



Personality Traits as Correlate of Adult Education Students' Study Habits

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ABSTRACT

The objectives of the study were to examine the profile of agreeableness of adult education students, the conscientiousness of adult education students, neuroticism of adult education students, openness to experience adult education students, extraversion of adult education students and the level of study habits of adult education students at the University of Ilorin. A descriptive research design of a survey was used for this study. The population of the study consist of all 567 undergraduate students of the adult education department at the University of Ilorin. A total sample of two hundred (200) respondents was selected using random sampling techniques. The structured questionnaire was validated by three experts at the Department of Adult and Primary education, University of Ilorin, Nigeria. Reliability validation was obtained through the split-half method with 70 respondents. The hypotheses were tested using Chi-square at 0.05 alpha level. It was concluded that the agreeableness, conscientiousness, extroversion and openness to experience of adult education students are high while their neuroticism was low. As a result, the majority of adult education students performed averagely in the study habit test, though agreeableness, conscientiousness, extroversion and openness as well as neuroticism are positively related to the study habits of adult education students at the University of Ilorin. However, adult education students' conscientiousness, extroversion, agreeableness and openness to experience significantly predicted their study habits at the University of Ilorin while neuroticism was insignificant.

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1. INTRODUCTION

Everyone has their way of doing things, handling situations and reacting to circumstances. Every human character and behaviour are different and distinctive, and the distinctive nature build up each human personality. Personality makes each and everyone have her world views and also the cause of people reacting differently in a particular situation, even at the same time and condition (Templer, 2012; Adebayo, 2022). Personality can be seen as the totality of someone's behaviour in all ramifications. It involves how someone runs his/ her life physically, emotionally, psychologically, spiritually and socially aspect of an individual. Bademci et al. (2018) described personality as the groups of traits that determine how human think, feels and behave. He explained that any behaviour that is displayed by an individual as a result of their perception can be seen as their personality. When a particular situation occurred, what each person will think about it will be different from what others will think, how each individual will behave as a response to the situation on the ground will defer, and their feelings about it will also not be the same. All this is a result of personality, which is not the same in each person no matter how close they are to each other; it can only look a little alike.

Personality can be regarded as the combination of some qualities, features and characteristics that made up an individual behaviour and character (Paliwal & Talesra, 2019). Personality involves everything that can be used to describe an individual. This can be the reason why people are judged to have good or bad character (Riyanto et al., 2022). The behaviour which someone exhibits every time explains why consistency is an important concept in personality, as the personality of someone cannot be judged with one attitude or behaviour at a particular time. The trait can be described as the distinctive ingredient that makes each person's personality to be different from each other. The trait can be seen in human physiological structure, emotional, mental and spiritual aspects. These traits are usually caused by hereditary and environment. Some traits are gained from either father or mother or both of them through genes. Some Traits are also gained from the environment. The environment may be pre-natal, peri-natal or post-natal. Pre-natal connotes the environment before birth. Peri-natal means during labour till the delivery of the placenta and post-natal means the human environment after birth. Someone's typical behaviour is summarized by trait (Wang et al., 2017) though it can also include emotion and thought.

Personality traits explain diversities in a typical affective and cognitive experience that have behavioural implications (Cerna & Pavliushchenko, 2015; Schwaba et al., 2019). Given this, personality traits can be explained from the cognitive and affective aspects. In cognitive, it can be seen as a way of thinking about someone. It involves how someone uses his brain to interpret any given situation or condition. A child's behaviour was primarily based on what his or her parent passed to him or her. If his father or mother is someone that always gets angry every time, the time is most likely to also show the same character (Fahrannisa et al., 2022). This is referred to as phenotype, which is a result of pair of Chromosomes that match together to make the child's zygote (Van den Bergh et al., 2020). Another factor that contributes to how individual personality is made up is the environment. The environment inside the mother which is pre-natal has a great effect on the child's behaviour. If the mother takes hard drugs or the wrong medication during the pregnancy of the baby, it can have a great effect on the baby's brain therefore, turn the baby into a dull-headed person and affecting how the person behaves (Alexandra & Catherine, 2020). Perinatal starts from the period in which the mother started feeling discomfort as a result of the baby labouring till the time the mother delivers the placenta and everything connected to the baby. The baby can be affected here if the labouring time is more prolonged than normal or the mother

compresses the head of the baby during the labour period (Alexandra & Monk, 2020; Kristanto & Pratama, 2020).

Diseases, nutrition and accident can also affect individual personality and can cause great damage to the brain and the central nervous system (CNS), which can affect the functioning of some parts of the brain, therefore affect how individuals think and behave (Varghese & Pandya, 2016; Kasmana *et al.*, 2021). Peer influence is also among the factors that affect personality. Above all, Personality is a significant human factor that is not only associated with relevant life outcomes, such as subjective mental health and well-being but should also act a great role in explaining the education process, academic success and educational attainment. Education brings out the perfection that is already in man but the tool and instrument for bringing the perfection out is study habit (Nuvetha, 2016).

There is a great difference in the behaviour of each student and these differences can have significance on learning as a whole. Every student has a well-planned way and method of study that are usually followed consistently, which is referred to as study habits. Study habit involves an individual buying out dedicated time and an uninterrupted schedule to apply himself to learning tasks (Rabia *et al.*, 2017). Study habit is a comprehensive concept and subsumes some other concepts such as Study skill, study attitude and study methods (Uju & Paul, 2017; Hashim *et al.*, 2021). One of the factors that can affect students' study is their attitude, whereas personality trait has a great influence on human attitude, which make personality trait have an impact on study habit either directly or indirectly (Obeten, 2021). Personality Trait comprises neuroticism, agreeableness, conscientiousness, openness to experience and extraversion (Oz, 2014). He explained that subjective well-being is strongly predicted by these Traits. All human thinking, feeling and attitudes are affected by this trait including students' attitudes to their studies.

Neuroticism people are those who are always having negative emotions. They always have feelings of guilt, fear, helplessness, anxiety; anger (Evren *et al.*, 2019). People that fall under this category always interpret the ordinary situation as life-threatening. All these personality traits have their own unique and distinctive characteristics, which make them unique. This shows that each student in the school possesses distinctive and unique character and behaviour that makes them different from each other. Therefore, this study tends to check the Personality Traits as a correlate of Adult Education Students' study habits at the University of Ilorin.

Each student has their behaviour her personality, and the behaviour is usually unique, which brought the concept of personality traits. Some students are funny, some are introverted, some are jovial, some always get angry easily and some students like going out and exploring, while some like staying indoors, some are independent and self-reliable, some are always dependent, some always feel down, sad and guilt, while some always feel motivated. This is all because the personality traits that were passed from the parent or the ones that were developed in the society where one found himself are different from each. Their unique behaviour comprises all aspects of their life including their study. Some students have a good attitude to their studies while some always display a lackadaisical attitude towards studying. The reason for the difference in their attitude towards learning may be a result of heredity or environment. Children usually pick out of their parent attitude, both father and mother. Students who have a temperamental parent are also like to become temperamental and students with parents that are extroverts are also likely to become an extrovert due to the genes passed to them from the parent.

The reason may also be the result of the environment in which the students are nurtured, which may include how the pregnancy life was spent, how the child was laboured and how

the child was brought up after birth. The family, the peers, the school and the environment in which the student lives also have a great influence on the kind of person the child will turn out to be. The researchers see this as an opportunity to look into Personality Traits as a correlate of Adult Education Students' study habits at the University of Ilorin.

The main purpose of this study was to examine the correlation between the personality traits of adult education students and their study habits at the University of Ilorin, Nigeria. Specifically, this study examined:

- (i) The agreeableness of adult education students at the University of Ilorin
- (ii) Conscientiousness of adult education students at the University of Ilorin
- (iii) Neuroticism of adult education students at the University of Ilorin
- (iv) Openness to the experience of adult education students at the University of Ilorin
- (v) Extraversion of adult education students at the University of Ilorin
- (vi) Level of study habit of adult education students at the University of Ilorin.

The following questions were raised to guide this study:

- (i) What is the profile of Agreeableness of adult education students at the University of Ilorin?
- (ii) What is the profile of conscientiousness of adult education students at the University of Ilorin?
- (iii) What is the profile of neuroticism of adult education students at the University of Ilorin?
- (iv) What is the profile of openness to experience of adult education students at the University of Ilorin?
- (v) What is the profile of extraversion of adult education students at the University of Ilorin?
- (vi) What is the level of study habits of adult education students at the University of Ilorin?

The following hypothesis was postulated for this study: Ho1: there is no significant correlation between adult education students' personality traits and their study habits at the University of Ilorin, Nigeria.

This research work will be of great significance to the Teachers and lecturers, Students, parents and researchers among others. This study will allow them to different kinds of personalities with their characteristics and how to prevent or avoid personality disorders in any circumstance.

2. LITERATURE REVIEW

Sigmund Freud's Psychoanalytic Theory was adopted for this research work Sigmund Freud believes that man's behaviour is triggered mostly by powerful hidden forces within his/her personality. Egan et al. (2020) investigated the role of perfectionism, agreeableness, and neuroticism in predicting dyadic adjustment. The sample of 222 university students (95 male, 126 female) was used to check the perfectionism dimensions of concern over mistakes and parental criticism were found to be significantly negatively related to dyadic adjustment. Agreeableness and neuroticism were also significantly negatively related to dyadic adjustment and accounted for significant variance in explaining dyadic adjustment, while perfectionism dimensions did not (Yoo et al., 2022). The results revealed that negative aspects of perfectionism such as concern over mistakes, impact on dyadic adjustment, agreeableness and neuroticism have a more salient impact. Steiner et al. (2020) investigated that agreeableness and neuroticism partially mediate the association between age and forgivingness. Data from two representative cross-sectional samples of adults were used to test the hypothesis. Results indicate that agreeableness and neuroticism are in part, age differences in tendencies to forgive. Hypothesis replicated and extended the results by

including transgression occurrences as a third mediator and the result revealed that agreeableness and neuroticism explain the association between age and the tendency to forgive others over and above the effect of transgression occurrences.

Watson (2014) study revealed that profiles of agreeableness and neuroticism on the major personality correlate of materialism are high neuroticism and low agreeableness. Three large samples of University students were tested by comparing four neuroticism–agreeableness profile combinations. High materialists had the profile of low agreeableness–high neuroticism. Medium materialists had the profiles of either high agreeableness–high neuroticism or low agreeableness–low neuroticism. Low materialists were high agreeableness–low neuroticism. This pattern may be found because low agreeableness is related to lower effortful control therefore, an inability to regulate materialistic impulses with neuroticism and materialistic tendencies may be the anxious attempt to compensate for past experiences of feelings of deprivation. Bai *et al.* (2020) examined the influences of mother phubbing (Mphubbing) on adolescents. The researcher made use of 2,996 participants from a high school in China. Regression results revealed that Mphubbing was positively related to adolescent academic burnout, which was mediated by mental health. Results also indicated that agreeableness moderated the link between Mphubbing and adolescent mental health, and neuroticism aggravated the influence of mental health on adolescent academic burnout. The indirect effect of Mphubbing on academic burnout via mental health was moderated by agreeableness and neuroticism.

The relationships among CT, adaptive/maladaptive CERS, neuroticism and current depression symptoms in university students (Chang *et al.*, 2015; Pinazo *et al.*, 2016). A moderated mediation model was built to examine the relationships among CT, CERS, neuroticism and current depression using the SPSS process 3.5 macros. The results revealed that the significant mediating effects of adaptive CERS ($\beta = 0.012$) and maladaptive CERS ($\beta = 0.028$) between CT and depression were observed (Chu *et al.*, 2022). Lei *et al.* (2020) examined the relationship between Smartphone addiction with psychological distress and neuroticism among university medical students. A total of 574 medical students participated in the study. DASS-21, the neuroticism-subscale of USMaP-i and SAS-SV were administered to measure psychological distress, neuroticism, and Smartphone addiction of the medical students. Spearman correlation was used to examine the correlation between Smartphone addiction with psychological distress and neuroticism. Simple linear regression was performed to investigate the related factors of Smartphone addiction. The result indicated that Smartphone addiction was higher among male (49.2%) compared to female (36.6%) medical students. The result showed a fair positive correlation between Smartphone addiction and psychological health (Mwala & Lyakurwa, 2022).

Change *et al.* (2015) study explored whether relationships between neuroticism scores and psychosocial indicators as well as metabolic syndrome in a population of incoming university students existed in the different sexes. A sample of 4266 incoming students was included in their study. The test battery comprised a self-administered structured questionnaire including the neuroticism subscale of the Maudsley Personality Inventory, 12-item Chinese Health Questionnaire, Chinese Internet Addiction Scale-Revision, measurement of support functions and the Pittsburgh Sleep Quality Index (. Multivariate logistic regression revealed that higher Pittsburgh Sleep Quality Index scores, higher Chinese Internet Addiction Scale-Revision scores and higher 12-item Chinese Health Questionnaire scores were significantly correlated with neuroticism in both sexes but lower perceived routine support: measurement of support functions scores were associated only with the male participants. No significant differences were found in terms of body mass index or other metabolic profiles. Individuals with poorer

mental health and a poorer personal lifestyle had higher neuroticism scores and sex effects may influence the scale of perceived social support in the neuroticism group. Hanley et al. (2019) examined the effect of mindfulness training on neuroticism and psychological distress over six years in a sample of Norwegian medical and clinical psychology students receiving either a modified Mindfulness-Based Stress Reduction (MBSR) training. Mindfulness training decreased neuroticism and psychological distress over the six-year follow-up period, and decreases in neuroticism were associated with reduced psychological distress at the six-year follow-up. The findings suggest that mindfulness training can have a durable impact on neuroticism and that mindfulness-based interventions may effectively reduce clinical symptomology linked with neuroticism.

Neuroticism was positively correlated with the level of depression, indicating that neuroticism has a positive predictive effect on the level of depression (Premkumar et al., 2018). Neuroticism was positively correlated with negative cognitive bias, indicating that neuroticism has a positive predictive effect on negative cognitive bias. Negative cognitive bias was positively correlated with the level of depression which indicating negative cognitive bias has a positive predictive effect on the level of depression. Arik (2019) investigated the relationship between self-control, self-management, academic motivation and academic self-efficacy levels of university students. Self-control and self-management, academic motivation and an academic group of 588 students at a state university in Turkey participated in the study. The data were collected through Academic Motivation Scale, Academic Self-Efficacy Scale, Self-Control, Self-Management Scale and Personal Profile Form that was prepared by the researcher. In line with the purpose of the research, a structural equation model regarding the predictive power of Academic Self-Efficacy level on Academic Motivation and Self-Control, Self-Management levels and the predictive power of Academic Motivation level on Self-Control and Self-Management level were set. The results of the research revealed that academic self-efficacy is a significant predictor of both academic motivation and self-control and self-management of university students but academic motivation does not predict self-control and self-management. The research results were discussed within the literature and several recommendations were made by them.

3. METHODS

This study adopted the descriptive type of survey of investigation Personality Traits as a correlate of Adult Education Students' study habits at the University of Ilorin. This study was conducted in the adult and primary education departments and was limited to the Education Unit. The study was restricted to Personality traits as a correlate of Adult Education Students' study habits at the University of Ilorin, Nigeria. Respondents were given a questionnaire as the research instrument to answer. A simple random sampling technique was used to select 200 respondents from the target population, which is 567 in total. A total sample of 200 students was collected out of the total population. A self-structured questionnaire Personality Trait Questionnaire (PTQ) was used as a research instrument for data collection. The questionnaire comprises fifteen (15) item options with four (4) point Likert rating scales. The face and content validity of this instrument was ascertained. This study was conducted in the adult and primary education departments and limited to Adult Education Unit in the Adult and Primary Education departments. The validated instrument was two tests that were correlated by using Pearson's Product Moment Correlation Statistics (PPMC) correlation coefficient of 0.80 which made the instrument fit for use. Inferential statistics of Pearson product-moment correlation (PPMC) were used to analyse the hypotheses at 0.05 alpha levels.

4. RESULTS AND DISCUSSION

Table 1 shows the demographic data of the respondents based on gender and academic levels. Out of 200 (100%) adult education students sampled for this study, 83 (41.5%) of the respondents were males while 117 (58.5%) of the respondents were females. Also, 21 (10.5%) of the respondents were in the 100 level; 49 (24.5%) were in the 200 level; 64 (32%) were in the 300 level, and 76 (38%) were in the 400 level.

Table 1. Demographic data of the participants.

Gender	Frequency	Percentage
Male	83	41.5
Female	117	58.5
Total	200	100.0
Age	Frequency	Percentage
100level	21	10.5
200level	49	24.5
300level	64	32.0
400level	76	38.0
Total	200	100.0

Descriptive statistics of mean were used to answer all the research questions. Adult education students' responses were subjected to mean using item-by-item analysis while the grand mean was obtained to decide on the variables (personality traits) under consideration. Given that items were structured in a four-response-type, variables whose grand means were close to 4.0; 3.0; 2.0 and 1.0 were remarked as 'Very High' 'Moderately High'; 'Low' and 'Too Low' respectively.

Several research questions are in the following:

- (i) Research Question One: What is the profile of Agreeableness of adult education students at the University of Ilorin? The result is shown in **Table 2**.
- (ii) Research Question Two: What is the profile of conscientiousness of adult education students at the University of Ilorin? The result is shown in **Table 3**.
- (iii) Research Question Three: What is the profile of neuroticism of adult education students at the University of Ilorin? The result is shown in **Table 4**.
- (iv) Research Question Four: What is the profile of openness to experience of adult education students at the University of Ilorin? The result is shown in **Table 5**.
- (v) Research Question Five: What is the profile of extraversion of adult education students at the University of Ilorin? The result is shown in **Table 6**.
- (vi) Research Question Six: What is the level of study habits of adult education students at the University of Ilorin? The result is shown in **Table 7**.

Table 2. Profile of agreeableness of adult education students at the University of Ilorin.

No	Agreeableness	Mean	S.D
1	I comply with instructions of teachers/facilitator	3.37	1.39
2	I forgive when offended/provoked by my classmates or teachers/facilitator	3.13	1.19
3	I care and sympathise with my classmates	3.17	1.43
4	I aim to perform excellently in academic endeavours	2.78	1.37
5	I remain calm and flexible with classroom activities	3.29	1.28
Grand Mean		3.148	
Remark		Moderately High	

Table 3. Profile of conscientiousness of adult education students at the University of Ilorin.

N	Conscientiousness	Mean	S.D
1	I try to work hard and be active in classroom activities	3.20	1.23
2	I follow the classroom guidelines and regulations strictly	3.84	1.82
3	I am determined to do well in classwork	3.47	1.74
4	I don't allow any distraction to set in, for me to get the classwork done within the stipulated period	3.48	1.49
5	I have confidence that I can do well in classroom activities	3.37	1.54
Grand Mean		3.472	
Remark		Very High	

Table 4. Profile of neuroticism of adult education students at the University of Ilorin.

N	Neuroticism	Mean	S.D
1	I am worried about the appropriate way of getting things done in the classroom	3.76	1.49
2	I feel secure while in the classroom	2.84	1.82
3	I am sad when I don't understand the topic of discussion in the classroom	2.67	1.72
4	I talk with soft speech with other members of the classroom	2.65	1.71
5	I ignore those who try to threaten or intimidate me in the classroom	2.47	1.27
Grand Mean		2.878	
Remark		Moderately High	

Table 5. Profile of openness to experience of adult education students at the University of Ilorin.

N	Openness to Experience	Mean	S.D
1	I try to read beyond the classwork	3.13	1.38
2	I am eager to learn new things	2.73	1.32
3	I am interested in contemporary moral, social, economic and political issues	2.52	1.43
4	I try to link what I have learnt to reality	3.73	1.72
5	I like to put what I have learnt into practice	2.64	1.39
Grand Mean		2.950	
Remark		Moderately High	

As shown in **Table 6**, Given that there were sixteen (16) items on adult education study habit structured on a four-response-type, the minimum, maximum and range scores were 16, 64 and 48 respectively. The range score was divided into 3 levels (i.e. $48/3=16$). Therefore, adult education students whose scores fell within the range score 16 – 32; 33 – 48 and 49 - 64 were categorized as adult education students with low, moderate, and high levels of study habits respectively.

Table 6. Profile of extroversion of adult education students at the University of Ilorin.

N	Extroversion	Mean	S.D
1	I mix up with my classmates	3.01	1.78
2	I do not hesitate to ask questions in the classroom	3.74	1.64
3	I make myself clear in the classroom	2.88	1.73
4	I relate with other members of my class for group discussion	2.67	1.48
5	I ensure I contribute to the topic of discussion in the classroom	2.71	1.77
Grand Mean		3.002	
Remark		Moderately High	

Table 7 shows that out of 200 (100.0%) adult education students sampled for this study, 57 (28.5%) of them were of a high level of study habit; 99 (49.5%) were a moderate level while 44 (22%) were having low study habit level. Hence, the majority of the adult education students were of moderate level of study habits at the University of Ilorin.

One hypothesis was tested with the use of a Linear Multiple Regression at a 0.05 level of significance. Using Ho1: there is no significant relative correlation between adult education students' personality traits and their study habits at the University of Ilorin, the results are shown in **Table 8**.

Table 7. Adult education students' study habits at the University of Ilorin.

Level of study habit	Score Range	Frequency	Percentage
High	49–64	57	28.5
Moderate	33 – 48	99	49.5
Low	16 – 32	44	22.0
Total		200	100.0

The model in **Table 8** indicates the linear combination of predictor variables i.e. personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion). The F-value is 9.813 with 5 and 199 degrees of freedom at 0.05 critical level of significance. Since the p-value of 0.00 is less than 0.05 level of significance, the null hypothesis was rejected. Therefore, the combination of the independent variables significantly predicts the dependent variable ($F(5, 199) = 9.813, p < 0.05$). Thus, there is a significant correlation between personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion) and study habit of adult education students at the University of Ilorin. To ascertain the contribution of the independent variables together, r-square was computed and the output is in **Table 9**.

Table 8. Regression Analysis of Adult education students' Personality Traits and Their Study habits at the University of Ilorin.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	875.628	5	175.125	9.813	0.000 ^b
Residual	3462.192	194	17.846		
Total	17350.870	199			

- a. Dependent Variable: study habit
- b. Predictors: (Constant), personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion)

As shown in **Table 9**, all independent variables (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion) jointly contributed R-Square of 0.512, representing 51.2% to the dependent variable (study habit). To determine the contribution of each of the independent variables, Beta Weight was calculated and the outputs are shown in **Table 10**.

Table 10 shows the relative contribution of each of the independent variables. The table reveals that conscientiousness has the highest contribution of a Beta weight of 2.97 with a t-value of 2.81 followed by extroversion which has a Beta weight of 2.15 with a t-value of 2.66; then agreeableness has a beta weight of 1.64 while openness has a contribution of 1.49 and neuroticism has 0.76. This implies that adult education students' conscientiousness, extroversion, agreeableness and openness to experience significantly predicted their study habits at the University of Ilorin while neuroticism was insignificant.

Table 9. Regression model summary of personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.312 ^a	0.512	0.021	9.15877

a. Predictors: (Constant), personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion)

Table 10. Relative contributions of independent variables to adult education students' study habit.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	39.54	3.57		19.82	0.00
Neuroticism	1.04	1.72	0.13	1.82	0.13
Openness	1.61	1.82	0.11	2.64	0.02
Agreeableness	1.73	1.53	0.14	2.32	0.01
Extroversion	2.29	1.12	0.18	2.28	0.00
Conscientiousness	2.62	1.41	0.15	2.47	0.00

a. Dependent Variable: Study habit

b. Predictors: (constant), personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion)

The finding from this study revealed that the agreeableness of adult education students at the University of Ilorin was moderately high. This shows that adult education students comply with instructions of teachers/facilitators; forgive when offended/provoked by their classmates or teachers/facilitator; care and sympathise with their classmates; aim to perform excellently in academic endeavours; and remain calm and flexible with classroom activities (Luk & Perry, 2017). This result corroborates with Egan et al. (2020) whose study revealed that while negative aspects of perfectionism, such as concern over mistakes, have an impact on dyadic adjustment, the personality variables of agreeableness and neuroticism have a more salient impact. It negates the study of Watson (2014) whose study indicated that low agreeableness is related to lower effortful control and could be compensated for past experiences of feelings of deprivation. However, the result revealed that Students dispensed a high level of agreeableness in classroom activities.

The second finding of this study showed that the conscientiousness of adult education students at the University of Ilorin was very high as they always try to work hard and be active in classroom activities; follow the classroom guidelines and regulations strictly; are determined to do well in class work; don't allow any distraction to set in, for them to get the class work done within the stipulated period and have confidence that I can do well in classroom activities. The researchers further explained that adult education is termed as further education or lifelong education (Castano et al., 2013). It is a social, and cultural education and a political phenomenon nowadays. The idea of lifelong learning is becoming the starting point of the social paradigm of education. Above all, education is implementing not only at school institutions but also during the whole life.

The third finding of this study indicated that the neuroticism of adult education students at the University of Ilorin was low. This shows that adult education students are worried about the appropriate way of getting things done in the classroom; feel secure while in the classroom; do not feel sad when they don't understand the topic of discussion in the classroom; do not talk with soft speech with other members of the classroom while in

argument; and do not ignore those who try to threaten or intimidate them in the classroom. This is in agreement with (Hanley *et al.*, 2019) study who revealed that mindfulness training decreased neuroticism and psychological distress over the six-year follow-up period, and decreases in neuroticism were associated with reduced psychological distress at the six-year follow-up. It also negates the study of Change *et al.* (2015) who was of the view that poorer mental health and a poorer personal lifestyle had higher neuroticism scores, and sex effects may influence the scale of perceived social support in the neuroticism group.

The fourth finding of this study revealed that the openness to experience of adult education students at the University of Ilorin was moderately high. This signifies that adult education students try to read beyond the class work; are eager to learn new things; are interested in contemporary moral, social, economic and political issues; try to link what they have learnt into reality and like to put what they have learnt into practice. This is in agreement with Rabia *et al.* (2017) whose study found that the students sampled were of a high level of openness to experience. Schwaba *et al.* (2018) in their study observed significant individual differences in openness development, and changes in openness were correlated with changes in cultural activity. The increased difficulty studying is (91%) (Çakıroğlu, 2014). In particular loss of structure and routine was negatively impacted by the pandemic (92%), and increases in feelings of stress were reported (75%) (Cho *et al.*, 2017; Arpentieva *et al.*, 2022). The fifth finding of this study showed that the extraversion of adult education students at the University of Ilorin was moderately high as they mix up with classmates; don't hesitate to ask questions in the classroom; make themselves clear in the classroom; relate with other members of the class for group discussion; and ensure contribution to the topic of discussion in the classroom. Buzduga (2018) the majority of the students sampled disposed of negative extraversion. Kern (2018) argue that in opening up adult learning two main challenges must be overcome: the extent to which learners need guidance and, depending on the learning goals, the extent to which learners need recognition and certification.

The sixth finding of this study showed that the majority of the adult education students were of moderate level of study habits in the University of Ilorin. This result is not in line with one the research who found students dispense good study habits towards their academic activities and perform very well in their examinations (Aquino, 2011). The moderate level of adult education students could be probably attributed to a high level of agreeableness, conscientiousness, openness to experience and extroversion traits they possessed. Lastly, findings from this study revealed that there is a significant correlation between personality traits (i.e. agreeableness conscientiousness, neuroticism, openness to experience, and extraversion) and study habit of adult education students at the University of Ilorin. However, adult education students' conscientiousness, extroversion, agreeableness and openness to experience significantly predicted their study habits at the University of Ilorin while neuroticism was insignificant. The extrovertedness, conscientiousness, and openness were positively associated with adult education students' study habits while neuroticism and agreeableness were negatively associated with study habits (Evren *et al.*, 2019). This shows that adult education students' agreeableness and their study habit are positively and relatively highly related. Agreeableness is the tendency to be pleasant, compassionate, cooperative and accommodating in social situations rather than being antagonistic and suspicious of others. An agreeable person is good, natural, cooperative and functioning.

In addition, the result of this study shows that adult education students' conscientiousness and their study habit are positively and highly related. Conscientiousness is a tendency to show self-discipline, act dutifully and aim for achievement amidst various challenges. It has been one of the big five factors most consistently linked to study habits. Furthermore, this

study showed that adult education students' neuroticism and their study habits are positive but have a relatively low relationship. Neuroticism is a long-term tendency to be in a negative emotional state. More so, the findings of this study revealed that adult education students' openness to experience and their study habits are positively related. Openness reflects the degree of intellectual curiosity, creativity and a reference for novelty and variety. Investigation of openness as a predictor of study habits has also produced mixed results. On one hand, several studies have identified a positive association between openness and study habit. In the same vein, it was found that adult education students' extraversion and their study habits are positively related. Extraversion is characterized by sociability, assertiveness, emotional expressions and excitability. Those who are high in this trait are often described as being outgoing and talkative while those who are low in this trait are described as quiet and reserved. Research examining extraversion as a predictor of study habits has produced mixed results. Many research findings revealed that extraversion is negatively correlated with study habits.

5. CONCLUSION

Based on the findings obtained from this study, it could be concluded that the agreeableness, conscientiousness, extroversion and openness to experience of adult education students are high while their neuroticism was low. As a result, the majority of adult education students performed averagely in the study habits test, though agreeableness, conscientiousness, extroversion and openness as well as neuroticism are positively related to the study habit of adult education students at the University of Ilorin. However, adult education students' conscientiousness, extroversion, agreeableness and openness to experience significantly predicted their study habits at the University of Ilorin while neuroticism was insignificant.

Concerning the findings of this study, the following recommendations are proffered:

- (i) Adult education students should always dispense good personalities in their studies. This could not only make their study habits better but also develop their interest in learning at the University of Ilorin.
- (ii) Adult education students should always approach their learning duties with zeal and enthusiasm in such a way as to improve their study habits at the University of Ilorin
- (iii) Adult learning centres should be adequately equipped with teaching and learning facilities to make learning facilitating and interesting to adult education students. This could assist in fostering their study habits and making them dispense positive personality traits
- (iv) Lecturers of adult education students should always adopt appropriate methods and techniques for teaching so that adult education students would be re-assured that they could study well and excel in academics regardless of their gender status and academic levels.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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