

Psychopathology and Academic Performance among Nigerian High School Adolescents: The Moderator Effects of Study Behaviour, Self-Efficacy and Motivation

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ABSTRACT This study investigated the relationship between psychopathology and students' academic performance and the moderator effects of study behaviour, self-efficacy and motivation. Participants were 476 SS2 students (228 males, 248 females) randomly selected from ten coeducational secondary schools in Ibadan. Measures of psychopathology, study behaviour, self-efficacy and motivation were administered on the sample. Data collected were analysed using hierarchical multiple regression. Results showed that psychopathology correlated negatively but non-significantly with academic performance. Study behaviour, self-efficacy and motivation correlated significantly with academic performance and moderated the psychopathology – academic performance nexus. The results suggest the need for counsellors to design therapeutic interventions for alleviating the students' psychopathology, increasing their study skills, self-efficacy and motivation for improved academic performance.