistic.

It is very common nowadays to identify a number of higher institutions students who are more apt to attribute their inability to perform well or academic failures to their lecturers, friends or other objects around them (external attributions) believing that their failures to achieve success in academic were strangulated by such factors. Thus, such students would either prefer to engage in examination malpractices or cultism as the only way out of achieving success.

In order to arrest the situation, this study is primarily intended to digest some attribution factors that are often used by students as consolatory measures of their academic outcome and their positive consequences to the psychological well being of students. Focus would be made on academic attainment of colleges of education students by identifying their academic orientations with a view to suggesting suitable training and retraining programme and as reorient them towards attaining success in their academic endeavours through counselling programme.

Seemingly, the attitudes of higher institution students are nowadays posing a lot of threats to the development of education. This range from examination malpractice, cultism, vandalization of school or public properties, various intimidations to lecturers and other fellow students e.t.c. the situation will not be unconnected with serious anxieties and extreme stress being faced by students due to heavy work load dictated by the minimum standard across the semesters. Therefore, this study attempted to examine and also made recommendations in order to help students on how to bear with heavy workload and also assist them to positively accept defeat with a view to rehabilitating and ensuring their psychological state of equilibrium.

The study also re-awakens the teachers to know the to identify and utilize viable methods of teaching with view to poster better understanding on the part of students as lecture method alone will not be viable in some instances. Therefore, group activity such as tutorial should be given emphasis in order to assist introverts to participate actively in the learning process. By so doing, teachers will stand better chance of acquainting themselves with basic techniques of assisting their students towards ensuring academic success or performance in their examination.

The study will help students to understand that teachers are not only responsible for their failures in examination as some causes could be attributed to the level of emotional instability, anxiety, task difficulty as well poor methods of being employed by some teachers.

The study will also help teachers to devise counseling strategies of addressing examination failures and encouraging continuous success by way of motivating students. Moreover, teachers should adopt various ways of alleviating anxieties, frustrations in the learning process.

Furthermore, it is the responsibilities of teachers to improve that students' academic self-concept by way of encouraging them to establish a sincere belief that they are competent and that

occasional imperfections or failures are the result of some other factor (such as bad luck or a lack of sufficient effort) that need not be present on future occasions. Subsequent researchers will as well benefit from findings of this study.

1.8 Scope and delimitations

The study is concerned with colleges of education students who are prone to attribute their academic outcome to distinctive variables under the heavily loaded semester programme. Their inability to accept defeat in the face of academic failure and their attitudes of projecting the blame to some factors were carefully examined with a view to finding out whether such attributions have certain relationships with personality, self- concept and academic achievements of higher institution students.

The study also involved the assessment of some randomly selected students from eight (8) selected Federal and State Colleges of Education in the north-western region and 389 students were involved in the study.

The selection of sample was made in such a way that the researcher will have the opportunity to collect data on students drawn from different ethnic and cultural background, as this will make the study feasible for generalization.

CHAPTER TWO

Review of Related Literature

2.0 Introduction

Concerted efforts would be made to critically examine and review the literature related to the study in question. In this respect, the views of psychologists would be analyzed with a view to assessing the extent to which Attribution mars or affects the academic performance of students at different levels of learning vis- á- vis their psychological disposition or well being.

Similarly, other variables such as personality, self concept and academic achievements would be examined in order to establish whether it has relevance with attribution and how both concepts affect learning at various perspectives. The following sub- headings were discussed in this chapter:

1. Conceptual framework on Attribution
2. Theories of Attribution
3. Attribution and Academic Achievement
4. Attribution and Motivational Trends
5. Attribution and Motivational Trends
6. Nature of Personality
7. Theories of Personality
8. Conceptual Framework on Self- concept
9. Nature of Self- Concept
10. Self- concept and Learned Helplessness
11. Self- Concept and Academic Achievement
12. Review of Related Studies

2.1 *Conceptual framework on Attribution*

2.1.1 *The nature of Attribution*

Attribution refers to how individuals explain causes of events, other behaviour and their own behaviour. Attributions involves forming impression of others, attempt is always made to determine what characteristics in each person explain their behaviour and cause them to act the way they do. Yet in attempting to understand others a focus will not only be based on individuals' personality trait. However, in seeking explanation for their behaviour, situational context is always considered as well the influence that other have in them. Beyond trying to understand people as individuals, when we perceive events in general, we often are irresistibly drawn to understand why they unfold in their in the observed manner. This tendency is strongest when the events are the action of other people and are unexpected, unusual or distressing (Kanazawa, 1992 in Brehm & Kassim 1996). Accordingly, the process by which we use such information to make inferences about the causes of behaviour or event is called attribution,

Furthermore, attribution primarily deals with question of social perception. It concerns with what Heider (1958) described as 'naïve psychology;' it also involves one's own perception of themselves as self- observers. It has to do with the process by which man knows what he knows.

In seeking attributions, Heider (1958) believed that people are motivated by two primary needs, viz: (a) the need to form a coherent view of the world; and (b) the need to gain control of the environment.

Being able to predict how people are going to behave goes a long way in satisfying both of the needs. If we can adequately explain and predict the actions of others, we will be much more likely to view the world as coherent and controllable than if we can have no clue to their

intentions and dispositions. In satisfying the two needs, Heider asserted that we act much more like naïve scientist, rationally and logically testing our hypotheses about the behaviour of others.

As earlier indicated in attribution, people tend to ask question beginning with why? This situation is often described as causal attribution. However, Hastie (1984) and Weiner (1985) in Brehm and Kassim (1996) asserted that there are differences among us, people in general ask 'why?' when faced with important event that are negative or unexpected. In order to make sense of our world, we try to understand the causes of our own and other people's behaviour. But what kind of explanation do we make, and how do we make, and how do we go about making them? Heider (1958) took the first step toward answering these questions. According to him we are all scientists of some sort. Motivated to understand others well enough to manage our social environment, we observe, analyze and explain their behaviour. The explanations we come up with are called attributions.

People come up with different kind of explanations for the event of human behaviour. According to Heider (1958) people broadly attribute a given action either to internal or external factors. An internal attribution (also called person attribution) consists of any explanation that locate the cause as being internal to the person, such as personality traits, moods, attitudes, abilities, or effort. An external attribution (situation attribution) consists of any explanation that locates the cause as being external to the person under scrutiny, such as the actions of others, the nature of situation or luck. Attribution is not always out to determine the true cause of events but rather to explain how people perceive the causes.

Besides making internal or external discrimination, people also attempt to answer other important attributional questions. Weiner (1972) expanded Heider's primary distinction between the internal and external locus of causality to include question about stability and controllability.

Stable causes are permanent and long lasting; while unstable causes are temporary and fluctuating. This stable/ unstable dimension is independent of the direction of causality. Some causes, called dispositional, are both internal and stable ("He insulted me because he is rude."). Other causes are considered to be internal but unstable ("He insulted me because he has a cold."). Likewise some causes are seen as external and stable ("He insulted me because, I, the external factor rub people the wrong way."). While others are perceived as external and unstable ("He insulted me because the weather condition that day made his mood very unfriendly").

Although, the judgment of the of the locus and stability of causes are the most important in making attributions, a third dimension we often consider is the controllability of these cases. According to Weiner (1982), we think of some causes as being within peoples' controllable and uncontrollable dimension is independent of either locus or stability. Whether is a good example of uncontrollable factor.

2.1.2 ***History of Attributions***

Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (Jone & Harris, 1967, Weiner, 1974,) developed a theoretical framework that has become a major research paradigm of social psychology. Heider discussed what he called "naïve" or "commonsense" psychology. In his view, people were like amateur scientists, trying to understand other people's behavior by piecing together information until they arrived at a reasonable explanation or cause.

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Attribution theory assumes that people try to determine why people do what they do. A person seeking to understand why another person did something may

attribute one or more causes to that behavior. According to Heider a person can make two attributions 1) internal attribution, the inference that a person is behaving in a certain way because of something about the person, such as attitude, character or personality. 2) external attribution, the inference that a person is behaving a certain way because of something about the situation he or she is in.

Our attributions are also significantly driven by our emotional and motivational drives. Blaming other people and avoiding personal recrimination are very real self-serving attributions. We will also make attributions to defend what we perceive as attacks. We will point to injustice in an unfair world. We will even tend to blame victims (of us and of others) for their fate as we seek to distance ourselves from thoughts of suffering the same plight. We will also tend to ascribe less variability to other people than ourselves, seeing ourselves as more multifaceted and less predictable than others. This may well because we can see more of what is inside ourselves (and spend more time doing this).

Attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding, because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam and is not their fault. Thus, failure doesn't affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to (a) doubt their ability and/or (b) assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, it doesn't increase his/her pride and confidence.

If, for example, a runner had already been expending high effort, but had failed to reach a race final, then encouraging him to attribute the failure to lack of effort might simply demoralize him. If the qualifying standard were simply too difficult to meet, then encouraging attributions to lack of effort might serve little purpose, because increasing effort would probably do little to improve outcomes. If the wrong race strategy were used, then increasing effort would not logically lead to improved outcomes, if the same strategy were used in future.

2.1.3 *Theories of attribution*

Attribution is a theory that is concerned with how individual interpret events and how this relate to their thinking and behaviour. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner (1974) developed a theoretical framework that has become very influential in psychology today. Attribution theory assumes that people try to determine why people do what they do, that is interpreting causes to an event or behaviour. Jones et al (1972) also made a symbolic contribution on the theory and their work has become a major research paradigm in psychology.

Heider (1958) assumes that attribution theory delve into how we judge others, we observe behaviour, we judge behaviour as an intention of purpose and then we draw conclusion, which is an attributed disposition. Inaccurate or not, this is a common human behaviour that transcend many social interactions. Even though others behaviour we observe what is the subjective data from our observation, we appear to draw conclusion and attribute their behaviour and intention onto us. Part of the reason for this is to decrease our own anxiety level and our own responsibility because it projects the responsibility for the negative results unto others. How convenient, we then tend to hold others more responsible, subsequently; we tend to have much of the blame. (Williams, 2003).

Theories were formulated in an effort to explain the 'why' or the motive behind making attributions by individuals. It is however very important to note that the degree at which people make attribution vary from one given situation to another. The theories therefore attempt to settle the bone of contention as to why people make attribution as well as the motivating factors behind it.

Similarly, Petri (1991) in Elliot et al (2000) pointed out that attribution theory rests on three basic assumption, first people want to know the causes of their own behaviour and others, particularly behaviour that is important to them. Second, attribution theory assumes that we do not randomly assign causes to our behaviour, that there is logical explanation for the causes to which we attribute to our behaviour. Third, the causes that we assign to our behaviour influence subsequent behaviour.

In line with the above assertion, Weiner (1974) also proposed three stages of process that underline attribution thus:

i. Behaviour must be observed/ perceived;

ii. Behaviour must be determined to intentional; and

iii. Behaviour attributed to internal or external causes.

It is also important to note that Weiner focused serious attention on achievements i.e. in terms of attribution theory.

It is very essential at this juncture to note that attribution theory is all about how people make causal explanations about how they answer questions beginning with "why"? The theory deals with information individual use in making causal inferences, and with what they do with this information to answer causal questions.

Attribution came to rival cognition dissonance as one of the most imperialistic theories in social psychology. Attribution theory was therefore seen as relevant to the study of person's perception, attitude change, the acquisition of self- knowledge, therapeutic interventions and much more. (Rose and Fletcher 1986). Furthermore, Attribution theory emerged from Heider's (1958) "naïve" or "lay' Psychology as earlier explained. Subsequently, the theory was reformulated by Jones and Davis (1965) and Kelly (1967).

Heider (1958) further believed that individuals act on the basis of their beliefs; therefore, beliefs must be taken into account if psychologist were to account for human behaviour. This would be true whether the beliefs were valid or not. Heider also suggested that you could learn a great deal from common sense psychology. He stressed the importance of taking ordinary person's explanation and understanding of events and behaviour.

2.1.4 **Correspondence inference theory**

This theory was developed by Jones and Davis, thus, the theory assumes that people prefer making dispositional attributions, however, when we observe others , we not only attend to their behaviours, but we are only aware of the consequences of the behaviour. The theory was also interested in how people infer the cause of single instance of behaviour (for example, why did the garbage woman act rudely?). According to Jones and Davis, people are trying to *infer* from an overt action whether it *corresponds* to the stable personal characteristics of the actor. Therefore, a correspondence inference is an inference that the action of an actor corresponds to, or is indicative of, a stable personal characteristic. For Example, if Jane is compassionately toward Mark, his correspondent inference would be that Jane is a compassionate person. But would Bob actually make a correspondent inference? Not always. If there are several plausible reasons why someone may have perform a certain act, correspondence is low, and therefore you

cannot be confident about the cause of the act. However if there is only one plausible reason to explain the act, correspondence is high and you will be confident in your attribution.

Similarly, Jones & Davis (1965) further described how an "alert perceiver" might infer another's intentions and personal disposition (personality and trait or attitudes, e.t.c.) from his or her behaviour. Perceivers make correspondent inferences when they infer another's personal dispositions directly from behaviour; for example, perceivers may infer a disposition of kindness from a kindly act. Inferences are correspondent when the behaviour and the disposition can be assigned similar labels such as kind.

In explaining social events, Jones & Davis argued that people have preference for making dispositional attribution (that is those that are internal and stable), and that external attribution are merely default options, made only when internal causes cannot be found the reason for this preference is the belief that knowing the dispositional attributes of others will enable one to better understand and predict their behaviour the problem in confidently making these attributions however, is that social behaviour is often ambiguous and the causes are not always readily apparent to the observer. Therefore, to guide them, to guide them in their attempt to infer personal characteristics from behaviour, Jones and Davis stated that people use several logical rules of thumb.

Conversely, Heider (1958) distinguished between internal and external attributions, arguing that both personal forces and environmental factors operate on the "actor" and the balance of these determine the attribution of responsibility (Lewis & Daltroy, 1990).
Furthermore, when an internal attribution is made, the cause of the given behaviour is assigned to the individual's personality, attitudes, character, or disposition. When an external attribution is made, the cause of the given behaviour is assigned to the situation in which behaviour was seen.

The individual producing the behaviour did so because of the surrounding environment or social situation. These two types of attribution lead to very different perception of the individual engaging in behaviour. Personal is internal and situational is external.

One of such rule deals with *social desirability* of the behaviour. That is people are much more likely to make dispositional attributions about behaviour that is socially undesirable than about behaviour that is desirable. This is the case because socially desirable behaviour is thought to tell us more about cultural norms of the group than about personality of the individual within the group. Yet when people are willing to break from these norms to act in a certain way, such unexpected behaviour demands an explanation. When such action is taken people realize that the social costs incurred by the actor may be great, and they are much more confident that the behaviour reflects a stable and internal disposition (Jones & Davis 1965).

According to Jones and Davis, We not only observe social desirability of behaviours and degree of choice of actors, but we also analyze the actor's chosen behaviour in the context of other potentials behaviours. We then asked, "Is there some effect or outcome unique to the chosen behaviour?" By comparing the consequences of the chosen behaviour with the consequences of other actions not taken, people can often infer the strength of the underlying intention by looking for unique or "non-common" consequences. This third rule of inference then has to do with actions that produce non-common effects- outcome that could not be produced by any other action.

Jones & Davi's theory postulate that people are most likely conclude that other people's action reflect underlying dispositional trait (that is, they are likely to make correspondence inferences) when actions are perceived to (1) be low in social desirability, (2) be freely chosen, and (3) result in unique non-common effects.

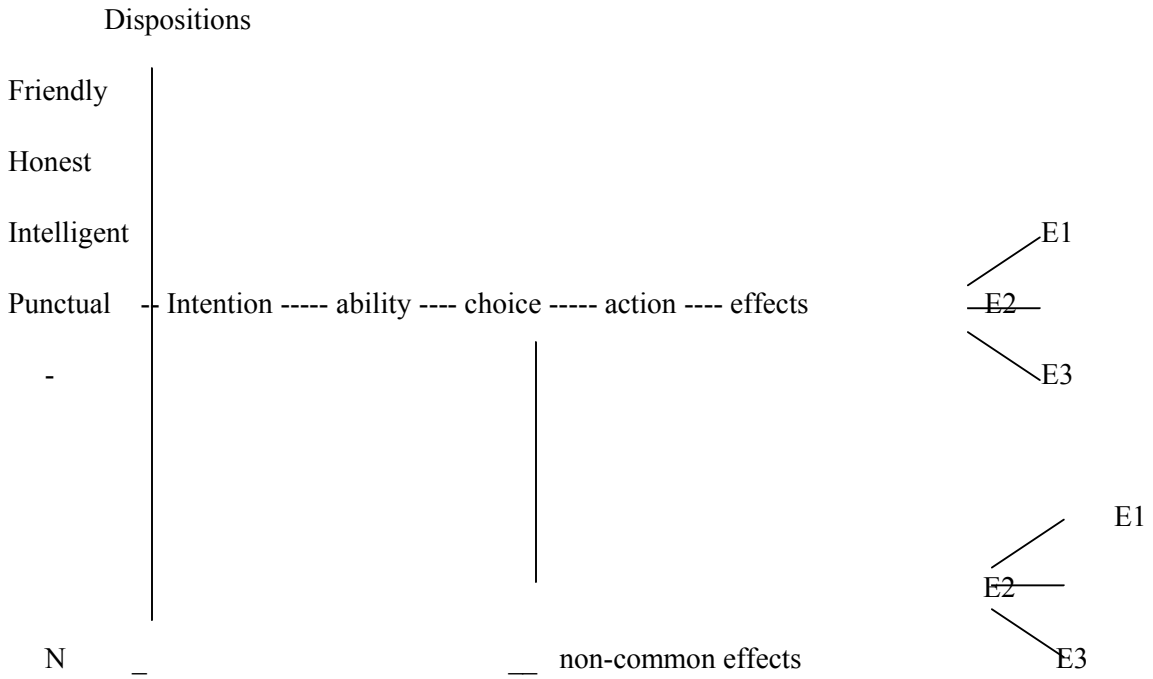
According to Heider (1958) attribution is concerned with how we attempt to understand the meaning of other peoples behaviour- particularly how we identify causes of their actions. Whenever we ask why someone did something, we are asking causal question. Why did John arrive late? or why did Peter so friendly toward me? Are examples of causal questions. Heider thought we answer such question by searching until we find a sufficient reason for the observed behaviour. A sufficient is an explanation that makes sense to us, probably because it corresponds to the content of our cognitive framework.

In general, behaviours can be caused by personal forces, such as ability or effort, or by environmental forces, such as luck or the difficulty of the task to be done. If an action is attributed to personal forces, it will have different meaning than if it is attributed to environmental forces. Imagine that you are standing on a line at a movie and a burly man bumps in to you. You might attribute the act to environmental forces. (The man's task of walking wad made too difficult by obstacle in the floor, or he experienced bad luck.) In this case, you would likely to make light of the incidence. On the other hand, if you attribute the act to personal forces – his ability to cause you pain – you will likely to be distressed. Someone has intentionally caused you pain, and the situation may be serious. An attribution that an action stemmed from personal forces will be made only in cases you perceived that another person is able to perform the action, intends to perform it, an exert effort to accomplish it. Such implies the existence of stable disposition and predictably for the future. An attribution that an action stems fro environmental forces reveals little about personal characteristics and it is not predictive of the future.

Moreover, Jones & Davis (1965) focused basically on how personal attributions are made. Their central concern was with how we infer whether or not someone's behaviour reveals

the existence of an enduring disposition. Like Heider, they assumed that any act result from a sequence beginning with a disposition that produce intentions, which are modified by abilities are finally lead to act. They extended Heider's theory by stating that any act involves choices and produce effects for individual. The perceiver can observe only the behaviour (choice) and its effects and must work backward from the act to make inferences about the disposition. In this theory, a perceiver is said to take into account not only what another person actually does (the chosen action) has many outcomes (effects). Any of the unchosen actions would also have several effects of the chosen or unchosen actions are the same, or common to both; but other effects are not common to both the chosen and unchosen actions. It is these uncommon effects which yield clues regarding the intention of another person.

For example, a student might choose to study in the library rather than play tennis. The chosen action, - a visit to library, and unchosen action, - a visit to tennis court, have common effects of getting the student out of the room. However, this common effect is of little value in understanding why the visit to library was chosen over the visit to the tennis court. One of the non-common effects of these two activities is that playing tennis gives the body some good exercise, while getting to the library may exercise the mind. Compared with the knowledge of common effect, the knowledge of non-common effect will give the perceiver more information about student's intention in going to the library rather than tennis court. The number of non-common effect is also important in making attributions. A large number of non-common effects does not give the perceiver as much information about another person as a small number, because with large number, the perceiver does not know which of the effect was intended by another person.



The diagram above as purported by Jones and Davis (1965) indicated actions are the result of sequence going from left to right. A person disposition gives rise to intentions that are meditated by ability to produce act that have different effects. An observer can only see the act and their effects and works right to left inferring dispositions from act.

According to Jones and Davis (1965), a precondition for a correspondent inference is the attribution of intentionality and they specify two criteria or conditions for this. We have to be confident that the actor:-

a. is capable of having produced the observed effects; and

b. knew the effects of behaviour would produce.

Another factor taken into account by perceiver is whether the uncommon effect are "good" or "bad," "pleasant" or "unpleasant," "desirable" or "undesirable, " positive" or "negative." This is termed the valance of the uncommon effects (Jones and McGillis, (1976). When the uncommon effects have positive value and highly desirable, not much is learned about another person; the perceiver only knows that the situation made it desirable to act in a certain

manner. However, when the non-common effects are rather negative and undesirable, it can be assumed that the person made the choice based on personal characteristics or disposition. For example, playing tennis on a cold rainy day (viewed as unpleasant or having low valence by the perceiver), tell the perceiver much more about motives and intentions than would playing tennis on a warm sunny day.

In a nutshell, perceiver gains the most information about the personal characteristics of another person from a small number of non-common effects with negative valence.

Furthermore, when people try to make attributions about another's behavior, their information focuses on the individual. Their perception of that individual is lacking most of the external factors which might affect the individual. The gaps tend to be skipped over and the attribution is made based on the perception information most salient. The perceptual information most salient dominates a person's perception of the situation.

For an individual making a behavioural attribution about themselves, the situation and external environment is entirely salient for them, but their body and behavior are less so. This leads to the tendency to make an external attribution in regards to one's own behavior.

Furthermore, the augmentation principle are when there are know to be constraints, costs, or risks involved in taking an action, the action is attributed more to the actor than otherwise. It is worth noting that a ‘causal schema’ refers to the way a person thinks about plausible causes in relation to a given effect. Most people have a set of schema that facilitates causal attributions. It also appears that “the perceiver has increasing need to attribute responsibility to someone as the outcome become more severe.

2.1.5 **Covariation theory**

It could be recalled that the theory of correspondence inferences describes how we use certain rules of thumb to in an attempt to single observations of behaviour and only details the cognitive processes of making dispositional attributions. Yet it is quite clearly the case that many of our causal explanations are derived from an extended analysis of others and often result in attributions of causality external to the actor.

One theory that specifically attempts to explain attribution derived from multiple observational points and details the processes for making external, as well as internal attributions is Harold and Kelly's (1967) covariation model. Kelly agreed with Heider that human beings are rational and logical observers, acting much like naïve scientist in the manner in which they tested their hypotheses about the behaviour of others. Just as a scientist arrives at a judgment of causality by noticing that a particular variable is associated with a particular effect across the number of different conditions, Kelly believed that people make causal judgment about everyday events.

According to Kelly, people make attributions by using by using covariation principle. This principle states that for something to be the cause of particular behaviour it must be present when the behaviour occurs and absent when it does not occur- the presumed cause and observed effects must "covary." Kelly (1965) maintained that the basic method we use to identify the causes of particular effects is presence- absence test. We identify something as a cause if it is presence, the effect always occurs, and, in its absence, the effect does not occur. Young children supposedly learn that flames burn fingers after only one instance of the "presence" condition. You may also have recognized the presence- absence test is the basic tenet of "experimental" and "control" conditions present respectively, the presence of and the absence of the cause under investigation.

Our confidence in assigning a cause to some effects will be adversely affected if we cannot distinguish significant difference in variation between the effects we are interested in explaining a number of possible causes. Kelly (1972) called this cognitive "fact" the discounting principle. Whenever there are several causes possible causal explanation for a particular event, we tend to be more likely to attribute the effect to any particular cause

In assessing covariation, Kelly identified three basic factors that we use in deciding whether another response was caused either by internal or external forces. The first type of information we use is the *consistency* of the response over time and situation; consistency refers to the extent to which the particular response occurs whenever a particular stimulus or situation is present. Second we depend upon *consensus of information* that is the extent to which people respond to the same manner as the person being judge. *Distinctiveness* is the third factor; it refers to the extent to which the person being judged responds differently to various stimuli in the same general category. Distinctiveness is high if person's responses are differentiated among such stimuli. A combination of high consistency, high consensus and high distinctiveness create external attributions; high consistency combined with low consensus and low distinctiveness determines internal attributions.

Furthermore, Kelly (1967) advanced Heider's assertion by postulating covariation Model of Attribution which focus at three main types of information from which to make an attribution decision about an individual's behavior. The first is *consensus information*, or information on how other people in the same situation and with the same stimulus behave. The second is *distinctiveness information*, or how the individual responds to different stimuli. The third is *consistency information*, or how frequent the individual's behavior can be observed with similar

stimulus but varied situations. From these three sources of information observers make attribution decisions on the individual's behavior as either internal or external.

Conversely, Kelly (1973) opined that the normal person as a "naïve psychologist' interprets and attributes causal relationships to the actions of themselves and of others. The potential causes are independent variables, and the effect (behaviour) is the dependent variables. People have greater confidence in their response to a stimulus when:-

(a) Their response is distinctively associated with the stimulus;

(b) Others do the same thing in the same situation; and

(c) Response is consistent over time.

Thus, distinctiveness, consensus, and consistency impact confidence in perception. Accordingly, the role of a given cause in producing a given effect is discounted if others plausible causes are also present. If there is high external justification for behaviour, his own internal causes are discounted. With low external justification, the attribute their behaviour to their own internal attitudes.

consensus	*distinctiveness*	*consistency*	*causal attribution*
low	low	high	person (actor/ internal)
low	low	low	circumstance(external)
high	high	high	stimulus/ target (external)

Causal attribution based on three different combination of causal information (Kelly, 1967)

Kelly (1967) believed that a combination of consensus (Sally is the only one late), low distinctiveness (she is late for all her subjects), and high consistency (she's regularly late) will

lead us to make a person (internal or dispositional) attribution. In other words, the case of Sally's behaviour is something to do with Sally, such as being poor time keeper. However, any other combination would normally result in an external or situational attribution. For example, if Sally is generally punctual (low consistency), or if most student are late for psychology (high consensus), then the cause of Sally's lateness might be extenuating circumstance in the fit case or the subject and/ or the lecturer in the second.

What interested Heider was the fact that members of a culture share certain basic assumption about behaviour. These assumptions belong to the belief system that forms part of the culture as a whole, and distinguish it from another.

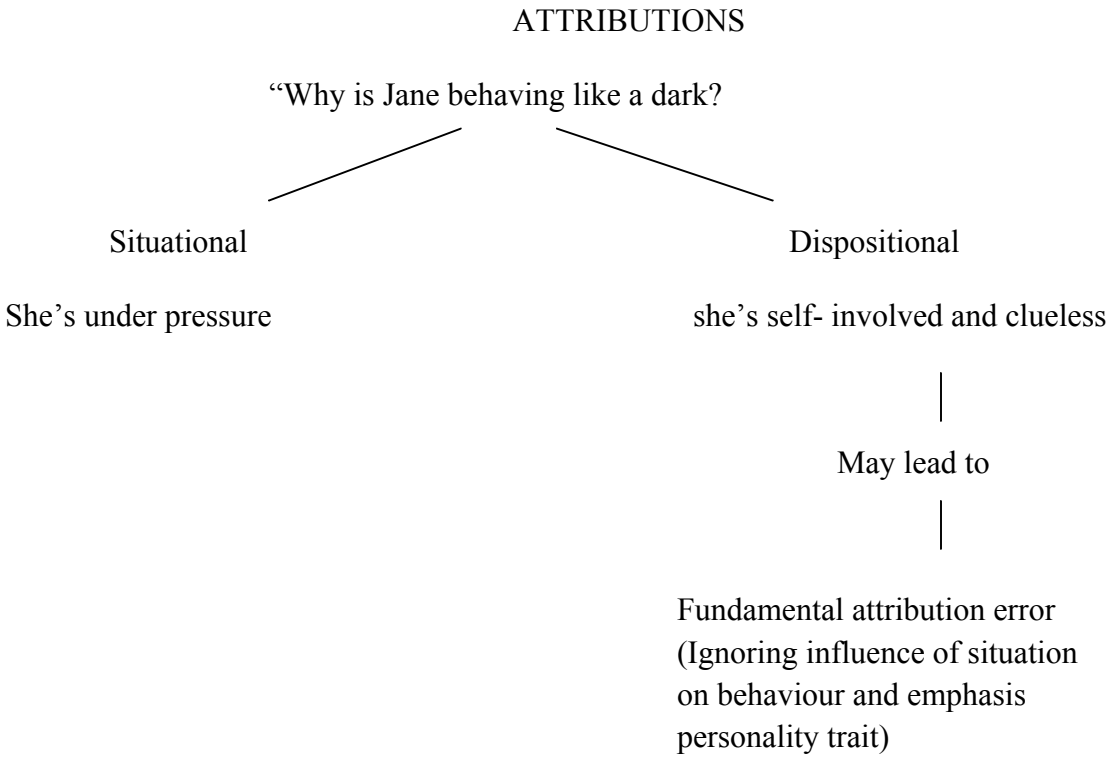
Carol and Tavris (2000) asserted based on attribution theory that the explanation we make of our behaviour and behaviour of others generally fall into two categories. When we make a situational attribution, we are identifying the cause of an action as something in the situation or environment: "Joe stole money because his family is starving." When we make dispositional attribution, we are identifying the cause of an action as something in person, such as trait or motive; "Joe stole money because he is a born thief."

When people are trying to find reason for someone else's behaviour, they reveal a common bias; they tend to over- estimate a common bias: they tend to over estimate personality trait and underestimate the influence of the situation. However, in terms of attribution theory, they tend to ignore situational attribution in favour of dispositional ones. This tendency has been called the fundamental attribution error.

A tendency to overestimate the extent to which a person's behaviour is due to internal, dispositional factors and to underestimate the role of situational factors. One plausible reason for

this error relates to the perceptual and cognitive salience of the actor as opposed to the situation: that is, observers focus their attention on actors, while the situational causes of the actor's behaviour are less salient and may be unknown.

People are especially likely to overlook situational attribution when they are in good mood and not inclined to think about other people's motives critically, or when they are distracted and preoccupied and don't have time to stop and ask them. Why exactly, is Jane behaving like a dark today? (Forges in Wade & Tavris, 2000). Instead, they leap easiest attribution, which is dispositional. Jane simply has a darkly personality.



Thus, if someone is behaving badly, make mistake, or plays badly in soccer match; it may be inferred in respect of behaviour under situational attribution that, the person is under pressure than the dispositional one (He's incompetent).

Similarly, error in attribution involves attributions not to individuals but to whole groups of individuals. The tendency to make dispositional attributions of causality and correspondent inferences with respect to groups of people - leading to the assumption that whole groups have similar dispositions or personality characteristics. For example, the assumption of positive characteristics causing the behaviour of members in favoured in groups, and negative characteristics causing the behaviour of disfavoured out-group has been labelled the ultimate attribution error.

People's attributions are also affected by the need to believe that the world is fair, that good people are rewarded and bad people are punished. According to just world hypothesis, the belief in a just world helps people make sense out of senseless events and feel sense in the presence of threatening event . Unfortunately, this belief leads to a dispositional attribution called "blaming the victim." If a woman is raped or a prisoner is tortured, it is reassuring to think that they all must have done something to deserve what happened or to provoke it. This kind of attribution was apparent in the Milgram (1974) study, when many of the "teachers" made comment as "the (learner) was so stupid and stubborn, he deserved to get the punishment.

Furthermore, self-serving attributions are explanations for one's own successes that credit internal, dispositional factors and explanations for one's failures that blame external, situational factors. People tend to make attributions in line with "bad things happen to bad people" and "good things happen to good people" in order to protect their self esteem and prevent feeling vulnerable. This is often referred to the Just World Hypothesis. Defensive attributions are one type of self-serving attribution; they involve explanations for actions or outcomes that are made to avoid feelings of vulnerability and mortality. Unrealistic optimism is a form of defensive

attribution in which people think that positive events are more likely to happen to them than to their peers, and that negative events are less likely to happen to them than to their peers.

Explanations have been offered for prevalence of self-serving biases. One is a general motivational desire to maintain self-esteem. Another concern self-presentation in social relations, suggesting that we exercise self-serving attributions in order to maintain the perceptions others have of us. And a third is a more cognitive view, which is that, because people have information about their own behaviours in other situations in which they have had positive outcomes, this may lead to positive outcomes being expected and negative outcomes being unexpected.

Why do we tend to engage in this sort of systematic bias? One possibility is that when another person is observed in a social setting, what is most perpetually salient is that particular person: their dynamic movements, their distinctive voice, and their overall physical presence. In comparison, the relatively static external forces that may actually cause those behaviours are less salient and therefore less likely to be factored into the attribution equation.

Taylor and Fiske (1975) tested this hypothesis by varying the sitting arrangement of six people who observed two actors engaging in a carefully staged, five minutes conversation. In each session observers were seated so they faced either actor A, actor B, or both. Following the conversation, the observers were asked questions about two actors to determine whom they thought had the most significant impact on the conversation. Results indicated that which ever actor they faced was the one the observers judged to be more dominant number of the dyad. Further research has confirm perceptual salience as contributing factor to the fundamental attribution error (Krull and Dill, 1996)

2.1.5 **Attribution and Academic Achievement**

It is pertinent to note that Weiner (1974) focused his attribution theory on achievements. He identified ability, effort, task difficulty and luck as the most important factors affecting attributions for achievement. Attribution is thus classified along three causal dimensions as shown in diagram below:-

	Locus of Control	
Stability	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck

The locus of control on the table above has two poles, viz: internal and external; the stability dimension captures whether causes change over time or not. For instance, ability can be classified as stable, internal cause, and effort classified as unstable and internal (Weiner, 1974) in Atkinson and David (1978).

In academic situation, the way people perceive the causes of success and failure in a given situation should influence their emotional reaction to the outcomes (the effective value of success and failure) and the degree to which the outcome, a success or failure will change the expectancy of success for a future occasion.

It is presumed that in attempting to explain prior success or failure, or in confronting some task, an individual ascribe the outcome to these four potential causes according to the characteristics of the task and situation, the causal inferences or subjective interpretation of the individual in turn influence the expectancy of goal attainment and effective reaction to success and failure which in turn determine behaviour

According to Heider (1958) people's behaviour could be explained in terms of dispositional (internal) factors, such as ability and effort and situational (environmental/ external) factors such as circumstance or luck. It is important to note that attribution relate well to the need for academic achievement. Weiner (1990) in Elliot et al (2000) revealed that when achievement is aroused, we tend to attribute our performance to one of the four determinants of achievement behaviour, as;

- Ability: - These attributions of success have important implications for teaching since students' assumptions about their abilities are usually based on the past experiences. It is precisely that we find explanation for Math phobia, reading problem or dislike of sciences. When students have a history of failure, they often make rather devastating assumption that they lack ability. This tendency is particularly true if others do well at the task. Once students question their abilities, this doubt spread to other subjects and other task. Soon there is generalized feeling of incompetence that paralyzed initiative and activate expectation of failure.

  Schunck (1989) in Elliot, Krotochwill, Cook and Travers (2000), studying the relationship between self efficacy (i.e. personal judgments of performance capabilities on any task) and learning, reported that student enter a classroom with aptitudes and experiences that affect their self efficacy increases and in turn, enhances motivation. Furthermore, students who consistently, question their abilities pose a serious challenge for educators, because the student's history of failure and feelings of incompetence undercut motivation and learning. An initial assumption about these students should be that there must be something that they can do well. Consequently, search for task that they can perform with competence and publicly reward them for their success. Danger is

being avoided of attributing their initial failure to a lack of ability before searching for alternate cause.

- Efforts: - Weiner (1990) in Elliot, Krotochwill, Cook and Travers (2000) also made interesting discovery that students usually have no idea how hard they try to succeed. Students and other individuals judge their efforts by how well they did on a particular task. Even in task involving pure chance, successful students believed that they tried harder than those who were unsuccessful an important cycle is thus established. Success increases effort; effort produces more success and the educational implications are real and significant. If a skill is to be mastered and the teaching is consistent for an entire group, the student performance will vary because of motivation. The importance of ensuring success as a means of encouraging further effort is hereby noted.
- Luck: - If there is tangible link between behaviour and goal attainment, the tendency is to attribute success to luck. Those students who have little faith in their abilities attribute their success on almost any task to luck, thus short- circuiting the motivational network. Success in this case will not increase effort. Lack of effort does nothing to bolster a belief in ones ability and task remains an overwhelming obstacle.
- Task Difficulty: - Task difficulty is usually judged by the performance of others on the task. If many succeeded, the task is perceived to be easy and vice-versa. An interesting phenomenon can develop here, if a student consistently succeed on a task at which others fail, that student will attribute success to ability. But if individual success matched by the success of others, then the source of success is seen in the task. Weiner's findings emphasize once again the importance of matching a task with students' ability and increase effort.

Similarly, Biehler and Snowman (1986) pointed out that some interesting aspects of success and failure are revealed when students were asked to explain why they did not do well on some task. The four reasons most commonly given stress are:-

i) ability; ii) effort; iii) task difficulty; and iv) luck.

To explain a low score on Math test, for example, different students might make the following statement:

"I just had a poor head for numbers." (Lack of ability)

"I didn't really study for exams." (Lack of effort)

"that test was toughest I've ever taken (Task difficulty)

"I guessed wrong about which section of the book of study." (Luck)

On the other hand, Narayana (2008) was of the view that the basic principle of attribution theory as it applies to motivation is that a person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future. That there are four factors related to attribution theory that influences motivation in education: ability, task difficulty, effort, and luck. In terms of the characteristics discussed previously, these four factors can be analyzed in the following way:

- *Ability* is a relatively *internal* and *stable* factor over which the learner *does not exercise much direct control*.
- *Task difficulty* is an *external* and *stable* factor that is *largely beyond the learner's control*.
- *Effort* is an *internal* and *unstable* factor over which the learner *can exercise a great deal of control*.

- *Luck* is an *external* and *unstable* factor over which the learner exercises *very little control*.

According to Narayana (2008) students will be most persistent at academic tasks under the following circumstances:

1. if they attribute their academic *successes* to either:
    - internal, unstable, factors over which they have control (e.g., effort) or
    - internal, stable, factors over which they have little control but which may sometimes be disrupted by other factors (e.g., ability disrupted by occasional bad luck); and
2. if they attribute their *failures* to internal, unstable factors over which they have control (e.g., effort).

In a comprehensive study conducted among Nigerians by Balarabe (1989, p 283) it was discovered that the internal attributions of failure could be associated with the feelings of not being 'worried and concerned'. This seems to suggest some sort of lack of will to succeed on the part of individuals, which is linked to perceived lack of ability and striving for attributions and feelings also, the factors were conceptually coherent in the variables that they contained.

Conversely, Biehler and Snowman (1986) further revealed that students with long histories of academic failure and weak need for achievements typically attribute their success to easy question or luck and their failure to lack of ability. Accordingly, ability is a stable attribution (that is people expects its effect on achievement to be pretty much the same from one task to another), while task difficulty and luck are both external attribution (in other words, people feel

they have little control over their occurrence). Research have shown that stable attribution, particularly ability, lead to expectation of success while internal (under personal control) attribution lead to pride in achievement and reward attractive (Nicholls, 1979; Weiner, 1979 in Biehler and Snowman (1986). Furthermore, low achieving students attribute failure to low ability future failure is seen as more likely than future success, in addition to ascribing success to factors and beyond ones control diminishes the possibility of taking pride in achievement and placing high value on reward. Consequently, satisfactory achievement and reward may have little effect on the failure- avoiding strategies that poor students have developed over years.

It is worthy to note that success- oriented students (high- needs achievers), on other hand, typically attribute success to ability and effort and failure to insufficient effort. Consequently, failure does not diminish expectancy of success, feeling of competence or reward attractiveness for these students. They simply resolve to work harder in the future.

Similarly, a low achiever is likely to:

i- avoid success related chores, because such students tend to:-

a) doubt his/her ability;

b) Assumes success is related to luck or to "whom you know" or other factors out of his/her control. Thus, even when successful, it isn't as rewarding as to the unmotivated person because he/ she does not feel responsible; it does not increase his/ his pride and confidence;

c) Quit when having difficulty because he/ she believes failure is caused by lack of ability which he/ she can't do anything about.

d) Choose easy or very hard tasks to work on because the result will tell him/ her very little about how poorly (presumably) he/ she is doing.

e) Work with little drive enthusiasm because the outcome isn't thought to be related to effort.

Mandel (1988) and Marcus (1995) had an interesting view of the 'unmotivated' student; they said underachiever with an academic problem is unmotivated, but in fact, highly motivated to perform poorly and get mediocre grades! Why? Because they want to avoid success! Why and how would anyone choose to blow off school work which is clearly connected with one does for a life time? Because they are afraid of achievement and want to avoid responsibility the underachievers unconsciously utilizes excuses to explain why he/ she is doing poorly and why it isn't his/ her fault they will explain, thus, "the exam did not cover what the teacher said it would" or "everybody did bad" or "my parents had all kind of things planned for me the night before the exams." The trouble is that they believe they want to succeed and they believe their own excuses. The situation is a clear case of self-deception, "the crap-gap." The low achievers also believe that the situation is beyond their control, that they are innocent victims of circumstances. They aren't comfortable enough to fight their way out gloomy situation they are in.

In an empirical study, Balarabe (1989) revealed that high and low examination achieving groups clearly showed the significant differences in the motivations, approaches and attributions between groups as expected with the high achievers higher in the achievements- enhancing motivation and the internal attributions of success, and lower in other attributions and achievement debilitating motivations and approaches.

Moreover, Biehler and Snowman (1986) opined that reward will not motivate low-need achievers to work harder so long as they attribute success to factors that are unstable and beyond their control. Such cases according to them are seen as "flukes" which are unlikely to occur again and do little to instill sense of pride and accomplishment.

Weiner (1990) stated that there is relationship among student's attributions (ability, effort, luck, and task difficulty), the stability of attribution, its resistance to extinction, and expectancy of future goal attainment. Consequently, in achievement related situation, students experience both cognitive and emotional reaction. For example, John has failed his history exams. He is experiencing feelings of frustration and is upset, such as the following:

i. "I failed because I didn't try hard enough," followed by the feelings shame and guilt.

ii. "I just don't have the right stuff," followed by feeling of low self-esteem, lack of worth and hopelessness.

Weiner (1990) described the above situation is complicated mixture, one to which a teacher should be alert. When attempting to help students, teacher must be aware of their causal attributions. Its quite easy to be deceived by student's apparent high level of effort and assign higher ability to that student than warranted.

By and large, the underachiever is afraid of achieving the usual efforts of parent and teachers such as those of rewards or threatening punishment or and being assigned a teacher, are ineffective because these methods don't deal with the self deception and underachiever don't want to look honestly and carefully at themselves, their motive, their values and or their future, this is because big successful and realizing that one has the ability to make "A's" take out the garbage on time, pay one's own expenses, choose a career, work full time, etc, means the person is case of him/herself for the rest of his/her life.

Sometime, underachiever may not be able to be aware of the extent of his/her self-deception as such it may be difficult for him/her to for him/herself. According to Mandel and Marcus (1988), a therapist would close the "crap gap" the difference between what the student

thinks he/she want ("good grade") and his/her actual behaviour (mostly avoidance of all responsible behaviour through the use of excuses). The critical first step is to simply ask student how well he/she would like to do in school. Get them to state a specific goal, for example, a "B" average.

Studies so far accomplished have shown that casual ascription for success and failure in part determine the direction and magnitude of changes in expectancy which follow failure ascended to how ability showed decrease the expectancy of failure goal attainment more than failure that is ascribed to bad luck showed result in less of an increase in subjective expectancy of failure success than success ascribed to high ability or to the case of the task. In other words ascription of an outcome of stable factors should produce greater typical shift in expectancy of success (an increase after success and decrease after failure) than ascription to unstable factors. These relationship have been tested failure and established at various time (Fontaine, 1974, McMohoh, 1973, Meyer, 1970 Nierenerg and Undetein, 1976 cited in Brehm and Kassim 1996)

For instance, Meyer (1970) had subjects succeeded repeatedly at a digit symbol substitution task. After each trail, the subject attributed that the success or failure in some degree to each of the four casual element ability, effort, task difficulty and luck. The subjective expectancy of success (p) was reported for the next trail. In the failure condition, the typical downward shift in p2 was greater than subjects attributed their failure predominantly to low ability and a difficult task (stable factors) rather than to lack of effort or bad luck (unstable factors) . Weiner (1974) provided a model of achievement motivation in which he concluded that the achievement- related emotional reaction of pride (in success) and internal factors (ability and particularly effort and minimized when the when it overcomes the handicap of low ability) is most admired, while failure attributable to lack of effort or bad luck (unstable factors).

Similarly, Weiner (1974) revealed that the achievement-related emotional reaction of pride (in success) and shame (in failure) are intensified when outcomes are attributed to internal factors(ability and particularly effort) and minimized when the ascribed causes are external. The results of mine experiment following the design of one by Weiner and Kukla (1970) suggested that success resulting from effort (particularly when it overcomes the handicap of low ability) is most admired.

The onus of self- satisfaction in respect of school attendance rest solely on the level of motivation and the extent of individual performance in a given task. Murray in Chauhan (1978) put forward the concept of need to explain human behaviour. He described the need as "A need is a construct which stand for a force in the brain region, a force which organizes perception, apperception, intellection, conation and action in such a way as to transform in certain direction an existing and unsatisfying situation." According to him, an unsatisfied need would arouse the person to work that would be sustained until satisfaction had been attained. Each need is accompanied by a particular feeling or emotion and tends to use certain modes to further it trends. It may be weak or intense, momentary or enduring but usually it persist and give rise to certain course of overt behaviour or fantasy which changes the initiating circumstances in such a way as to bring about an end situation which will appease or satisfy the organism.

Need is always prompted by the desire to achieve particularly in academic situation; success often reinforces further efforts whereas failure tend to undermine or debilitate individual's endeavour. Hoppe (1930) in Biehler and Snowman (1986) observed that people tend to raise their goals after success and lower them after failure. This process offer protection from continual failure and from too easy achievement which does not provide a feeling of

accomplishment. Accordingly, the level of aspiration is often set as a compromise between conflict tendencies; the desire to avoid disappointment accompanying failure, which forces aspiration down; and the desire to succeed at the highest possible level, which pushes aspiration up.

2.1.6 **Attribution and Motivational trends**

Based on the conception and research carried out by some eminent psychologists, a number of theories were developed in an attempt to explain variety of human motives. It is important to note in ramifying human motives that some psychologists one or two major needs dominated human action while others felt many needs play important roles in motivating behavior. That such thinking about human motivation has been dominated by the theories of Sigmund Freud and by reaction to his ideas. Mukherjee (2002) pointed out that theories of motivation have been concerned with all type of behaviour, but in their attempt to do so, they have been confronted with problems that these theories could not explain, and as a consequence there are many theories of motivation that need to be considered in this field of study. However, Mukherjee (2002) further maintained that it would be useful to consider the development of these theories in a historical manner. Mukherjee (2002) pin-pointed and briefly discussed the following theories:

There is intrinsic theory of motivation which was developed by Harlow and his associates in 1950. Intrinsic motivation is that tendency to activity which arises when the resolution of tension is to be found in mastering the learning task itself; the material learned provides its own reward. If the work is done because doing it is satisfying, if the work carries its own reward, if it is done for its own sake, we can say that motivation is intrinsic. They have conducted

experiments on monkeys to show the importance of intrinsic motivation. The findings of their study revealed that monkeys solved problems without being offered extrinsic reward. They have also reported that introducing an extrinsic reward made learning less efficient. Several experiments have been conducted on manipulative, exploratory and curious behaviour on animals and small children which give evidence of intrinsic motivation

Deci and Ryan (1980) stated that intrinsically motivated behaviours are those that are motivated by the underlying need for competence and self- determination. They further argued that these needs are innate and that they are intrinsically motivated behaviour that derives from are rewarding in and of themselves. These behaviours are performed in the absence of any apparent external reinforcement. Thus, intrinsic motivation is the inner need to be competent and to choose one's own activities.

Similarly, Deci (1975) discovered some intriguing differences in the reaction of men and women to reward. This study investigated the effects of praise and on subjects' interest in working in puzzles. Women who were praised showed the typical decrease in intrinsic motivation. It worthy to note most probably that men regarded praise as a means of conveying information about their competence. Because the praise made them to feel more competent, thus, they became more interested in working with puzzles. Women on the other hand, saw praise as causing or controlling their behaviour. In a nutshell, praise according to Deci can be viewed in two different ways: as a means of control, or as a means of giving information. Mukherjee (2002)

According to Chauhan (2002), Ryan, Connell, and Deci reviewed the studies on motivation and reported that events that are found to enhance or evoke intrinsic motivation

include: choice, positive feedback and optimally challenging activities. When children are oriented toward learning goals, the value of an activity is a major factor in task choice and positive effect is associated with working on and mastering challenging task, even in the presence of negative feedback.

In another dimension Sigmund Freud was initially trained physician and as a psychologist theorist he believed strongly in biological basis of human behaviour. His original view was that all human behaviour has its roots in *eros* the drive for bodily pressure. The strongest of all pleasure was sex, but Freud believed that people sought a variety of pleasurable bodily sensation. Why then people perform many behaviours that seem to have no relation to physical pleasure? Freud argued that because of various constraints, people either delay the expression of their pleasure or express it in altered forms. According to Freud, there are two types of constraints. First there are constraints imposed by reality. For example, a person ordinary needs to afford pleasurable activities. In this case, pleasurable activities are delayed until the work is completed. Second, there are constraints imposed by morals. For example, many people may feel that merely pursuing pleasure is immoral, these value restrict how and how much people express their desires for pleasure.

Accordingly, Freud argued that because of the drive for conflicts with reality and morality, it is often channeled, or sublimated into behaviours that are realistic and moral but still give some satisfaction to the need for pleasure. For example, a Freudian psychologist might argue that a man's interest in fashion is a sublimation of his sexual drive.

Eventually Freud contended that human behaviour was also directed by another strong drive, known as *thanatos,* or "death drive." Freud believed that the because thanatos conflicts

with eros, it is often channeled outward in the form of aggression or destructiveness toward others. Freud proposed the idea of thanatos after World War 1. He felt that some kind of destructive drive was needed to explain the massive destruction drive he observed during the war. Freud believed that destructive urges, like erotic ones, are constrained by reality and morality.

Freud's views were controversial when he proposed them, and they have remained that way. Freud's theory of motivation was eventually rejected by psychologist on three grounds:

- A comprehensive account of human motivation must recognize that human have many motives, interest, needs and desires.
- Some motives are directed toward positive or noble behaviours such as artistic creation.
- Not all motives are based on physiological needs. Some are acquired through social interaction

On the other hand, Murray in Chauhan (2007) proposed that individual does not engage in activities to reduce tension but also to develop tension so that it can be later reduced. Murray developed a detailed system of human behaviour on the basis of his intensive work on human behaviour. He put forward the concept o needs to explain human behaviour. According to him unsatisfied need would arouse person to work that would be sustained until satisfaction has been attained. Each need is accompanied by particular feeling or emotion and tend to use certain modes to further its trends. It may be weak or intense, momentary or enduring, but it usually persist and gives rise to certain course of overt behaviour or fantasy which changes the initiating circumstances in such a way that it will bring an end situation which will appease or satisfy the organism

In his Theory of motivation, Murray proposed that the organism does not engage in activities to reduce tension but also to develop tension so that it would be reduced later. According to him, tensionless state is not satisfying but the process of reducing tension. He proposed the psychogenic (secondary) needs in addition to vicerogenic needs (basic needs such as water, food oxygen, sex etc.) in order to explain how individuals differ in their struggle to meet up some needs.

Murray (1938) studied a small number of individuals intensively over period of seven years using many methods. From these studies Murray compiled a list of twenty need that motivated most behaviour These needs include:-

- Abasement – To surrender, to comply and accept punishment, to apologize, confess, alone, self depreciation. Masochism
- Achievement – To overcome obstacle, to exercise power, to strive to do something difficult as well and as quickly as possible.
- Affiliation – To form friendship and association. To greet, join and live with others. To cooperate and converse sociably with others, to love and to join groups.
- Aggression – To assault or injure another, to murder, to belittle, harm, blame, accuse or maliciously ridicule a person, sadism and to punish severely.
- Autonomy – To resist influence or coercion. To delay an authority or seek freedom in a new place. To strive for independence.
- Blame avoidance – To avoid blame, ostracism or punishment by inhibiting social or unconventional impulses. To be well behaved and obey the law.

- Counteraction – To proudly refuse admission of defeat by restriving and retaliating. To select the hardest task. To defend ones honour in action.
- Deference – To admire and willingly follow a superior. To co-operate with a leader and to serve gladly.
- Dependence – To defend oneself against blame or belittlement. To justify ones action. To offer extenuation explanation and excuses and to resist probing.
- Dominance – To influence or control others. To persuade, prohibit or dictate To lead and direct, to restrain and to organize the behaviour of a group.
- Exhibition – To attract attention, excite, amuse, stir, shock, thrill others and self dramatization.
- Harm avoidance – To avoid pain, physical injury, illness and death. To escape from dangerous situation and to take precautionary measures.
- Order – To arrange organize and put away objects. To be tidy and clean and to be precisely scrupulous.
- Nurturance - To nourish aid or protect a helpless person. O express sympathy
- Understanding – To analyze experience, to discriminate among concept, to define relation and synthesize.
- Succourage – To seek aid, protection or sympathy; to cry for help; to plead for mercy, to adhere to an affectionate and to be dependant.
- Rejection – To snub, ignore or exclude another, to remain aloof and indifferent and to be discriminating.
- Play - To relax, to amuse oneself,, seek diversion and entertainment. To have fun, to play games, to laugh jokes and be meery and to avoid serious tension.

- Acquisition – To gain possession and property.
- Construction – To organize, to build.
- Superiority – Desire for accomplishment and prestige.
- Retention – To retain possession of things.
- Similance – To emphasize, to initiate.

At this juncture, it is important to note that the role played by each of these needs is very significant especially in human quest to maintain a state balance.

There was also theory of achievement motivation which was developed by David McClelland and his associates in 1953 at the University of Harvard. He defined motive as, "A redintegration of a change in a fact by a cue and anticipation of a future change in effect contingent upon certain actions." This definition has two important terms according to Chauhan (2002); the first term is redintegration which means reinstatement of psychological process in the conscious as a result of stimulation by environmental event. Second is a cue which is the cause of effect in arousal in individual. According to McClelland, all human motives are learned in the environment irrespective of their nature.

Mukherjee (2002) pointed out that McClelland and his associates attempted to find answers to question: why certain societies and nations are apparently more striving than others? In a bid to response to this question they analyze the respective countries' stories book for children, and their respective folktales etc. Thus, they developed a method to measure achievement motivation of individuals. They used four pictures of *Thematic Apperception Test* (TAT) and asked subjects to write stories in response. The pictures taken from TAT were modified to some extent for experiment and the essential characteristics of these pictures were

that they were all vague in outline and definition to meet the criterion of 'projective technique,' of measurements. The assumptions are that in writing stories as responses to the stimuli which are not well defined and which are vague children give way to their imaginations which cannot be tested by straightforward questionnaire methods.

Using this related methods of measuring achievement motivation; McClelland discovered that there are reliable differences in achievement motivation among individuals and also among group of individuals. For examples, some college students have a strong need to achieve relative to their peers. These students tend to do better at task such as anagrams, and arithmetic problems than other students of equal intelligence. They are also more likely to go into occupations in which own or manage their own business, (McClelland, Atkinson, Clark, & Lowell, 1953) McClelland had also found that some groups have higher level of achievement motivation. For example middle class boys have been shown to have higher *n* Ach scores than lower- class boys.. In a nutshell, it is obvious that some individuals manifest higher achievement motive than others and the average scores varies from group to group.

The need for achievement depends on social and cultural factors, which in turn affect child rearing practices. In a culture that values achievement, parents demand self- efficiency and independence in their children. Such parents tend to be less protective of and to remove restrictions on their children when the children are relatively young. For example, it has been found that mothers of boys with high need for achievement are concerned that their sons learn to be independent at an early age. (Winterbottom, 1956 in Atkinson 1958).

In some cases, the protective mechanism is thrown out of balance as individuals that set goal that are too high will inevitably fail. Conversely, individual who set goals that are too low

are robbed of a sense of achievement no matter what they do. The ideal situation is for students to maintain a realistic level of aspiration. McClelland (1961) believed that in the course of development human being acquire a need for achievement and has conducted research to demonstrate that the need varies among individuals. Atkinson hypothesized that differences in strength of the need for achievement can be explained by postulating a contrasting need to avoid failure. Some people, he suggests, are success- oriented; others have high degree of anxiety about failure. Atkinson & Litwin (1960) in Biehler & Snowman (1986) discovered that success-oriented individuals are to set personal goals of immediate difficulty. Whereas anxiety- ridden persons set goal that are either very high or very low. (If anxiety- ridden individuals fail on a hard task, no one can blame them; and they are almost sure to succeed on easy task.) Atkinson further believed that the tendency to achieve success is influenced by the probability of success and the attractiveness of achieving it. A strong need to avoid failure is likely to be developed if people experienced repeated failure and if they set goal beyond what they think they can accomplish.

The cognitive theories of achievement motivation in academic domain differ from the more mechanistic approaches in the importance given to internal beliefs such as thoughts, causal attributions, and feelings in the learning process. Such cognitive theories assume that behavior is determined by students' beliefs. Indeed, beliefs are mediators of behavior. According to Tapia and Garcia- Celay in Coll, Palacios, & Marchesi, (1996), causal attributions for success and failure are central constructs in a general theory of motivation. In fact, attributions exert an impact on students' motivation to learn, emotions and future expectations for success and failure (Weiner, 1985).In addition, Weiner (1993) advocates that causal attributions and issues regarding individuals' control and perceived responsibility of events that occur in their or others' lives are

central constructs influencing individuals' social relationships generating different sorts of social reactions, as well.

Glasser (1972) in Biehler and Snowman (1986) argued that if people are to succeed in life in general, they must first experience success in one important aspect of their lives. For most individual, that one important part should be school. But the traditional approach to education, which emphasizes comparative grading, allows only a minority of students to feel successful. Most students feel that they are failures, and their motivation to achieve in other aspects of their lives is depressed.

It is worth noting that, one of the most intriguing aspects of differences in aspiration level and need for achievement is that some individuals seem to "fear" success and others seem to be motivated to avoid it.

2.3 Theoretical Framework on Personality

2.3.1 Nature of Personality

Personality is the organized system of behaviours attitudes and values that characterized a given individual and account for his particular manner of functioning in the environment. Since each person is by definition a unique personality (Silverman, 1971).

Attitudes are very important element in the way we perceive and evaluate objects, event and other people. They help us organize a complex world. Another very important part of social perception is the process by which we perceive people and form impression of them. Personality is multi-dimensional, it is affected by heredity, learning, motivation, intelligence, creativity – virtually everything that makes the individual what he is at a point in time. Confronted with any of the enormous complexity of personality, psychologist initially sought to organize their data by

adopting a definition of personality as an experimental starting point or by proposing a theory by means of which personality can be generally explained.

Murray and Kluckhohn (1953) viewed personality as unique patterning of behavioural and mental processes that characterizes an individual's interactions with the environment. The key word in the definition of personality is the word 'individual'. Personality psychology is the study of individuals, with special emphasis on what makes a person unique.

Personality has been conceived as a social stimulus value that is how an individual affects other persons with whom he comes in contact, whether he is impressive or repulsive, or has a dominating or submissive personality. Personality from this point of view becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette. This concept of personality according to Chauhan, (2007) is in selecting applicants for various jobs and courses. The interviewers take into consideration the total picture of an individual's organized behaviour.

In another perspective, personality was conceived as adjustment of individual in his environment. In this definition, an individual since birth attempt to adjust to his environment. Every individual therefore develops his own unique way of adjustment in the society. According to this approach, personality is an individual characteristics pattern of behaviour. An individual through his continuous reactions attempt to adjust himself in his environment. Thus, it could be inferred that the sum of individual's movement as he adapts himself to the environment is his personality.

According to summative approach, the definition of personality emphasizes the importance of sum of total of difference processes and activities of individual such as innate dispositions, habits, impulses and emotions etc. Gestalt psychologist did welcome this approach

by objecting to the idea of aggregation or sum total of part without introducing the concept of organization and integration of parts into a total whole. It could be recalled that Gestalt psychologists believed that unless whole is understood, the meaning of parts could not be determined.

For integrative approach, the definition of personality lay emphasis on the integrative of personality and its definite pattern of organization Chauhan, 2007 cited that Warren's dictionary defines personality as integrative organization of all the cognitive, affective, connative and physical characteristics of an individual as it manifest itself in focal distinction from others..

Moreover, as a combination of factors, as the way one perceives oneself, as a n integration of identities and simply a behaviour. The definitions of personality do overlap, however, and put together – adding and subtracting where necessary they form a fairly complete picture of what personality is.

Some theories have been developed in an attempt to explain and shade more light on the concept of personality. The theories were so distinct but the efforts of psychologists in an attempt to describe the structure of human personality made them to be so unique and stand out. The following theories would be discussed in the course of the present study.

2.2.2 Theories of Personality

Chauhan (2007) maintained that it has been the nature of man, from ancient times, to name and classify objects of his environment and human beings into different categories. Thus, Greek physicians were the first in the fifth century B.C, who classified people into four broad categories on the basis of emotional and temperamental characteristics. One of the Aristotle's pupils theorized that human body consists of four fluids. The personality of an individual is typed by the dominance of one of them in the body. The four types are:

S/No.	*Humour*	*Temperament*	*Characteristics*
1.	Blood	Sanguine	Active, Hopeful
2.	Yellow bile	Chloric	Irritability, quick to anger.
3.	Phlegmatic (mucus) sluggish	Phlegmatic	Calm, Temperamentally
4.	Black bile	Melancholic	Depressed, slow and pessimistic

Carl Jung on the other hand attempted to classify human beings on two behavioural dimensions: Extrovert and Introvert each of which can be divided into four subtypes viz: thinking, feeling, sensation and intuition. It could also be inferred that each person is both introvert and extrovert, with one type predominating consciously and other type unconsciously. His typology is widely known and is mostly influential among professional workers. Below are the major characteristics of the types of personality:

1. ***Introvert:*** A person who tends to withdraw into himself, especially when faced with emotional conflicts and stress in his environment. The behaviour of introvert is governed by subjective values. His actions are often guided by his own ideas by absolute standard. An introvert is shy, avoid people lack flexibility to adjust to his inner values and enjoys being alone. Introvert tends to be subjective instead of objective oriented. Scientists are often considered as introverts.
2. ***Extrovert***: The orientation of extroverts is geared towards the external world. He deals with people intelligently and in social situations and his intention and interest are centered on the immediate environment. He is conventional, outgoing, social, friendly and free from worries. The extroverts inner needs of inner life tend to succumb to external necessity. He is objective, reality- oriented individual who may go far in the direction of

objectivity as to deny many of his needs and aspirations. Social workers and politicians may be cited as typical extroverts.

Jung's system of classification is not all that rigid in so far a person may be extroverted in his thinking type, extroverted in his feelings type, an extroverted intuition type and extroverted sensation. However, the same individual could be introverted in all the afore mention polarities depending on the situation. . Accordingly, all individuals could be divided into eight types based on the dominance of one of the above factors.

Sheldon, an American surgeon, divided all human beings into three broad categories based on physical dimension and their corresponding temperamental characteristics. He further believed that physical structure of body is the determinant of personality characteristics. Below are the physical characteristics and their corresponding temperaments

S/No.	*Physical characteristics*	*Temperament*
1.	Endomorphic (soft, round)	Viscerotonic (sociable, extrovert, affectionable), love of physical comfort.
2.	Mesomorphic	Somatotonic (energetic, muscular and strong love of risk and chance)
3.	Ectomorphic	Cerebtotonic (fearful, artistic introvert and restrained.

Freud postulated the theory of psycho-sexual development in which he identified three types of personality. The behavioural manifestations of individuals depend on the extent to which one is fixated to non-gratification of libidinal drive (sexual energy) at the early stage of sex development. The stages include:

1. Oral stage: According to Freud, the libido will be localized in the mouth at this stage. There is membrane in the mouth which gives pleasure to the infant when irritated oral stage is erotic and this type of personality is always associated with high crave for excessive for pleasure in terms of oral activity. Thus, sexual gratification is obtained through the mouthing of objects. Therefore, biting, sucking etc gratify the sex in infancy. Fixation at the oral stage results in two types of personality later in life
   a. Oral passive type: this type of person is dependent, optimistic and immature in his thinking and other activities like a child. He often solicits help from others persons.
   b. Oral sadistic: This type of person is pessimistic, suspicious and aggressive. He is often bitter in his dealings with others.
2. Anal stage: This is the second stage of psycho-sexual development in which a child obtains sexual gratification through anal region that is by eliminating waste product of metabolism through the anus or retention of these in response to social demands of toilet training. Some trait of personality develop as of toilet training. Some trait of personality develop at this stage due fixation of sex energy. These include: misery, obstinacy, orderliness etc. later in life.
3. Phallic stage: This is the third stage of psycho-sexual development. A child is likely to engage in self-stimulating play with his/her phallic region, thereby identifying the pleasure giving qualities of sex organs. If such activities is not controlled, a person develops a crisis known as *castrated anxiety.* This type of personality shows self-love, exhibitionism. He also tries to draw the attention of others. These characteristics are found in early adolescence
4. Latency stage: This is the fourth psychosexual stage which occurs from about age 5 to

the beginning of adolescence. No dynamic conflict occurs during this time. Freud was content to describe latency as the time of social and intellectual development as encouraged by the early school years. He concluded that no basic personality change occur during this time.

5. Genital stage: When the individual reaches puberty, his id directs itself toward adult sexuality and psychological maturity, and this genital stage according to Freud , is the ultimate conflict that the individual must face. His success will be determined to a large extent by his previous ability to accept and integrate the oral, anal, and phallic stages. Freud believed that if the individual is not able to resolve the first three psychosexual stages, then he will not be able to channel his libido into the necessary constructive outlet that resolve the genital conflict and that allow him to function in a matured way.

Despite the tremendous contribution made by Freud, recent personality theories have rejected his analysis of the sexual urge as man's only drive, however, no other personality theorist has ever aroused the public interest as did the Freud. Thus, Freud theories are not fully accepted but his influence is still felt. For instance, Jung and Freud differed in their theories of personality in several ways as Freud believed that human development was strongly affected by libidinal (sexual) urges. While Jung did not. Freud also believed that individual personality was shaped and defined at a very early age. Jung did not. On the other hand Jung argued that personality is as much affected by individual's future goal as by his present experiences (internal and external).

The approaches of trait theories and type theories are somehow similar this is because the trait theories bend or describe a person by specific behaviour pattern which he manifest in a

variety of circumstances, while type theories classify individual in broader perspective. In trait theories certain behavioural characteristics are assert to a person such as aggressive, fearful, honest, hardworking , lazy, intelligent, dependent etc. It is important to note that traits are mode of behaviour which are manifested in a number of life situation consistently. It is distinguishable, relatively enduring way in which one individual varies from others. Thus, the concept may be defined as, "a property within the individual that account for his unique but relatively stable reaction to environment. (Chauhan, 2007)

Chauhan (2007) further identify some properties of traits which:-

1. Scaleability: Traits are scaleable in as much as they can measured and scaled qualitatively.
2. Inference from behaviour: Personality traits are not directly observable but they are manifested in a number of activities and verbal impression. We infer a trait from the behaviour of individual.

2 Flexibility: Traits are not static in nature; they are flexible in childhood and become stable with the maturity of person in age but some variability is always there.

3 Universality: There are certain traits which are universal in nature as height and weight.

4 Functional unity: The trait must be functional utility; which means that there must be different indications which may vary or are manifested consistently in the behaviour of individual.

5 Traits are higher order habit: trait is a higher order habit which recurs in the behaviour frequently.

6 Traits are mental set: Some psychologist define trait as a mental set. It is a readiness to respond to any variety of situations in a consistent way.

7 Traits are frame of reference: The personality of an individual is an organized whole of beliefs and emotions, etc. about the environment. In this reference, traits are organized frames of references.

8 Traits are learned: Traits are learned in the interaction with environmental stimuli. They are biologically determined as neuroticism and other traits which depend on the disposition and intellectual potentialities of the individual.

Eminent psychologists have attempted to classify traits based on their conception and definition of the concept. According to Allport (1961) trait is a generalized and focalized neuropsychic system with the capacity to render many stimuli functionally equivalent and to imitate and guide consistent form of adaptive and expressive behaviour. The definition according to Chauhan (2007) is a comprehensive one since it emphasize the fact that the trait are not link with small number of stimuli but they are general and enduring in nature. Allport also lay emphasis on functional autonomy and the concept of propium. Functional autonomy relates that motives of an adult may have their roots in the tension reducing motives of the child. The adult grows out of them and become independent of these earlier tension reducing efforts. The propium on the other hand includes the different aspects of the self (bodily self, self-identity, self-esteem) which the person seeks to organize into an integrated unified whole.

Allport classified all human traits into three broad categories viz:

1. Cardinal trait: Traits which appear in most of the behaviour of the organism are called cardinal. It may be illustrated with example of achievement in life. Some people are so devoted to achievement that this trait pervades the whole life.
2. Central trait: Central trait are less pervasive than cardinal trait but are quite generalized dispositions.

3. Secondary dispositions: Secondary dispositions are specific narrow traits that are called attitudes.

Psychoanalysis is not only a method of treatment of the disturbed personality, but it is also a theory of personality that deals with the structure and development of unique individual. Freud's concentrated on the dynamics of (motivational forces) that he felt existed in all human beings. He believes that these conflicts arose because all human behaviour is dominated by sexual urges – a biological urge toward pleasure, as found in food, exercise, and of course sex. This urge (instinctual drive) is known as *libido* and is defined as the basic psychic energy that motivates every aspect of a person's behaviour. (Silverman, 1971)

Freud analyzed personality into three parts : the *id, ego, superego.* The id's is a reservoir of the basic instinctual urge (libido). The id contains forces (drive energies) that the individual feels but he does not recognize and cannot always satisfy. Similarly, Freud identified the ego as the process that functions in order to satisfy the id's urge. The ego is rational, and it directs and control the libido within the framework of socially acceptable and well regulated behaviour. In order words, the ego acts as a mediator between the demand of reality and the irrational demand of id.

According to Freud, if personality were only composed of the id and the ego, then the individual's unconscious urges would usually be satisfied. The ego would function as the servant of the id, realistically carrying out its every demand. Furthermore, Freud knew that this was not the case, and that in fact, the impulses of the id are controlled by some other force. Thus, Freud proposed that ego must also be responsible to some structure that imposes morality and inhibition on an individual behaviour. He called this structure the superego; it represents the

restraints and percepts imposed upon the individual by society in general and by parents in particular. The superego's role is often equated with the "conscience."

The ego is constantly caught between the impulses of the id and the control of superego. When the superego blocks the ego from carrying out the demands of the id, the can usually find a substitute from its demands. The displaced or substituted drive of the id appeared in various forms of behaviour.

Freud structure of personality explains conflict as the unconscious compromising of human instinctual urges. The conflict of id, ego, and superego caused anxiety, which according to Freud, cause the intervention of defense mechanisms, the appearance of illness, and the enactment of disturbed behaviours from anxiety by making them aware of motivational forces within them.

2.2.3 **Eysenck Theory of Personality**

Eysenck (1970) on the other hand carried out extensive studies using a very large sample in an attempt to explore human traits through factor analysis. Eysenck worked on different sources of personality data, questionnaire and other series of test, notably, he used factor analysis to test specific hypotheses about the existence of personality dimension. In the course of his research, he was able to identify three major dimensions in personality:- neuroticism and extroversion for instance have been widely accepted as valid and useful personality dimensions; while psychotism has received less attention. The acceptance is based on the fact that they are not ultimate types that are extremes of some kind of continuous variables or rather normal in their distribution.

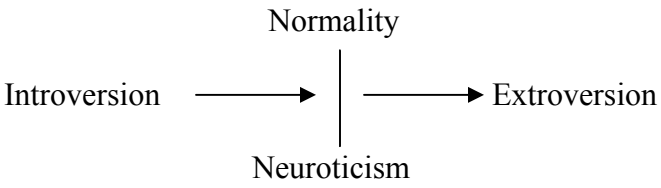
In Eysenck theory of personality, two dimensions viz: neuroticism (N) and extroversion (E) hold a central position. They were derived from Jung's classical description of personality type " extroversion and introversion," in which peoples' scores are linked to their pre-disposition

to suffer from different types of neurotic breakdown. High 'N' score (emotionally unstable) and high 'E' score (extraverted) is associated with hysteria and low 'E' score (introverted) is associated with obsessive-compulsive neurosis. According to Eysenck, the two personality dimensions characterized different functions of autonomic nervous system that is the nervous system that controls physiological reactions as heart beat, temperature regulation etc.

Eysenck (1970) further identified extroverts as sociable, like parties and has many friends, is also caring and impulsive they. Extroverts are often found to be understimulated and seek external stimulation as a means of raising their arousal level. Moreover an introvert tends to be quite, introspective, reserved, reflective, distrustful of impulsive decision, and prefers a well ordered life because he has high level of arousal in the brain and central nervous system than extrovert. Thus, introverts do not require any external stimulation.

Eysenck also posited that a person who is an extrovert and stable is active and hopeful but a person who is an introvert and stable is calm and temperamentally sluggish. However an introvert and unstable person is depressed, slow and pessimistic but an extrovert and unstable person is irritable and quick to anger.

The relationship of the first two dimensions as part normal personality is depicted in the following diagram:



It is worth noting that Eysenck (1970) developed personality inventory to test the trait personality. His findings generate series of research activities by psychologists. As part of his contribution, He empirically attempted to prove that personality is genetically caused.

Neuroticism was traced by Eysenck as automatic nervous system. However he emphasized the importance of heredity in the development of traits of personality.

2.2.4 Personality and Academic Achievement

Studies were carried out at different times and levels on personality with a view to finding out the extent to which it relates to the variables, most especially academic achievement. It is important to understand that personality is an important aspect that attempt to explain more about human behaviour repertoire especially the temperamental aspects.

Students' personality based on teachers rating in relation to social extroversion and emotional stability were found to be positively correlated with school attainment (Hallworth, 1964 in Mohammed, 1980) Contrary to these findings, Child (1964) discovered positive correlation between stable introversion and achievement.

On the other hand, Entwistle and Cunningham (1968) for instance conducted a study using the Junior Eysenck Personality Inventory (JEPI) in a longitudinal study with about 2, 995 children of about 13 years their academic scores were correlated with personality dimension (neuroticism and extroversion). The findings revealed that there was no significant correlation between extroversion and academic achievement, this is because the difference produced an overall non- linear relationship inasmuch as girls who were found to be stable extroverts and boys stable introverts constitute superior group even among the brightest children. However, linear relationship was found between neuroticism and school attainment.

The low correlation between personality and measures of academic attainment may be due to non- linearity of regression suggested by Eysenck & White, 1964. Further research had been suggested with different personality type of children may be associated with different intellectual structures.

Maqsud (1980) conducted a study in Northern Nigeria using 160 sample drawn from primary school with a view to replicate the western study that hypothesized that scholastic success at primary school level is positively associated with extroversion. JEPI and Raven's Standard Progressive Matrices were administered and the scores were correlated to the subjects' English Language and Arithmetic scores. The results of the study was contrary to the one carried out in the western countries, hence, the results showed a significant negative relationship between extroversion and achievement. It meant that introverts did better than extroverts. The findings is in consonance with Entwistle (1975) conclusion that a number variables like teaching method which has significantly influence the link between personality and academic attainment.

In a study conducted using university students in Ghana as sample, Kline (1966) utilized first year students in which Eysenck Personality Inventory (EPI) was used to collect data among 110 students and their scores on the test were related to their academic measures. The results of the study revealed that extraverted students correlated significantly and negatively with success based on the examination administered to students. Moreover, the results further indicated a significant relationship between introversion and academic success.

Mahmoud (1982) carried out a study in a bid to find out the relationship between certain personality factors (including self- concept) and academic performance. The results of the study revealed significant relationship between final exams scores and depression, anxiety and self-concept scales. However no high correlation was found between Grade Point per Average (GPAs) attained during college years and self- concept.

2.3 Conceptual Framework on Self concept

2.4.1 **Nature of Self- concept**

It worth to note that Gross (2005) maintain that self and self- concept are used interchangeably to refer to individual's overall awareness. According Murphy (1947) in Gross (2005), 'the self is the individual as known to the individual,' and Burns (1980) conceives it as a set of attitudes a person holds towards himself. Similarly according to Leary (2004) in Gross (2005), the self is a cognitive structure that permits self- reflection and organizes information about oneself. It has motivational features in particular:

i) self- consistency (to maintain, if not verify, one's existing view of oneself)

ii) self- evaluation (self assessment- to see oneself accurately)

iii) self- enhancement (to maintain a positive image of oneself)

One's existing view of oneself is one's self- image and our evaluation of ourselves determine our self- perception. The self- is a general term that normally refers three major components viz: self- Image, self- esteem and ideal self.

- *Self- image* refers to the way we describe ourselves, what we think we are like; one way of investigating self- image is to ask people the question, 'who am I? 20 times (Kuhn and Mc Partland, 1984 in Gross 2005). This typically produces two main category of answers:

i- social role are usually objective aspects of the self- image (e.g. son, daughter, brother, sister, student) they are' fact' that can be verified by others.

ii- personality trait are more a matter of opinion and judgment, and what we think we are like may be different from how others see us. But how others behave toward us has an important influence on our

self- perception.

While self- image is essentially descriptive, self- esteem is essentially evaluative. It refers to how much we like and approve of ourselves, how worthy a person we think we are. How much we; like or value ourselves can be overall judgment, or it can relate to specific areas of our lives, for example, we can have a general high opinion of ourselves and yet not like certain of our characteristics or attributes.

Conversely, it may be very difficult to have high overall self- esteem if we are badly figured or desperately shy.

Our self- esteem can be regarded as how we evaluate our self- image, that is, how much we like the kind of person we think we are. Clearly, certain characteristics or abilities have a greater value in society generally, so we are likely to influence our self- esteem accordingly. For example, being academically sound or dullard. The value attached to particular characteristics will also depend on intelligence, culture, culture, gender, age and social background.

Self- esteem also determined how much the self- image differs from ideal self. If our self-image is the kind of person we think we are, then our ideal self (ego- ideal or idealized self-image) is the kind of person we'd like to be. This can vary in extent and degree. We may want to be totally different person. (We may even wish we were someone else!) Generally, the greater the gap between our self- image and our ideal self the lower our self-esteem.

On the other hand, attribution theory is all about how people explain things or cause of events; this may be other's behaviour or their own behaviour. Two type of attribution play dominate roles in this aspect, these are:- internal and external attribution. When an internal attribution is made, the cause of a given behaviour is assigned to the individuals personality, attitude, character, or disposition. When an external attribution is made, the cause of the given

behaviour is assigned to the situation in which the behaviour was seen. The individual manifesting such behaviour did so because of the surrounding environment or social situation self-esteem on the other hand could be referred to individual opinion of him/her.

On the other hand, social cognition is primarily concerned with how people perceived and make judgment about themselves and others and the theories they produced in order to justify their judgment (Leyens and Codol in Eysenck 1998). Furthermore, social cognition pertains to the notion that people actively process the information they receive from their social context in order to construct their social world- they do not just passively receive external information (Marcus and Zajonc 1985 in Eysenck 1998).

At this juncture, it is pertinent to understand that high self-esteem is a good opinion of oneself and low self esteem is bad opinion of oneself. Mukherjee (2002) pointed out that the self-esteem of individual mainly arises from the nature and frequency of the reinforcements received by them from interactional situation. If it is formed by internalization of the attitude of others toward the individual concerned. If a child is regarded by his parents and teachers as being not bright in academic performance then it is unlikely that he would regard himself as a bright child in the classroom.

The important of this sort of internalization of negative values in the self esteem of children according to Mukherjee (2002) cannot be overlooked in teaching. If a child begin to consider himself not capable of undertaking academic task of a particular nature, and he is given to understand this by almost everybody that he encounters, then he becomes a problem needing specialized help from counselor.

2.4.2 Self- concept and Learned Helplessness

As discussed earlier, self- concept refers to the image or impression individual formed about himself/ herself On the other hand, the concept of learned helplessness was developed in the 1960s and 1970s by Seligman. He discovered that animals receiving electric shock, which they had no ability to prevent or avoid, were unable to act in subsequent situations where avoidance or escape was possible. Extending the ramifications of these findings to humans, Seligman and his colleagues found that human motivation to initiate responses is also undermined by a lack of control over one's surroundings. Further research has shown that learned helplessness disrupts normal development and learning and leads to emotional disturbances, especially depression. (Seligman, 1975)

It is important to note that the term 'Learned Helplessness," refers to an experimental effect and to one of the theories that attempt to explain that effect. Moreover, it also refers to a model of human depression which was later developed as an extension of the theories and data that were developed in the animal and human laboratories.

Learned helplessness in humans can begin very early in life if infants see no correlation between actions and their outcome. Institutionalized infants, as well as those suffering from maternal deprivation or inadequate mothering, are especially at risk for learned helplessness due to the lack of adult responses to their actions. It is also possible for mothers who feel helpless to pass this quality on to their children. Learned helplessness in children, as in adults, can lead to anxiety or depression, and it can be especially damaging very early in life, for the sense of mastery over one's environment is an important foundation for future emotional development. Learned helplessness can also hamper education: a child who fails repeatedly in school will eventually stop trying, convinced that there is nothing he or she can do to succeed.

In the course of studying learned helplessness in humans, Seligman found that it tends to be associated with certain ways of thinking about events that form what he termed a person's "explanatory style." The three major components of explanatory style associated with learned helplessness are permanence, pervasiveness, and personalization. Permanence refers to the belief that negative events and/or their causes are permanent, even when evidence, logic, and past experience indicate that they are probably temporary ("Amy hates me and will never be my friend again" vs. "Amy is angry with me today"; "I'll never be good at math"). Pervasiveness refers to the tendency to generalize so that negative features of one situation are thought to extend to others as well ("I'm stupid" vs. "I failed a math test" or "nobody likes me" vs. "Janet didn't invite me to her party"). Personalization, the third component of explanatory style, refers to whether one tends to attribute negative events to one's own flaws or to outside circumstances or other people. While it is important to take responsibility for one's mistakes, persons suffering from learned helplessness tend to blame themselves for everything, a tendency associated with low self esteem and depression. The other elements of explanatory style-permanence and pervasiveness can be used as gauges to assess whether the degree of self-blame over a particular event or situation is realistic and appropriate.

Seligman's (1975) theory of learned helplessness further suggest that past experience makes us believe we are helpless to change the cause of event and this according to the theory is one of the main characteristics of depression. It generally begins with childhood as pointed out where young child's wishes or needs to have no effect on the behaviour of others.

Students who have this outlook will also be low in self efficacy, which put simply, means that they believe they are ineffective, so therefore, they will be unlikely to succeed at or achieve

a given task. Oliver (2007) asserted that these self efficacy belief seem to arise from early childhood experiences and the observation of behaviour of other people, so that we make estimates as to how likely we are to succeed or fail in a given task. If we think we will succeed (high self-efficacy), we may not even bother to try. Evidence has shown that people with high self- efficacy and an internal locus of control are ones who will experience fewer negative consequences as a result of poor academic outcome.

Sometimes, student experience a series of set back or failures and conclude from the cues available that the situation is one they cannot control, and simply stop trying to make things better. Depression could however result when people expect bad things to happen to them and assume that they will be able to prevent or control them. If students attribute this lack of control to personal causes (such as incompetence), their self- esteem will be impaired. If they believe the causes are stable, then their depression will be long lasting. If they believe their lack of control extends to many situations, then their depression will be generalized across situations. In other words the causes of failure are personal, stable and present in many situations. (Raps et. al. 1982). Contrary to the above, people show these cognitive patterns but are not depressed later when bad things do happen to them. (Peterson and Seligman, 1984)

Learned helplessness explained a lot of things, but then researchers began to find exceptions of people who did not get depressed, even after many bad life experiences. Seligman discovered that a depressed person thought about the bad event in more pessimistic ways than a non-depressed person. He called this thinking, "explanatory style," borrowing ideas from *attribution theory*.

For example, lets say you fail a math exam. How do you explain why? You could think:

1) I am stupid.

2) I'm not good in math.

3) I was unlucky, it was Friday the 13th.

4) The math teacher is prejudiced.

5) The math teacher grades hard.

6) I was feeling ill that day.

7) The math teacher gave an especially hard test this time.

8) I didn't have time to study.

9) The teacher grades on a curve.

Seligman found that these explanations could be rated along three dimensions: personalization: internal vs. external, pervasiveness: specific vs. universal, and permanence: temporary vs. permanent. He found that the most pessimistic explanatory style is correlated with the most depression: The statement "I am stupid" is classified as internal (use of I), universal, and permanent. This response conveys a sense of discouragement, hopelessness, and despair. On the other hand, a more optimistic person would blame someone or something else, such as "The math teacher gave an especially hard test this time." The most optimistic explanatory style is external, specific and temporary. Conversely, for a good event, the explanatory style reverses. For example, for a perfect score on the math exam, the depressive would say: "I was lucky that day," discounting his intelligence. The optimist would say something much more encouraging, such as "I am smart." We often learn explanatory styles from our parents.

In a study conducted by Elliot and Dweck (1988) in Elliot et al (2000) on Self- worth Protective Personality, It was established that Individuals that developed learned helplessness attribute their failures to ability and in an occasion in which they do succeed, they are likely to conclude that external factors such as luck are responsible. Furthermore, such individual have come to believe that ability is a fixed characteristic of self that cannot be changed. They do not think competence can be improved by trying hard. So when a task is difficult, these individual an anxious loss of control. They quickly give up saying, "I can't do this," before they really tried.

2.4.3 Self- concept and Academic Achievement

It would be recall that the low achieving students tend to assume that their failures are due to lack of ability and their successes are due to luck. This is because they assume that ability is a more or less fixed trait, such students tend to attribute their failure to a factor that cannot be changed. Several psychologists have studied ways to persuade low achieving students to attribute their failures to lack of efforts- which can be increased rather than to lack of ability for instance, Heckhausen (1975) in Biehler and Snowman (1986) told fifth-graders who blame their failure on lack of ability that they could improve exam and homework scores by trying harder. After for months of such feedback, they score lower on test of anxiety, higher on ability test that emphasized speed, and were more opt to cite lack of efforts than lack of ability as a reason for failure in comparison to a similar group that received as such feedback.

Leviton (1975) reviewed a research on relationship between self- concept and academic achievement and eventually found a consistent moderate correlation between children's self-concept and academic achievement. Young people whose experiences provide too little support for the development of positive view of self, and who find the world as they see it hostile and unpredictable, all too often are inherited, have a sense of normlessness and powerlessness when

these feelings become incorporated in personality structure they had to rebellion and hostility, which are manifested by delinquency, underachievement in school and early school leaving.

Robinson and Williams (1984) carried out a research with a sample of 230 males and 72 females university fresh students specializing in engineering and technology who were administered with a scale of General Self- concept of ability to access the relationship between self- concept of ability, academic aptitude, math, verbal skills and achievement in technologically oriented college curricular. The results showed that self- concept of ability was positively correlated with academic success. There was also a significant relationship between past academic performance and self- concept of ability.

Gadzella and Williamson (1984) conducted a research with a view to investigating the relationship between study skills, self- concept and academic achievement and whether self-report measures contribute to the prediction of Grade Point per Average (GPA) for university students. The undergraduate completed the Tennessee Self- concept Scale and a study skill test. The results indicated that study skills, self- concept and academic achievements correlated significantly correlated with each other. Thus, measures of self- concept contributed to the prediction of Grade Point per Average GPAs.

Blair, John and Simpson (1968) reported that studies of level of aspiration have shown that one of the important variables in determining the level of achievement a child proposes for himself is his previous experience in like situation. A systematic study of aspirational levels has shown that the important effect on failure goal-setting behaviours when the child fail to achieve his stated goal. The same investigation found that a child who thus fails in more opt than the one who succeeds to develop unrealistic aspiration for succeeding performances. More specifically, he estimates his future performance so high to be wholly impossible, or so low that he is sure to

attain the mark. These children who fall near the level they have set for themselves are proved to be quite realistic about their estimate for failure performances.

It would also be recalled that the low achieving students tend to assume that their failures are due to lack of ability and their success are due to luck. This is because they assume that ability is more or less fixed trait, such students tend to attribute their failures to a factor that cannot be changed.

According to attribution theory, the explanation that people tend to make to explain success or failure can be analyzed in terms of three sets of characteristics based on one self - image according to Narayana (2008):

- First, the cause of the success or failure may be internal or external. That is, we may succeed or fail because of factors that we believe have their origin within us or because of factors that originated in our environment.
- Second, the cause of the success or failure may be either *stable* or *unstable*. If we believe cause is stable, then the outcome is likely to be the same if we perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion.
- Third, the cause of the success or failure may be either *controllable* or *uncontrollable*. A controllable factor is one which we believe we ourselves can alter if we wish to do so. An uncontrollable factor is one that we do not believe we can easily alter.

Narayana (2008) further maintained that an important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive *self-image*. That is, they will *attribute* their successes or failures to factors that will enable them to feel as good as possible about themselves. In general, this means that when learners succeed at an

academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck.

The relevance of attributional style to behavioural problems may be related to the development of self- concept. Failing to meet this demand may result in negative evaluation that pose difficulties in developing a meaningful self- concept and further reinforcing a young person's low motives. Internal attribution for failing and external attribution for success have been found to serve as a means for maintaining an individual low self- concept (Kukler 1972, Weiner and Kukler 1970, Weiner and Potepen 1970, Wortmen and Brehm 1975 in Brehm and Kassim, 2006)

Moreover, Dweck and Bush (1976) found that when boys are told that they are failing, they turn to respond with greater effort. When girls are told that they are failing by contrast, they tend to attribute their failure to lack of ability. However, motivation offers detail suggestions for encouraging students to stop thinking that failure is due to lack of ability and to start thinking that it is due to lack of effort. These techniques include setting challenging but attainable goals, encouraging self-direction in learning, telling students that they can do better after they have perform poorly and but building up the feeling of self- esteem.

2.3 Review of related studies

Student's performances in almost all level of learning often have some psychological bearing in their well-being. Naturally, individuals have high crave for success and most often, various explanations are offered in a bid to explain reasons for success or failures in academic situation. In some instances, students are more often students might relate their success or failure to motivational factors or some other variables, thus, such explanations are being associated to oneself or some external factors.

Within the framework of attribution, studies have been conducted to examine the extent to which students explain why they succeed or fail in examination. The studies were so fascinating that individuals were given opportunities to express themselves freely as to how they feel in the face academic success or failure. Researchers attempted to relate attribution styles with other variables with a view to determine the extent to which they correlate.

Cox (1978) carried out a study on personality and academic achievements among post graduate diploma student in Management Studies in which EPI was used as an instrument. In the final analyses, the results revealed that extraverts performed significantly better in academic scores than introverts. Moreover, stable students attain significantly better overall academic scores than the unstable (neurotic) students. Cox (1978) pointed out that as far postgraduate in Management Studies is concerned, the successful personality is precisely the personality which succeeded in the primary and secondary schools. However, he concluded that the masters degree course favoured the extraverts since the programme entails a lot of group activity and role playing; therefore, it is he/ she who does not like reading or studying by himself or herself. Who likes change and prefer to keep moving and doing things and respond well to interact with others

It is important to note that causal attributions for success and failure are central constructs in a general theory of motivation. In fact, attributions exert an impact on students' motivation to learn, emotions and future expectations for success and failure (Weiner, 1985). In addition, Weiner (1993) advocates that causal attributions and issues regarding individuals' control and perceived responsibility of events that occur in their or others' lives are central constructs influencing individuals' social relationships generating different sorts of social reactions, as well.

For instance, Sinha and Gupta (2008) posited that the attributional style to behaviour problem may be related to the development of self- concept; the most critical demand is to succeed. Failing to meet this demand may result in negative evaluation. They further discovered in an empirical study that self- worth protective subjects who intentionally withdraw efforts from situation reflecting low ability. Similarly on occasion when failure is unavoidable, self-worth protective subjects attribute their failure to internal attributions. This learned helplessness lead to low self- esteem, low self- concept, helplessness and worthlessness.

Similarly, Borucovitch (2004) conducted studies using distinctive variables with a view to finding out the causal attribution for success and failure among Brazilian students in mathematics and thus discovered that Effort was a very important attribution to explain success regardless of age, gender, school grade level and repetition of a school grade level. Being calm was significantly more ascribed to explain success by third and fifth graders than was by seventh graders (X (2) =7, 73) Females participants, subjects who were younger and who had not repeated any school grade level explained their success in math significantly more in terms of intelligence than did subjects who were males, older and had repeated a school grade level. But

Wolleat, Pedro, Becker (1980) study of sex differences in the attributional patterns for success and failure in mathematics discovered that females were found to be more likely than males to attribute success in mathematics to an unstable dimension (effort), but failure to stable dimensions (ability, task difficulty). Even when their performances in mathematics were similar, the strengths of their attributions differed. For example, the males' success ability ratings were found to be higher than those of the females at all levels of achievement. In contrast, when responding to failure events, the females' attribution to lack of ability was stronger than that of the males, again at every level of achievement. The extent to which attributional patterns for success and failure in mathematics were affected by students' level of achievement in mathematics and possible sex differences in such patterns were also examined in this study.

In the previous study Leder, (1984) pointed out that the sex of the stimulus figure did not affect boys' or girls' attributions of success and failure in mathematics. Students appeared to respond to the event portrayed rather than to the stimulus figure featured in that event.

Conversely, Borucovitch (2004) concluded that subjects attribute their success and failure to both external and internal factors. Attributions such as effort, good teacher, task easy, being calm, lack of effort, task difficulty, being nervous and lack of luck were the most common reasons pointed out by subjects to explain their experiences of success and failure in a mathematics exam, respectively. This contrary to the findings of Taliuli (1982) investigation in which subjects considered ability/ lack of ability as the main causes of their school success and failures, respectively. It is worth commenting that overall.

In a cross- cultural studies in Nigeria, Balarabe (1989) investigated the level of achievement motive amongst major ethnic groups and thus, discovered that both Ibos and Yorubas were significantly higher than Hausas in the achievement enhancing motivation, and the

internal attribution of success, and the Yoruba were also higher in hope for success (achievement motivation). Furthermore, the study also revealed that the Hausa students were consistently higher in external attribution of success and failure all of which provide evidence for their lower motivation and achievement expectancies.

In another dimension, Yan and Li (2008) conducted a study with a view to finding out the conception of causal attribution by non- English post graduate in china in which higher achievers tended to attribute more of their success to internal factors like language ability and effort; whereas their counterparts to external factors like learning environment, teachers' influence and so on. Thus, it was concluded that high achievers show different opinions about the relationship between success and the learning environment while low achievers demonstrate similar opinions. Therefore, from the psychological point of view, low achievers tend to attribute their failure to the external factors.

It is important to note that stability is the most important dimension influencing future expectations. If individuals perceive the cause of an outcome to be stable, it will increase the likelihood that the same event will be expected in the future. The cognitive theories of achievement motivation in academic domain differ from the more mechanistic approaches in the importance given to internal beliefs such as thoughts, causal attributions, and feelings in the learning process. Such cognitive theories assume that behavior is determined by students' beliefs. Indeed, beliefs are mediators of behavior. However, Luck was also far more selected by subjects who repeated a school grade level than was by participants who had not repeated.

Numerous studies on attributions, personality and self- concept in relation to academic were carried out in Africa in general and Nigeria in particular at various instances using variety of subjects with a view to determining the extent to which the said variables are correlated. For

instance, Maqsud (1980) conducted a study in the Northern part of Nigeria in order to ascertain degree of relationship between extroversion and achievement and the result indicated a significant correlation. The findings lend support to that of Entwistle (1972) who asserted that there are a number of interacting variables like instructional method which plays significant role in influencing links between personality and academic attainment among primary school pupils. Moreover, Maqsud (1980) remarked that a significant negative association between extroversion and academic achievement of Nigerian primary school children may be attributed to teaching methods used in Nigerian schools. Pedagogical approaches employed in Nigerian primary schools lay heavy stress on serious academic concentration even in early primary classes, whereas primary children in western countries tend to employ more playful learning activities.

Asonibare (1986) conducted a study with view to finding out the attributions of failure and success by Nigerian secondary school students. The study was carried out to examine the extent to which students differ in their attribution of success and failure depending on how they are internally or externally oriented and / or the way in which boys or girls differ in their attributions. Intellectual Achievement Responsibility Questionnaire (IARQ) was to collect data from 400 students randomly selected from five schools in Ilorin, Kwara State. The findings of the study indicated that internal scores were persistently higher than external scores, and it did not matter whether the situation was positive or negative. Factors like sex or form by (inference, age) do not seem to affect the ways that students make attribution in positive and negative situation; they prefer to attribute to themselves both success and failures. The study also indicated that there were no significant differences in the mean scores for boys and girls. Thus, one can cautiously infer that students attribution do not differ according to the sex. However, it may be proposed that lack of associated in difference indicates that group membership according

to sex is unnecessary classification of students' differential counseling. It can therefore be argued that since some sex difference do not operate on attribution, it follows that career choice of student cannot be based on sex difference among students.

The findings of Asonibare (1986) contradicted that of Ipaye (1981) which purported that most Nigerians tend to attribute failure, disappointment, and misfortune and so on to external factors. The results therefore indicate to some extent the students' orientation is not predominantly by references to the environment. That the students claim for their success is a little surprising but this could be deceitfully heart- warming. For it is not out of ordinary that people would want to take responsibilities for success. "Modesty aside, he who cannot accept compliment for or take pleasure in a job well done is probably on the threshold of some neurotic tendencies" (Asonibare, 1982). But it takes more maturity to take responsibilities of one's failings and shortcomings.

Balarabe (1989) pointed out in a study among the major ethnic groups in Nigeria that Igbo and Yoruba were significantly higher than the Hausa in the achievement enhancing motivation, including competence motivation. And the internal attributions of success and the Yorubas were also higher in hope for success (achievement motivation). At the same time the Hausa students were consistently higher in external attributions of success and failure all of which provide evidence for lower motivation and achievement expectations.

In another dimension, Balarabe (1994) conducted a study of Nigerian secondary school students on sense of personal responsibility for success and failure in which final year students were utilized as samples with equal number of arts and science students were randomly selected as samples. The result of the study revealed positive connection between the internal attributions

of success and the teachers' ratings. Negative relationship was however established between non- acceptance of responsibility for the outcomes (external attributions) with ratings. Accordingly, the correlation between both the internal and external attributions for failure and ratings were all negative. The findings implied that chances of both self- criticism and the criticism of others (for failure) would be reduced when the necessary efforts has been made.

In relation to academic achievements, Balarabe (1994) further revealed that the middle class attribute their success significantly more to effort and strategy, and accepted responsibility for the outcome as well. In the same manner, they attributed success to the external element of generosity, good luck and mood of other people, significantly less, as compared to the students of manual home back ground. With respect to the failure attributions, Balarabe (1994) further disclosed that the students with middle class home background were again significantly lower in their attribution of failure to self mood, and the perception of self as deserving of failing. They were furthermore significantly lower in the external attributions of failure to unfairness, other people's mood, lack of help and the difficulty of tasks, thus, confirming their greater willingness to accept responsibility for outcome. Nome background, therefore, play important part in the individuals tendency to assume responsibility for achievement outcome.

Similarly, Balarabe (2006) carried out a study with a view to investigating the differences in feelings for success and failure between Sciences and Arts students in secondary school in six Federal Government and State Government schools in Kaduna and Kwara states. 2,357 students were randomly selected from both Science and Arts classes. Attribution and feelings were utilized as instrument for data collection. The results of the study revealed that Science students had significantly high level of internal attributions and feelings for success, and significantly lower external attribution to success. Thus, the study further revealed Science

students demonstrated evidence of significantly high level of achievement motivation over Arts students in secondary school. Invariably, the study suggest that students with better academic records are better placed in sciences classes and this could be responsible for their level of achievement motivation demonstrated in the study. However, the study further suggest that there is the need to assist arts students in cultivating a more internal attributions orientation, through re- training programme as this should at least boast their level of academic achievement motivation and performance at school.

In his study conducted by Jokthan (1993) on relationships between selected personality dimension and academic achievement of the preadolescent using primary school pupils as sample in Kaduna state, the findings revealed that no significant correlation was recorded between academic self –concept and academic achievement. However, a significant relationship was established in academic achievement and non- academic self- concept. A conclusion was drwn based on the findings that there is the effect of the inability of students to adjust during examinations or respond to the questionnaire on the components of self- concept.

2.5 Summary

In this chapter, attempt was made to highlight the theoretical framework on attributions, the nature, history and the theories were discussed. Furthermore, efforts was also made to discuss some studies conducted on attribution with a view to determine how it relates to academic achievements of students. It is worth to note that attribution is an upshot of motivational paradigm, thus, a synopsis was given on the bilateral nature of the two concepts with particular emphasis on Murray psychogenic needs which gave birth to different attributional styles. Similarly, theoretical framework on personality was discussed. In due course, the nature of

personality was discussed and the evolutions of some theories were closely linked to that of Eysenck theory of personality. Furthermore, the concept was also link to the some empirical studies as they relate to academic achievements of students. Moreover, the review also focused on the nature of self- concept its relationships with learned helplessness and the extent to which self- concept relates to academic achievements were discussed in order to shed more light on the concept. In a nutshell, some related studies were also discussed based on the previous studies carried out within and outside Nigeria on the concepts under study.

CHAPTER 3

Methodology

3.0 Introduction

The study in question intended to find out the extent to which Colleges of Education students explain their academic outcome in different perspectives. The study also made a shift and find out whether such attributions have some bearing or relationships with personality dimensions, self- concept vis-à-vis the academic achievements of students. Attempt was made to examine whether attributions due to poor performance in academic have psychological effects to the well- being of students.

3.1 Research Design

This study examined the various ways by which students in the Colleges of Education attribute their academic success or failure in academic situation by way of investigating the degree of relationships amongst attribution variables, self- concept, personality and academic attainments of students; thus, the correlational design was employed to test the hypotheses formulated in the course of this study. This is because the correlational design describes the degree to which two or more variables are related in quantitative techniques. Conversely, the relationship to be investigated in correlation research should be suggested by theory or derived from experience. (Gay, 1992 in Yakasai, 2000)

The study investigated the relationships between the variables of attributions, self-concept and personality of students as well as their academic attainments with a view to finding out the extent to which these variables used in the course of this study are correlated with one another in addition to the dependent variable (academic attainment of students). Therefore, the

correlational design was used in this study, this is because it allowed the researcher to examine the degree of relationships among colleges of education students as it relates to their academic attainment. The study also investigated the differences in respect of the said variables with a view to finding out the extent to which course of study and gender differ as well.

3.2 Population

The population for this study consisted of all NCE students 300 level (NCE III) students drawn from Federal and States Colleges of Education in North-west zone of Nigeria. The estimated number of NCE III students in the colleges was 9,191.students, for the purpose of this study, the samples were drawn from the Sciences and Arts/ Languages courses:

Table 3.1: Population of NCE III in the selected Arts and Science Students in the Colleges of Education

S/No	College	Arts		Sciences		Total
		Male	Female	Male	Female	
1	Federal College of Education, Kano	175	125	102	73	475
2	Federal College of Education, Katsina	128	111	94	54	387
3	Federal College of Education, Zaria	203	174	132	91	560
4	Federal College of Education, (Tech) Gusau	-	40	-	198	168
5	College of Education, Gumel	125	63	106	32	326
6	College of Education, Kafanchan	158	119	80	60	417
7	College of Education, Kumbotso	152	96	90	62	400
8	College of Education, Maru	121	75	70	31	287
	Total	1062	783	674	521	**3040**

3.3 Sample and sampling technique

Based on the assumption that the admissions into the Colleges of Education are centrally regulated by the Joint Admission and Matriculation Board (JAMB), it is expected that the admissions into the colleges cut across the socio- cultural uniformity and with each part of state being represented. The sampled number of 300 levels (NCE III) in the selected colleges was summarized below:

Table 3.2 – Sample of College by Gender

S/No	College	Arts		Sciences		Total
		Male	Female	Male	Female	
1	Federal College of Education, Kano	15	19	12	11	57
2	Federal College of Education, Katsina	16	14	11	9	50
3	Federal College of Education, Zaria	17	18	13	12	60
4	Federal College of Education, (Tech) Gusau	-	37	-	22	59
5	College of Education, Gumel	15	15	11	10	51
6	College of Education, Kafanchan	10	10	10	08	38
7	College of Education, Kumbotso	10	08	10	9	37
8	College of Education, Maru	12	10	08	07	37
	Total	95	131	75	88	**389**

A total of 389 students were selected using proportional sampling technique that is out of the total of 3040 NCE III students as subject of this study and the sample selected from each college was purposive and for the ease of carrying out the research. The sampling was guided by the table provided by Krejcie and Morgan (1970) for determining sample size from a given population. The samples were drawn from the 300 levels students of colleges of education

among sciences and arts subjects combinations and based on gender. Out of the total population of the sampled Colleges and based on the population of each, the selection of sample for the purpose of this study was based on the population of each College. It is important to note that out of the total of 400 set of questionnaire distribute only 389 were filled and returned.

Students from each college were selected based on course combinations and sex; thus, the number of sample selected was proportionate to the total number of NCE III in each college. The college with large number was allocated the larger number of sample.

3.4 **Instrumentation**

Three sets of questionnaires were used to collect data in the course of this study. The first instrument measures the attributions, the second was on personality and the third instrument was used to measure the students' self –concept. In addition to these, students' academic records were correlated to the responses obtained from students based on the instrument used in generating the data.

3.4.1 Academic Causal Attribution Scale (ACAS)

The Academic Causal Attribution Scale (ACAS) was developed by Prof Balarabe M. (1989). The questionnaire has four frames, two depicting success and the other two depicting failure situations. Each frame consists of ten (10) attributional items, five to internal and five to external factors (Balarabe, 1989; 2008). Accordingly, the internal attributions are to; ability, effort, strategy, self-mood and general acceptance. While the external attributions are to: task difficulty, luck, help received/ denied, mood of significant others and general non-acceptance.

All items contained in the attributions for success and failure in academic outcome were scored in five point scale of Strongly Agree, Agree, Not sure, Disagree, and Strongly Disagree.

3.5 Validity and Reliability of Instrument

The correlation coefficient to the validity of the questionnaire on Academic Causal Attribution was well established. The instrument had gone through internal and external validation; thus, it was found to be highly acceptable in data collection for attributing causes of academic success or failure amongst student at various levels.

On the other hand internal consistency and test- retest reliability measures (Cronbach alpha) of the instrument were provided by Balarabe (1989; 2008) as follows:

3.3 Internal consistency and Test- retest Reliability measures for Internal and *External Attributions of Success and Failure*

Attributions	Internal Consistency (N=220)	Test-retest after 3 1/2 hours (N=66)
Internal Success	0.70	0.69
External Success	0.77	0.76
Internal Failure	0.54	0.65
External Failure	0.69	0.63

3.4.2 Self- Concept as a Learner Scale (SCAL)

The instrument on self-concept as a learner scale was designed in the Bureau of Educational Research, University of Maryland, United State in of America. The instrument was found to be highly consistent in assessing learnes' self- concept. It consists of 50 items; the items were carefully designed to obtain information relating to learners disposition in relation to Motivation, Task Orientation, Problem Solving and Class Membership. Five alternatives were given in which a respondent selected a number corresponding to the exact response and filled in

the space provided for each item. Thus, the instrument was scored in point scale of: completely true (5), mostly true (4), partly true and partly false (3), mostly false (2), completely false (1).

3.4.2.1 Validity and Reliability of Instrument

Self- Concept as a learner scale was validated by lecturers from psychology and counselling department and social sciences department and host of other who conducted similar studies in Nigeria e. Balarabe (1981) etc. Moreover, a pilot study was conducted in order to strengthen the reliability of the instrument. Forty copies of the questionnaire were distributed to respondents in two schools because they are not within the selected sampled schools that were used for final study but share similar characteristics in almost all respect. The questionnaires were distributed and personally retrieved by the researcher.

The data collected from pilot study were statistically analyzed for the purpose of reliability coefficient. Thus, the Cronbach alpha reliability of .858 was obtained. Thereby strengthening the reliabilities of the instrument based on the studies earlier carried out.

3.4.3 Eysenck Personality Inventory (EPI)

Eysenck Personality Inventory (EPI) designed by psychologist H.J. Eysenck and S B..G. Eysenck, (1969). In the questionnaire categorical options were given in form 'Yes' and 'No' for the respondents to select. The items measures Neuroticism (N), Extroversion (E) and Lie (L). The 'L' scale does not measure directly a personality factor, thus it measures faking. The 'N' scale measures the level of neuroticism and emotional stability. While the 'E' scale measures extroversion – introversion. The responses were scored based on the key provided in order to determine the numbers that represent each aspect for feasible analyses. The questionnaire was utilized in generating data on personality aspects of respondents.

3.4.3.1 Validity and Reliability of Instrument

Eysenck Personality Inventory (EPI) was validated by lecturers from Psychology and Counselling Department, Social Sciences Departments from Ahmadu Bello University, Zaria due to the various studies conducted by Maqsud (1980), Balarabe (1981) and host of others. Moreover, in order to ascertain the reliability of the instrument, forty copies of the questionnaire were distributed to respondents in two separate schools that were not within the selected sampled schools which were not used for final study. The Cronbach alpha reliability coefficient of .957 was obtained. This therefore, confirmed the reliability of the data collection instrument used as fit for the main study.

3.4.4 Academic Attainment Scores

The study utilized the academic records students i.e. the grade point average (GPA) of 300 levels (their 200 level second semester results) obtained from their various and Records Units within the sampled Colleges of Education with permission. The GPA obtained for each sample will cumulatively constitute the academic attainment and they were important for study because they were used in correlating the frames of academic causal attributions, measures of self- concept and personality components.

On the other hand Eysenck Personality Inventory was devised by H. J. Eysenck and S. B. G. Eysenck of the London University, Institute of Psychiatry. This has been investigated by series of studies by Balarabe (1981) and Corrulla (1989, 1990). In their studies they found out the means and reliabilities to be similar to those reported by Eysenck et al (1985). The instrument was also found to measure exactly what it was purported to measure in terms of its validity.

3.6 **Procedure for data collection**

The study made use of three types of questionnaires for the purpose of data collection in the course of this research. The questionnaires were administered to the subjects selected with the help of research assistants as well as some lecturers within the selected colleges. Moreover, the selected subjects were instructed to fill the questionnaires and return within the prescribed period and in such a way that the effects of non-respondent cases would be controlled or minimized to an optimal level.

Furthermore, the questionnaire on frames of Causal Attributions, Eysenck Personality Inventory (EPI) and Self-concept constituted the data matrix of this study. Moreover , the current Cumulative Grade Point per Average (GPA) of the respondents were obtained from various Exams and Records Unit of the Colleges which in turned served as the academic records of the selected subjects. This approach provided the bases for correlation with the responses on the questionnaire with a view to establishing whether certain degree of relationships exist among the variables.

3.6 **Data Analyses Procedure**

Since the research involves establishing relationship among variables, the data were collected, organized and analyzed by the use of appropriate statistical technique. Pearson Product Moment Correlation (PPMr) was used to test the relationships of causal attribution factors, personality, and measures of self- concept as well as academic attainment. However, it is important to note that when two or more scores were obtained for each individual member of the

selected sample, one score for each variable of interest and the paired scores are then correlated. Accordingly, the data obtained from the selected sample were correlated in order to determine the extent of the degree of correlations among the variables used in this research. Mmaduakonam (2004) highlighted that the correlation technique permit one to analyze interrelationships among a large number of variables in a single study. It also provides information concerning a degree of relationship between the variables being studied.

Moreover, Chi- Square was used to answer the research questions and independent t-test was used to analyze the causal attributions factors and gender as well as academic attainment and gender. Hence, Analyses of Variance (ANOVA) was used to test the parental levels of education with academic attainment of students.

Accordingly, the study attempted to examine the correlations and mean differences between the variables with a view to answering the research questions and finding out whether to retain or reject the formulated hypotheses. The said statistical packages were utilized in analyzing the data collected for the purpose of this study in order to establish the strength of relationships as well as differences among the variables.

CHAPTER FOUR

Data Analyses and Discussions

4.0 Introduction

This chapter presents the data analyses of the study titled "Relationships among Casual Attributions, Personality, Self- concept and Academic Attainment of Colleges of Education in North-Western Nigeria" with a total sampled 389 drawn from eight (8) Colleges of Education.

In conducting this research, correlation survey was used in order to establish whether relationships exist or not based on the nature of instruments utilized in conducting this study. Three (3) sets of questionnaires were administered to 389 students. The said questionnaires were used to determine the various responses of students toward students' attribution of academic success or failure, self-concept, personality and their academic attainment.

The analyses was done in various sections: Section one presents the bio- data sample distribution of the respondents; Section two (2) answers ten (10) research questions; and Section three (3) tests ten (10) postulated hypotheses. Summary of major findings and discussion of results concludes the chapter.

4 1: Demographic Distribution of Respondents

Table 4.1.1: Distribution of colleges of education based on the number of respondents

College	Frequency	Percent
Federal College of Education, Kano	57	14.7
Federal College of Education, Katsina	50	12.9
Federal College of Education, Zaria	60	15.4
Federal College of Education, (Tech) Gusau	59	15.2
College of Education, Gumel	51	13.1
College of Education, Kafanchan	38	9.8
College of Education, Kumbotso	37	9.5
College of Education, Maru	37	9.5
Total	*389*	*100*

Table 4.1.1 above indicated that out of the 389 respondents, 57 representing 14.7 percent were drawn from Federal College of Education, Kano, 50 representing 12.9 percent were from Federal College of Education, Katsina, 60 representing 15.4 percent from Federal College of Education, Zaria, 59 representing 15.2 percent from Federal College of Education (Technical) Gusau, 51 respondents representing !3.1 percent were drawn from College of Education, Gumel, while 37 representing 9.8 percent of the respondents were drawn from College of Education, Maru and 37 representing 9.5 percent respondents were drawn from Sa'adatu Rimi College of Education, Kumbotso. It is worthy to note that the samples were selected from both federal and state colleges of education within the north-western Nigeria.

Table 4.1.2: Distribution of sampled school based on the nature of programme

School	Frequency	Percent
Science	192	49.4
Arts and Social Sciences	197	50.6
Total	389	100

As indicated on table 4.1.2 above, the respondents were drawn from two (2) schools namely: School of Sciences and School Arts and Social Sciences. Based on the distributions above, 192 representing 49.4 percent of the respondents were drawn from School of Sciences, while 197 respondents representing 50.6 percent were from School of Arts and Social Sciences

Table 4.1.3 Distribution of respondents by gender type

Gender	Frequency	Percent
Male	182	46.8
Female	207	53.2
Total	389	100

Table 4.1.3 above indicated that 182 representing 46.8 percent of the respondents were male, while 207 representing 53.2 percent were female. Therefore, based on the total number of questionnaire distributed, the percentage of male and female respondents cumulatively constituted 100 percent.

Table 4.1.4: Distribution of respondents by their parental level of education

Qualification	Frequency	Percent
University degree and above	161	41.4
Post Secondary (e.g. Diploma)	82	21.1
Secondary School Certification	57	14.7
Primary School Certificate & Adult Literacy	48	12.3
Non- Formal Education	41	10.5
Total	*389*	*100*

Table 4.1.4 above indicated that out of 389 parents of respondents 161 representing 41.4 percent of the parents of respondents have acquired university degree and above, 82 representing 21.1 percent had post secondary qualification such Diploma, Nigeria Certificate in Education and other relevant qualification while 57 parents representing 14.7 percent had secondary school certificate. Furthermore, 48 representing 12.3 percent of the parents have acquired primary school certificate and/ or adult literacy certificates. On the other hand, 41 parents out of 389 represent 10.5 percent of the parents had no formal education.

Apart from the demographic characteristics of respondents, efforts was also made to answer the research questions formulated in the course of this study as follows:

4.2: Answers to Research Questions

Research question 1: What are the relationships between causal attributions and personality dimensions?

In a bid to answer this question, the overall causal attribution group scores was cross-tabulated with personality score group to obtain Chi-square statistics

Table 4.2.1 Chi- square statistics cross tabulation between students' causal attributions and personality

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	1836.979	1944	.959
Likelihood ratio	1010.385	1944	1.000
Linear by linear association	.054	1	.817
No. of valid cases	389		

The details of the above hi-square test showed that there is no significant relationship between students' causal attributions and personality scores. This is because the calculated Chi-square significant value of .959 is greater than 0.05, hence, there is no significant relationship between students causal attributions (for success and failure and personality.

Research question 2: What are the relationships between causal attributions and measures of self- concept?

In order to answer this question, the causal attributions score group and measures of self-concept group scores were cross- tabulated to establish a Chi- square.

Table 4.2.2: Chi- square statistics cross tabulation between students' causal attributions and measures of self- concept

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	8007.504	6480	.000
Likelihood ratio	1894.222	6480	1.000
Linear by linear association	19.234	1	.000
No. of valid cases	389		

6642 cells (100.0%) have expected countless than 5. The minimum expected count is .00

The Chi- square cross tabulation statistics revealed that significant relationship exists between students' causal attributions and measures of self- concept. This is because the

calculated Chi- square value of 0.00 is less than 0.05 level of tolerance. Therefore, there is significant relationship between causal attributions and self- concept.

Research Question 3: What is the relationship between causal attributions and academic attainment of students?

To answer this question a cross tabulation Chi- square was used to cross tabulate the causal attribution score group and academic attainment group variables

Table 4.2.3: Chi- square statistics to determine if relationship exist between causal attributions and academic attainment of students

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	2063.165	3078	.930
Likelihood ratio	1282.277	3078	1.000
Linear by linear association	.527	1	.468
No. of valid cases	389		

There is no significant relationship between causal attributions and academic attainment of students this is because the significant value of .930 is higher than the 0.05 level of tolerance.

Research Question 4: Is there any relationship between causal attributions and courses of Study?

To answer this question, a Chi-square cross tabulation was used between students' causal attributions group and course of study grouped into science and arts/ languages

Table 4.2.4: Chi- square statistics to determine if relationship exist between students' causal attributions and course of study

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	3.589	3	.309
Likelihood ratio	4.333	3	.228
Linear by linear association	2.277	3	.131
No. of valid cases	389		

4 cells (50%) have expected count less than 5. The minimum expected value count is .43

There is no significant relationship between causal attribution and course of study because the calculated Chi- square value of .309 is higher than the 0.05 level of tolerance. This confirmed that there is no significant relationship between students' causal attribution and their course of study.

Research Question 5: Does parental level of education influence the academic attainment of students?

To answer this question, the parental level of education and their academic attainment group scores were cross tabulated.

Table 4.2.5: Chi - square tests cross tabulation between parental level of education and academic attainment.

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	3.672	4	.452
Likelihood ratio	3.905	4	.409
Linear by linear association	1.334	1	.248
No. of valid cases	389		

There is no significant relationship between parental level of education and academic attainment of students because the calculated Chi- square significant value of .452 is greater than the 0.05 level of tolerance.

Research Question 6: Are there any difference in courses of study due to students' personality?

To answer this question, a Chi-square cross tabulation was used between courses of study grouped into science and arts/ languages and personality of students.

Table 4.2.6: Chi - square tests cross tabulation between courses of study and personality of students.

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	11.096	4	.026
Likelihood ratio	11.743	4	.019
Linear by linear association	1.757	1	.185
No. of valid cases	389		

There is significant relationship between students' personality scores and their course of study. This is because the calculated Chi- square significant value is less than the 0.05 level of tolerance. Therefore, there is relationship between students' personality and their course of study.

Research Question 7: Are there any differences in students' academic attainment due to their personality?

To answer this question, the academic attainment score range group was cross tabulated with the personality score range to obtain a Chi- square significant.

Table 4.2.7: Chi - square tests cross tabulation between academic attainments and students' personality.

Sources of Variations	Value	Df	Sig (2-tailed)
Chi- square	139.382 a	16	.000
Likelihood ratio	28.611	16	.027
Linear by linear association	.993	1	.319
No. of valid cases	389		

a. 15 cells (60.0) have expected count less than 5. The minimum expected count less is .02

Significant relationship exists between academic attainment and personality of students. This is because the calculated Chi- square significant value of .000 is less than 0.05 level of tolerance. Therefore, there is significant relationship between academic attainment and personality of students.

Research Question 8: Are there any relationship between students' self- concept and their academic attainment?

To test this question, the self- concept score range groups were cross tabulated against the students' academic attainment range groups and the Chi- square value obtained

Table 4.2.8: Chi - square tests cross tabulation between students' self- concept and academic attainment.

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	390.452 a	320	.004
Likelihood ratio	293.759	320	.851
Linear by linear association	6.725	1	.010
No. of valid cases	389		

a. 398 cells (98.3%) have expected count less than 5. The minimum expected count is 15.02

There is significant relationship between self- concept and academic attainment of students and their self- concept. This is because the calculated Chi- square significant value of .004 is less than 0.05 level of tolerance. Therefore there is no significant relationship between students' self- concept and their academic attainment.

Research Question 9: Are there any differences in causal attributions among gender?

To answer this question, a Chi- square cross tabulation statistics was used to answer this question of causal attributions against gender.

Table 4.2.9: Chi - square tests cross tabulation between causal attributions and gender.

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	2.303	3	.512
Likelihood ratio	3.067	3	.381
Linear by linear association	.695	1	.405
No. of valid cases	389		

4 cells have expected count less than 5. The minimum expected count is 47.

There is no significant difference between causal attributions and gender, this is because the calculated Chi- square significant value of .512 is greater than 0.05 confirming that there is no relationship between students' causal attribution and gender.

Research Question 10: Are there any gender difference in academic attainment of Students?

To answer this question, students' academic attainments were cross tabulated to find the Chi- square significant value between academic attainment and gender.

Table 4.2.10: Chi - square tests cross tabulation between academic attainment and gender.

Sources of Variations	Value	df	Sig (2-tailed)
Chi- square	3.672	4	.452
Likelihood ratio	3.905	4	.419
Linear by linear association	1.334	1	.284
No. of valid cases	389		

There is no significant difference between academic attainment and gender of students because the calculated Chi- square significant value of .452 is greater than the 0.05 level of tolerance, signifying that there is no difference among gender in academic attainment.

4 3: Hypotheses Testing

In this section, 10 null hypotheses were formulated in the conduct of this study and the hypotheses were tested using Pearson r, analysis of variance (ANOVA) and independent t- test. Furthermore, the summary of major findings and discussions of results concluded the chapter.

Ho 1 a i: There is no significant relationship between internal attributions of success and neuroticism.

Table 4.3.1: Results of Pearson Product Moment correlation (Pearson r) analyses on the relationship between internal attribution of success and Neuroticism

Variables	N	Mean	S.D.	Corr. Index r	df	P
Internal Attribution of success	389	40.27	5.95	-.104 *	387	.041
Neuroticism	389	11.21	4.12			

* Correlation is at the 0.05 level (2-tailed)

Table 4.3.1 above shows that significant relationship exists between the internal attribution of success and neuroticism. This is because of the negative correlation of -.104 as value yielded by correlation index and the calculated p value of .041 is less than the 0.05 level of significance. Hence, the result indicated that success in internal attribution could be attributed to low level of neuroticism. Thus, the hypothesis is hereby rejected.

Ho 1 a ii : There is no significant relationship between internal attributions of failure and neuroticism.

Table 4.3.2: Results of Pearson Product Moment Correlation (Pearson r) analyses on relation between internal attribution of success and Extroversion

Variable	N	Mean	S.D	Corr. Index r	df	P
Internal Attribution of Success	389	40.27	5.95	.004	387	.932
Extroversion	359	10.17	2.70			

Table 4.3.2 above shows that there is no significant relationship between internal attribution for success and extroversion. This is because the calculated significant p value of .932 is greater than the 0.05 alpha level of significance. Therefore, extraverted students are not attributing their academic success to internal factors; thus, the null hypothesis is therefore retained.

Ho 1 b i: There is no significant relationship between internal attributions of failure and neuroticism.

Table 4.3.3: Results of Pearson Product Moment Correlation (Pearson r) analyses on the relationship between neuroticism and internal attribution of failure.

Variable	N	Mean	S.D	Corr. Index R	df	P
Neuroticism	389	11.21	4.12	.064	387	.205
Internal attribution of failure	389	32.33	7.49			

The analysis on table 4.3.3 above shows the outcome of the Pearson Product Moment Correlation (PPMC) statistic which revealed that there is no significant relationship between neuroticism and internal attribution of failure. This is because the calculated p value of .285 is greater than the 0.05 level of tolerance and the calculated correlation index r value is 0.64; hence neuroticism has no relationship with internal attribution of failure, thus, the null hypothesis is hereby retained.

Ho 1 b ii: There is no significant relationship between internal attributions of failure and extroversion.

Table 4.3.4: Results of Pearson Product Moment Correlation (Pearson r) analyses for relation between extroversion and internal attribution for failure.

	N	Mean	S.D	Corr. Index r	df	P
Extroversion	389	10.17	2.70	-.037	387	.471
Internal attribution of failure	389	32.33	7.49			

Table 4.3.4 above indicates that there is no significant relationship between internal attribution for failure and extroversion. The results indicated that the calculated correlation Index r value is -.037; while the calculated sig. p value of .471 is greater than 0.05 level of significance. In this case, extraverted students are not prone to link their failures to internal attribution.. Therefore, the null hypothesis is hereby retained.

Ho 1 c. i: There no significant relationship between external attributions of

success and neuroticism.

Table 4.3.5: Results of Pearson Product Moment Correlation (Pearson r) analyses on Relationship between Neuroticism and External Attribution for Success.

Variable	N	Mean	S.D	Corr. Index r	Df	P
Neuroticism	389	11.21	4.12	-.007	.387	.887
External Attribution of Success	389	37.01	5.58			

Table 4.3.5 above shows the result of Pearson Product Moment Correlation (Pearson r) statistics which indicated that there is no significant relationship between neuroticism and external attribution of success. This is because the calculated significant P value of .887 is higher than the 0.05 level of confidence. While on the other hand the calculated correlation index r value is .007. Therefore, neuroticism has no relationship with external attribution of success, thus, the null hypothesis is hereby retained.

Ho 1 c ii. There no significant relationship between external attributions of success and extroversion.

Table 4.3.6: Results of Pearson Product Moment Correlation (Pearson r) analyses between External Attribution of Success and Extroversion

Variable	N	Mean	S.D	Corr. Index r	df	P
External Attribution of success	389	37.01	5.58	-.116*	387	.022
Extroversion	389	10.17	2.70			

* Correlation is significant at 0.01 level (2- tail)

Table 4.3.6 above indicates that significant relationship exists between external attribution of success and extroversion, because the calculated sig. p value of .002 is less than 0.05 alpha level of significance. Therefore, the extroverts students are associating their academic success to external attributions such as luck or help received from others. On this ground, the null hypothesis is hereby rejected.

Ho 1 d. i. There no significant relationship between external attributions of failure and neuroticism.

Table 4.3.7 Results of Pearson Product Moment Correlation (PPMC) analyses on the relationship between Neuroticism and External Attribution of failure.

Variable	N	Mean	S.D	Corr. Index r	df	P
Neuroticism	389	11.21	4.12	.143 **	.387	.005
External Attribution of failure	389	30.97	7.56			

**A correlation is significant at the 0.01 level (2- tail)

Table 4.3.7 above indicates that there is significant relationship between neuroticism and external attribution of failure. This is based on the Pearson Product Moment Correlation (Pearson r) statistics which showed that the calculated p value of .005 is less than the 0.05 level of significance. The neurotics therefore, are more or less not willing to accept failure due to lack of ability as a result they prefer to link it to external factors, hence the null hypothesis is hereby rejected.

Ho 1 d ii. There no significant relationship between external attributions of failure and extroversion.

Table 4.3.8 Results of Pearson Product moment Correlation (Pearson r) analyses between Extroversion and external attribution of failure

Variable	N	Mean	S.D	Corr. Index R	df	p
External Attribution of failure	389	3.97	7.56	-.121 *	387	.017
Extroversion	389	10.17	2.70			

*Correlation is significant the 0.05 level (2-tailed)

Table 4.3.8 shows that significant relationship exists between extroversion and external attribution of failure because the calculated significant p value of .017 is less than the 0.05 level of significant, hence the extroverts have the tendency to associate their academic failures to external attributions. Based on this result the null hypothesis is therefore rejected.

Ho 2 a There is no significant relationship between internal attributions of

success and measures of self- concept.

Table 4.3.9 Results of Pearson Product Moment Correlation (Pearson r) analyses on the correlation between Internal Attribution of success and Measures Self- concept.

Descriptive Statistics

	Mean	Std Deviation	N
Self-concept (motivation)	42.6710	4.86357	389
Self-concept (Task orientation)	42.6530	5.83364	389
Self-concept (Problem solving)	41.5604	6.45840	389
Self-concept (Class membership)	49.3445	6.61766	389
Internal attribution of success	40.2725	5.95367	389

B Multiple correlation of measures of self-concept and internal attribution of success

		Self –concept (motivation)	Self-concept (Task orientation	Self-concept (Problem solving)	Self-concept (Class membership)	Internal attribution of success
Self-concept (motivation)	Pearson Corr					
	Sig (2-tailed)					
	N					
Self-concept (Task orientation)	Pearson Corr	.520**				
	Sig (2-tailed)	.000				
	N	389				
Self-concept (Problem solving)	Pearson Corr	.400**	.584**			
	Sig (2-tailed)	.000	.000			
	N	389	389			
Self-concept (Class membership)	Pearson Corr	.416**	.580**	.479**		
	Sig (2-tailed)	.000	.000	.000		
	N	389	389	389		
Internal attribution of success	Pearson Corr	.241**	.354**	.329**	.346**	
	Sig (2-tailed)	.000	.000	.000	.000	
	N	389	389	389	389	

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

Table 4.3.9 above shows that significant relationship exists between internal attribution of success and measures of self-concept. On the basis of the above, therefore, the self- concept of students is paramount to internal attribution of success. The null hypothesis that states that there is no significant relationship between internal attribution for success and measures of self

concept is rejected. It is equally important to note all the measures of self- concept correlated significantly with one another.

Ho 2 b. There is no significant relationship between internal attributions of failure and measures of self- concept.

Table 4.3.10 Results of Pearson Product Moment Correlation (Pearson r) analyses on the correlation between Internal Attribution of failure and Measures Self- concept.

Descriptive Statistics

	Mean	Std Deviation	N
Self-concept (motivation)	42.6710	4.86357	389
Self-concept (Task orientation)	42.6530	5.83364	389
Self-concept (Problem solving)	41.5604	6.45840	389
Self-concept (Class membership)	49.3445	6.61766	389
Internal attribution of failure	32.3342	7.49339	389

B. Multiple correlations of measures of self-concept and internal attribution of failure

		Self – concept (motivation)	Self-concept (Task orientation)	Self-concept (Problem solving)	Self-concept (Class membership)	Internal attribution of failure
Self-concept (motivation)	Pearson Corr					
	Sig (2-tailed)					
	N					
Self-concept (Task orientation)	Pearson Corr	.520**				
	Sig (2-tailed)	.000				
	N	389				
Self-concept (Problem solving)	Pearson Corr	.400**	.584**			
	Sig (2-tailed)	.000	.000			
	N	389	389			
Self-concept (Class membership)	Pearson Corr	.416**	.580**	.479**		
	Sig (2-tailed)	.000	.000	.000		
	N	389	389	389		
Internal attribution of failure	Pearson Corr	-.112*	-.054	.006	-.025	
	Sig (2-tailed)	.027	.290	.912	.621	
	N	389	389	389	389	

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

*Correlation is significant at 0.05 level (2-tailed)

Table 4.10 above shows that the Pearson Product Moment Correlation (Pearson r) statistics indicates that there is significant relationship between internal attribution of failures and self- concept (motivation) at 0.01 level of tolerance. While on the other hand, no significant correlation was established between internal attribution of failure and other measures of self-concept (task orientation, problem solving and class membership). But all measures of self-concept correlated significantly with one another at 0.01 level of confidence. It is therefore relevant to state that internal attribution for failure is closely related to the level of individuals' motivation. Therefore the null hypothesis which states that there is no significant correlation between internal attributions of failure and measures of self-concept (task orientation, problem solving and class membership) is consequently accepted and /or retained.

Ho 2 c. There is no significant relationship between external attributions of success and measures of self- concept.

Table 4.3.11 Results of Pearson Product Moment Correlation (PPMC) analyses on the correlation between External Attribution of success and Measures Self- concept.

Descriptive Statistics

	Mean	Std Deviation	N
Self-concept (motivation)	42.6710	4.86357	389
Self-concept (Task orientation)	42.6530	5.83364	389
Self-concept (Problem solving)	41.5604	6.45840	389
Self-concept (Class membership)	49.3445	6.61766	389
External attribution of success	37.0103	5.58716	389

B. Multiple correlation of measures of self-concept and external attribution of success

		Self-concept (motivation)	Self-concept (Task orientation)	Self-concept (Problem solving)	Self-concept (Class membership)	external attribution of success
Self-concept (motivation)	Pearson Corr					
	Sig (2-tailed)					
	N					
Self-concept (Task orientation)	Pearson Corr	.520**				
	Sig (2-tailed)	.000				
	N	389				
Self-concept (Problem solving)	Pearson Corr	.400**	.584**			
	Sig (2-tailed)	.000	.000			
	N	389	389			
Self-concept (Class membership)	Pearson Corr	.416**	.580**	.479**		
	Sig (2-tailed)	.000	.000	.000		
	N	389	389	389		
external attribution of success	Pearson Corr	-.096	-.066	.066	.049	
	Sig (2-tailed)	.027	.290	.912	.621	
	N	389	389	389	389	

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

Table 4.3.11 above shows that the outcome of Pearson Product Moment Correlation (Pearson r) statistics is indicates that there is no significant relationship between external attributions of success and measures of self- concept. However, as indicated on the previous

tables, all the variables of self- concept measures correlated significantly correlated with each other at 0.01 level of significance. It could be inferred based on the self- concept of students that their success could not be associated to external factors. Thus, hypothesis that stated that there is no significant relationship between external attributions of success and measures of self- concept is hereby retained.

Ho 2 d. There is no significant relationship between external attributions of failure and measures of self- concept.

Table 4.3.12 a Results of Pearson Product Moment Correlation (PPMC) analyses on the correlation between External Attribution of failure and Measures Self- concept.

Descriptive Statistics

	Mean	Std Deviation	N
Self-concept (motivation)	42.6710	4.86357	389
Self-concept (Task orientation)	42.6530	5.83364	389
Self-concept (Problem solving)	41.5604	6.45840	389
Self-concept (Class membership)	49.3445	6.61766	389
External attribution of failure	30.9743	7.56854	389

B, Multiple correlations of measures of self-concept and external attribution of failure

		Self – concept (motivation)	Self-concept (Task orientation	Self-concept (Problem solving)	Self-concept (Class membership)	External attribution of failure
Self-concept (motivation)	Pearson Corr					
	Sig (2-tailed)					
	N					
Self-concept (Task orientation)	Pearson Corr	.520**				
	Sig (2-tailed)	.000				
	N	389				
Self-concept (Problem solving)	Pearson Corr	.400**	.584**			
	Sig (2-tailed)	.000	.000			
	N	389	389			
Self-concept (Class membership)	Pearson Corr	.416**	.580**	.479**		
	Sig (2-tailed)	.000	.000	.000		
	N	389	389	389		
External attribution of failure	Pearson Corr	-.232**	-.246**	-.097	-.201**	
	Sig (2-tailed)	.000	.000	.056	.621	
	N	389	389	389	389	

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

The result on table 4.3.12 above shows that the Pearson Product Moment correlation (Pearson r) statistics revealed significant relationship between external attribution of failure and measures of self- concept. Based on this result, it would be inferred that students may not like to accept failure, thus, they attribute it to external factors. Therefore, the null hypothesis is hereby rejected.

Ho 3 a. There is no significant relationship between internal attributions of success and academic attainment of students.

Table 4.3.13 Results of Pearson Product Moment Correlation (Pearson r) analyses on the correlation between Internal Attribution of success and Academic attainment.

Variable	N	Mean	S.D	Corr. Index r	df	P
Internal Attribution for success	389	40.27	5.95	.079	387	.121
Academic Attainment	389	30.96	7.78			

Table 4.3.13 above indicates that there is no significant relationship between internal attribution of success and academic attainment of students. This is because the calculated correlation index r value is obtained as .079. While the calculated p value of .121 is greater than the 0.05 level of tolerance. Therefore, students do not always link their success in academic to internal attributions. Therefore, the null hypothesis is hereby retained.

Ho 3 b. There is no significant relationship between internal attributions of failure and academic attainment of students.

Table 4.3.14: Results of Pearson Product Moment Correlation (Pearson r) analyses on the relationship between Academic Attainment and Internal Attribution of failure.

Variable	N	Mean	S.D	Corr. Index r	df	P
Academic Attainment	389	30.9640	7.78	.028	387	.580
Internal attribution for failure	389	32.3342	7.49			

Results on table 4.3.14 above shows that Pearson Product Moment Correlation (Pearson r) statistics indicates that there is no significant relationship between academic attainment and internal attribution of failure because the calculated p value of .580 is greater than the 0.05 level of tolerance. The results also indicated that .028 is the calculated value obtained as correlation index. Therefore, students do not as well link their academic failure to internal attribution. The null hypothesis is hereby retained.

Ho 3 c. There is no significant relationship between external attributions of success and academic attainment of students.

Table 4.3.15 Results of Pearson Product Moment correlation (PPMC) analyses between academic Attainment and External attribution of Success.

Variable	N	Mean	S.D	Corr. Index r	df	P
Academic Attainment	389	30.96	7.78	.019	387	.716
External attribution for success	389	37.01	5.58			

Table 4.3.15 above shows that there is no significant relationship between academic attainment and external attribution of success because the results of the Pearson Product moment Correlation (Pearson r) statistics calculated value of .716 is higher than the 0.05 level of tolerance; while the calculated correlation index *r* value is .019. Therefore, students'

performance in academics could not be link to external attribution for success. Therefore, the null hypothesis is hereby retained.

Ho 3 d. There is no significant relationship between external attributions of failure and academic attainment of students.

Table: 4.3.16 Results of Pearson Product Moment Correlation (PPMC) analyses on the relationship between Academic Attainment and External attribution of failure.

Variable	N	Mean	S.D	Corr. Index r	df	P
Academic Attainment	389	30.96	7.78	.118*	387	.019
External Attribution for failure	389	30.97	7.56			

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.3.16 above shows the result of the Pearson Product Moment Correlation (PPMC) statistics which revealed the existence of significant relationship between academic attainment and external attribution of failure. This is because the calculated P value of .019 is lower than the 0.05 level of tolerance as the correlation index r value is .118*. It would be inferred therefore, that students failure in academics could be linked to external attribution factors. The null hypothesis is hereby rejected.

Ho 4. a. There is no significant relationship between internal attributions of success and course of study.

Table: 4.3.17 Results of t-test analyses for difference between Science and Arts/ languages students in their internal attribution of success.

Variable	Course group	N	Mean	S.D.	Calculated t	df	P
Internal Attribution for success	Science	169	39.94	5.82	.963	387	.336
	Arts/ Languages	220	40.52	6.05			

The independent t-test statistics on the table 4.3.17 above shows that there is no significant difference between Science and Arts / Languages students is their internal attribution of success. This is because the calculated significant p value of .336 is higher than the 0.05 level of alpha tolerance; while the calculated value is .963. Therefore, science and arts/ language students do not differ in their internal attribution of success. Thus, the null hypothesis is hereby retained.

Ho 4 b. There is no significant relationship between internal attributions of failure and course of study.

Table 4.3.18: Results of t-test analyses for differences between Science and Arts / Languages students in their internal attribution of failure.

Variable	Course group	N	Mean	S.D	Calculated t	df	P
Internal Attribution for failure	Science	169	32.13	7.27	-.470	387	.639
	Arts / Languages	220	32.49	7.67			

Table 4.3.18 above shows that there is no significant difference between science and arts students in their internal attribution of failure because the results of the independent t-test statistics calculated t value of .470 which is less than the 1.96 t critical; while the calculated sig p value of .639 is greater than the 0.05 level of tolerance. Since the mean of sciences and arts/

languages students did not differ, the failure in examination will not be attributed to internal factors. Hence, the null hypothesis is hereby retained.

Ho 4 c. There is no significant relationship between external attributions of success and course of study.

Table 4.3.19 Results of t-test analyses for differences between Science and Arts students in their External Attribution of Success.

Variable	Course group	N	Mean	S.D	Calculated t	df	P
External Attribution for success	Science	169	36.98	5.52	.068	387	.946
	Arts/ Languages	220	37.02	5.64			

The result of the independent t-test statistics table 4.19 above showed that there is no significant difference between Science and Arts/ Language students in their external attribution of success. This is because the calculated sig p value of .946 is higher than the 0.05 level of tolerance while the calculated t value of .068 is lower the critical t value of 1.96. Therefore, there is no difference in external attribution of both sciences and arts / languages students in term of academic success. Therefore, the null hypothesis is hereby retained.

Ho 4 d. There is no significant relationship between external attributions of failure and course of study.

Table 4.3.20: Results of t-test analyses for differences between Science and Arts students in their External attribution for failure.

Variable	Course group	N	Mean	S.D	Calculated t	df	P
External attribution for failure	Science	169	30.77	7.79	.454	387	.650
	Arts/ Languages	220	31.12	7.40			

The results of the independent t-test statistics on table 4.20 above revealed that there is no significant difference between Science and Arts students in their external attribution of failure. This is because the calculated t value is .454 and the calculated sig (2-tailed) value of .650 is greater than the 0.05 level of alpha. Therefore, science and arts / languages students do not differ in their external attributions of failure. Thus, the null hypothesis is hereby retained.

Ho 5 There is no significant difference in academic attainment of students due to parental level of education.

Table: 4.3.21 Analyses of Variance (ANOVA) statistics of Parental level of Education and Academic Attainment of Students

Variations	Sum of squares	F	Mean square	f	Sig
Between groups	3.992	4	.99	1.413	.229
within Groups	217.180	384	.70		
Total	275.172	388			

The ANOVA (Analyses of Variance) statistics on table 4.3.21 above revealed that there is no significant difference of Parental Level of Education on the Academic Attainment of students because the ANOVA calculated *f* ratio value of 1.413 is less than the critical *f* value of 2.60; while the calculated sig. value of .229 is greater than the 0.05 level of tolerance confirming that there is no significant difference.

The analyses also revealed that the mean academic attainment of 3.3727, 3.6220, 3.5088, 3.5417 and 3.5610 for parental level of education of University Degree and above, Post-Sec e.g. Diploma / NCE, Secondary School Certificate, Primary School Certificate and Non-formal Education respectively further confirm that there is no significant difference in the students' academic attainment on account of their parental level of education.

Consequently, the null hypothesis which states that there is no significant difference among the students' academic attainment on account of their parental level of education, is hereby accepted retained.

Ho 6 a: There is no significant difference in students' personality due to the course of study.

Table 4.3.22 Results of t-test analyses on differences between Neuroticism scores and Course of Study

Variable	Course group	N	Mean	S.D	Calculated t	df	P
Neuroticism	Science	169	11.53	5.13	1.343	387	.180
	Arts/ Lang.	220	10.97	3.12			

Based on the results of t-test analyses on table 4.3.22 above, there is no significant difference between Science and Arts students in their level of Neuroticism scores. This is because the calculated sig. p value of .180 is greater than the 0.05 level of tolerance. Therefore, neuroticism has no effects on the course of study. The null hypothesis is retained.

Ho 6 b: There is no significant difference in students' personality due to the course of study.

Table 4.3.23 Results of t-test analyses on differences between Extroversion scores and Course of Study

Variable	Course group	N	Mean	S.D	Calculated t	df	P
Extroversion	Science	169	10.24	2.70	.504	387	.615
	Arts/ Lang.	220	10.10	2.70			

The results of t-test analyses on table 4.3.23 above shows that there is no significant difference between Science and Arts students in their level of Personality (extroversion) scores.

This is because the calculated sig p value of .615 is greater than the 0.05 level of tolerance. Therefore, extroversion has no influence upon the course of study. The null hypothesis is hereby retained.

Ho 7 a : There is no significant differences in students' academic attainment due to their personality

Table 4.3.24 Pearson Product Moment Correlation (Pearson r) statistics on the relationship between Neuroticism and Academic Attainment.

Variable	N	Mean	S.D	Corr. Index *R*	df	P
Neuroticism	389	11.21	4.12	-.142**	387	.005
Academic Attainment	389	30.96	7.78			

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

Based on the outcome of Pearson r analysis on table 4.3.24 above, it was established that significant negative correlation exist between Neuroticism and the Academic Attainment of students based on the calculated corr. Index *r* value of -.142; while the calculated sig. p value of .005 is less than the 0.05 alpha level of confidence. Hence, the students are likely to exhibit neuroticism in their academic performance. Therefore, the null hypothesis is hereby rejected.

Ho 7 b: There is no significant difference in students' academic attainment due to their personality

Table 4.3.25 Pearson Product Moment Correlation (Pearson r) statistics on the relationship between extroversion and academic attainment.

Variable	N	Mean	S.D	Corr. Index r	df	P
Extroversion	389	10.17	2.70	.040	387	.436
Academic Attainment	389	30.96	7.78			

The Pearson r analysis on table 4.3.25 above shows that there is no significant relationship was between extroversion and the academic attainment of students. Thus, the calculated sig. (2-tailed) value of .005 is higher than the 0.05 alpha level of confidence. Hence, the students' academic attainment could not be linked to extroversion. Therefore, the null hypothesis is hereby retained.

Ho 8 : There is no significant relationship between students' self- concept and their academic attainment.

Table 4.3.26 Results of Pearson Product Moment Correlation (Pearson r) analysis on the relationship between the measures of Self- Concept and Academic Attainment of Students.

Descriptive Statistics

	Mean	Std Deviation	N
Self-concept (motivation)	42.6710	4.86357	389
Self-concept (Task orientation)	42.6530	5.83364	389
Self-concept (Problem solving)	41.5604	6.45840	389
Self-concept (Class membership)	49.3445	6.61766	389
Academic Attainment	30.964	7.7874	389

B. Multiple correlations of measures of self-concept and academic attainment

		Self – concept (motivation)	Self-concept (Task orientation)	Self-concept (Problem solving)	Self-concept (Class membership)	Academic Attainment
Self-concept (motivation)	Pearson Corr					
	Sig (2-tailed)					
	N					
Self-concept (Task orientation)	Pearson Corr	.520**				
	Sig (2-tailed)	.000				
	N	389				
Self-concept (Problem solving)	Pearson Corr	.400**	.584**			
	Sig (2-tailed)	.000	.000			
	N	389	389			
Self-concept (Class membership)	Pearson Corr	.416**	.580**	.479**		
	Sig (2-tailed)	.000	.000	.000		
	N	389	389	389		
Academic Attainment	Pearson Corr	.222**	.260**	.245**	165**	
	Sig (2-tail)	.000	.000	.000	.001	
	N	389	389	389	389	

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

According to the results of the Pearson Product Moment Correlation (PPMC) analyses table 4.3.26 above revealed that significant relationship was established between academic attainments of students and all measures of Self-concept tested. All the significant relationships are at 0.01 alpha level of significance. Therefore, students' self- concept is paramount to their academic attainment. The hypothesis is hereby rejected.

Ho 9 a: . There are no significant gender difference in internal attributions of success and academic attainment.

Table 4.3.27 Results of t-test analyses for difference between Male and Female students in their Internal Attribution of Success.

Variable	Sex	N	Mean	S.D	calculated *t*	df	P
Internal attribution for success	Male	182	39.60	6.13	2.067**	387	.039
	Female	207	40.85	5.73			

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

According to the outcome of table 4.3.27 above, the independent t-test statistics revealed that significant difference exist between male and female students in their internal attribution of Success. This is because the calculated sig (2-tailed) value of .039 is less than the 0.05 level of tolerance confirming significant difference as the female mean internal attribution for success score of 40.85 is higher than their male internal attribution for success score of 39.60. Therefore, male and female students differ in their internal attribution of success; thus null hypothesis is hereby rejected.

Ho 9 b: There is no significant gender difference in internal attributions of failure and academic attainment.

Table 4.3.28: Results of t-test analyses between Male and Female Students in their Internal Attribution of failure.

Variable	Sex	N	Mean	S.D	Calculated t	df	P
Internal Attribution for failure	Male	182	32.80	7.13	1.156	387	.249
	Female	207	31.92	7.78			

The table 4.3.28 above indicates that there is no significant difference between male and female students in their internal attribution for failure. This is because the calculated *t* value of 1.156 is less than the *t* critical value of 1.96; while the calculated sig. (2-tailed) value of .249 is greater than the .05 level of confidence. Therefore, male and female students do not differ in attributing failure to internal factors. Therefore, the null hypothesis is hereby retained.

Ho 9 c:. There is no significant gender difference in external attributions of success and

academic attainment.

Table 4.3.29 Results of t-test analyses between Male and Female Student in their External Attribution of Success.

Variable	Sex	N	Mean	S.D	Calculated *t*	df	P
External attribution for success	Male	182	36.90	5.64	.343	387	.732
	Female	207	37.10	5.54			

The results of the t-test analyses on table 4.3.29 above showed that there is significant difference between male and female students in their external attribution for success. This is because the calculated sig p value of .732 is greater than the 0.05 level of alpha value. Therefore, male and female students do not differ in the external attribution of success. Therefore, the null hypothesis is hereby retained.

Ho 9 d: There is no significant gender difference in internal attributions of failure and academic attainment.

Table 4.3.30: Results of t-test analyses for difference between male and female students in their external attribution of failure.

Variable	Sex	N	Mean	S.D.	Calculated *t*	df	P
External attribution for failure	Male	182	31.29	7.12	.787	387	.432
	Female	207	30.69	7.94			

The results of Independent t-test analyses table 4.3.30 above shows that there is no significant difference between male and female students in their external attribution of failure, this is because the calculated sig (2-tailed) value of .432 is greater than the 0.05 level of alpha. Therefore, male and female students do not differ in the external attribution of failure. At this juncture, the null hypothesis is therefore, retained.

Ho 10: There is no significant gender difference in academic attainment.

Table 4.3.31: Results of t- test analyses for difference between Male and Female students in their Academic Attainment.

Variable	Sex	N	Mean	S.D	Calculated *T*	df	P
Academic attainment	Male	182	31.23	7.43	0.633	387	0.527
	Female	207	30.72	8.09			

Results of the Independent t-test analyses on table 4.3.31 above showed that there is no significant difference between male and female students on their academic attainment scores, this is because the calculated sig. (2-tailed) value of 0.527 which is higher than the 0.05 level of alpha tolerance. Therefore, it could be inferred that there is no difference in respect of the academic attainment between male and female students. Thus, the null hypothesis is retained.

4.2 Summary of findings

1. Ho 1 a ii, b i, ii, c i were accepted as the results showed no significant relationship between internal attributions of success and extroversion, internal attributions of failure and neuroticism and extroversion and external attributions and neuroticism. However, hypothesis 1a i, c ii, d I, ii *were* rejected as the results showed significant relationship between internal attributions of success and neuroticism. The results showed significant relationship between external attributions of success and extroversion as well as external attributions of failure to neuroticism and extroversion accordingly.
2. Ho 2a and d were rejected as the results showed significant relationship between internal attributions of success, external attributions of failure and measures of self- concept.

Hypotheses 2b and c were retained. Hence, the results indicated no significant relationships between internal attribution of failure, external attribution of success and measures of self- concept.

3. Ho 3 a, b, c were accepted as the results showed no significant relationship between causal attributions factors and academic attainment. However, hypothesis 3d was rejected as the results showed significant relationship between external attributions of failure and academic attainment.
4. Ho 4a, b, c, and d were accepted as the results showed no significant relationships between causal attribution factors and course of study (Science and Arts/ Languages).
5. Ho 5 was accepted as the results showed no significant difference between parental level of education and academic attainment.
6. Ho 6 was accepted as the results showed no significant difference between neuroticism and extroversion and course of study.
7. Ho 7a was rejected on the ground that the results showed significant relationship between neuroticism and academic attainment; while hypothesis 7b was retained as the results showed no significant relationships between personality and academic attainment.
8. Ho 8 was rejected as the results showed significant relationship between measures of self-concept and academic attainment.
9. Ho 9b, c, d were accepted as the results indicated no significant difference between internal attributions of failure, external attributions of success, external attributions of failure and gender. But Ho 9a was rejected because significant difference was established between internal attribution of success and gender performance in academics.

10. Ho 10 was accepted since the results showed no significant difference between academic attainment and gender.

4.4 Discussion on findings

This study investigated the relationships of causal attributions, personality, self- concept, and academic attainment of students in north- western Nigeria. The study utilized 389 sampled drawn from eight (8) Colleges of Education. In order to achieve main and specific objectives of the study 10 research questions were answered and 10 research hypotheses were tested.

The findings of this study revealed significant correlation between internal attributions of success and students' neuroticism. This therefore, suggests that the personality aspects of students such as anxiety have close link with internal attribution factors (ability, effort, strategy and self- mood) in the academic pursuit of students. Sometimes, examination situation may create series of tension to students due to either high crave of success and consistent fear of failure, this seems to be in conflict with the views of Williams (2009) who reported that the anxiety is a result of perceptions (attributes) individuals place on either themselves or an event, that is in direct conflict with their existing value structures.

The findings however, revealed that no significant correlation was established between internal attribution of success and extroversion. Furthermore, no significant correlation was indicated between internal attributions of failure with two personality dimensions i.e. neuroticism and extroversion. The findings corroborate that of Asonibare (1986) who concluded that students are ever apt to accept responsibility of their academic outcome be it a success or failure. In the same vein, Balarabe (2004) revealed that the middle class attribute their success significantly more to effort and strategy and accept responsibility for the outcome as well.

Accordingly, home background plays a very important part in the individual tendency to assume responsibility for achievement outcome.

On the other side of the coin, the study revealed that no significant relationship was established between external attributions of success and neuroticism. This signify the fact that students are not likely to associate their academic success to other external factors such as help received, teachers method of teaching and mood of significant others. Thus, students are likely to be more stable in relating favourable academic performance to self rather than any other external factor as the case may be.

Conversely, the study indicated high correlations external attributions of success and extroversion. Similarly, high correlation was established between external attributions of failure and neuroticism and extroversion. The situations explained the typical case of the extent to which students project their academic success to external variables such as luck etc. Moreover, it is natural that most individual are ever ready to attribute most unfortunate happenings to external factors.

The findings of the study also revealed significant correlation between internal attribution for success and measures of self-concepts. Invariably, the findings did not indicate significant correlation with internal attribution of failure and measures of self- concept. The finding is in consonance with the view of Heckhausen (1975) in Biehler Snowman (1986) concluded that fifth graders that blame their lack of ability that they could improve their examination and homework scores by trying harder. After four months of such feedback, they score lower on test of anxiety, higher on ability test that emphasized speed, and were more ready to cite lack of effort than lack of ability as reason for failure in comparison to a similar group that received such feedback.

It is also important to note that the findings of this study showed no relationship between external attribution for success and measures of self- concept. In contrast to this, high significant correlation was established between external attributions for failure and measures of self-concept. The findings lend support to the assertion Mukherjee (2002) that the self- esteem of children cannot be overlooked in teaching. If a child begin to consider himself not capable of undertaking academic task of a particular nature, and he is given to understand this by almost everybody that he encounters, then he becomes a problem needing specialized help for counselor.

The results clearly revealed that students are always apt to attribute success to good luck, generosity and others mood, whereas failure could be linked to task difficulty and luck. This situation further strengthen the view of Narayana (2006) who maintained that an important assumption of attribution theory is that people will interpret their environment in such a way as to maintain positive self- image. That is they will attribute their success or failure to factors that will enable them to feel as good as possible about themselves. Accordingly, when learners succeed at an academic task, they are likely to want to attribute their success to their efforts and abilities but when they fail, they will want to attribute their failure to factors over which they have no control such as bad teaching and bad luck.

Based on the findings of this study, attributional style of individual could be related to the behavioural problem especially in the development of self- concept as failing to meet this demand may result in negative evaluation that poses difficulties in developing meaningful self concept and further reinforcing a young person's low motive. Internal attribution for failing and external attribution for success have been found to serve as means for maintaining individual low self- concept, (Brehm and Kassim, 1975). This assertion lends support to the study as the finding

revealed no significant correlation between measures of self- concept and internal attribution for failure as well external attributions for success.

The findings of the study revealed no significant correlation between internal attributions for success and academic attainment. Similarly, correlation was not established between internal attributions for failure and academic attainment. In the same vein, there was no correlation between external attribution for success and academic attainment. It is pertinent at this juncture to note that Weiner (1990) in Elliot (2000) made interesting discovery that students usually have no idea on how hard they try to succeed. Students and their other individuals judge their efforts by how well they did on particular task. Even in the task that involves pure chance. However, successful students believed that they tried harder than those who were unsuccessful an important cycle is established. Thus, success increase efforts as efforts produce more success and the educational implication are real and significant.

The findings also agreed with that of Nicholls (1979), Weiner (1979) in Biehler and Snowman (1986) which indicate that low achieving students attribute failure to low ability and future failure is seen as more likely than future success. Similarly, Balarabe (1989) discovered that the internal attribution of failure could be associated with the feelings of not being 'worried and concerned.' Accordingly, this seems to suggest some lack of will to succeed on the part of individuals, which is linked to perceived lack of ability.

It is pertinent to note that internal attribution factors such as ability and efforts play significant role in determining the levels of individual success or failure in academic situation. Borucovitch (2004) revealed that subjects attribute their success and failure to both internal and external factors. Attributions such as efforts, good teacher, being calm, lack of effort, task

difficulty, being nervous and lack of luck were most common reasons pointed out by subjects to explain their experiences of success and failure in mathematics exams. Obviously, the study indicates that student were more apt to attribute failure to external factors such as task difficulty, lack of luck, not being generous and help denied etc.

The findings of this study further revealed that no significant difference was identified between Science and Arts students in the case of internal attributions for success and internal attribution for failure. This is contrary to the findings of Balarabe (2006) who discovered that Science students had significantly higher levels of internal attributions and feelings of success and significantly lower external attributions to success. The difference might be due to the fact that highly motivated science oriented students are hardly found in Colleges of Education, thus, they prefer to attend institutions like Universities, Colleges of Science and Technology as well as Polytechnics where perhaps they would meet relevant challenges based of their intellectual potentials. Balarabe (2006) further established based on empirical findings that science students in secondary school had significantly higher level of achievement motivation over arts students as was evident from their scores in the internal attributions of success and significantly lower external attributions of success. Similarly they also had significantly lower mean scores in internal and external attributions of failure.

It is important to note that secondary school is often considered to be a milestone upon which the future educational career of a student is built or determined. In the same vein, the findings showed no significant difference between Science and Arts students in the case both external attribution of success and external attributions of failure. The nature of course of study in Colleges of Education is determined by the nature of results presented by students and the

orientation is always geared towards attaining the minimum teaching qualification. Since the basic aim of establishing Colleges of Education among other things is to prepare students towards obtaining minimum requirements for teaching at primary and junior secondary schools, thus, serious competition among students is not always apparent hence, the concern of students is not more than to graduate and secure a teaching job in most cases.

The results of this study further showed that the parental level of education had no significant difference with academic attainment of students. It is important to noted that the democratic homes are usually stimulating ones and children from such homes are generally found to accelerated in intellectual development, they further said that as a rule children are curious, searching and highly motivated for academic task. On the hand, Gottfried (1991) carried out a study on parenting style and its relation with academic achievement. The results showed that authoritative parents tend to be more involved in their children's activities and helping with home work. The more parents are involved in their children's education, the better the children performance in school. The findings suggest that a mediated effect of parenting style on academic performance through parental involvement. In a different study by Jarrett (1995), it was discovered that parenting that is strict and directive, with clear rules and consequences combined with high levels of warmth and emotional support, is associated with high academic achievements

It is therefore important to observe that the level of parental education may not necessarily influence the performance of students as the case may be in the Colleges of Education. However, the level of individual motivation needs and interest as well as the extent to which students value the programme being pursued. It is worth noting that some students in

Colleges of Education have already attain the level of parenthood, thus, intrinsic motivation plays significant role in this case.

The finding further reveals that no significant difference was established between Science and Arts students in terms of their personality. This would not be unconnected to the fact that no significant different was observed in the mean scores of both disciplines (Science and Arts) relative to their neuroticism or extroversion in the case selection of course of study. Therefore, it would be inferred that personality traits of students might not to some extent influence their choice of course.

It is also important to note that the findings of this study revealed significant correlation between neuroticism and academic achievement. This finding corroborates that of Mohammed (1980) who found that personality ratings of students based on social extroversion and emotional stability were found to be significantly correlated with school attainment. Similarly, Child (1964) in Mohammed (1980) found positive correlation between stable introversion and achievement. While Entwistle and Cunningham (1968) using a large sample of Scottish children of ages ranging from 11-13 years, found a linear relationship between neuroticism and attainment and curvilinear one between extroversion and attainment. The results from this study contradict earlier studied by Toro (1993) who discovered no significant difference between personality dimensions and academic attainment. The findings therefore, suggest that intellectual differences among students might be a factor that could account for correlation between measures of personality and academic attainment. Furthermore, the study supported that of Mahmoud (1982) whose study revealed significant relationship between final exams scores and depression, anxiety

and self- concept scales. However no high correlation was found between Grade Point per Average (GPAs) attained during college years and self- concept.

In another instance, significant correlation was established between measures of self-concept and academic attainment. The findings lend support to that of Musa and Reid (2010) who reported significant correlation between self- esteem and academic performance and Yakasai (2000) whose study established significant correlation between two Arts academic self-concept facets and all Science- academic self concept facets. The findings however, contradict that of Toro (1993) whose study did not indicate any significant correlation between academic self- concept and academic achievement. Furthermore, the findings lend support to the study of Robinson and Williams (1984) whose findings revealed that self- concept of ability was positively correlated with academic success. There was also a significant relationship between past academic performance and self- concept of ability.

This result suggests that students generally have the tendency to take responsibility of their performance in examination especially in a situation where the outcome is favourable. According to Sinha & Gupta (2008), the attributional style to behaviour problem may be related to the development of self- concept; the most critical demand is to succeed. Failing to meet this demand may result in negative evaluation. They further discovered in an empirical study that self- worth protective subjects who intentionally withdraw efforts from situation reflecting low ability. Similarly on occasion when failure is unavoidable, self-worth protective subjects attribute their failure to internal attributions. Thus, learned helplessness lead to low self- esteem, low self- concept, helplessness and worthlessness.

Moreover, the instances of failure might be utilized to project or apportion blame to other variables if the outcome proved unsatisfactory. Sometimes, students may deliberately decline to take part in examination as a result of either ill- preparation or just a mechanism to protect their self- image among other things. Narayana (2008) remarked in general that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck. Weiner (1980) remarked that in achievement related situation, student experience both cognition and emotional reactions. Individuals are more apt to give credit to them in the face of academic success just as failures are often being related to either lack of efforts or luck.

Moreover, the findings of this study showed indicted significant difference between male and female students in their internal attributions of success. The findings indicated that the male and female students are likely to develop sense of pride in relating their academic outcomes; this is by way of attributing success related situation to either their ability and or efforts. Since the result of this study showed that the mean scores of female student appeared to be significantly higher than that of their male counterpart, they are likely to record more success.

On the other hand, the findings did not indicate any difference in respect of academic attainments of male and female students. This therefore, lends support to that of Okeh (2006) where he discovered that there was no significant difference in the academic achievement of male and female students at the NCE final examination in Agric Education. Contrary to this view, Durkin (1995) stated that female on the average have high school achievement, while males have higher and longer term aspirations for themselves. Such aspirations may be due to the

fact that male interpret their success and failure in a way that yield greater optimism about what they are capable of accomplishing. It is very important to note that entry qualification was attributed to the factor responsible for lack of differences in the academic achievement between genders since all students had spent six years in secondary schools, and had a minimum of credit in three subjects in addition to English and Mathematics. Therefore, the students' educational qualifications have contributed a great deal to the academic performance of students. It is a known fact that entry qualification into various colleges of education is often dictated by the minimum standard and these criteria for admission are strictly adhered to with a view to maintaining the standard set by the National Commissions for Colleges of Education (NCCE) as the regulatory body.

It is also important to note that the findings indicated that was no significant difference in the internal attribution of failure between male and female students. In the same vein, the findings did not indicate any difference in both external attributions of success and external attributions of failure between male and female students. This finding corroborate that of Asonibare (1986) whose study also indicated that there were no significant differences in the mean scores for boys and girls. Thus, one can cautiously infer that students attribution do not differ according to the sex. However, he opined that lack of associated in difference indicates that group membership according to sex is unnecessary classification of students' differential counseling. It can therefore be argued that since some sex difference do not operate on attribution, it follows that career choice of student cannot be based on sex difference among students.

Interestingly, Wolleat, Pedro, Becker (1980) study sex differences in the attributional patterns for success and failure in mathematics and eventually discovered that females were

found to be more likely than males to attribute success in mathematics to an unstable dimension (effort), but failure to stable dimensions (ability, task difficulty). Even when their performances in mathematics were similar, the strengths of their attributions differed. For example, the males' success ability ratings were found to be higher than those of the females at all levels of achievement. However, Huston (1983) and Stipek (1984) reported that boys and girls interpret their success and failure somewhat different. Boys tend to attribute their success to an enduring ability and their failure to lack of efforts. Contrary to this, girls attribute their success to efforts and their failure to lack of ability. Boys believe in greater natural ability, this makes them more optimistic about their chances for further success.

Moreover, in contrast, when responding to failure events, the females' attribution to lack of ability was stronger than that of the males, again at every level of achievement. Similarly, Borucovitch (2004) identified that *effort* was a very important attribution that explain success regardless of age, gender, school grade level and repetition of a school grade level. Being calm was significantly more ascribed to explain success by third and fifth graders than was by seventh graders females participants, subjects who were younger and who had not repeated any school grade level explained their success in math significantly more in terms of intelligence than did subjects who were males, older and had repeated a school grade level. In the previous study Leder (1984) pointed out that the sex of the stimulus figure did not affect boys' or girls' attributions of success and failure in mathematics. Students appeared to respond to the event portrayed rather than to the stimulus figure featured in that event.

Conversely, Borucovitch (2004) concluded that subjects attribute their success and failure to both external and internal factors. Attributions such as effort, good teacher, task easy, being calm, lack of effort, task difficulty, being nervous and lack of luck were the most common

reasons pointed out by subjects to explain their experiences of success and failure in a mathematics exam, respectively. This contrary to the findings of Taliuli (1982) in which it was discovered that subjects considered ability/ lack of ability as the main causes of their school success and failures, respectively. It is worth commenting that overall.

4.5 Summary

This chapter reported the results of the major findings of this study, the statistical analyses used in testing all the hypotheses were explained. The results of the findings were presented in tabular form and various interpretations were given for each table based on the nature or outcome of the analyses. It is important to note Pearson Product Moment Correlation and t-test were employed in the course of analyses. The summary of the findings and discussions of findings were presented at the end of the chapter.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.0 Introduction

The summary, conclusion and recommendations of this study are presented in this chapter as follows:

5.1 Summary

This study titled: "Relationships among Causal Attributions, Self- concept, Personality, and Academic Attainment of Colleges of Education in North –Western Zone. The samples of the study were drawn from 8 Federal and States Colleges of Education. The study rests on the following objectives:-

a) To investigate the relationship of causal attribution on personality, self- concept and academic attainment of students.

b) To identify the roles of personality on academic attainment and other important variables such as entry qualification, gender, course of study;

c) To find out whether the self- concept of students has certain influence in attributing success or failure in academic situation among students;

d) To evaluate the relative impact of self-concept on the academic achievement with a view to establishing the extent to which they are related; and

e) To suggest ways of assisting students especially the learned helpless overcome and/ or improve in their academic performance.

In addition to the objectives of the study, research questions and hypotheses were also formulated to aid the research.

In chapter two, literature on the concept of attributions were discussed with a view to shedding light on how students at various levels tend to relate or explain their academic success or failure. The instances, projecting success to self or others as well the failure situations were clearly highlighted. Theoretical framework on Attributions, Self- concept and Personality were critically discussed in addition to as they relate Academic Attainment and other related variables. This is with a view to carefully discuss and gives highlights on how all these were viewed or studied by other eminent researchers. Similarly, related literatures on the topic under study were equally discussed.

The study utilized correlational survey method in chapter three as 389 students were used as sample and three sets of questionnaires and academic outcome of students were used as data matrix. The parametric statistics Pearson Product Moment of Correlation Coefficient (Pearson r) and t-test test were used to analyze the responses obtained from eight colleges of education in the north-western geo-political zone of Nigeria.

Thus, in the final analyses, it was established that significant correlation was established between internal attributions of success and neuroticism, external attributions of failure and extroversion, external attributions of failure and neuroticism as well as external attributions of failure and extroversion. However, no correlation was established between internal attributions of success and extroversion, internal attributions of failure and neuroticism and external attributions of success.

Similarly the findings identified high correlation between internal attributions of success and external attributions of failure with measures of self- concepts (motivation, problem solving, task orientation and class membership). However, relationship was established between internal

attributions of failure and motivation but correlated negatively with other measures. Moreover, external attributions of success correlated negatively with measures of self- concept.

Furthermore, the findings could not identify any significant correlations among academic causal attributions factors and academic attainment except with external attributions of failure where significant correlation was established. Moreover, the findings showed no significant correlations among academic causal attributions with course of study (science and arts) apart from internal attribution of success where high correlation was established between science and arts students..

Parental level of education and measures of personality do not correlate with academic attainment and course of study respectively. However, neuroticism and self- concept correlated significantly with academic attainment of students.

It is important to note the results of the analyses showed no significant difference between academic causal attributions between male and female students except with internal attributions where significant correlation was established between them. Similarly, no significant difference was established between academic attainment and gender (male and female).

5.2 Conclusion

Based on the findings of this study, the following conclusions are made:

Neurotic students are not attributing their academic success to internal attributions of success Therefore, higher the neuroticism the lower performance in academics. Thus, neurotic students are more likely to succeed in academic if they attain relative emotional stability as well as self- determination.

Students' academic attainment is also influenced by their level self- concept, therefore, the more positive the self- concept, the better the academic performance.

Science students have higher personality scores than their Arts/ Language counterparts in the selected Colleges of Education. This is because science students had significantly higher level of internal attributions of success as well high motivational acumen than arts students.

Parental level of education has no significant influence upon the students' academic attainment. Thus, parental level of education could not be used as yard stick to determine students' success or failure in academics.

The causal attributions of success and failure have no influence on gender (male and female) that is, in making inferences on their academic attainment.

Personality of students has no influence upon the selection of course of study be it a Science or Arts/ languages related. However, neuroticism has negative influence on the academic attainment of students.

Causal attributions of success or failure may not be used to explain differences between male and female students for both internal and external attributions.

Male and female students have the tendency to assume sense of pride and confidence in their level of motivation on their academic pursuit.

5.3 Recommendations

The following recommendations are made based on the fact further research are needed in the same area with a view to pave way for broader generalization:

1. It is recommended based on the findings of this study that teachers should minimize punishment for failure in examination since internal attributions of success correlated negatively with neuroticism. It is therefore important for teachers to identify neurotics students and avoid being critical on their success. Moreover, if students think that learning situation entails a lot of threats especially when teachers are being unnecessary hostile or unfriendly to them, they are likely to develop phobia as this may inhibit effective learning. Teachers should therefore motivate students by involving them actively in the learning process and as well implore them to devote more time and put more efforts on their studies in order to ensure success in their academic pursuits.

2 It is also recommended that it is important to *define effort correctly* and for the students to *internalize* an accurate concept of effort. In practical terms effort is most usefully defined as *devoting effective academic learning time to the task*. Just trying harder or spending more time doing ineffective activities does not constitute effort. It is extremely important to make this distinction. If we use another definition of effort, when we tell students that their failures are a result of a lack of effort, we run the risk of leading them to believe that they have an internal, stable characteristic called laziness, over which they have no control. In this case group work should be encouraged and each student should be made to participate actively in the classroom activities.

3. Since internal attribution of success and external attribution of failure correlated significantly with measures of self- concept, is likely that students are ever ready to accept success as by-product of their personal efforts and attribute failure to external factor, this is by way of protecting their self- worth. It is recommended that students should be encouraged to persist at academic tasks, teachers should help them establish a sincere belief that they are competent and that occasional imperfections or failures are the result of some other factor (such as bad luck or a lack of sufficient effort) that need not be present on future occasions.

4. When students fail, they are most likely to persist and eventually succeed if they attribute their failure to *a lack of appropriate motivation*. It is therefore recommended that teachers evolve ways of motivating students by making them to develop the conviction that they can still succeed if they give it their best shot rather than students perceiving themselves as unsuccessful.

5. It is extremely hazardous to motivational health for students to fail repeatedly after making a serious effort at academic tasks. When this happens, they will either (a) stop believing they are competent, or (b) stop attributing their failure to lack of effort. Both of these outcomes are likely to reduce persistence at the academic tasks. It is therefore recommended that tasks should be arranged so that students who work hard are able to perceive themselves as successful.

6. In a situation where students have a conviction that they lack ability, it is recommended that necessary steps be taken to circumvent or overcome this conviction. Such students are likely to repudiate successes. For example, when they do well, they are likely to have a sincere conviction that they were "just lucky." It is difficult to alter this conviction. Changing this conviction is

tantamount to altering the learner's self-concept, and this cannot be accomplished in a short time. Therefore, students' self- concept should be regularly observed and measured; lapses should as well be corrected.

7. It is useful to note that students should not be judged or evaluated on the basis of their personality but on the basis of their effort. This does not mean that the weakest students in a class should receive the highest grades simply because he/ she is neurotic or stable and / or extrovert or introvert. It is therefore recommended that, course assignments should be arranged so that diligent work actually leads to academic success, and the teacher's evaluation should help students see this connection.

8. Parents should be sensitized to show more concern on the educational career of their children. Necessary supports should be provided in order to stimulate and accelerate their interest and motivation in the course of their learning.

9. Excessively competitive grading and evaluation systems are likely to impair the learning of many students. Competition will encourage students to persist only to the extent that they believe additional effort will enable them to succeed within the competitive atmosphere. In many instances, success in competition is completely beyond the learner's control - no matter how hard a learner works, another more competent and equally energetic competitor is likely to win.

10. It is most likely differences might not exist in respect of academic causal attributions and course of study. This is because the selections of courses depend solely on the nature of ordinary level (O/ level results presented by students especially at the point of admission. Thus, it is recommended that students should be adequately guided in selection of course of

study by way of career counseling so that they will understand the pros and cons of the advantage and disadvantage of the course they would have to study.

11. It is recommended in general that students should be made to believe that it is their own behavior rather than external circumstances that leads to success or failure. Researchers refer to this as having an ***internal locus of control***. While it is good for students to have a realistic understanding of what's happening around them, research shows that the most successful students have a tendency to *over*estimate the degree to which their own behavior leads to success or failure.

5.4 Recommendation for Further Research

Causal Attributions Scale has been found to be an effective instrument of exploring various instances of academic success or failure at different levels of studies. Teachers in this case are in a better position to improve the performance of students by understanding their dispositions and motivational aspects of learning. Further research is therefore recommended with this instrument using variety of variable with a view to maintaining the psychological state of learners as well as removing all obstacles that are likely to inhibit effective learning.

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Appendix A

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 15/03/2010

The Registrar
Ke, Kano
Kano State

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: RELATIONSHIPS AMONG CAUSAL ATTRIBUTIONS, SELF-CONCEPT, PERSONALITY AND ACADEMIC ATTAINMENT AMONG COLLEGES OF EDUCATION STUDENTS IN NORTH-WESTERN NIGERIA

Thank you for your continuing cooperation.

Yours sincerely,

.....
Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 18/05/2010

The Registrar
F.C.E, Kaduna
Kaduna-State

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

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Thank you for your continuing cooperation.

Yours sincerely,

.....
Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 18/08/2010

The Registrar
FCE, Zaria
Kaduna State

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

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TOPIC OF RESEARCH: RELATIONSHIPS AMONG LOCUS OF ATTRIBUTIONS, SELF-CONCEPT, PERSONALITY AND ACADEMIC ATTAINMENT AMONG COLLEGES OF EDUCATION STUDENTS IN NORTH-WESTERN NIGERIA

Thank you for your continuing cooperation.

Yours sincerely,

.....
Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 18/08/2010

The Registrar
FCET, Gusau
Zamfara State

Dear Sir,

STUDENTS' FIELD RESEARCH

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Thank you for your continuing cooperation.

Yours sincerely,

164

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Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S 25

Date: 18/08/2010

The Registrar
College of Education
Gumel - Jigawa State.

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

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Thank you for your continuing cooperation.

Yours sincerely,

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Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 18/05/2010

The Registrar
Kaduna State College of Education
Kafanchan - Kaduna State.

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

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Thank you for your continuing cooperation.

Yours sincerely,

Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 15/03/2010

The Registrar
Sa'adatu Rimi College of Edu
Kumbotso, Kano-State

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

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Yours sincerely,

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Research Adviser

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 18/05/2010

The Registrar
College of Education
Mani, Zangon Kataf

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

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Thank you for your continuing cooperation.

Yours sincerely,

168

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Research Adviser

Appendix B

ACADEMIC CAUSAL ATTRIBUTION (A.C.A.S.)

This test designed to see how you interpret the things that happen to you in your schoolwork. In each of the situations describes below, you should think back to a time when such a thing happened to you. Concentrate on that situation which you remember very well, and indicate your opinion on the statements presented by ticking on one of the five options, i.e.

5 Strongly Agree (SA)

4 Agree to some extent (A)

3 Not sure (NS)

2 Disagree (DA)

1 Strongly Disagree (SDA)

Please make sure that you respond to every item provided. Try to be as accurate as you can in describing your thought. There are no "right" or "wrong" answers as you are only telling us your thoughts when such thing happen.

Please fill-in the details below, and them turn over and start. Do not hesitate to ask for clarification on anything you are not clear about.

Name: _____

School: _____

Course: _____

Age: _____ Sex:_____

Father's Occupation: _____

Fathers level of Education (Tick):

(i). University degree and above
(ii). Post Secondary, e.g. Diploma or NCE
(iii). Secondary School Certificate
(iv). Primary School Certificate/Adult literacy
(v). No Formal Education

Mothers Level of Education (Tick)

(i). University degree and above
(ii). Post Secondary, e.g. Diploma or NCE

(iii). Secondary School Certificate
(iv). Primary School Certificate/Adult literacy
(v). No Formal Education

A. Think of an occasion when you were given some work to do and your teacher was very pleased with what you had done. Why did this happen? (Tick your choice)

		SA	A	ND	DA	SDA
1.	I tried very hard	5	4	3	2	1
2.	I got the right help	5	4	3	2	1
3.	The teacher was in a good mood	5	4	3	2	1
4.	I was good at it	5	4	3	2	1
5.	I did it the right way	5	4	3	2	1
6.	It was difficult	5	4	3	2	1
7.	I was lucky	5	4	3	2	1
8.	The teacher was kind	5	4	3	2	1
9.	I deserved it	5	4	3	2	1
10.	I was in the right mood	5	4	3	2	1

B. Now, think back to an assignment in which you scored low marks. Why did this happen? (Tick your choice)

		SA	A	ND	DA	SDA
1.	The teacher was unfair	5	4	3	2	1
2.	The teacher was in a bad mood	5	4	3	2	1
3.	I was not good at it	5	4	3	2	1
4.	I was not in the right mood	5	4	3	2	1
5.	I deserved it	5	4	3	2	1
6.	It was too difficult for me	5	4	3	2	1
7.	I did not try hard enough	5	4	3	2	1
8.	It was just bad luck	5	4	3	2	1
9.	I did not get the right help	5	4	3	2	1
10.	I did no do it the right way	5	4	3	2	1

C. Try to remember a day when you did very well in the examination.

Why did this happen? (Tick your choice)

		SA	A	ND	DA	SDA
1.	I tried very hard	5	4	3	2	1
2.	I got the right help	5	4	3	2	1
3.	The teacher was in a good mood	5	4	3	2	1
4.	I was good at it	5	4	3	2	1
5.	I did it the right way	5	4	3	2	1
6.	It was difficult	5	4	3	2	1
7.	I was lucky	5	4	3	2	1
8.	The teacher was kind	5	4	3	2	1
9.	I deserved it	5	4	3	2	1
10.	I was in the right mood	5	4	3	2	1

D. Recall an examination in which you did not perform as you wanted.

Why did this happen? (Tick your choice)

		SA	A	ND	DA	SDA
1.	The teacher was unfair	5	4	3	2	1
2.	The teacher was in a bad mood	5	4	3	2	1
3.	I was not good at it	5	4	3	2	1
4.	I was not in the right mood	5	4	3	2	1
5.	I deserved it	5	4	3	2	1
6.	It was too difficult for me	5	4	3	2	1
7.	I did not try hard enough	5	4	3	2	1
8.	It was just bad luck	5	4	3	2	1
9.	I did not get the right help	5	4	3	2	1
10.	I did no do it the right way	5	4	3	2	1

Appendix C

SELF CONCEPT AS A LEARNER SCALE (SCAL)

Bureau of Educational Research and Field Services
University of Maryland

Name: _____

Course_____Year:_____

Sex:_____CGPA:_____

INSTRUCTION: These statements are to help you describe yourself. Please answer them as if you were describing your self to yourself. Do not omit items! Read each statement carefully; then select one of the following answer; and next record the number that represent that particular answer in the blank space at the end of that statement.

Responses Completely true | mostly true | partly true and false Partly false | mostly false | completely false

Number: 5 | 4 | 3 | 2 | 1

Remember you are not trying to describe yourself as other see you, but only as you see yourself.

DO NOT WRITE HERE	NO	STATEMENTS	COMPLETELY TRUE	MOSTLY TRUE	PARTLY TRUE AND PARTLY FALSE	MOSTLY FALSE	COMPLETELY FALSE
P MO	1	I am usually eager to go to lecture	5	4	3	2	1
N	2	I never ask lecturers to explain something again	5	4	3	2	1
P	3	I try to change when I know I'm doing things wrong	5	4	3	2	1
N	4	I wish I didn't give up as easily as I do	5	4	3	2	1
N	5	I get my work done, but I don't do extra work	5	4	3	2	1
P	6	I would rather do well than poorly in school.	5	4	3	2	1
N	7	Once in a while I put off until tomorrow what I should do today	5	4	3	2	1
N	8	I become discouraged easily in school	5	4	3	2	1

N	9	I give up easily in school work	5	4	3	2	1
P	10	I do things without being told several times	5	4	3	2	1
N	11	I am satisfied to be just what I am	5	4	3	2	1
P	12	I like school jobs which give me responsibility	5	4	3	2	1
P	13	I like to start work on new things	5	4	3	2	1
N TO	14	I cannot remember directions for doing things	5	4	3	2	1
P	15	I do well when I work alone	5	4	3	2	1
P	16	I am satisfied with my ability to speak before class	5	4	3	2	1
P	17	I am able to get my work done on time	5	4	3	2	1
P	18	I have difficultly deciding what to study	5	4	3	2	1
N	19	I sometimes use unfair means to do my school work	5	4	3	2	1
P	20	I do my share of class work	5	4	3	2	1
N	21	I give up if don't understand something	5	4	3	2	1
P	22	I try to be careful about my work	5	4	3	2	1
N	23	I get tense when I'm called on in class	5	4	3	2	1
N	24	I make mistakes because I don't listen	5	4	3	2	1
N	25	I do things without thinking	5	4	3	2	1
N	26	I have trouble deciding what is right	5	4	3	2	1
N PS	27	find it hard to remember things	5	4	3	2	1
P	28	I think clearly about lecture work	5	4	3	2	1
N	29	I can't express my ideas in writing very well	5	4	3	2	1
P	30	I can tell the difference between important and un important things in a lecture	5	4	3	2	1
N	31	I do poorly in tests and	5	4	3	2	1

		homework					
N	32	I change my mind a lot	5	4	3	2	1
P	33	I feel good about my course work	5	4	3	2	1
N	34	I do not understand what is going on in lecturer	5	4	3	2	1
N	35	I am a smart as I want to be	5	4	3	2	1
P	35	I solve problems quite easily	5	4	3	2	1
P	37	I can figure things out for myself	5	4	3	2	1
P	38	Good grades come easily to me	5	4	3	2	1
P	39	I know the answer before the rest of the class	5	4	3	2	1
P CM	40	I can usually see the sense in other's suggestions	5	4	3	2	1
P	41	I find it easy to get along with classmates	5	4	3	2	1
P	42	I enjoy being part of the class without taking the lead	5	4	3	2	1
P	43	I take an active part in group projects and activities	5	4	3	2	1
P	44	I try to play fair with my classmates	5	4	3	2	1
P	45	I try to understand the other fellow's point of view	5	4	3	2	1
P	46	I am an important person to my class mates	5	4	3	2	1
N	47	My classmates have no confidence in me	5	4	3	2	1
N	48	I am not interested in what my classmates do	5	4	3	2	1
N	49	I find it hard to talk with classmates	5	4	3	2	1
N	50	I feel out of things in class	5	4	3	2	1

Appendix D

EYSENCK PERSONALITY INVENTORY

By N. J. Eysenck & Sybil B. G. Eysenck
PERSONALITY QUESTIONNAIRE

NAME: …… AGE: ……

COURSE …….. SEX: ……

N =	E =	L =

Instructions

Here are some questions regarding the way you behave, feel and act, After each question is a space for answering "Yes" or "No".

Try to decide whether "Yes" or "No" represents your usual way of acting or feeling. Put a cross in a space under the column headed "Yes" or "No". work quickly and don't spend too much time over any question. We want your first reaction, not a long drawn out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any question. Work quickly and remember to answer every question. There are no right or wrong answers, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.

Scoring key: E- Scale

FORM A
REMEMBER TO ANSWER EACH QUESTION

	YES	NO
1. Do you often long for excitement?		
2. Do you often need understanding friends to cheer you up?		
3. Are you usually care free?		
4. Do often find it hard to take no for an answer?		
5. Do you stop and think things over before doing anything?		
6. If you say you will do something do you always keep your promise no matter how inconvenient it might be to do so?		
7. Does your mood go up and down?		
8. Do you generally do and say things quickly without stopping to think?		
9. Do you ever feel "just miserable" for no good reason?		
10. Would you do almost anything for adare?		

11. Do you suddenly feel shy when you want to talk to an attractive stranger?		
12. Once in a while do you lose your temper and get angry?		
13. Do you often do things on a spur of the moment?		
14. Do you often worry about things you should not have done or said?		
15. Generally, do you prefer reading to meeting people?		
16. Are your feelings rather easily hurt?		
17. Do you like going out a lot?		
18. Do you occasionally have thought and ideas that you would not like others people to know about?		
19. Are you sometimes bubbling over with energy and sometimes sluggish?		
20. Do you prefer to have few but special friends?		
21. Do you daydream a lot?		
22. When people shout at you, do you shout back?		
23. Are you often troubled about feelings or guilt?		
24. Are your habit good and desirable ones?		
25. Can you usually let yourself go and enjoy yourself a lot at gay party?		
26. Would you call yourself tense or highly “stung”?		
27. Do other people think of you as being very lively?		
28. After you have done something important, do you often come away feeling you could have done better?		
29. Are you mostly quite when you are with other people?		
30. Do you sometimes gossip?		
31. Do ideas run through your head so that you cannot sleep?		
32. If there is something you want to know about, would you rather look it up in a book than talk to someone about it?		
33. Do you get palpitation or thumbing in your heart?		
34. Do you like the kind of work that you need to pay close attention to?		
35. Do you get attacks of shaking or trembling?		
36. Would you always declare everything at the customs, even if you knew that you could never be found out?		
37. Do you hate being with a crowd who plays joke on one another?		
38. Are you an irritable person?		
39. Do you like doing things in which you have to act quickly?		
40. Do you worry about awful things that might happen?		
41. Are you slow and unhurried in the way you move?		
42. Have you ever been late in an appointment or work?		
43. Do you have many nightmares?		
44. Do you like talking to people so much so that you never miss a chance of talking to stranger?		

45. Are you troubled by aches and pains?		
46. Would you be very unhappy if you could not see a lots of people most of the time?		
47. Would you call yourself a nervous person?		
48. Of all the people you know, are there some whom you definitely do not like?		
49. Would you say that you were fairly self- confident?		
50. Are you easily hurt when people find fault with you or your work?		
51. Do you find it hard to really enjoy yourself at a lively party?		
52. Are you troubled with feelings of inferiority?		
53. Can you easily get some life into a rather dull party?		
54. Do you sometime talk about things you know nothing about?		
55. Do you worry about your health?		
56. Do you like playing pranks on others?		
57. Do you suffer from sleeplessness?		