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PERSONALITY TYPES AS PREDICTORS OF SECONDARY SCHOOL STUDENTS' SOCIAL ADJUSTMENT IN ONITSHA SOUTH LOCAL GOVERNMENT, ANAMBRA STATE

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ABSTRACT

Many students, out of poor adjustment fail to overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. These challenges continue to manifest in poor academic performance and maladjustment. Some students in the secondary school environment were faced with the challenge of psychological distress that stem from their personality types. The researchers therefore, sought to find out how secondary school students' personality types predict their social adjustment in Onitsha. Eight research questions and four null hypothesis guided the study. A correlational survey research design was employed for the study. In a population of 2390 a sample of 1195 students were selected for the study. Two standardized instruments Eysenck Personality Questionnaire (EPQ) and Adolescent Social Adjustment Questionnaire (ASAQ) were used for data collection and aggregate scores and Simple regression analysis were used for the analysis through IBM SPSS – 21. The findings revealed among others that personality types: psychoticism, introversion/extroversion and neuroticism are significant predictors of secondary school students' social adjustment in Anambra State. The study also found that secondary school students personality types jointly are significant predictors of their social adjustment. Base on the findings of this study, the following recommendations are made: School administrators should work towards organizing programmes for the students in the schools to get them acquitted with social skills. Also, School guidance counsellors should be equipped with necessary tool both material and intellectual to enable them render counselling services that is geared towards the social adjustment of students which will go a long way in helping students with neurotic and psychotic personality types so that the students can make up in areas where they need help to adjust socially.

Keywords: Personality types, Predictors, Social adjustment and Students

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Introduction

The Secondary School is an important phase of career development. At this stage, adolescents are believed to be evolving cognitively as they develop the ability to conceptualize and use concrete thinking. Moreover, the stage also coincides with period of adolescents' experimentation with social relationship. Many adolescents are therefore dependent on the rich cognitive and psycho-social contexts created by the school. For some students, it is very easy to interact with peers, teachers and administrators on challenges they are facing in the course of their study.

As pointed by Petersen, Louw and Dumont (2009), secondary school environment is not only a context where many students spend most of their day, it is also where they engage in the important activities of learning academic knowledge, acquiring and practicing more generalized skills, such as solving problems, being on time, following directions and developing formative relationships with peers and adults. However, for many students, achieving this feat remains very tough and elusive. Many students, out of poor adjustment fail to overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. These challenges continue to manifest in poor academic performance and maladjustment. Some students in the secondary school environment ware faced with the challenge of psychological distress, including anxiety, low academic self-efficacy, and poor time management (Fabian, 2007). As the human beings become conscious about the things in their environment, their needs increased and with the increased needs, the problem of adjustment sets in, in the society.

Adjustment is that condition of a person who is able to adapt with his physical occupational and social environment. It refers to the behavioral process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment. Successful adjustment is crucial to having a better quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, (Sandstrom and Cramer, 2003) as well as experience feelings of hopelessness, anhedonia, difficulty concentrating, sleeping problems and reckless behavior (Bisson and Sakhuja, 2006). Adjustment therefore has been considered as an index to integration; a harmonious behavior of the individual by which other individuals of the society recognize the person as well adjusted (Rienties, Beausaert, Grohnert Niemantsverdriet and Kommers, 2011). Adjustment is an important aspect to determine Students' academic performance (Petersen, Louw and Dumon, 2009). Thus adjustment maintains peace and harmony in home, school, and society and in the country. Although adjustment contains many aspects like social, emotional, physical and

educational dimensions, the more pronounced is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, and Fatehizadeh, 2006).

Schneider (2000) defined Social adjustment as a psychological process, which frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called social adjustment. According to Edward, (2003), social adjustment is the continuous process of satisfying one's desire, mastery of the environment and sense of being at peace with oneself. Thus, it implies that social adjustment is the ability to select appropriate and effective measures so as to meet demands of the environment while maintaining a healthy attitude towards the circumstance. Having well –adjusted students is one of the purpose of any secondary school since it has been found that students' adjustment can have a remarkable effect on students' academic performance, and having students with better academic performance give more successful image of the university (Rienties, Beausaert, Grohnert, Niemantsverdriet and Kommers, 2011).

Petersen, Louw and Dumon (2009) asserted that social adjustment to school environment is an important factor in predicting school outcomes. Similarly, Edward (2003) noted that students' inability to adjust to environmental changes, their inappropriate course choices, personal issues and financial constraints were among major causes of withdrawal from studies. Students are expected to make a series of adjustment to cope with their new ways of life. Students will have to adjust in several domains. This adjustment is related to a combination of social, academic, environmental personal and family factors. Dhingra, Manhas and Thakur (2005) asserted that social adjustment is a continuous process through which one changes to be in proper adjustment with his environment, others, and himself. The basic objective to social adjustment is to set a balance between one's wishes and social expectations that affects all one's life. As a result, the person can respond properly to all environmental stimuli to acquire his favorable stimuli and reinforcement.

There are notable factors that have been underpinned as important to social adjustment. An important dispositional factor that has been found to be critically germane to social adjustment of students is personality types. Personality types define consistent differences that exist between people. They are those qualities that make all people alike and that distinguish psychological man from other species. These include unique, relatively enduring internal and external aspects of a Peron's character that influence behavioral in different situations. There are three dimension of personality according to Eysenck (1998): Extraversion versus introversions, Neuroticism versus emotional stability, Psychoticism versus impulse control (or superego functioning). Accordingly, one can probably describe most extraverts and introverts well. Extraverts are oriented toward the outside world, prefer the

company of other people, and tend to be sociable, impulsive, adventurous, assertive, and dominant (Eysenck, 1988). In addition, people who score high in extraversion on the Personality Inventory experience more pleasant emotions and are happier that those who score low in extraversion (Holder and Klassen, 2010). On the other hand, introverts shy away from excitements and stimulation because their cortical arousal levels are already high. In terms of sensory stimulation, introverts react more strongly than extraverts. They exhibit greater sensitivity to low-level stimuli and have lower pain thresholds than extraverts.

Another Eysenck's dimension is Neuroticism versus emotional stability. The dimension explains neurotics as by characterized anxiety, depression, tense feeling, irrationality, and moodiness. Neurotic individuals may also have low self-esteem and be prone to guilt feelings. Eysenck suggested that neuroticism is largely inherited, a product of genetics rather than learning or experience. People are genetically predisposed either toward neuroticism or toward emotional stability. Another dimension put forth by Eysenck, (1998) is psychoticism. People who score high in psychotic are aggressive, antisocial, tough-mined, cold, and egocentric. Also, they are believed to be cruel, hostile, and incentive to the needs and feelings of others. Moreover they score low on emotional well-being and have greater problems with alcohol, drug abuse, and violent criminal behavior than people who score low in psychoticism (Boduszek, Shevlin, Adamson, and Hyland, 2013). However, paradoxically, people who score high in psychoticism can also be highly creative.

Personality type is an eminent factor, which contributes or predicts individual's social adjustment. For example Grutter and Kummerow (2003) who worked extensively on understanding human adjustment observed that differences found in the behavioral styles of individual are as a result of constitutional factor especially activity level and sensitivity to outside events. Ozer and Benet Martinez (2006) observed importantly, that personality types are also associated to social adjustment as relates to interpersonal relationships (Back, 2015) and academics (Vedel, 2014) because they typically offer improved perdition over broader domains. Jing, (2007) observed that identification of adolescent personality types and social adjustment and their relationship to academic achievement could be an important aid to teachers and counselors in planning courses in personality development and training in academic skills. Also, if significant differences in personality types and social adjustment are found between student leaders and non-leaders, students concerned with leadership development may be aided in the identification of potential leaders in their classes and groups. Nirmala (2011) observed that extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. The study revealed that when students are enabled to recognize their strong and weak

characteristics, and social service camps NCC/NSS activities and other outdoor activities employed, these would develop desirable social qualities considerate and cooperation which in turn help them to adjust well. Srivastava and Kailash (2013) observed that there exist a negative relationship between introversion and adjustment of students.

Rekha and Chinal (2019) conducted a study at Udaipur city, India on personality type of single and sibling adolescents. The purpose of the study was to compare the personality types of single and sibling adolescents. The sample comprised of 60-subjects of age group 13-18 years selected purposively from single and sibling adolescents belonging to Udaipur city. Tools used included Eysenck's Maudsley Personality Inventory (M.P.I.) (Eysenck, 1975). Results showed that there is a significant difference between the personality type of single and sibling adolescents. It was recommended that late marriages, tremendous work-related stress, fast pace of life, poor nutrition and environmental pollution, should be avoided as they result in the emergence of involuntary single-child families.

Pargat and Indira (2013) conducted a study at Faridabad, India on coping strategies of different personality types of adolescents. The purpose was to find out the difference between coping strategies of different personality types. A sample of 100 students aged between 13 and 17 years were used. The study was conducted through descriptive survey method. Ways of coping questionnaire by Folkman and Lazarus, and Catell's 16 Personality Test were used to collect the data. Results indicated that different dimensions of personality types do not differ significantly when they come to adopt the various types of coping strategies. It was recommended that parents and teachers should be guided to help the adolescents to develop coping strategies on reality ground to help them to achieve performance near to idealized self. Also that awareness campaigns of issues regarding importance of coping strategies formation and adolescents' problems should be organized via child welfare department and media.

Dubas, Gerris, Janssens and Vermulst (2002) conducted a study at Dutch on personality types of adolescents: concurrent correlates, antecedents and type x parenting interactions. The purpose was to examine the concurrent correlates, developmental antecedents of personality types, adjustment and parental control of adolescents. Sample of 305 14-19-year-dutch adolescents were used. Three main personality types were identified, namely: resilients, overcontrollers and undecontrollers. Result showed evidence for a moderate effect of restrictive control, particularly for under controllers. It was recommended above all that importance should be placed on family environment to aid understandbehavioural correlates of types.

De Haan, Dekovie. Van Den, Stoltz and Prinzie (2015) conducted a study at

Wiley, United States, on developmental personality types from childhood to adolescence: associations with parenting and adjustment. This study examined whether changes in children's self-reported Big five dimensions are represented by developmental personality types, using a cohort-sequential design with three measurement occasions across 5 years (four cohorts. 9-12 years at T 1; N = 523). Correlates of, and gender differences in, type membership are examined. Latent class growth modeling yielded three personally types: resillients, overcontrollers and under controllers. Result showed that gender differences in type membershipwere small, the types differed in adjustment problems by the end of middle adolescence and personality change more likely occurs at the level of dimensions within types than in type membership. It is recommended that warm parenting, but not over reactive discipline, be used in childhood upbringing.

John (2019) conducted a study at Ministry of Education Kisii Kenya on Relationship between Agreeableness Personality Subtype and Suicidal Behaviour among Secondary School Students in Kenya. The study was an attempt to understand the relationship between Agreeableness personality subtype among secondary school students and suicidal behaviour in Kenya. Correlation survey design was adopted for the study. The sample size was 120 secondary school students within Kitutu Central Sub-County, Kisii County, Kenya. The study used Aaron Beck suicidal inventory and Big Five factor for Personality questionnaires. A. reliability coefficient 0.743 was reported. Permission to Conduct a study was obtained from the ministry of education-Kisii County. Data was analyzed using regression analysis. Result showed that the coefficient of agreeableness was significant ($p<0.05$). The model summary gave $R2 = 0.347$, which means that agreeableness explains 34.7% of the variation in suicidal behaviour. It was recommended that the Kenyan Ministry of Education should consider postingfull-time teacher counsellors to schools for regular personality assessment for learners who are at risk of suicide.

Klimstra, Noftle, Luyckx, Goossens and Robins (2018) conducted a study at United States of America on Personality types and social adjustment in college A multifaceted, cross-national view. The study examined rank-order stability and mean-level change across college in both personality types and the narrower facets underlying social adjustment. In addition, the current study tests longitudinal associations between personality types and social adjustment in college. Two large longitudinal samples from different countries were employed. A sample of 508 students was used for the study. Data was collected using: 60-item NEO Five-Factor Inventory (NEO-FFI; Costa and McCrea. 1992), 10-item Rosenberg(1965) Self-Esteem Scale and a 20-item version of the Student Adaptation to College Questionnaire (SACR: Baker and Siryk.1984). Results suggested that rank-order stabilities of facets were generally large (i.e., >.50) across samples, and comparable with those observed for trait domains. Mean-

level findings were largely in line with the maturity principle: levels of neuroticism and (most of) its facets decreased, whereas levels of the other domains and facets were either stable or increased. However, patterns sometimes slightly differed between facets of the same type domain, it was recommended that Big Five trait facets should be encouraged to reveal the nuanced ways in which personality types develop in tandem with social adjustmem in college.

Sanjeev (2013) conducted a study at Government College of Education, Chandigarh on personality and adjustment in relation to achievement of science students. The purpose was to investigate the achievement of science students in relation to their personality and adjustment. Sample size was 100 science students, consisting of 50 boys and 50 girls. Survey method of research was used to study the present problem. The data were analysed using; descriptive and inferential statistics. Pearson correlation and t-test were conducted to test the hypotheses. The results of the study showed no significant correlation betweenPersonality and Achievement of Science Students. Male introvert science students scored better than female introvert science students. Male science students were found to adjust better than female science students. It is recommended above all that factors, such as, interest, motivation, school, home and class environment, personality, adjustment, emotional intelligence, anxiety and so on should be effectively enhanced to improve the academic achievements of the students.

Nirmala (2011) conducted a study at Hindu College of Education, Haryana, India on a Study of Adjustment of Students in Relation to Personality and Achievement Motivation, The study was an attempt to study adjustment of secondary students in relation to their Achievement Motivation, Extraversion and Neuroticism. The sample consisted of 699 students studying in high school classes in the state of Haryana. Instruments used were Adjustment inventory for school students A.K.P. Sinha and R.P. Singh. Agra: Eysenck's Personality Questionnaire for E and N Hindi adaptation by Daga and Achievement Motivation Test-P. Mehtn, Delhi. Correlation and analysis of variance techniques were used. Result showed that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. It was recommended that Guidance and counseling services should be arranged to assis: students for healthy adjustment in schools and life, that students should be enabling to recognize their strong and weak characteristics to avoid unnecessary aspirations and that Social service camps NCC/ NSS activities and other outdoor activities should be employed as these would develop desirable social qualities considerate and cooperation which in turn help them to adjust well.

Srivastava and Kailash (2013) conducted a study at Gurukul Kangri University, Haridwar India on Personality and adjustment of students. The study was

designed to find out the impact of personality on adjustment, interaction of personality and gender on adjustment and the relationship between personality and adjustment. A sample of 500 students were used. Instruments used were Introversion-Extroversion Test by M. C. Joshi and Vyaktitva Parakh Prashnavali by M.S.L. Saxena. A 2x2 factorial design was used to access the impact of gender and the two levels of personality on adjustment. Two way analysis of variancewas used to test their main and interaction impact on adjustment. Result showed that there exists a negative relationship between introversion and adjustment of students. The same is found true for males as well as females. Extrovert male students are better adjusted. In female group, coefficient of correlation between personality and total adjustment is negative and significant. Among five dimensions of adjustment the correlation with personality is significant for home, health, social and emotional aspects, but the relationship of school adjustment with personality is not found significant. It was recommended that students should be given an opportunity to express their ideas and discuss their problems with school authorities as these develop self-confidence and mental satisfaction among the students. Also that parents and teachers should provide intellectual, social and emotional support to children at the time of stress and tension.

Sandhya and Aruna (2015) conducted a study at India on impact of personality types on adjustment and education aspiration of secondary students. The purpose was to investigate the predictive effects of personality types on adjustment and educational aspiration of secondary school students. 600 (300 CBSE and 300 UP Board) secondary school students were selected randomly. Descriptive survey method of research was used for the present study. The data was collected using: Personality Inventory (Singh and Singh, 2011), Educational Aspiration Scale (Shanna and Gupta, 2011), and Adjustment Inventory (Sinha and Singh, 2012). T-test was applied to see the significance of difference between the mean scores of the personality types of CBSE students and U.P. Board students. The results of the study indicate that personality characteristics of students belonging to both boards were same. Further, it was revealed that the educational aspiration of students studying in secondary classes of schools affiliated to Uttar Pradesh Board are higher as compared to students studying in schools affiliated to CBSE, Delhi. It was recommended that suitably nurture and growth of the educational aspiration, adjustment and generation of personality traits through framing appropriate educational policies, programmes and practices are needed to inculcate favourable attitudes, aptitudes, beliefs and competencies.

Maurice, Peter and Caleb (2016) conducted a study at Jaramogi Oginga Odinga University of Science and Technology, Hondo, Kenya on Influence of Introversion Personality Types on Social Adjustment among Re-admitted Teen Mothers in Kenyan Secondary Schools. The purpose of this study was to

investigate the influence of extroversive personality traits on social adjustment among secondary school re-admitted teen mothers in Rarieda Sub-County of Kenya. The study adopted a concurrent triangulation design. The study's target population of 217 consisted of all re-admitted teen mothers, 34 teacher-counsellors and 34 deputy principals in the 34 day mixed secondary schools in Rarieda Sub-County. The sample size consisted of 149 teen mothers, 10 teacher counsellors and 10 deputy principals. Data collection tools were Eysenck personality questionnaire, social adjustment questionnaire and interview schedules. Quantitative data was analysed by Pearson correlation while qualitative data was analysed using thematic analysis. The study revealed a strong negative correlation of -0.889 between introversive personality traits on social adjustment among re-admitted team mothers. The study recommended that Teacher Counsellors should adopt appropriate therapy techniques to assist the introverts and neurotic teen mothers adjust in school.

Joshua, Peter and Pamela (2021) conducted a study at Kenya on the relationship between neuroticism and social adjustment of undergraduate students in one selected university in Kenya. The study examined the relationship between neuroticism and social adjustment of undergraduate university students. The study was informed by the Big five personality theory. Concurrent triangulation design was adopted within the mixed method approach. The target population comprised 4805 undergraduate students. The sample comprised 756 students, 1 student counsellor, 1 Caterer and accommodation staff and 1 career guidance making a total sampl size of 759. An adapted instrument titled “integrated Questionnaire, Students’ social Adjustment” (IQSA) were used to collect quantitative data from students while Interview schedule was used to obtain qualitative data from student counsellor, caterer and accommodation and career counsellor. The internal validity of the constructs was investigated by subjecting the survey data to suitability tests using the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and the Bartlett’s Test of Sphericity. Reliability of questionnaires was ensured using internal consistency method and Cronbach’s alpha value was 0.684. Result showed there is statistically significant ($n=54$; $r= -.206$; $p<.05$), though negative, relationship between neuroticism personality traits and social adjustment among undergraduate students, with high level of neuroticism personality traits associated to lower social adjustment among the undergraduate students. It was recommended that the university students’ counsellors to assess and identify those students at risk and change their perception on changes experience at the university.

Sunday, Adie, and Echeng (2022) conducted a study at cross river on neuroticism and introversion personality characteristics and adolescents’ school social adjustment in a social inclusion in northern education zone of Cross River State. This

study was undertaken to determine the influence of Neuroticism and introversion Personality Factors on Adolescents' School Social Adjustment in a social Inclusion Education, in Northern Education Zone of Cross River State, Nigeria. The sample for the study consists of one thousand and eighteen (1018) students who were randomly selected from senior secondary one classes (SS1) in nineteen (19) purposively selected schools out of the seventy-three (73) schools in the study area. The researcher adopted a causal comparative design also known as the ex-post facto, and data were collected using NEO-PI scale and school social adjustment questionnaire as the main instrument. To guide the study, two research questions were raised and two statement of hypotheses were postulated and tested at 0.05 levels of significant using independent t-test and one-way analysis of variance (ANOVA) statistic. The results from the analyzed data indicated that there is significant difference of neuroticism on early adolescent's school social adjustment. Sidak post hoc test was performed to show where the difference lies; also, introverts significantly differ from extroverts regarding their school social adjustment. In view of the above findings, it was concluded that Neuroticism factor is significantly related to adolescents' school social adjustment in the study area in an inclusive education. It was recommended among others, that the effort of teachers, parents, educational psychologist, guidance counselors and the government are needful in all secondary schools to help students overcome the problem of poor adjustments in schools.

Anyamene, Ejichukwu and Azuji (2019), conducted a study at Anambra State on extraversion, neuroticism and openness to experience as predictors of secondary school students' social adjustment in Anambra State. The study in essence investigated extraversion, neuroticism and openness to experience as predictors of secondary school students' social adjustment in Anambra state. Three null hypotheses guided the study and were tested at 0.05 level of significance. Correlational research design was used for this study. The population of the study comprise 40,161 SS1 and SS2 students' from which a sample of 2,400 students was selected using simple random sampling and disproportionate stratified random sampling techniques. The instrument "Personality Traits Assessment Questionnaire (PTAQ)" was used for the study. The instrument is a standardized questionnaire which have been previously validated by experts and used in conducting studies in Nigeria. The reliability of coefficients include extraversion,0.87; neuroticism, 0.85; openness to experience, 0.70 while the reliability coefficient for Social Adjustment Questionnaire (SAQ) is 0.93. Data collected were analyzed using regression analysis. The findings of the study revealed that Extraversion, Neuroticism and Openness to Experience significantly predicted the social adjustment of the secondary school students. It was recommended that the school guidance counsellors should help counsel secondary school students to understand their personality traits and the personality traits of others. This will enable them appreciate their

individual differences which will likely enhance their social adjustment.

Hanzec, Kovacevic and Brajsa-Zganec (2016), conducted a study at Crosbi on Psychosocial predictors of students' academic, social and emotional adjustment at the beginning of secondary school. The aim of this study was to examine the predictive value of students' self-esteem, emotional competence, different forms of perceived social support and parental school involvement for their academic, social and emotional adjustment at the beginning of secondary school, while controlling for student's gender and type of secondary school (grammar or vocational). The participants were 410 first grade students (200 female and 210 male), who reported their grade point average and completed the Quality of School Life Questionnaire, the Rosenberg Self-Esteem Scale, the Emotional Skills and Competences Questionnaire, the Social Support Scale and a Short Parental School Involvement Questionnaire. Hierarchical regression analyses showed that 19.1 to 29.2% of the student's academic adjustment can be predicted by the examined set of predictors, with sociodemographic factors being the best predictors of students' grade point average, and emotional competence and self-esteem the best predictors of students' self-perceived school achievement. The best predictor of social adjustment indicators (relationship with teachers and social integration in the classroom) and of general school satisfaction (an indicator of emotional adjustment) was emotional competence, while the student's perceived social support and self-esteem contributed mainly to social integration and negative affect (emotional adjustment indicator). Parental involvement had a small but significant contribution predicting students' grade point average and social adjustment. The examined set of predictors predicted in total 15.6 to 35.1% of the student's social adjustment and 19.1 to 23% of emotional adjustment.

Most of the studies were carried outside Nigeria using secondary school students but they are however related to the current study because this present study sought to investigate similar variables like personality types and social adjustment of secondary school students.

Consequently, the present study sought to determine how personality types predict the social adjustment of secondary school students in Onitsha South Local Government, Anambra State.

Research Questions

The following research questions guided the study:

1. What are the psychoticism personality scores of secondary school students?
2. What are the introversion/extroversion personality scores of secondary school students?
3. What are the neuroticism personality scores of secondary school students?
4. What are the social adjustment scores of secondary school students?

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Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. Secondary school students' psychoticism personality is not a significant predictor of their social adjustment in Onitsha.
2. Secondary school students' extroversion/introversion personality is not a significant predictor of their social adjustment in Onitsha.

3. Secondary school students' neuroticism personality is not a significant predictor of their social adjustment in Onitsha.

4. Secondary school students' psychoticism, extroversion/introversion and neuroticism personality types are not significant predictors of their social adjustment in Onitsha.

Research Method

The study adopts a correlational survey design. The population of this study consists of S.S 1 and S.S. 2 students, 2,390 students in the six secondary schools in the Local Government, comprising of 1,320 male and 1,070 female students. A sample of one thousand one hundred and ninety five (1,195) students comprised of 660 male students and 535 female students were students used for the research. This is 50% of 2,390 students in S.S 1 and S.S. 2 students, in the six secondary schools in the Local Government. Proportionatelystratified sampling was used to select the number of students in each of the schools. This means that number of students was selected based on the number available in S.S 1 and S.S 2 of the 6 secondary schools in the Local Government. Two instruments adopted for data collection were Eysenck Personality Questionnaire, H. J. Eysenck (1947) and Adolescent Social Adjustment Questionnaire (ASAQ) which was adopted from Nwabunike and Nwankwo (2020). Personality type is measured using the Eysenck Personality Questionnaire, HJ Eysenck (1947). This instrument has 60 items corresponding to the three factors of personality types which were; psychoticism (17 items), extraversion-introversion (23 items), and Neuroticism (20 items). These 60 items scale use a two point response option of yes or no. The instrument for this datacollection has both direct and reverse scoring pattern. Direct scoring is for positive statements, while reverse scoring is for negative statements. Social adjustment is measured using Adolescent Social Adjustment Questionnaire (ASAQ). The ASAQ is a scale comprising of 23 items, each rated on a 4-point scale ranging from strongly agree 4, agree 3, disagree 2, and strongly disagree 1. Eysenck Personality Questionnaire is a standardized instrument and so was not subjected to further validation. It has been revalidated in Nigeria by Umoh, Okorie, Umoh, and Peter (2010). Adolescent Social Adjustment Questionnaire was also a standardized instrument developed and validated by Nwabunike and Nwankwo (2020) and does not require further validation. The two standardized instruments have coefficent alpha. For Eysenck Personality Questionnaire (EPQ), the reliability coefficient of the scale was

found to have internal consistency of 0.62 for Psychoticism, 0.60 for Extroversion, and 0.72 Neuroticism. For Nigerian sample, Eysenck Personality Questionnaire, has its internal consistency coefficient of 0.60 as obtained by Umoh, Okorie, Union, and Peter (2010) and 0.928 for Adolescent Social Adjustment.. The researchers and six research assistants administered copies of the instruments through face to face delivery method. The research questions 1 to 4 were answered using aggregade scores while research questions 5 to 8 and the 4 null hypotheses were analysed using regression analysis.

Results and Discussion

Research Question 1: What are the psychoticism personality scores of secondary school students?

Table 1: Range of psychoticism personality scores of secondary school students (Norm = 4.70)

Range fo scores	N	%	Remark
0 – 4.70	406	34.0	None Psychoticism personality
4.71 – 17	787	66.0	Psychoticism personality

Table 1 reveals that with scores ranging from 4.71 to 17, 787(66.0%) secondary school students in Onitsha have Psychoticism personality, while 406(34.0%) others whose scores ranged from 0 to 4.70 do not have psychoticism personality.

Findings of the study revealed that majority of the secondary school students in Anambra State, possess psychotism personality type. This findings implies that majority of the students are more likely to participate in irresponsible or poorly calculated behaviour. These students can also contravene accepted social norms and be motivated by a need for immediate gratification, regardless of its consequences. This is in agreement with the outcome of the studies of Erton (2010) on his investigation of personality types. Erton studied relations between personality traits, language learning styles and success in foreign language achievement in Turkey. Though there was no geographical similarity with the present study, the findings thus were found related.

Research Question 2: What are the introversion/extroversion personality scores of secondary school students?

Table 2: Range of introversion/extroversion personality scores of secondary school students (Norm = 14.86)

Range fo scores	N	%	Remark
0 – 14.86	656	55.0	Introversion personality
14.87 – 23	537	45.0	Extroversion personality

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Table 2 shows that with scores ranging from 14.87 to 23, 537(45.0%) secondary school students in Onitsha have extroversion personality, while 656(55.0%) others whose scores ranged from 0 to 14.86 have introversion personality.

The findings of the study show that moderate number of secondary school students possess introversion/extroversion personality types. Extroverts are likely to seek out social stimulation and opportunities to engage with others. These students thus could be described as being full of life, energy and positivity. Therefore in group situations, such students are likely to talk often and assert themselves. On the other hand, introverts tend to be quieter, shy away from large social gatherings, and may feel uncomfortable interacting with other students. Instead, they keep smaller groups of close friends and are more likely to enjoy contemplative exercises. This is in agreement with the outcome of studies of Dubas, Gerris, Janssens and Vermulst (2002) on their investigation of personality types in Dutch. Dubas, Gerris, Janssens and Vermulst studied the contribution of personalities types and confirmed that moderate students possess introversion/extroversion personality types. Although the study investigated personality types of students outside Nigeria, the finding goes on to show that students could possess the personality type of introversion/extroversion irrespective of geographical difference.

Research Question 3: What are the neuroticism personality scores of secondary school students?

Table 3: Range of neuroticism personality scores of secondary school students (Norm = 4.70)

Range fo scores	N	%	Remark
0 – 9.51	347	29.10	None neuroticism personality
9.52 – 20	846	70.90	Neuroticism personality

Table 3 reveals that with scores ranging from 9.52 to 20, 846(70.90%) secondary school students in Onitsha have Neuroticism personality, while 347(29.10%) others whose scores ranged from 0 to 9.51 do not have neuroticism personality.

The findings of the study revealed that majority of the secondary school students in Anambra State possess neuroticism personality type. This finding implies that the students are emotionally reactive and vulnerable to stress, hence they could be flippant in the way they express emotion and are more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult. These negative emotional reactions may persist for unusually long periods of time, thereby often placing them in a bad mood. The finding is in agreement with the study of Devon (2009) in his study on personality types. Devon in his

study on the relationship of personality types on the life satisfaction of students, observed that Neuroticism emerged as the strongest predictor of life satisfaction. This implies that majority of the secondary school students possess neuroticism personality type. Although the study investigated personality type outside Nigeria, the finding goes on to show that students could possess the personality type of neuroticism irrespective of geographical difference.

Research Question 4: What are the social adjustment scores of secondary school students?

Table 4: Range of social adjustment scores of secondary school students (Norm = 58)

Range fo scores	N	%	Remark
23 – 57	154	12.90	Poor social adjustment
58 – 92	1039	87.10	Good social adjustment

In table 4, it was observed that with scores ranging from 58 to 92, 1039(87.10%) secondary school students in Onitsha have good social adjustment, while 154(12.90%) others whose scores ranged from 23 to 57 have poor social adjustment.

The result of the study indicates that most of the secondary school students have good social adjustment. This finding implies that secondary school students function well in their immediate environment, participation in social activities and their satisfaction with various social aspects of the school experience. This finding is in line with the findings of Birina (2017) whose study showed that students were good in social adjustment. Birina's study examined social adjustment problems of secondary school students in India, and observed that the students have a good social adjustment. Although the study investigated social adjustment outside Nigeria, the finding goes on to show that students could possess the good social adjustment irrespective of geographical difference.

Null Hypothesis 1: Secondary school students' psychoticism personality is not a significant predictor of their social adjustment in Onitsha.

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Table 5: Regression analysis on secondary school students' psychoticism personality as a predictor of their social adjustment in Onitsha

R	R Square	Adjusted R Square	B	Beta	df	Cal F	Cal. t	P<0.05	Remark
0.243	0.059	0.057			1189	24.86		0.000	S
Psychoticism			0.528	0.150	1191		5.228	0.000	S
Extroversion/Introversion			0.155	0.056	1191		2.000	0.046	S
Neuroticism			0.397	0.155	1191		5.401	0.000	S

Table 5 indicates that secondary school students' psychoticism personality had Beta of 0.150. This indicates that secondary school students' psychoticism personality contributed only 15.0 percent of their social adjustment in Onitsha.

Also at 1df numerator, 1191df denominator and 0.05 level of significant, the calculated t5.228 with P.value 0.000 which is less than the 0.05, the first null hypothesis is not accepted. Therefore, secondary school students' psychoticism personality is a significant predictor of their social adjustment in Onitsha.

The findings of the study revealed that psychoticism personality type is a significant predictor of social adjustment. This finding implies that psychoticism personality type could forecast whether students would have good or poor social adjustment. This finding is in agreement with the finding of Erton (2010) who indicated that psychoticism personality type predicted social adjustment and that psychoticism individuals were poorly adjusted socially. This leads to the conclusion that as many scholars proposed, psychoticism has a negative effect on performance, by participating in irresponsible or poorly calculated behaviour, contraveningaccepted social norms and motivated by a need for immediate gratification, regardless of its consequences.

The reason for this finding could be attributed to the notion that students with psychoticism personality types, tend to think more independently and does not conform to the "norms" of others. For instance Erton (2010) noted that psychoticism individuals are the standouts, relying and also do not perceive the needs or feelings of others well and can be reckless and impulsive in their actions if they fell they are justified in acting that way. Hence problems in emotional regulation can reduce the ability of the students that scored high on psychoticism, to cope effectively with social situations.

Null Hypothesis 2: Secondary school students' extroversion/introversion personality is not a significant predictor of their social adjustment in Onitsha.

Again, table 5 shows that secondary school students' extroversion/introversion personality had Beta of 0.056. This indicates that secondary school students' extroversion/introversion personality contributed only 5.6 percent of their social adjustment in Onitsha.

Also at 1df numerator, 1191df denominator and 0.05 level of significant, the calculated t2.000 with P.value 0.046 which is less than the 0.05, the second null hypothesis is not accepted. Therefore, secondary school students' extroversion/introversion personality is a significant predictor of their social adjustment in Onitsha.

The findings of this study revealed that extroversion / introversion personality types is a significant predictor of secondary school students' social adjustment in Anambra State. What this implies is that extroversion / introversion personality types could determine whether a student will have good or poor adjustment. The findings of the study are in agreement with Nirmala (2011) which indicated that extroverted personality type predicted social adjustment. Since this study reveal that students have good social adjustment, the finding thus reveal that extroverted students attempt to seek out social stimulation or opportunities to engage with others, or vice versa as in the case of introverted students, is a guarantee that such students would have good social adjustment. Nevertheless, the finding is not supported by the previous studies of Srivastava and Kailash (2013) and Maurice, Peter and Caleb (2016) that introversion was not linked to a person being socially adjusted. This does not seem to be the case with the findings of the current study as majority of the students' indicated good social adjustment. The reason for this could be attributed to the idea that people who are high in introversion don't need social stimulation to feel energized. They don't gain inspiration and excitement from talking and discussing ideas with other people. It could be possible therefore that the students are not getting enough social stimulation they need to feel thrilled which also might be necessary for their social adjustment.

Null Hypothesis 3: Secondary school students' neuroticism personality is not a significant predictor of their social adjustment in Onitsha.

Also, table 5 reveals that secondary school students' neuroticism personality had Beta of 0.155. This indicates that secondary school students' neuroticism personality contributed only 15.5 percent of their social adjustment in Onitsha.

Also at 1df numerator, 1191df denominator and 0.05 level of significant, the calculated t5.401 with P.value 0.000 which is less than the 0.05, the third null hypothesis is not accepted. Therefore, secondary school students' neuroticism personality is a significant predictor of their social adjustment in Onitsha.

The findings of the study revealed that neuroticism personality type is a significant predictor of secondary school students' social adjustment in Anambra

State. This finding implies that neuroticism personality type could forecast whether students would have good or poor social adjustment. This finding is in agreement with the finding of Anyamene, Ejichukwu and Azuji (2019). The study indicated that neuroticism predicted social adjustment and that neurotic individuals were poorly adjusted socially. This leads to the conclusion that as many scholars proposed, neuroticism has a negative effect on performance, by creating negative emotions, withdrawal tendencies and a negative reaction to the fear of failure which would likely affect the students' social adjustment negatively.

The reason for this finding could be attributed to the notion that students with neurotic personality type are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reaction tends to persist for unusually long periods of time, which means they are often in a bad mood. For instance, Joshua, Peter and Pamela (2021) noted that neuroticism is connected to a pessimistic approach toward work, confidence that work impedes personal relationship, and apparent anxiety linked with work. Hence problems in emotional regulation can diminish th0e ability of the students that scored high on neuroticism to think clearly, make decisions, and cope effectively with social situations.

Null Hypothesis 4: Secondary school students' psychoticism, extroversion/introversion and neuroticism personality types are not significant predictors of their social adjustment in Onitsha.

Table 6: Regression analysis on secondary school students' psychoticism, extroversion/introversion and neuroticism personality types as predictors of their social adjustment in Onitsha

R	R Square	Adjusted R Square	B	Beta	df	Cal F	P<0.05	Remark
0.243	0.059	0.057			1189	24.86	0.000	S

In table 6, it was observed that secondary school students' psychoticism, extroversion/introversion and neuroticism personality types had R square adjusted of 0.057. This indicates that secondary school students' psychoticism, extroversion/introversion and neuroticism personality types contributed only 5.7 percent of their social adjustment in Onitsha.

Also at 3df numerator, 1189df denominator and 0.05 level of significant, the calculated F24.86 with P.value 0.000 which is less than the 0.05, the fourth null hypothesis is not accepted. Therefore, secondary school students' psychoticism, extroversion/introversion and neuroticism personality types are significant predictors of their social adjustment in Onitsha.

The findings of the study revealed that the personality types: psychoticism, introversion/extroversion and neuroticism (when joined together) are significant predictors of secondary school students' social adjustment. The findings showed that these personality types jointly put together are important forecaster of social adjustment. This finding is in agreement with the findings of previous studies conducted by researchers such as Klimstra, Noftle, Luyckx, Goossens and Robins (2018), Maurice, Peter and Caleb (2016) and Nirmala (2011), whose studies revealed that personality types are significant predictors of social adjustment. Nirmala (2011), reported that neuroticism is linked to poorer social adjustment and extroversion is related to positive social adjustment.

The study by Klimstra, Noftle, Luyckx, Goossens and Robins (2018) found that people who are high in certain dispositional personality type like extroversion are better able to be socially adjusted and adapt in the stress that comes with the transition into school. Conversely people with neuroticism demonstrated poor social development. Maurice, Peter and Caleb (2016) found that personality type like extroversion, facilitated the process of social adjustment, whereas personality type like neuroticism worked in the opposite direction and did not facilitate the process of social adjustment.

Conclusion

Based on the findings of the study, the study concludes that personality types of psychoticism, introversion/extroversion and neuroticism are significant predictors of secondary school students' social adjustment in Anambra State. The study also concludes that secondary school students personality types jointly are significant predictors of their social adjustment.

Recommendations

Base on the findings of this study, the following recommendations are made:

1. School administrators should work towards organizing programmes for the students in the schools to get them acquitted with social skills.
2. School guidance counsellors should be equipped with necessary tool both material and intellectual to enable them render counselling services that is geared towards the social adjustment of students which will go a long way in helping students with neurotic and psychotic personality types so that the students can make up in areas where they need help to adjust socially.
3. Teachers should be informed on how to identify students with social adjustment problems and the need to make appropriate referral to the guidance counsellor for counselling.

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