

ACHIEVING-DRIVE BEHAVIOUR AND SELF-PERCEPTION AS INFLUENCERS OF PERSONAL FUNCTIONING AMONG NIGERIAN POTENTIAL GRADUATES: A MULTIVARIATE ANALYSIS

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ABSTRACT: *The study examined achieving-drive behaviour and self-perception as influencers of personal functioning among Nigerian potential graduates. Participants were 191 (16-30 years) sampled through stratified and cluster techniques. Valid/reliable Type ‘A’ Behaviour Scale (TABS), Self-perception Scale (SPS), and Personal Function Inventory (PFI) measured achieving-drive, self-perception, and personal functioning respectively. This study had cross-sectional factorial design, linear regressions and multiple analysis of variance (MANOVA) statistics. The findings for Nigerian potential graduates were: Achieving-drive behaviour, and self-perception significantly predicted personal functioning; Elements of personal functioning were significantly influenced by achieving-drive behaviour and self-perception; Achieving-drive accounted for 48% of personal functioning, 43% problem-focused coping, 37% avoidance-focused coping, 33% adaptiveness coping, and 39% emotion-focused coping. Self-perception accounted for 35% of personal functioning, 37% problem-focused coping, 25% avoidance-focused coping, 24% adaptiveness coping, and 30% emotion-focused coping. Recommendations: Nigerian potential graduates and higher institutions should pursue personal competencies and cognitive flexibility for handling challenges.*

KEYWORDS: achieving-drive, self-perception, personal functioning, potential graduates, Nigeria.

INTRODUCTION

It is often argued that many Nigerian graduates are unemployable. The problems in living (social, economic, personal and human development challenges) among Nigerian potential graduates are terribly alarming, uncontrollable, overwhelming and characterized by exponential growth. Many of the potential graduates, instead of embracing positive attitudes to life and living, tend to believe so much in miracles and prophecies as solution indicators to their woes. Some of the potential graduates may also embrace negative economic engagements, while others may surrender to helplessness and hopelessness. These are some perspectives of personal functioning of many Nigerian potential graduates, especially now that Nwankwo, Temidayo, Okoye, and Ohakwe (2020) noted that the Nigerian government is a disappointment to the citizens. Basically, achievement-drive personality and self-perception could be the influencers to the potential graduates' functioning and life successes. Therefore, achieving-drive necessary for functional prowess has to be inculcated or rekindled among Nigerian potential graduates. Achieving-drive behaviour deals with those behavioural factors that enhances or propels the individual's desire for self-actualization, need for achievement, status, belongingness and other such motivations based on thought patterns and social influences (Hull, 1943).

Statement of the Problem

Many African graduates risk their lives embarking on very dangerous journeys across the deserts and high seas to Europe. This lethal migration could have been caused by absence of achieving-drive and dependable self-perception among the graduates. Ironically, many potential graduates still fancy such unsure and risky ambitions on graduation or even abandoning their university education for an unscrupulous financial pursuit. This gives great concern that many Nigerian potential graduates seem devoid of the achieving-drive and self-perception necessary for coping with challenges (personal functioning). The Nigerian potential graduates therefore seem not well equipped with competencies, self-efficacy, and entrepreneurial abilities. While thousands of university graduates are produced yearly in Nigeria no meaningful efforts are being made to appraise the resourcefulness and quality assurance of the Nigerian potential graduates. This study is geared towards ascertaining initiative and accomplishing tendency (achieving-drive) among Nigerian potential graduates. This is to appraise the influence of achieving-drive and self-perception on personal functioning of Nigerian potential graduates.

Objectives of the Study

The objectives of this study include:

1. To discover whether there would be no significant influence of achieving-drive behaviour on personal functioning of Nigerian potential graduates.
2. To find out whether there would be no significant influence of self-perception on personal functioning of Nigerian potential graduates.
3. To understand how various elements of personal functioning of Nigerian potential graduates would be differentially and significantly influenced by achieving-drive.

4. To discover how various elements of personal functioning of Nigerian potential graduates would be differentially and significantly influenced by self-perception.

Research Questions

1. In what ways would achieving-drive behaviour influence personal functioning of Nigerian potential graduates?
2. In what ways would self-perception influence personal functioning of Nigerian potential graduates?
3. To what extent would elements of personal functioning be differentially influenced by achieving-drive behaviour of Nigerian potential graduates?
4. To what degree would elements of personal functioning be differentially influenced by self-perception of Nigerian potential graduates?

Significance of the Study

The significance of this study include:

1. The study will be useful in training Nigerian potential graduates.
2. The study will be very beneficial to various university managements, and Nigerian University Commission (NUC) in making educational policies that will help potential graduates be initiative, resourceful, and cope with challenges.
3. The study will be necessary in promoting and enhancing students' adaptive behaviour and emotional management.

Operational Definition of Terms

Achieving-drive Behaviour: This involves behavioural characteristics of being initiative, resourceful, and accomplishing goals, as measured with Type "A" Behaviour Scale (TABS) by Jenkins, Rosenman and Friedman (1967).

Self-Perception: It entails having self-knowledge and awareness of the characteristics that constitute one's self measured with Self-Perception Scale (SPS) by Kassinove and Crisci (1973).

Personal Functioning: This entails an individual's coping systems measured at the four levels of "problem-focused coping", "emotion-focused coping", "avoidance-focused coping", and "adaptiveness coping" using the Personal Functioning Inventory (PFI) developed by Kohn, Brien-Wood, Pickering and Decicco (2003).

LITERATURE REVIEW

Theoretical Review

On Achieving-Drive behaviour

Drive theory of learning and motivation (Clark Hull, 1943): Drive theory combines motivation, learning, reinforcement and habit formation to explain and predict human behaviour. The theory has it that length of deprivation and number of times the deprivation is rewarded results in an intensified approach behaviour toward the reward. Drive theory as an explanation of instinctive arousal in the presence of others is apparent in people's daily lives, because humans do not exist in a vacuum. Basically, most Nigerian potential graduates lack the basic necessities of life. Their standard of living is terribly poor. They see full graduates unemployed or engaging in meagre

endeavours. Hence, Nigerian potential graduates have a feeling of being deprived and their future unsure. Therefore, there is a push for them to embrace any possible endeavours, whether good or bad, as a way of fending for themselves.

On Self-Perception

Self-perception theory (Daryl Bem, 1967): It asserts that an individual's attitude, statements and judgments result from "internal program". According to Bem (1967), individuals do know their own attitudes, emotions and other internal states partially by inferring them from observations of their own overt behaviour and/or the circumstances in which this behaviour occurs. Thus, to the extent that internal cues are weak, ambiguous, or un-interpretable, the individual relies on external cues for making interpretations of their or others' behaviours. This is in the same way that an external observer must necessarily rely upon those same external cues to infer the individual's inner states. Nigerian potential graduates could infer that the prevailing value system in Nigeria is materialism. So any action taken to satisfy their avarice is worth it, in so far as it will make them better off financially. This is a misguided life virtue (Nwankwo, Temidayo, Okoye, & Ohakwe, 2020).

On Personal Functioning

Actualizing tendency theory by Carl Rogers (1902-1987): The theory has it that for a person to grow, and attain his or her level of personal functioning, the individual needs an environment that provides them with "genuineness", "openness", "self-disclosure", "acceptance", and "empathy". These characteristics entail being treated with unconditional positive, and trying to understand someone from the person's worldview. Without these, relationships and healthy personalities will not develop as they should. The theory identified five characteristics of the fully functioning person as follows: **Open to experience; existential living; trust feelings; and creativity.** Creative thinking and risk-taking are features of a person's life. A person does not play safe all the time. This involves the ability to adjust and change and seek new experiences. Fully functioning people are well adjusted, well balanced and interesting to know. Often, such people are high achievers in the society. It is very doubtful that Nigerian potential graduates are characterized on the actualizing tendency theory. This will be well explored and understood in the study, as it is the essence of the study.

Empirical Review

On Achieving-Drive Behaviour

A study by He, Yin, Zeng, Zhang and Zhao (2019) made use of a large pictorial sample of Chinese financial analysts to test the association between facial width-to-height ratio (*fWHR*) and performance in men. Financial analysts offer an ideal setting for investigation because they can objectively track individual analysts' behaviors and performance. It was found that high-*fWHR* analysts are more likely to conduct corporate site visits and they exhibit better performance. The positive *fWHR*-performance association survives a battery of robustness checks and the association is more pronounced for analysts with lower status, for firms with higher uncertainty, and for analysts facing more intense competition. Results suggest that the dominant trait predicted by *fWHR* is achievement drive (He, Yin, Zeng, Zhang & Zhao, 2019). Again, a study was conducted by Kpolovie, Joe, and Okoto (2014) in which multiple prediction design was applied to

ascertain the magnitude of relationship and prediction that students' interest in learning and attitude to school individually and collectively have on their academic achievement. A stratified random sample of 518 participants were drawn with the aid of table of random numbers from the 14459 students who enrolled for the 2013 May/June Senior Secondary Certificate Examination (SSCE) in Bayelsa State, Nigeria. Multiple regression statistical technique was used for analysis with SPSS to test tenability of each postulated null hypothesis at 0.05 alpha. Results showed significant correlation and multiple prediction of students' academic achievement with the predictor variables accounting for 21.60% of the variance in students' academic performance. Thus, improvement of students' interest in learning and attitude to school could contribute in boosting their performance academically (Kpolovie, Joe, & Okoto, 2014).

On Self- Perception

A study was carried out by Cattoni, Tete, Uccioli, Manazza, Galstaldi and Perani (2020) to investigate functional magnetic resonance (fMRI). The researchers investigated the activation of cerebral pathways involved in the elaboration of self-retracting photos (SELF) and the same pictures of others (OTHER). Each of the photographs showed one of the participants during different stages of the rehabilitation namely: Pre-treatment (PRE), virtual planning using "Smile-Lynx" smile design software (VIR), and post-rehabilitation (POST). The researchers selected eighteen volunteers, both male and female, between 22 and 67 years of age, who previously underwent prosthetic rehabilitation. Each of them was subjected to an fMRI acquisition. Various stimuli were then shown to the subjects in the form of self-retracting photographs and photographs of other participants, all in pseudo-randomized order. There were two-stage mixed-effects group data analysis with statistical contrast targeting two main effects: One regarding the main effect of Identity (SELF vs. OTHER) and the other regarding the effect of the prosthetic rehabilitation phase (PRE vs. VIR vs. POS). All the effects mentioned above survived a peak-level of $p < 0.05$. for the results on the effect of identity, results reported the involvement of dorsolateral frontoparietal areas bilaterally. For the phase by identity effect, results reported activation in the supplementary motor area (SMA) in the right hemisphere. A stronger activation in observing self-retracting photos (SELF) post-treatment (POST) was reported compared to the other phases considered in the experiment. Conclusions have it that all the collected data showed differences regarding the main effect of Identity (SELF vs. OTHER). Most importantly, the present study provides some trend-wise evidence that the pictures portraying the subject in their actual physiognomy (POST) have a somewhat special status in eliciting selectively greater brain activation in the SMA. This effect was interpreted as a plausible correlate of an empathic response for beautiful and neutral faces. The present research suggests a possible way to measure self-perception of the subject after an appearance-altering procedure such an implant-prosthetic rehabilitation (Cattoni, Tete, Uccioli, Manazza, Galstaldi & Perani, 2020).

On Personal Functioning

A study by Gander, Buchheim, Bock, Steppan, Sevecke, and Goth (2020) investigates the mediating effect of attachment trauma on the relationship between childhood maltreatment and personality functioning in 199 adolescents (12-18 years) using a novel approach of an in-depth analysis of attachment-related traumatic contents during an attachment interview (AAP). Our findings demonstrate that adolescents with a high amount of traumatic attachment-related material

show a lower resilience when facing traumatic childhood experiences, resulting in a greater severity of personality dysfunction. In particular, the associations between emotional abuse and neglect and the domains of identity, empathy, self-direction, and intimacy were mediated by the severity of attachment trauma. These results advance our understanding of the different nuances of attachment-related traumatic material and how they might shape personality structure in an adolescent age group (Gander, Buchheim, Bock, Stepan, Sevecke, & Goth, 2020).

Hypotheses:

1. There will be no significant influence of achieving-drive behaviour on personal functioning of Nigerian potential graduates.
2. There will be no significant influence of self-perception on personal functioning of Nigerian potential graduates.
3. Various elements of personal functioning will not be differentially and significantly influenced by achieving-drive behaviour of Nigerian potential graduates.
4. Various elements of personal functioning will not be differentially and significantly influenced by self-perception of Nigerian potential graduates.

METHOD

Participants: Participants for this study were male (53) and female (138) potential graduates of Chukwuemeka Odumegwu Ojukwu University, Igbariam. The other demographic distributions of the participants were married (194), single (4), Catholics (95), Anglican (59), Pentecostal (34), Sabbath (3), and Jehovah Witness (1). The sociocultural regions distributions were Eastern Nigeria (189) and Western Region (2). Stratified sampling and cluster sampling methods were used in selecting the participants, with the age range of 16-30.

Instruments: The instruments used for this study were **Type "A" Behaviour Scale (TABS)**, **Self-perception Scale (SPS)**, and **Personal Function Inventory (PFI)**. The Type "A" Behaviour Scale (TABS) which measures speed, competitiveness, impatience, job pressure and hard-driving of individuals. This scale was developed by Jenkins Activity Survey (JAS) by Jenkins, Rosenman and Friedman (1967). The instrument had Cronbach alpha internal consistency reliability coefficient of .70, and concurrent validity. Self-perception Scale (SPS) was developed by Crisci and Kassinove (1973) to measure the extent to which an individual understands or have adequate knowledge of himself/herself. It had a test-retest reliability coefficient of .73, and divergent validity coefficients of -.27. Personal Function Inventory (PFI) was developed by Kohn, O'Brien-wood, Pickering and Decicco (2003). It measures adaptiveness in coping, psychological coping strategies, adaptation to specific stressors and styles of dealing with personal problems. The instrument had Cronbach Alpha reliability of .92, and construct validity of .71.

Procedure: The procedure for this study involves administering the three questionnaires to the participants, who were undergraduate students of Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State, Nigeria. The participants' consents and voluntary participations were sought and obtained. They were accessed on the Campus in their natural place of performance. Their confidentiality was assured. They responded to the questionnaires and returned

them back to the researchers. Time frame of between 10-20 minutes were allowed to respond to the questionnaires, and all of them were collected thereafter. The respondents were monitored to insure that they responded to the questionnaire themselves. Their questions and curiosities were addressed as they arose. This insured quality control of the study. Any questionnaire not collected a little while after the period given was not included in the study, as it could have been adulterated.

Design/Statistics: This study had cross-sectional factorial design. The essence of this design is that the population is naturally established. Data were gathered from naturally existing population. Personal functioning as the dependent variables has four factors namely "problem-focused coping", "emotion-focused coping", "avoidance-focused coping", and "adaptiveness coping", while there are two independent variables of achieving-drive. The appropriate statistics used for this study were multivariate analysis: Linear regressions and multiple analysis of variance (MANOVA). Linear regression was used to analyze data for hypotheses 1 and 2. Multiple analysis of variance (MANOVA) was used to analyze data for hypotheses 3 and 4.

RESULT

Data for the study were analyzed using SPSS version 25. Results of both the descriptive and inferential statistics were presented.

Table 1: General Descriptive Statistics of Achieving-Drive, Self-Perception and Personal Functioning

| | N | Mean | Std. Deviation | Variance | Skewness | Std. Error | Kurtosis | Std. Error |
|--------------------------|-----|---------|----------------|----------|----------|------------|----------|------------|
| Problem Focused Coping | 194 | 23.6443 | 5.27702 | 27.847 | -.531 | .175 | .994 | .347 |
| Emotion Focused Coping | 194 | 21.1598 | 5.46399 | 29.855 | -.074 | .175 | -.237 | .347 |
| Avoidance Focused Coping | 194 | 22.9897 | 5.50929 | 30.352 | -.959 | .175 | 2.058 | .347 |
| Adaptiveness Coping | 194 | 23.9227 | 5.38749 | 29.025 | -.699 | .175 | 1.169 | .347 |
| PERSONAL FUNCTIONING | 194 | 90.5928 | 18.80894 | 353.776 | -1.870 | .175 | 5.643 | .347 |
| ACHIEVING-DRIVE | 194 | 67.8247 | 14.28649 | 204.104 | -.678 | .175 | 3.474 | .347 |
| BEHAVIOUR | 193 | 55.1192 | 9.34642 | 87.356 | .514 | .175 | .350 | .348 |
| SELF-PERCEPTION | | | | | | | | |
| Valid N (listwise) | 193 | | | | | | | |

Source: Researchers' primary data.

The table above showed the participants had consistent elements of personal functioning that was stable as shown by the standard deviations. However, the skewness showed negative performance, indicating poor coping mechanisms of the Nigerian potential graduates.

Table 2: Descriptive Statistics

| | Mean | Std. Deviation | N |
|---------------------------|---------|----------------|-----|
| PERSONAL FUNCTIONING | 90.5928 | 18.80894 | 194 |
| ACHIEVING-DRIVE BEHAVIOUR | 67.8247 | 14.28649 | 194 |

Descriptive Statistics for Achieving-Drive as Influencer of Personal Functioning among Nigerian Potential Graduates

Source: Researchers' primary data.

The table above showed that both the personal functioning and achieving-drive of the Nigerian potential graduates vary so much. The internal consistency or stability of the participants were not guaranteed judging by the wide variations in the standard deviations.

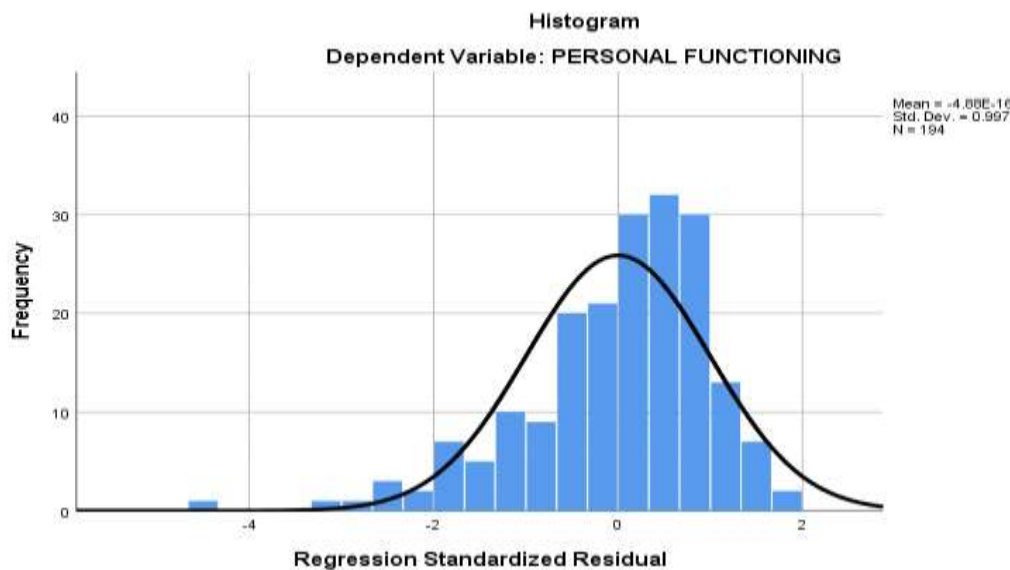


Figure 1: Histogram for Achieving-Drive as Influencer of Personal Functioning among Nigerian Potential Graduates

Source: Researchers' primary data.

The figure above showed concentrated symmetrical performance of the participants. Poor personal functioning was more undulating on the negative side, indicating relatively poor coping systems. There were however an influence of positive coping system occasioned with an outlier, as an indication of few exceptional constructive coping mechanisms among the potential graduates.

Table 3: Linear Regression Table Showing the Significant Predictive Influence of Achieving-Drive Behaviour on Personal Functioning of Nigerian Potential Graduates.

| Variables | B | SE B | T | B |
|--------------------------------|-------------------|-------|---------|--------|
| Constant | 48.662 | 5.814 | 8.370** | |
| Achieving-Drive Behaviour | .618 | .084 | 7.370** | .470** |
| <i>R</i> | .470 ^a | | | |
| <i>R</i> ² Adjusted | .216 | | | |
| ΔR^2 | .221 | | | |
| <i>F</i> | 54.313** | | | |
| <i>Df</i> | 1,192 | | | |
| <i>Durbin Watson</i> | 1.804 | | | |

Note: ** = $P < .01$.

Source: Researchers' primary data.

Table above showed that achieving-drive behaviour had a significant influence on personal functioning of Nigerian potential graduated $F(1,192) = 54.313^{**}$; $R = .470^a$; $\beta = .470^{**}$; $t = 7.370^{**}$; $R^2 = \text{Adjusted} = .216$. The test of autocorrelation showed an acceptable Durbin Watson coefficient of 1.804. Therefore, the hypothesis that "there will be no significant influence of achieving-drive behaviour on personal functioning of Nigerian potential graduates" was rejected.

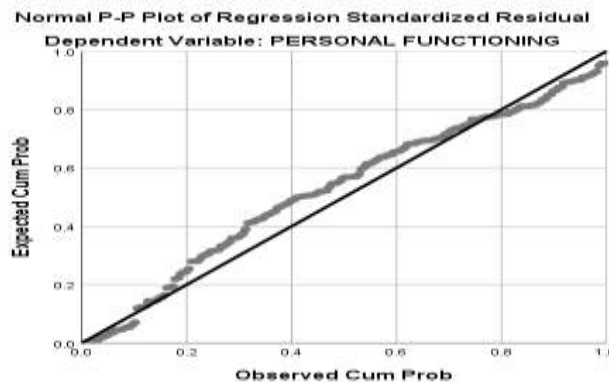


Figure 2: Plot of Regression Standardized Residual for Achieving-Drive as Influencer of Personal Functioning among Nigerian Potential Graduates

Source: Researchers' primary data.

From the figure above, the line of fit was not straight along the linear line. This is a confirmation of the rejection of the tested hypothesis which stated that "there will be no significant influence of achieving-drive behaviour on personal functioning of Nigerian potential graduates".

Table 4: Descriptive Statistics for Self-Perception as Influencer of Personal Functioning among Nigerian Potential Graduates

| | Mean | Std. Deviation | N |
|----------------------|---------|----------------|-----|
| PERSONAL FUNCTIONING | 90.5928 | 18.80894 | 194 |
| SELF-PERCEPTION | 55.1192 | 9.32217 | 194 |

Source: Researchers’ primary data.

From the table above, the standard deviation showed that the self-perception of the Nigerian potential graduates was close. This is unlike their personal functioning. It could be an indication of greater self-knowledge among the potential graduates.

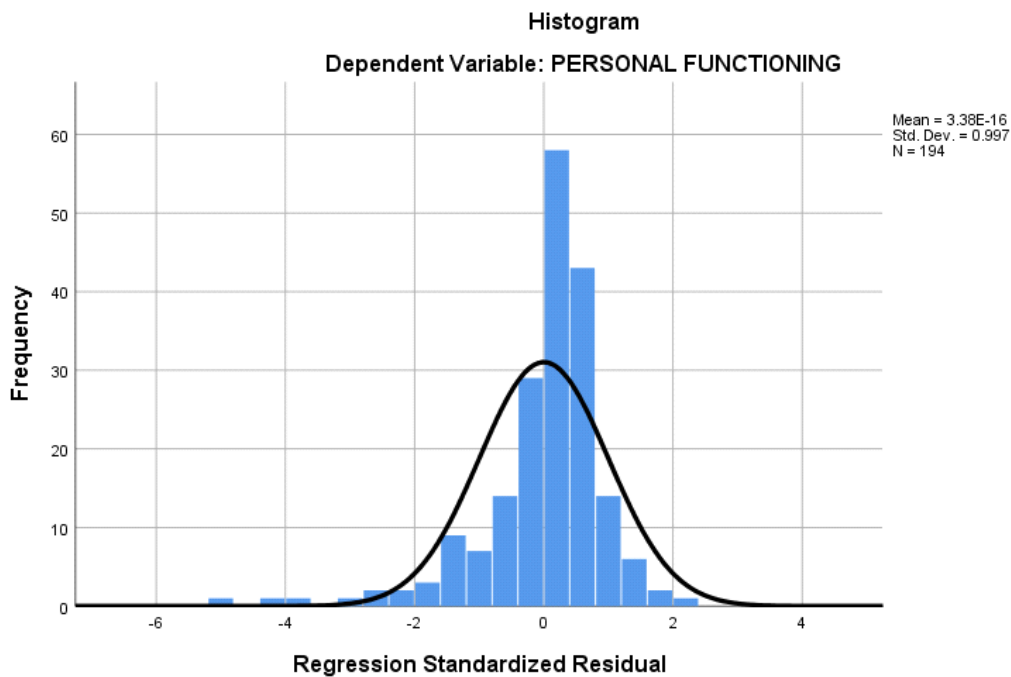


Figure 3: Histogram for Self-Perception as Influencer of Personal Functioning among Nigerian Potential Graduates

Source: Researchers’ primary data.

The figure above showed more prominent performance on the positive side of the histogram. Even the outliers were pronounced. This tends to allude to the fact that the Nigerian potential graduates seem to have more self-awareness.

Table 5: Linear Regression Table Showing the Significant Predictive Influence of Self-Perception on Personal Functioning of Nigerian Potential Graduates.

| Variables | B | SE B | T | B |
|--------------------------------|-------------------|-------|----------|---------|
| Constant | 116.788 | 7.931 | 14.726** | |
| Self-Perception | -.142 | .142 | -3.352** | -.236** |
| <i>R</i> | .236 ^a | | | |
| <i>R</i> ² Adjusted | .051 | | | |
| ΔR^2 | .056 | | | |
| <i>F</i> | 11.237** | | | |
| <i>Df</i> | 1,191 | | | |
| <i>Durbin Watson</i> | 1.652 | | | |

Note: ** = $P < .01$.

Source: Researchers' primary data.

The result on table 2 showed that self-perception has a significant predictive influence on personal functioning of Nigerian potential graduates $F(1,191) = 11.237^{**}$; $R = .236^a$; $\beta = .236^{**}$; $t = 3.352^{**}$; $R^2 = \text{Adjusted} = .051$. The test of autocorrelation showed an acceptable Durbin Watson Coefficient of 1.652. Therefore, the hypothesis which stated that "there will be no significant influence of self-perception on personal functioning of Nigerian potential graduates" was rejected.

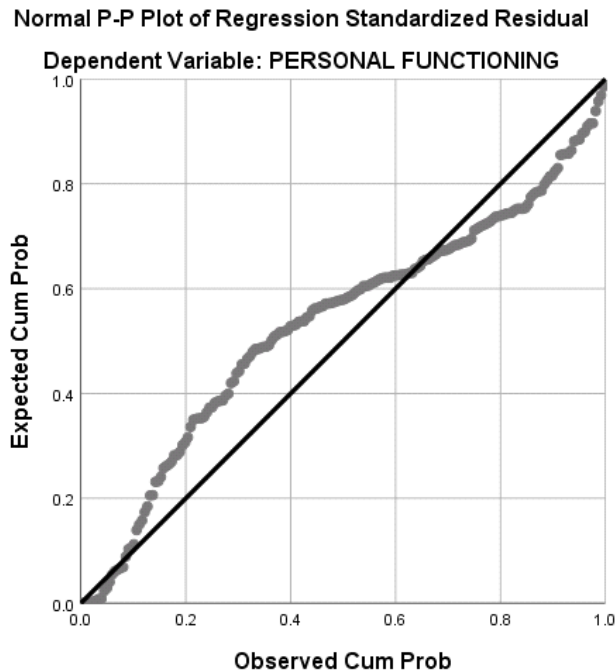


Figure 4: Plot of Regression Standardized Residual for Self-Perception as Influencer of Personal Functioning among Nigerian Potential Graduates

Source: Researchers' primary data.

The plot of regression standardized residual above that self-perception lacks fit as a predictor of personal functioning of Nigerian potential graduates. The line of fit failed to follow the linear profile. This seemed a confirmation of the rejection of the hypothesis that “there will be no significant influence of self-perception on personal functioning of Nigerian potential graduates”.

Table 6. MANOVA Table Showing Various Elements of Personal Functioning as Influenced by Achieving-Drive Behaviour of Nigerian Potential Graduates.

| Independent Variables | Dependent Variables | Sum of Squares | Df | Mean Square | F | η^2 | Observed Power ^b |
|---------------------------|------------------------|----------------|----|-------------|---------|----------|-----------------------------|
| Achieving-Drive Behaviour | Personal Functioning | 33029.877 | 52 | 635.190 | 2.541* | .484 | 1.000 |
| | Problem focused coping | 2328.740 | 52 | 44.783 | 2.073** | .433 | 1.000 |
| | Avoidance coping | 2163.733 | 52 | 41.610 | 1.588 | .369 | .998 |
| | Adaptiveness coping | 1855.396 | 52 | 35.681 | 1.343 | .331 | .990 |
| | Emotion focused coping | 2239.540 | 52 | 43.068 | 1.724 | .389 | .999 |
| Error | Personal Functioning | 35248.953 | 14 | 249.931 | | | |
| | Problem focused coping | 3045.719 | 14 | 21.601 | | | |
| | Avoidance coping | 3694.246 | 14 | 26.201 | | | |
| | Adaptiveness coping | 3746.444 | 14 | 26.571 | | | |
| | Emotion focused coping | 3522.507 | 14 | 24.981 | | | |
| Total | Personal Functioning | 1660447.000 | 19 | | | | |
| | Problem focused coping | 113831.000 | 19 | | | | |
| | Avoidance coping | 108392.000 | 19 | | | | |
| | Adaptiveness coping | 116627.000 | 19 | | | | |
| | Emotion focused coping | 92623.000 | 19 | | | | |

*Note: * P<0.5; **=P<.01.*

Source: Researchers' primary data.

The result above showed that achieving-drive behaviour had a differential significant influence on elements of personal functioning $F(52, 194) = 2.541^*$; $P < .05$. The observed power was high at 1.000; and the effect size was high, $n^2 = .48$. This means that achieving-drive behaviour accounted for 48% of differences on personal functioning of Nigerian potential graduates. Achieving-drive behaviour had a differential influence on problem focused coping, $F(52,194) = 2.073^{**}$; $P > .01$. The observed power (1.000) was high, and the effect size (4.33) was high. Therefore, the hypothesis which stated that “various elements of personal functioning will not be differentially and significantly influenced by achieving-drive behaviour of Nigerian potential graduates” was rejected.

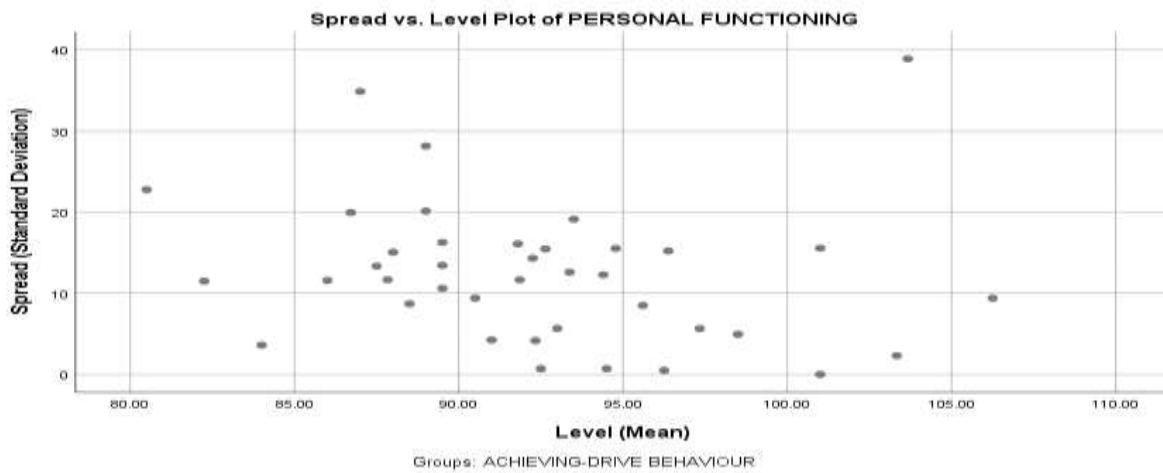


Figure 5: Spread vs Level Plot for Achieving-Drive as Influencer of Elements of Personal Functioning among Nigerian Potential Graduates
 Source: Researchers’ primary data.

The spread plot above showed very weak influence of achieving-drive on the elements of personal functioning of Nigerian potential graduates. Neither the scattergram plots above or below the mean of 90.5928 (see table 1) had strong concentration. This tends to show poor personal functioning development of Nigerian potential graduates.



Figure 6: Profile Plot for Achieving-Drive as Influencer of Elements of Personal Functioning among Nigerian Potential Graduates

Source: Researchers' primary data.

The profile plot showed below-the-average pronounced influence of achieving-drive on elements of personal functioning of Nigerian potential graduates being below the average. Few sprout instances were made above the average, only for the rest performances to be erratic along the average line (standardization line).

Table 7: MANOVA Table Showing Various Elements of Personal Functioning as Influenced by Self-Perception of Nigerian Potential Graduates

| Independent Variables | Dependent Variables | Sum of Squares | Df | Mean Square | F | η^2 | Observed Power ^b |
|-----------------------|--------------------------|----------------|-----|-------------|--------|----------|-----------------------------|
| Self-Perception | Personal Functioning | 2400.445 | 39 | 615.473 | 2.127* | .352 | 1.000 |
| | Problem focused coping | 1972.149 | 39 | 50.568 | 2.301* | .370 | 1.000 |
| | Avoidance focused coping | 1467.580 | 39 | 37.630 | 1.312 | .251 | .972 |
| | Adaptiveness coping | 1329.690 | 39 | 34.095 | 1.221 | .237 | .958 |
| | Emotion focused coping | 1690.407 | 39 | 43.344 | 1.640 | .295 | .995 |
| Error | Personal Functioning | 44263.715 | 153 | 289.305 | | | |
| | Problem focused coping | 3361.706 | 153 | 21.972 | | | |
| | Avoidance focused coping | 4389.373 | 153 | | | | |
| | Adaptiveness coping | 4272.45 | 153 | | | | |
| | Emotion focused coping | 4044.878 | 153 | | | | |
| Total | Personal Functioning | 1651611.000 | 193 | | | | |
| | Problem focused coping | 112931.000 | 193 | | | | |
| | Avoidance focused coping | 107816.000 | 193 | | | | |
| | Adaptiveness coping | 116051.000 | 193 | | | | |
| | Emotion focused coping | 5735.285 | 193 | | | | |

*Note: * = $P < .05$; ** = $P < .01$.*

Source: Researchers' primary data.

The result of the table above showed that self-perception has a differential significant influence on various elements of personal functioning. $F(39,193) = 2.127^*$; $P < .05$. The observed power is 1.000 which is high and the effect size is $\eta^2 = .35$. Self-perception accounted for 35% difference on personal functioning. Self-perception had a differential significant influence on problem-focused coping $F(39,193) = 2.301^*$; $P < .05$. The observed power is 1.000 and effect size is .370. Therefore, the hypothesis which stated that "various elements of personal functioning will not be differentially and significantly influenced by self-perception of Nigerian potential graduates" was rejected.

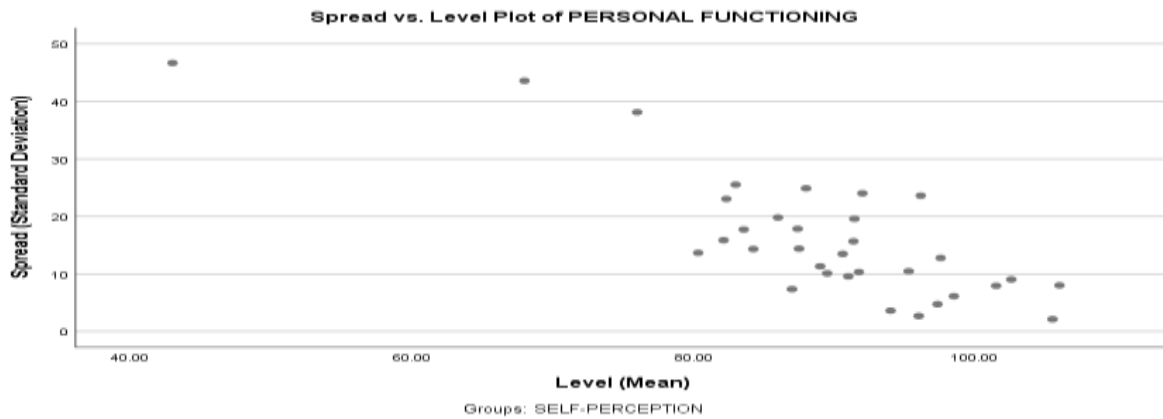


Figure 7: Spread vs Level Plot for Self-Perception as Influencer of Personal Functioning among Nigerian Potential Graduates
 Source: Researchers’ primary data.

The figure above showed differential influence of self-perception on various elements of personal functioning. With the mean as 55.1192 (table 1), the scattergram of the figure 7 above indicated that the self-perception of the Nigerian potential graduates was generally above the average. The scattergram further showed close attributes of self-perception among the Nigerian potential graduates.

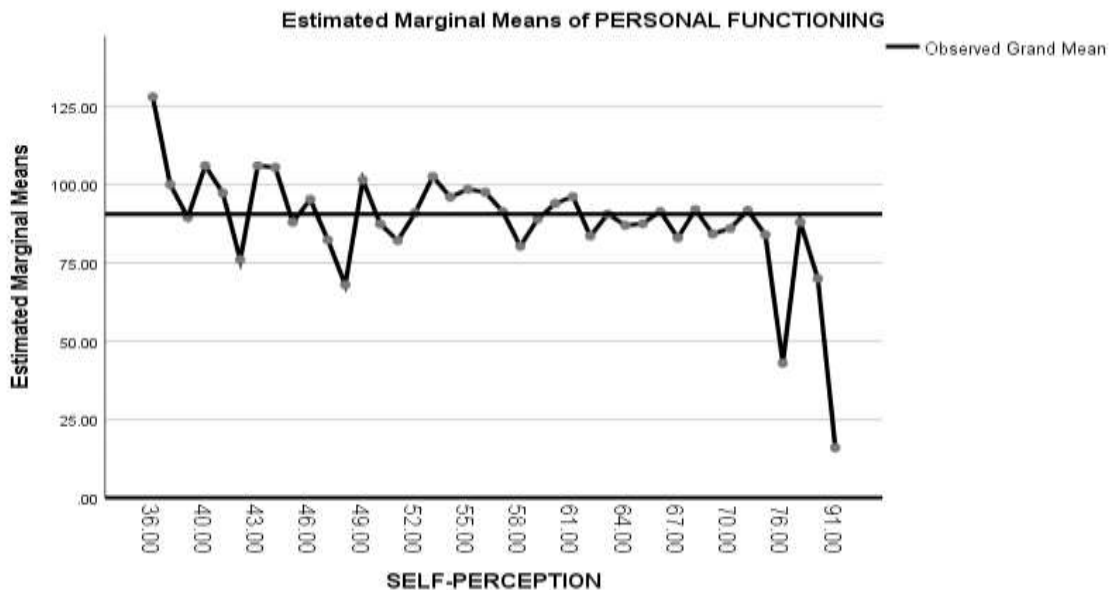


Figure 8: Profile Plot for Self-Perception as Influencer of Personal Functioning among Nigerian Potential Graduate
 Source: Researchers’ primary data.

Figure 8 above showed profile plot of differential influence of self-perception on various elements of personal functioning of Nigerian potential graduates. The graduate had much performance inconsistency.

Summary of Findings/Results

1. Achieving-drive behaviour had a significant influence on personal functioning of Nigerian potential graduates.
2. Self-perception had a significant predictive influence on personal functioning of undergraduates.
3. Achieving-drive behaviour had a differential significant influence on elements of personal functioning.
4. Self-perception has a differential significant influence on elements of personal functioning.
5. For the Nigerian potential graduates, achieving-drive accounted for 48% of their personal functioning, 43% of their problem-focused coping, 37% of their avoidance-focused coping, 33% of their adaptiveness coping, and 39% of their emotion-focused coping.
6. Nigerian university graduates had self-perception accounted for 35% of their personal functioning, 37% of their problem-focused coping, 25% of their avoidance-focused coping, 24% of their adaptiveness coping, and 30% of their emotion-focused coping.

DISCUSSION

One of the findings of the study was that achieving-drive behaviour had a significant influence on personal functioning of Nigerian potential graduates. The study also found that self-perception had a significant predictive influence on personal functioning of potential graduates. Another finding of the study was that achieving-drive behaviour had a differential significant influence on elements of personal functioning. Again, it was found that self-perception has a differential significant influence on elements of personal functioning. Furthermore, it was found that for the Nigerian potential graduates, achieving-drive accounted for 48% of their personal functioning, 43% of their problem-focused coping, 37% of their avoidance-focused coping, 33% of their adaptiveness coping, and 39% of their emotion-focused coping. Finally, it was found that Nigerian university graduates had self-perception accounted for 35% of their personal functioning, 37% of their problem-focused coping, 25% of their avoidance-focused coping, 24% of their adaptiveness coping, and 30% of their emotion-focused coping. Critically, both the achieving-drive behaviour and self-perception did not have up to average influence on the personal functioning of Nigerian potential graduates. This is a failure to live up to the observation of Fiebelkorn and Kastner (2020) that cognitive flexibility is necessary for sampling from highly dynamic environments. Nigerian societal environment is very frustrating that there is fear of graduation among potential graduates of higher institutions. The findings of the study tends to show that Nigerian potential graduates have not developed the cognitive flexibility for coping with frustrations after graduation. Possibly, the training in the Nigeria institutions of higher learning has failed to inculcate in the potential graduates what Crone and Fuligni (2020) called the self- and other-oriented development that underlies many skills vital for becoming a contributing member of society with healthy intergroup relations.

Implications of the Study and its Findings

This study has some very germane implications as highlighted below.

1. The findings of the study have explanatory relevance on why thousands of Nigerian and African youths, both graduates and undergraduates alike, do take dangerous journey across the desert and high seas to Europe. This is based on the belief and self-conviction that with little or no efforts they are most likely to succeed in the Western world.
2. The findings of the study could be a relevant allusion why many Nigerians and Africans believe so much in miracles and lucks instead of science, efforts, implementations of sound planning, effective knowledge management, and genuinely/practically abhorring corruption. For Nigerians and Africans, God and believing in God solve all problems.
3. The findings of the study are very relevant to the policy makers of institutions of learning in Nigeria. Imbibing the findings will help Nigerian University Commission (NUC) and other authorities of higher institutions of learning fashion out curricula that will inculcate competencies and functional abilities on Nigerian potential graduates.

CONCLUSION

This study was carried to determine the influence of achieving-drive and self-perception on the personal functioning of Nigerian potential graduates. The following findings were made: Achieving-drive behaviour had a significant influence on personal functioning of Nigerian potential graduates. Self-perception had a significant predictive influence on personal functioning of undergraduates. Achieving-drive behaviour had a differential significant influence on elements of personal functioning. Self-perception has a differential significant influence on elements of personal functioning. For the Nigerian potential graduates, achieving-drive accounted for 48% of their personal functioning, 43% of their problem-focused coping, 37% of their avoidance-focused coping, 33% of their adaptiveness coping, and 39% of their emotion-focused coping. Nigerian university graduates had self-perception accounted for 35% of their personal functioning, 37% of their problem-focused coping, 25% of their avoidance-focused coping, 24% of their adaptiveness coping, and 30% of their emotion-focused coping.

Recommendations

The following recommendations were proffered based on the results/findings.

1. Nigerian undergraduates should start early during their university years to build personal competencies for coping with challenges.
2. Managers and tutors of institutions of higher learning in Nigeria should emphasize more on cognitive flexibility necessary for handling highly dynamic environments, instead greatest emphasis being laid on academic grade and certificate procurement that have been dented with fraud in Nigeria.

Suggestions for Further Research

1. Further researches need to focus specifically on using training curricula in the Nigerian learning institutions to develop quality achieving-drive and competent personal functioning for the Nigerian potential graduates.

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RESEARCH INSTRUMENTS**CONSENT REQUEST**

I am up to 18yrs. I have read and understood the use and intention of the research. I therefore voluntarily chose to participate and respond/fill the questionnaire. Tick in one of the boxes below.

Agree Disagree

Please respond to the following statements as they apply to you by ticking (), only one tick is required for each statement.

Type ‘A’ Behaviour Scale (TABS) (for measuring Achieving-Drive/Hard-Driving Behaviour)

| | ITEMS | Never true (1) | Occasionally true (2) | Often true (3) | Always true (4) |
|----|---|----------------|-----------------------|----------------|-----------------|
| 1 | I hate to wait in lines | | | | |
| 2 | I often find myself "racing" against the clock to save time | | | | |
| 3 | I become upset if I think something is taking too long | | | | |
| 4 | When under pressure I tend to lose my temper | | | | |
| 5 | My friends tell me that I tend to get irritated easily | | | | |
| 6 | I seldom like to do anything unless I can make it competitive | | | | |
| 7 | When something needs to be done, I'm the first to begin even though the details may still need to be worked out | | | | |
| 8 | When I make a mistake it is usually because I've rushed into something without giving it enough thought and planning | | | | |
| 9 | Whenever possible I will try to do two things at once, like eating while working, or planning while driving or bathing | | | | |
| 10 | I find myself feeling guilty when i am not actively working on something | | | | |
| 11 | I find it always difficult to refrain from talking about or bringing the theme of any conversation around to those subjects, which especially interest me | | | | |
| 12 | I no longer observe the more important, interesting, or lovely objects I encounter | | | | |
| 13 | I don't have any time to spare to become the things worth being because I am so preoccupied with getting the things worth having | | | | |
| 14 | I attempt to schedule more and more in less and less time | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 15 | I am always rushed | | | | |
| 16 | When meeting another aggressive, competitive person I feel a need to challenge that person | | | | |
| 17 | In conversations, I frequently clench my fist, or bank on the table, or pound one fist into the palm of another for emphasis | | | | |
| 18 | I habitually clenchmy jaw, grind my teeth, or jerk back the corners of my mouth exposing my teeth | | | | |
| 19 | I believe that whatever success I enjoy is due in good part to my ability to get things done raster than others | | | | |
| 20 | I find myself increasingly committed to translating and evaluating not my own but also the activities of others in term of "numbers" | | | | |
| 21 | explosively accentuate key words during ordinary speech | | | | |
| 22 | I utter the last few words of a sentence more rapidly than the opening words | | | | |
| 23 | I always move, walk, and eat rapidly | | | | |
| 24 | I feel an impatience with the rate at which most events take place | | | | |
| 25 | I hurry the speech of others by saying "Uh huh" or "Yes, Yes', or by finishing their sentences for them | | | | |
| 26 | I become enraged when a car ahead of me runs at a pace I consider too slow | | | | |
| 27 | I find it intolerable to watch others perform tasks I know I can do faster | | | | |
| 28 | I find myself hurrying my reading or attempting to obtain condensations or summaries of truly interesting and worthwhile literature | | | | |

Source: Jenkins, Rosenman and Freidman (1967).

SELF- PERCEPTION SCALE (for measuring Self-Perception)

| | ITEMS | Strongly Disagree (1) | Disagree (2) | Unsure (3) | Agree (4) | Strongly Agree (5) |
|----|--|-----------------------|--------------|------------|-----------|--------------------|
| 1 | People need the love and approval of almost everyone they consider important. | | | | | |
| 2 | I feel like I'm a stupid person. | | | | | |
| 3 | Criminals need to be severely punished for their sins. | | | | | |
| 4 | It's awful when things are not the way one wants them to be. | | | | | |
| 5 | People in my family sometimes make me very angry. | | | | | |
| 6 | I constantly worry about dangerous accidents occurring. | | | | | |
| 7 | It's easier to put-off some responsibilities and difficulties rather than face them directly. | | | | | |
| 8 | I get upset when there is no one to help me think about difficult problems. | | | | | |
| 9 | It upsets me to recognize that some of my long held beliefs are almost unchangeable. | | | | | |
| 10 | One should be upset over other people's problems and difficulties. | | | | | |
| 11 | I'm afraid I won't find the one best way to deal with my superiors. | | | | | |
| 12 | I get upset when other people dislike my looks or criticize the style of clothing I wear. | | | | | |
| 13 | To be a worthwhile person, we should be thoroughly adequate, achieving and competent in almost all ways. | | | | | |
| 14 | Our enemies should be made to suffer and pay for their evil acts. | | | | | |
| 15 | I get upset and angry when my plans go wrong. | | | | | |
| 16 | Unhappiness is caused by people or events around us over which we have almost no control. | | | | | |
| 17 | I frequently worry about getting a terrible disease. | | | | | |
| 18 | I get very anxious and try to stall when I must face a difficult task like giving someone very bad news. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 19 | We need to be dependent on others and on someone stronger than ourselves. | | | | | |
| 20 | I get depressed when I realize that I'll never be able to change some of my strong habits. | | | | | |
| 21 | I get very depressed when I hear that one of my acquaintances is seriously ill. | | | | | |
| 22 | It's awful when we can't find the right or perfect solution to our problems. | | | | | |
| 23 | When I walk into a party, I feel very bad if people don't come over and greet me. | | | | | |
| 24 | I feel inadequate and worthless when I fail at work or school. | | | | | |
| 25 | People who are bad and wicked should be blamed and punished. | | | | | |
| 26 | I feel angry and rejected when my opinions and ideas are not accepted. | | | | | |
| 27 | I can't help but feel depressed and rejected when others let me down. | | | | | |
| 28 | When something is dangerous and causing great concern, we should constantly think about the possibility of its occurrence. | | | | | |
| 29 | Since I get very nervous, I avoid situations where I will have to make difficult decisions. | | | | | |
| 30 | I become anxious and need the help of others when I must face difficult responsibilities alone. | | | | | |
| 31 | Many events from our past so strongly affect us that it is impossible for us to change. | | | | | |
| 32 | I get overwhelmed with emotion when I see a severely retarded person. | | | | | |
| 33 | I worry that I won't find the right solution to my problems at school or work. | | | | | |

Source: Crisci & Kassinove (1973)

PERSONAL FUNCTION INVENTORY (for measuring Personal Functioning)

| | PROBLEM-FOCUSED COPING | Strongly Disagree (1) | Disagree (2) | Unsure (3) | Agree (4) | Strongly Agree (5) |
|----|---|-----------------------|--------------|------------|-----------|--------------------|
| 1 | If I think somebody wants to harm me, I often lose my cool. | | | | | |
| 2 | When my rights are threatened, I get too upset to act in the most effective way. | | | | | |
| 3 | I resist getting bitter over minor slight brothers. | | | | | |
| 4 | I can't stop dwelling on people's criticisms of me whether it seems valid or not. | | | | | |
| 5 | Under pressure, I tend to make hasty decisions. | | | | | |
| 6 | I generally stay cool, even when I think somebody else wants to harm me. | | | | | |
| 7 | I often find it impossible to control my anger. | | | | | |
| 8 | Am often very practical in dealing with day to day problems. | | | | | |
| | EMOTION-FOCUSED COPING | | | | | |
| 9 | Even remotely possible threatening events worry me. | | | | | |
| 10 | I tend to worry too much about my problems, even ones which eventually go away by themselves. | | | | | |
| 11 | The personal limitations of people I deal with often exceed the limits of my patience, | | | | | |
| 12 | I often lose my cool and detachment in dealing with interpersonal issues. | | | | | |
| 13 | I have been known to magnify my personal problems beyond their real level of seriousness. | | | | | |
| 14 | When I am waiting to find out something important, I just can't get it out of my mind. | | | | | |
| 15 | Past embarrassments tend to hunt me for a long time. | | | | | |
| | AVOIDANCE-FOCUSED COPING | | | | | |
| 16 | I don't get too upset by social rejection. | | | | | |
| 17 | I have learned not to get down on myself for minor mistakes I make. | | | | | |
| 18 | When things go badly, I find it hard to avoid even worse disasters. | | | | | |
| 19 | I rarely permit criticisms to get me angry. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 20 | I generally learn from mistakes more than I let them upset me. | | | | | |
| 21 | Minor physical ailments don't upset me. | | | | | |
| 22 | If I can't control when something bad is going to happen, I try not to worry about it. | | | | | |
| | ADAPTIVENESS | | | | | |
| | COPING | | | | | |
| 23 | I have no trouble staying calm during differences of opinion with my friends. | | | | | |
| 24 | I can relax and enjoy myself even when waiting to find out about something important. | | | | | |
| 25 | When my productivity at work/school wavers or fails, I try to keep my cool. | | | | | |
| 26 | I keep my temper under control in business negotiations. | | | | | |
| 27 | I try to be fully informed and thoughtful about the decisions I have to make. | | | | | |
| 28 | I rarely permit others to manipulate my anger to their own ends. | | | | | |
| 29 | I try to be calm and fair in dealing with interpersonal issues. | | | | | |

Source: Kohn, Brien-Wood, Pickering and Decicco (2003).