

PERSONALITY TYPE AND AMOTIVATION AS PREDICTORS OF EXAMINATION ANXIETY AMONG UNDERGRADUATES

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ABSTRACT

The study focused on personality type and amotivation as predictors of Examination anxiety among undergraduates of Ebonyi State University. Two Hundred and twenty (220) students were selected for the study, while ten (10) questionnaire were discarded as a result of inconsistency in their responses, then two hundred and ten (210) was used for the analysis, comprising of ninety seven (97) male students and one hundred and thirteen (113) female students drawn from the department of Mass Communication, Ebonyi State University. The participants ages ranges from 18-30 years. Two instruments were used for data collection, they include: Type A Behavioural Scale (TABS) and Examination Anxiety Instrument. Two hypotheses were tested in the study. Result of the regression analysis showed that a motivation did not significantly predict examination anxiety among undergraduates the calculated $p > 0,812$ at a significant of 0.05 this led to the acceptance of null hypothesis and personality type significantly predicted examination anxiety among undergraduates. The calculated p-value which is less than 0.0005 at 0.05 significance level this led to the rejection of null hypothesis. Implications of the findings were stated. Limitations and suggestions were made for further studies. The researcher recommends that there should be workshops, seminars, or public awareness programmes, where parents will be educated on how to help their children or ward(s) develop good personality, since personality type, have been found to play significant role on examination anxiety.

Keywords: *Amotivation, Examination anxiety, Personality Types, Undergraduates*

Introduction

Peoples personality and expectation of reward/ reinforcement sometimes makes the relationship between performance and anxiety seem to be apparent in research grounds and has several negative impacts on individuals such as a motivation. Throughout the life span, individuals seem to experience a wide range of competitive environments which make them stressful and anxious. When success or failure in any event is perceived as a crucial one, the performance tend to be convoyed by anxiety. Exam- related anxiety tend to be one of the most frequent psychological problems among students in an academic setting. Researchers reported that high pressure and expectations experienced in the school environment is one of the most reported complaints from students, particularly among adolescents (De Anda, Baroni, Boskin, Buchwald, Morgan, Ow, Gold, & Weiss, 2000). Examination Anxiety “is the set of phenomenological, physiological, and behavioural responses that accompany concern about

possible negative consequences of failure on an exam or similar evaluative situation” (Zeidner, 1998).

Students frequently report examination anxiety and there is broad agreement in the empirical literature that it is associated with lower academic performance (Cassady & Johnson, 2002). The fact that this relationship has been observed even in large samples of undergraduate and graduate students (Kassim, Hanafi and Hancock, 2008) highlights the serious problem that examination anxiety constitutes for many college and university students.

Several explanations have been proposed to explain the relationship between examination anxiety and academic achievement. Some authors suggest that examination anxiety consume cognitive resources (i.e., attention and working memory resources), thus preventing students from concentrating on the exam (Eysenck, 1992). More recent explanations (Linnenbrink, 2007) refer to the fact that anxiety may affect students’ motivation and undermine their learning strategies (i.e., anxiety may reduce motivation to learn or impede the use of efficient learning strategies). Whatever the underlying cause, examination anxiety may reduce students’ academic achievement by interfering with their exam preparation, their performance while taking an exam, or both.

The manifestation of examination anxiety differs, depending on the individual, students and the subjects, some students may enjoy calculations and dislike or avoid any subject that involves a lot of grammar or writing, while others may enjoy subjects with a lot of grammar and writing, and hate calculations. Most times, pressure from parents, lecturers and environment contribute to this problem of examination anxiety. Parents and lecturers mount so much pressure on these students to ensure that they perform better in their examination, but at a point, these students get too anxious about the exam and how they will perform, and the consequences of failing an examination. The resultant effect being that the over-anxious student will now perform very poorly in the examination. The environment may be too stressful for these students to learn effectively and this will make them not to prepare well for the examination. The result of being afraid of an examination, results in failure or poor academic performance which brings united hardship and frustration to the students. This could be in form of having one’s hope dashed. For example; when we consider the problem involved in getting ourselves registered for an examination then it becomes frustrating when success is elusive. Also, the rigor involved when preparing for an examination becomes painful when the outcome is not positive.

Another variable that may impact examination anxiety among undergraduates is amotivation. Amotivation is a complete absence of motivation characterized by hopelessness and helplessness, often when contingences between effort and reward are no longer present. A person with a motivation has no direction or desire to participate in a particular behaviour especially when there is no contingency between behaviour and outcome. It happens when you think that what you do makes no difference (Perry, 2016). Also, Perry, Clough, Crust, Nabb and Nicholls (2015), in their process of development and validation of sports personality scale, they observed that sports persons is highly related to personality type and confidence with motivation but not related to amotivation.

Personality is important in the study of test anxiety because it may influence the way stressful events are perceived and appraised (Matthews, 2000). Individuals with high levels of anxiety process information in a manner that prepares them from potential failure (Eysenck, 1992). They are likely to use a great deal of their cognitive resources (Lawson, 2006) scanning

the evaluative situation for possible signs of threat (Eysenk, 1992), to a point of identifying danger even when it may not exist.

Personality type can be categorized into two; type A and Type B (Inayet and Zeki, 2010). Type A individuals always move, walk, eat and talk rapidly. They tend to “hurry” to the end of their sentences. Type A individuals are impatient with the rate at which things happen. They tend to interrupt others and finish the sentences of people who are speaking slowly. They find it difficult to wait for others to do things that they might be able to do faster. They hurry themselves in every activity they can. They manage to listen to a conversation and at the same time deal with other matters. Type A individuals always struggle to bring the conversation back to their interest. They are often so preoccupied that they do not appreciate things around them that are not related to their main goals. The individuals who display just the opposite behaviours of Type A are defined as “Type B”. They are more relaxed, easy going, less competitive and less aggressive (Kunnanatt, 2003).

Based on the discussion above, one may ask whether personality type or other variables of an individual could affect or determine the level of the individual’s examination anxiety. It’s important to know that the word “personality” is a complex one, with many meanings and implications. At its basic level, personality refers to who a person is, his/her thoughts, feelings, behaviour, and patterns of interpreting, the world (Heinstrom, 2003). Many things influence the development of personality, and personality is fluid; it changes over time (Martin, Long and Poon, 2002). Personality type of some student may also contribute to examination anxiety.

Personality is a significant determinant of health and psychological outcomes (Bolger & Zuckerman, 1995). Researchers do not completely understand how personality results in these outcomes; however, it has become obvious that stressful experiences and the way people cope with them have an important explanatory role in stress outcomes (Bolger & Schilling, 1991; Bolger & Zuckerman, 1995).

There are some studies which suggest an association between personality and examination outcomes, and or test anxiety. Ackerman and Heggested (1997) suggested that individual differences variables such as personality, intelligence; and vocational interests can be used to explain both variance in academic performance and the processes by which traits influence examination outcomes. Chamorro-Preuzic and Furnham (2003) stated that personality was an important contributor to predict academic success and failure in university students, particularly in a competitive setting. Chamorro- Premuzic, Ahmetoglu and Furnham (2008) maintained that personality is a significant predictor of test anxiety in university students. Hence, the present study is designed to give answer to the question by looking at the predictive role of gender and personality type on examination anxiety among undergraduate students.

Statement of the Problem

Over the years, researcher have reported low performance of students in academic work (Crosnoe 2002b; Miller 1998; Steinberg, Brown, and Dornbusch 1996). No wonder there seem to be high decline of education in our society today. However, various factors such as, poor reading environment, lack of reading materials seem to be identified as contributors to poor academic performance in our schools. Surprisingly, some schools with these facilities tend to have high levels of poor performance in exams especially external exams like National Examination and West Africa Examination. Obviously, negative outcome of exam may be attributed to one of the factors that promote examination anxiety. When a student who expected to pass an exam eventually failed, such student may become tensed about exam.

Above all, one may say that lecturer student relationship have a role to play on tension that goes with exam anxiety. Yet other variables can also contribute to students examination anxiety, gender is one of the variables that can contribute to student examination anxiety. It is pertinent to know that female students seem to be more prone to examination anxiety than males, because, due to the nearness of some certain examination, female students always get tensed by the upcoming of the exam, reasons because of improper planning or not being ready for the exam (Nunez- Pena, Suarez-Pellicioni, Bono, 2016). Some examination anxiety seem to come from issues arising from families and female students could be affected more from these issues in the family or parents than males. These family issues could lead to poor performance most especially, when an examination is too sudden and thus could contribute a lots to an examination anxiety.

The absence of significance difference between the anxiety levels of type A and type B students most especially prior to examination could be attributed to many factors. Both students must have familiarized themselves with the academic environment and the females, thinking that they can always find themselves through by an means, write on parts of their body with the aim of engaging in examination malpractice. Boys have been found to partake in examination malpractice especially when they have fear of failing in difficult subjects (Eneh and Eneh, 2014). Based on this finding, sex as a variable will receive serious attention as predictor of examination malpractices.

In addition, studies have identified factors such as examination anxiety as a bane for students' low academic performance (Nelson, 2002). With reference to the discussion above, the present study deemed it necessary to examine personality type and gender as predictors of examination anxiety among undergraduate students. Therefore, the following problems will be addressed in this study.

1. Will a motivation significantly predict examination anxiety among undergraduate student?
2. Will personality type significantly predict Examination anxiety among undergraduate student?

Purpose of the Study

The broad objective of the study is to examine personality type and a motivation as predictors of examination anxiety among undergraduate students. It is observed that some undergraduate student perform very low in their course of study no wonder there seem to be high reduction of education quality in our society today. Thus, this research work tries to find out various factors that could be responsible for the poor performance of undergraduate students. The main purpose of this study is as follows:

1. To find out whether amotivation will significantly predict examination anxiety among undergraduate students.
2. To examine whether personality type will significantly predict examination anxiety among undergraduate students.

Theoretical Framework

According to the psychodynamic perspective, phobias symbolize conflicts originating in childhood. Psychodynamic theory explains generalized anxiety as persistent difficulty in repressing primitive impulses. Obsessions are explained as leakage of unconscious impulses partly repressed. For example, fixation in the anal stage is theorized to be connected with

development of traits such as excessive neatness of the sort that could explain some cases of obsessive compulsive disorder. Some learning theorists particularly behaviourists considered phobia to be conditioned fears that we acquired in early childhood. Therefore, their origins are beyond memory. Avoidance of feared stimuli is reinforced by the reduction of anxiety.

Biological factors play a role in anxiety disorders. Genetic factors are implicated in most psychological disorder, including anxiety disorders (Carey and Dilalla 1994). Twins studies also find a higher rate of agreement for anxiety disorders among identical twins than among fraternal twins (Torgersen 1983). Studies of adoptee who are anxious, similarly show that the biological parents places the child at risk for anxiety and related traits (Perdersen 1988).

Mineka (1991) suggests that humans (and non-human: primates) are genetically predisposed to respond with fear to stimuli that may have once posed a threat to their ancestors. Evolutionary forces would have favoured the survival of individuals who were predisposed towards acquiring fears of large animals, spiders, snakes, heights, entrapment, sharp objects and strangers. Perhaps, a predisposition towards anxiety (in the form of highly reactive autonomic nervous system) can be inherited. What might make a nervous system “highly reactive”? in the case of panic disorder, faulty regulations of levels of serotonin and nor epinephrine may be involved. In other anxiety disorders, receptor sites in the brain may not be sensitive enough to Gamma Amino butyric Acid (GABA) GABA helps calm anxiety reactions. The benzodiazepines, a group of drugs that reduce anxiety, may work by increasing the sensitivity of the receptors sites to GABA. However, it is likely that GABA levels fully explain anxiety disorders (Michaels and Marzuk 1993a).

In many cases, anxiety disorders may reflect their interactions of biological and psychological factors. In panic disorders biological imbalances may initially trigger attacks. However, subsequent fear of attacks (and of the bodily cues that signal their onset) may heighten discomfort and give one the idea there is nothing one can do about them (Meichenbaum, 1993). Feelings of helplessness increase fear. People with panic disorder therefore can be helped by psychological method that provide ways of reducing physical discomfort (including regular breathing) and show them that there are, after all things they can do to cope with attacks (Klosko 1990).

Personality Type and Examination Anxiety

Hill and Eaton (2004) tested children’s arithmetic performance under two conditions. In one case, time limits were imposed so that children could complete two-thirds of the problems by attempted, but failed to complete the remaining one third. In an optimizing condition, the time limit was removed, which minimized the failure experience and permitted the children to complete all the problems they attempted. Under the time pressure conditions, the high-anxious fifth and sixth graders slowed three times to errors, took twice as long as each problem.

The result of Nenty’s study (2008) supports those of all studies reviewed in confirming the speculation that students level in examination relates positively to cheating in examination. He concluded that the more examination related anxiety a student shows, the more likely he is to cheat in examination. Interpreting this in the light of the observed significant relationship between anxiety and concern about grades.

Nwankwo, Okechi, Nweke, Ogbonnaya and Oruta (2021), investigated the roles of resilience and lifestyle on psychological well-being among youth athletes in Nigeria attracting two hundred and thirty (230) participants comprising 124 females and 106 male athletes. The

findings of the study revealed that lifestyle played statistically significant role on psychological well-being among youth athletes but resilience did not play any statically significant role on psychological well-being of youth athletes. The result of this study can be said to mean that positive or significant increase in life style can lead to positive or significant increase in psychological well-being. The result of the above study can be used to anchor the present study since psychological well-being could be linked to personality type, motivational climate and attitude towards examination such as examination anxiety.

Fraudson (1999) carried out a research on anxiety and learning in which he started that, in determining the efficiency of anxiety on learning, psychologists have to compare the anxious, and the non-anxious. Individual differences in degree of anxiety are often appraised by an inventory of “worries”. In a complete learning problem which required discovery and remembering, which of two buttons turned out which of a randomly presented series of colours? The most anxious 20% of the 36 fourth grade children made more errors in each of a 20 trails than did the least anxious 20% of 31 anxious students, progressed more slowly and attained a lower level of mastery than 32 non-anxious students. Working under the stress of the need to demonstrate intelligence, the anxious students sometimes hesitate to respond for fear of being wrong.

Spielberg, O’ Neil and Hanson (2007) suggested that results on anxiety and learning are consistent with assumptions that high level of state anxiety do low trait anxious students in situations that are made stressful by failure. If by ego-making instruction, it follows from drive theory that high drive associated with high level state of anxiety should facilitate performance on simple examination in which correct responses are dominant and led to perform decrements on difficult tasks.

Wine (2000) suggested that a cognitive factor is the principle component accounting to the universe relationship between task performance and examination anxiety. Liebet and Morris (2000) reviewed Sassenrathis (1998) factors analytic study, and named this cognitive factor “worry” autonomic arousal factors were called “emotionality. Worry was defined as cognitive concern over performance, accounted for more of the debilitating effects of examination anxiety more than emotionality.

Using millers (2003) and Spence (2004), anxiety acts like a powerful drive. Which motivates behaviour, and also reinforce resources capable of reducing the strength of the state of anxiety.

Eysenck (1993) reasoned that the mechanism of anxiety may also be affected by law relating to drive, namely; the strength, and the law of Tran’s marginal inhibition. The law of strength states that; the strength of response is proportional to the strength states of stimulus. While the law of trans-marginal inhibition states that there is a point of maximum response beyond which farther increment of the strength of response will result. The same principle was propounded by Yerkes and Dadson (1999), it postulated that the relationship between low drive in suboptimal, night drive super optimal, while intermediate drive is optimal. It is thus suggested that the effect of anxiety on performance depends on the level of anxiety and task difficulty.

Amotivation and Examination Anxiety

Another variable that may impact examination anxiety is a motivation. Perry (2016) opined that a motivation is a complete absence of motivation which is often observed when contingencies between effort and reward are no longer present. A motivation is also characterized by hopelessness and helplessness. A person with a motivation has no direction or desire to participate in a particular behaviour especially when there exists no contingency between behaviour and outcome. A motivation comes into play when you think that what you do makes no difference.

Hence, it seems difficult to ascertain whether amotivation will significantly predict examination anxiety or not until we refer to the result of the analysis of this study in chapter three and four.

Zeidner and Safir (2001) also examined the question of motivational differences in test anxiety. The researcher sampled 416 students (191 males and 225 females) drawn from 10 secular comprehensive junior high school in Northern Israel using the test anxiety scale for children (TASC) (Sarason, Lighthall, Davidson, Waite, and Ruebush, (1960). The findings of the study indicate that there is a significant motivational difference in mean levels of test anxiety with motivated students scoring higher across the categories.

Although differences have been reported between males and females in relation to the different component aspects of test anxiety (worry and emotionality), there are few studies that find significant differences between the genders (Everson and Millsap, 1991; and Mwamwenda, 1994).

In the study of Everson and Millsap (1991), it was shown that females have higher levels of worry as well as higher levels of emotionality. The researcher used the Test Anxiety Inventory (TAI) with a convenience sample of American college students. The study used 501 undergraduate students (219 males and 282 females) from an unidentified large urban university. The TAI has factorial validity and the study indicated that the dual structure had no motivational differences.

From the literature review, one could say that examination anxiety knows no boundary. Though some of the literatures show desperately with reference to gender and other variables such as age and intelligence, they also reported that it can be found in all schools. Though Nelson (2004) reported that female's shows higher nervousness than males in academic task, he did not say that males do not exhibit exam anxiety.

In conclusion, various literatures reviewed were of the opinion that examination anxiety among student is higher in our society today; it also promotes poor performance of students in academic performance due to level of motivation. Comparatively most of the researchers tend to find that anxiety drastically affects academic performance. In addition, majority observed that younger students become more anxious in evaluative situation than other.

The theoretical for this study is the Psychodynamic theory of Sigmund Freud, also known as psychodynamic psychology, in its broadest sense, is an approach to psychology that emphasizes systematic study of the psychological forces that underlie human behaviour, feelings, and emotions and how they might relate to early experience. It is especially interested in the dynamic relations between conscious motivation and unconscious motivation. The term psychodynamics is also used by some to refer specifically to the psychoanalytical approach developed by Sigmund Freud (1856-1939) and his followers. Freud was inspired by the theory

of thermodynamics and used the term psychodynamics to describe the processes of the mind as flows of psychological energy (libido or psi) in an organically complex brain (Bolby, 1999). Psychodynamic therapies depend upon a theory of inner conflict, wherein repressed behaviours and emotions surface into the patient's consciousness; generally, one's conflict is subconscious (Corsini and Wedding, 2008).

Hypotheses

The following hypotheses will be tested in this study

1. A motivation will not significantly predict examination anxiety among undergraduates.
2. Personality type will not significantly predict examination anxiety among undergraduates.

Method

Participants

Two hundred and ten (210) youths participated in the study (male 97, female 13 with age ranging from 18-30 years and mean age of (1.53) the participants were randomly selected from the department of Mass Communication, Ebonyi State University, Abakaliki. For the purpose of the present study, information about participants demographic variables such as gender, age and marital status were gotten using questionnaire.

Instruments

Two instruments were used for data collection such as Type A Behavioural Scale (TABS) and Examination Anxiety Inventory.

The Type A Behaviour Scale (TABS), was developed by Jenkins, Rosenman and Friedman (1967). The 28-item inventory is designed to assess the personality trait called Type A behaviour pattern which is characterized by ambitiousness, aggressiveness, competitiveness, impatience, muscle tension, rapid speech, irritation, hostility and anger. The items of TABS have been selected from two main sources, namely: the 21- item short version of the 48-item Jenkins Activity Survey (JAS) and the 10 item Frawinghaurn Type A Scale (FTAS) by Haynes, Levine, Scoth, Lenleib and Kanel (1978). The items from the two sources were combined in order to enhance the sensitivity and the validity of the scale. The instrument has 28 items and is directly scored on 1-4 point scale as follows: 1=Never True, 2 = Occasionally True, 3 = Often True, 4 = Always True. Vickers, Hervig, Rahe and Rosenman (1981), reported a Cronbach alpha reliability coefficient of 70.

Examination Anxiety Inventory developed by Nist and Dieh (1990) was used. It is a 10 item questionnaire with Likert's 5 response format designed to measure physical tension, apprehension and palpitation of experience by students during exam. The items of the questionnaire were worded positively with always 5 points, often 4 points, sometimes 3 points, rarely 2 points, never 1 point. Hence, a least possible score of 10 and a highest possible score of 50 could be obtained by any given respondent. Thus, score between 10 and 25 indicate examination anxiety, 25-39 indicates moderate exam anxiety, while 40-50 indicates severe anxiety. The instrument was validated on a facial base. The initial 20 items were exposed to 3 lectures in the department of psychology caritas, university. The lecturers who served as judges were required to rate on a surface basis to validate the items towards measuring the construct; examination anxiety obviously, only 10 items were accepted. In addition, a pilot study was carried out with 20 participants', comprising 10 male students and 10 female students selected

from the faculty of Management Sciences, Ebonyi State University. Using Pearson Product Moment Correlation Coefficient. Data, collected, yielded a reliability coefficient of 0.85. The above calculated value were compared with r-critical value of 0.46 at $P < .01$ which indicated the result to be significant.

Procedure

With authority letter from the Head of Department of the research for the study, the researcher took permission from the students' course adviser to conduct the research at the auditorium during briefing on examination ethics. The researcher established rapport with the students and selected the participants through simple random sampling, 230 copies of the questionnaires were distributed to the participants and collected immediately. Out of the 230 copies distributed, 220 copies were collected, 210 copies were used for data analysis while 10 copies were discarded for wrong filling

Design/Statistics

The study adopted a cross-sectional survey design and the researcher employed a regression analysis to analyze the data. Statistical Package for Social Science (SPSS) version 20 was employed for the data analysis.

RESULTS

The results are presented as they relate to the hypothesis.

4.1 DATA ANALYSIS

Table 1: Mode Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.515 ^a	.265	.258	2.501	.265	37.322	2	207	.000

Predictors: (Constant) Gender, TABS

The above table showed the R and R^2 . The R value represents the simple correlation and is 0.515, which indicates a strong degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable examination anxiety, can be explained by the independent variables, A motivation and Type A personality type. In this case, 26.5% can be explained.

Table 2: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	466.959	2	233.479	37.322	.000 ^b
	Residual	1294.965	207	6.256		
	Total	1761.924	209			

a. Dependent Variable: EXAMINATION ANXIETY

b. Predictors: (Constant), Gender, TABS

The above table indicates that the regression model predicts the dependent variable significantly. The statistical significance of the regression model that was run. Showed that

$P < 0.0005$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable.

Table 3: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	26.925	2.115	12.731	.000
	TABS	.390	.045	8.638	.000
	A motivation	-.082	.346	-.238	.812

a. Dependent Variable: EXAMINATION ANXIETY

The Coefficients table shows the necessary information to predict examination anxiety from motivation and Type A personality Type, as well as determine whether Type A personality Type and motivation contributes statistically significantly to the examination anxiety. The significant level shows that Type A personality Type $P < 0.0005$ which is less than 0.05. While motivation shows $p = 0.812$.

Test of Hypothesis

Hypothesis 1: A motivation will not significantly predict examination anxiety among undergraduates.

The data in table 3 indicates that A motivation did not significantly predict examination anxiety among undergraduates. The significant of A motivation in the coefficient table shows $P > 0.812$ which is greater than 0.05. thus, the null hypothesis is therefore accepted.

Hypothesis 2:

Personality type will not significantly predict examination anxiety among undergraduates.

Data in table 3: shows that personality type significantly predicted examination anxiety among undergraduates. The significant of Type a personality Test in the coefficient table shows $P < 0.0005$ which is less than 0.005. hence, the null hypothesis was rejected.

DISCUSSION

The research study examined personality type and amotivation as predictors of examination anxiety among undergraduate students.

The study found that a motivation did not significantly predict examination anxiety among undergraduates. This finding was not in agreement with the findings of Sharma and Sud (1990) who found that female students experience higher levels of exam anxiety than do males irrespective of cultural background. Although this might be the situation in Asian cultures but not in some parts of Nigeria where both male and female are given equal opportunity and similar examination condition to proof their competencies.

Secondly, the study found that personality type significantly predicted examination anxiety among undergraduates. The result of the study was supported by the propositions of the Trait theorists who noted that personality trait of neuroticism is synonymous with emotional

instability as shown in anxiety behaviours. Finally, the study found that there were positive relationships between personality types and examination anxiety and this was in agreement with other research findings that indicated that modest levels of anxiety is experienced by most students before and during the examination and such can actually motivate students to work harder and perform well. However, when heightened levels of anxiety become evident, they may interfere with the student's ability to think clearly and perform well on tests, resulting in an underestimate of the student's knowledge. In conclusion, this study has shown that individual's personality type plays significant role in explaining the cause of examination anxiety among other possible variables. However, to effectively manage the excesses of examination anxiety, behavioural and cognitive protocol should be combined together. This involves providing systematic information on study skills, test taking skills, offering relaxation techniques; controlled breathing and cognitive restructuring information to reduce examination anxiety. Thus, the Interventions that provide training in effective study and test taking skills combined with reducing the emotionality of the testing situation are likely to be more successful in facilitating examination performance.

Implications of the Findings

The findings of this study have the following educational implications

1. Teachers and Curriculum planners should incorporate programmes and policies that would help undergraduates overcome examination anxiety
2. Teachers, parents and guidance counselors should help the students to develop good personality so as to reduce examination anxiety
3. Guidance Counselors or school psychologists should organize a mini workshop, seminars or symposium where they can teach students how to reduce examination anxiety by understanding their personality trait.
4. Teachers and counselors having discovered the individual differences in the students should treat them with utmost patience and caution.

Recommendations

Based on the findings of this study the following recommendations are made:

1. Government should encourage the school guidance counselors and also provide conducive atmosphere for learning, so as to reduce anxiety and help the students to understand their personality.
2. There should be workshops, seminars, or public awareness programmes, where parents will be educated on how to help their children or ward(s) develop good personality, since personality type, have been found to play significant role on examination anxiety.
3. Government should fund researches into the strategies that can help reduce anxiety of students which have been found to be influenced by personality type and study strategy.

Limitations of the Study

The research was not without some limitations some of which are:

1. Due to the fact that the questionnaires were designed to be administered before an exam to ascertain the student's examination anxiety levels, some of the respondents found it difficult to make out time from their revision time.

2. The sample of study was relatively large, so it made the data collection and analysis stringent and cumbersome for the researcher.
3. Some of the students were biased in filling the questionnaire as a result of the type of questions relating their personality.

Nevertheless, in spite of these limitations, the study was deemed to have achieved its purpose.

Suggestions for Further Studies

Based on the findings and experiences got in the course of this study, the researcher suggests that further research should be undertaken in the following areas: (i) in-depth analysis of interaction between big five factors and test anxiety dimensions using complex predictive, factorial and path analytic designs, (ii) Developing an educational cum intervention program for alleviating examination anxiety via manipulating the big five factors of personality and testing its efficacy, and (iii) identification of other latent dimensions of examination anxiety and testing their relationship with big five factors in order to proposed a newfangled measurement model.

Conclusion/Summary

This study was carried out to determine the predictive role of a motivation and personality type on examination anxiety among undergraduate students. Two research questions were posed and two hypotheses were formulated to guide the study. Related literature including: concepts and dimensions of examination anxiety, concept and characteristics of test anxiety, levels of test anxiety, influence of study skills on test anxiety and achievement and the influence of a motivation on test anxiety and achievement levels of the students were reviewed. The study was anchored on three theories: Bruner's theory of learning, Freud's psychoanalytic theory and Type A Type B personality theory. The sample of the study consists of 220 students. It was composed using simple random sampling technique. The major instruments used for collecting of data were questionnaires.

The data collected were analyzed using regression analysis.

The results of the study led to the following findings

1. Amotivation did not statistically significantly predict examination anxiety among undergraduate students of Ebonyi State University.
2. Personality type statistically significantly predicted examination anxiety among undergraduate students of Ebonyi State University.

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